

**Social Studies Education
in New Brunswick
1951-1960**



by: Mike Carver, Adam Tremblay, Brett Wilson

Hypothesis

The 1950's was a decade of growth for the New Brunswick Educational system. The growth that occurred within the educational system was related to the increase in population. This increase in population reflected an educational enrolment increase within rural and regional schools, faculty expansion, and the development of school buildings. Combined with the population and enrolment increase the Department of Education adopted an increased focus of the educational system curriculum to reflect the social growth in New Brunswick.

Broader Social Context in 1950s

In New Brunswick

The 1950's for New Brunswick was a time that like the rest of the country saw significant growth and change. This being the decade immediate to post war times brought the province its share of baby boomers. It is during this decade significant growth in the school system leaps forward. It is also in this decade that a keen focus on social studies takes a leap forward, teaching the youth of the province about what it was to be a Canadian citizen in a period of marked improvement as well to teach about the rest of the world outside our great country.

Some significant moments in New Brunswick's history during this decade include the following events. This decade brought a significant increase to Saint John's port and shipping activity to new heights, becoming a port of use all the year round. Post war brought in new housing and office developments in the city helping to replace old and failing infrastructure. Moving north of Saint John, by 1957 the Florenceville Company known as McCain Foods has sprung up. The 50th celebration of the Beaverbrook Art Gallery was calibrated in 1959 giving great credit to Lord Beaverbrook for his contribution to the province, as stated by journalist Geoffrey Crowe "This is truly Lord Beaverbrook's most outstanding benefaction – one that will bring incalculable benefits to New Brunswick's people, including its university and high school students, and will attract many visitors to the province every year. It is a gift that will endure, and enhance even further in value with passing time". Those who would have been to the service of the province in those years as premiers were as follows, John B. Mc Nair (Liberal), Hugh John Fleming (progressive conservative) and Louis Joseph Robichaud (liberal). It was under these men that the province was to see much change socially, economically, culturally which in turn created for an increase demand in schools, curriculum with regards to social studies and the need for teachers.¹²³

¹ <http://www.saintjohn.nbcc.nb.ca/heritage/historicaltour/1950-1959.htm>

² <http://foundlocally.com/Fredericton/Local/Info-CityHistoryRecent.htm>

³ <http://canadaonline.about.com/od/premiers/a/premiersnb.htm>

Canada

There was a large population increase, living wage increase, and available job decrease. The decade saw the cold war, creation of the Avro Arrow, bomb shelters created in Canada, the Suez Crisis. Tensions were still high between English and French Canada, the global community is returning to normal life after a World War. Also during the 1950s in Canada the Canadian Broadcast Company, CBC, was formed.



(www.cbc.ca)

(<http://www.canadiandesignresource.ca/officialgallery/wp-content/uploads/2008/03/avro-arrow-landing.jpg>)

Other sources to gain context was found through film. There are over twenty videos of Canada during the 1950s is archived via this website:

<http://www.avdiscovery.com/videos/1950s.htm>

Broader Social Context in 1950s

World View

In **1950** there were many *firsts* such as: the first credit card was introduced, first organ transplant, and the first “Peanuts” cartoon strip. 1950 also saw the Korean war begin, and U.S. President Truman Orders Construction of Hydrogen Bomb.

In **1951** color TV was introduced to the public, President Truman signed a peace treaty with Japan which ended WWII, and Winston Churchill won his election in Great Britain.

In **1952** seat belts were introduced in cars, the polio vaccine was created, and Princess Elizabeth became Queen at the age of twenty-five

In **1953** Stalin dies, the science of DNA was discovered

In **1954** Medical report presented that proves cigarettes cause cancer, and segregation was announced as illegal in U.S.A

In **1955** the fast food chain McDonald's was founded, the historic event of Rosa Parks refusing to give up her seat on a bus happened.

In **1956** A new music sensation, Elvis, performs famous gyrating dance move, Velcro was introduced, and the Suez Crisis occurred.

In **1957** The beloved children's book *The Cat In The Hat* was published, and the Soviet satellite called Sputnik was launched.

In **1958** NASA was founded, and Lego building block toy was created.

In **1959** Fidel Castro became dictator of Cuba

Sources

Primary Sources:

Department of education annual report

University of New Brunswick Archives provide examples of school building development, consolidation, and enrolment increases in the 1950s.

Department of Education. *Department of education annual report 1950-1951.*

Department of Education. *Department of education annual report 1951-1952.*

Department of Education. *Department of education annual report 1952-1953.*

Department of Education. *Department of education annual report 1954-1955*

Department of Education. *Department of education annual report 1959-1960.*

The Programme of Studies for New Brunswick

The Programme of Studies for New Brunswick schools presented evidence of what social studies information was being used with students during specific times during the 1950s in New Brunswick. The years researched in the Programme of Studies for New Brunswick schools was 1952, 1955, 1958 which reflects the start, middle, and end of the decade.

The Government of the Province of New Brunswick. (1952). *Programme of Studies*

for New Brunswick schools grade I-VI. Saint John, N.B

The Government of the Province of New Brunswick. (1955). *Programme of Studies*

for New Brunswick schools grade I-VI. Saint John, N.B.

The Government of the Province of New Brunswick. (1958). *Programme of Studies*

for New Brunswick schools grade I-VI. Saint John, N.B

Outline of Programme of Studies for High Schools

This resource provides evidence to what information students were learning in high school during the 1950s.

New Brunswick Department of Education. (1949). *Outline of programme of studies*

for high schools 1949-1950.

New Brunswick Department of Education. (1950). *Outline of programme of studies*

for high schools 1950-1951.

New Brunswick Department of Education. (1952). *Outline of programme of studies*

for high schools 1952-1953.

New Brunswick Department of Education. (1954). *Outline of programme of studies*

for high schools 1954-1955.

New Brunswick Department of Education. (1956). *Outline of programme of studies*

for high schools 1956-1957.

New Brunswick Department of Education. (1959). *Outline of programme of studies*

for high schools 1959-1960.

Secondary Sources:

This link gave us a timeline of 1950s which is presented at the start of this document.

Rosenberg, J. (n/d). *1950's timeline*. Retrieved November 10, 2010, from <http://history1900s.about.com/od/timelines/tp/1950timeline.htm/>

THE FORUM

DECEMBER, 1951

Notes

FRENCH TRANSLATION OF SOCIAL STUDIES TEXT AVAILABLE

FRIENDLY CO-OPERATION

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Through the efforts of Dr. L. T. LaJeune, Assistant to the Chief Superintendent of Education, French students of Grade 5 Social Studies now have a supplementary book in their own language to assist them in their studies of "Canada and Her Neighbours". Dr. LaJeune, who has done a great amount of curriculum work throughout his years of service with the Department of Education, translated the sections chosen himself and is now busy on the remainder of the text.

The supplement is a complete translation of "Canada and Her Neighbours", although the pictures and maps are not included. It is intended as an aid to the French-speaking child who may find difficulty in understanding portions of the text.

"Canada and Her Neighbours" is a publication of Ginn and Company which concern has given permission for the distribution of the translation, entitled "Le Canada et Ses

Educators and broadcasters co-operate on the friendliest terms in school broadcasting. This picture shows an informal get-together at the National Advisory Council on School Broadcasting. Figures from left to right are: R. S. Lambert, CBC Supervisor of School Broadcasts; Dr. W. P. Petelval, Director of Protestant Education, Quebec Department of Education and Chairman of National Advisory Council on School Broadcasting; A. David-son, CBC; and E. L. Bushnell, CBC.

DECEMBER, 1951

FRENCH TRANSLATION
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TEXT AVAILABLE

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FRIENDLY CO-OPERATION

Educators and broadcasters co-operate on the friendliest terms in school broadcasting. This picture shows an informal get-together at the National Advisory Council on School Broadcasting. Figures from left to right are: E. S. Lambert, CDC supervisor of School Broadcasts; Dr. W. P. Percival, Director of Protestant Education, Quebec Department of Education and Chairman of National Advisory Council on School Broadcasting; A. Davidson, CDC; and E. L. Bushnell.

Show a list of potential Social Studies text that would be suitable for classroom. This list of text is a large change from the year previous which had only eleven possible text to use.

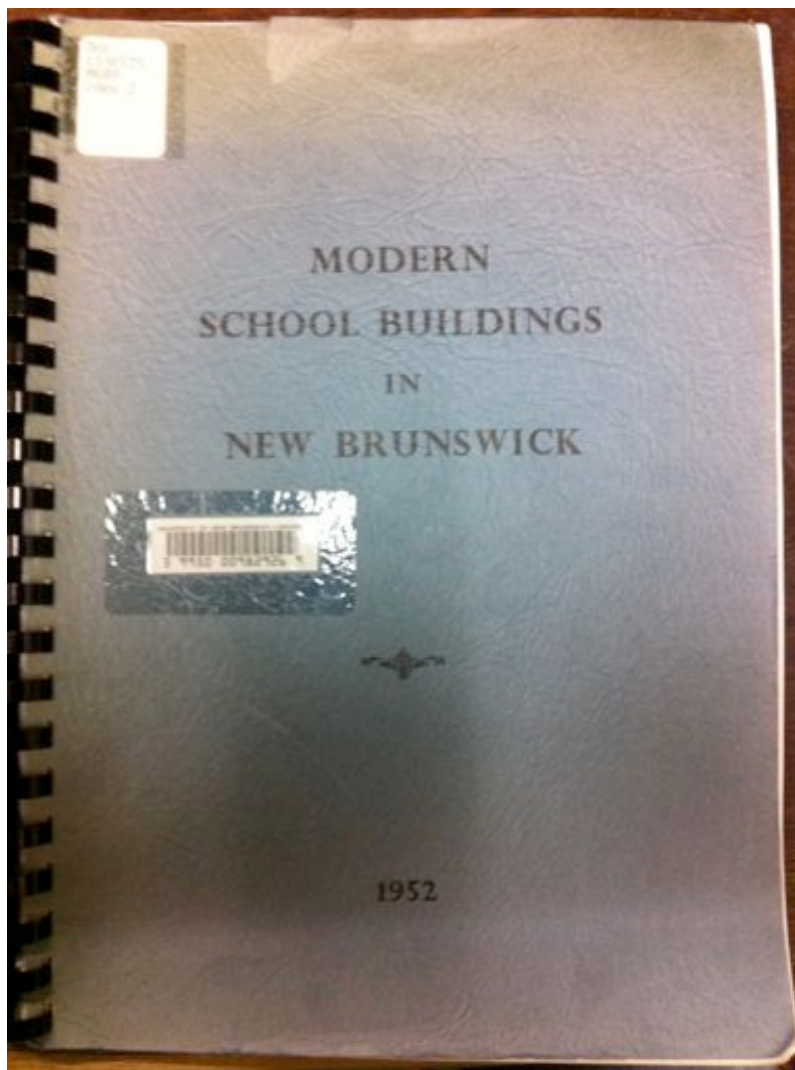
BOOKS FOR TEACHERS OF SOCIAL STUDIES

- AGAR, HERBERT. Pursuit of happiness; the story of American democracy. Houghton. Association for education in citizenship. Education for citizenship in elementary schools. Oxford.
- Association for education in citizenship. Education for citizenship in secondary schools. Oxford.
- ATWOOD, W. W. and THOMAS, H. G. Home life in far-away lands. rev. ed. Ginn.
- CAMPBELL, E. F. and others. The old world past and present. Scott.
- CLEMENTS, BEATRICE and others. Projects for the junior school. Harrap.
- DICKIE, D. J. The enterprise in theory and practice. Gage.
- FISHER, PETER. The first history of New Brunswick, as originally published in 1925. n.p.
- HANNAY, JAMES. The history of Acadia, from its first discovery to its surrender to England by the Treaty of Paris. Macmillan.
- HANNAY, JAMES. The life and times of Sir Leonard Tilley; being a political history of New Brunswick. n.p.
- HARTMAN, GERTRUDE. Builders of the Old World. Heath.
- HARTMAN, GERTRUDE. These United States and how they came to be. Macmillan.
- HARTMAN, GERTRUDE. The world we live in and how it came to be. Macmillan.
- HARVEY, D. C. The colonization of Canada. Clarke, Irwin.
- HAY, MRS. T. H. An activity program in integrated social studies units for grades I to VIII. School aids. (c)
- HOPKINS, L. T. and others. Integration; its meaning and application. Appleton. (c)
- HUBBS, H. M. and WARING, ANNE. Seasonal activities for primary grades. Ryerson.
- JOHNSON, HENRY. Teaching of history in elementary and secondary schools; rev. ed. Macmillan.
- KELTY, M. G. Learning and teaching history in the middle grades. Ginn. (c).
- LENT, D. G. From cavemen to conqueror. n.p. (c).
- MCVEETY, M. J. Peuples lointaines; livre de lecture pour le cours de sciences sociales des classes moyennes du cours primaire. School aids
- MCVEETY, M. J. Far away people; grades III & IV social studies. School aids. (c).
- MEYER, J. G. and others. The old world and its gifts. Follett.
- MOORE, C. B. and WILCOX, L. A. The teaching of geography. Am. Bk. (c).
- PAYNE, Mrs. E. M. Primary projects. School aids.
- SCARROW, C. A. and GRIFFIN, G. N. Citizenship and character education; a manual for Grades III and IV. School aids and text book pub. co. (c).
- SCARROW, C. A. and GRIFFIN, G. N. Citizenship and character education; a manual for Grades I and II. School aids and text book pub. co. (c).
- STOLPER, B. J. R. and FENN, H. C. Integration at work; six Greek cities: an experience with social studies, literature, and art in the modern high school. Teachers College, Columbia University.
- STORM, G. E. The social studies in the primary grades. Lyons and Carnahan. (c).

The photo of the school is of Rothesay high newly completed in the early 50's for operation and is an example of the modern school.



Although they were many 1 or 2 room classrooms used in the 1950s, this was clearly a decade of change. This book represents the modern improvements taken all over New Brunswick to erect new school buildings and renovate existing ones. There were numerous grants available for creation and renovation projects because of the growing need for more classrooms. Pictures of school erected in the 40s are available and most of these buildings are very small and inadequate considering the growing population and other various educational needs. The new buildings erected the early 1950s are mostly quit modern; there is a considerable difference in the span of only 10 years. This book notes that the need for more schools is directly related to the post-war growing population. Some of the pictures of schools erected in the early 1950s are identical and as modern as most schools erected today.



This 1952 publication on modern school buildings in New Brunswick was information about exactly what the title mentions, new school buildings and what changes could be expected from the buildings, curriculum, and department.

3. When a new high school building is erected in urban areas, or an addition is made to an existing high school building, grants are available on the basis of 40% of the total cost of each classroom provided to accommodate rural high school pupils. The number of classrooms on which grants may be paid is in the proportion of one classroom for each thirty pupils or fraction thereof.

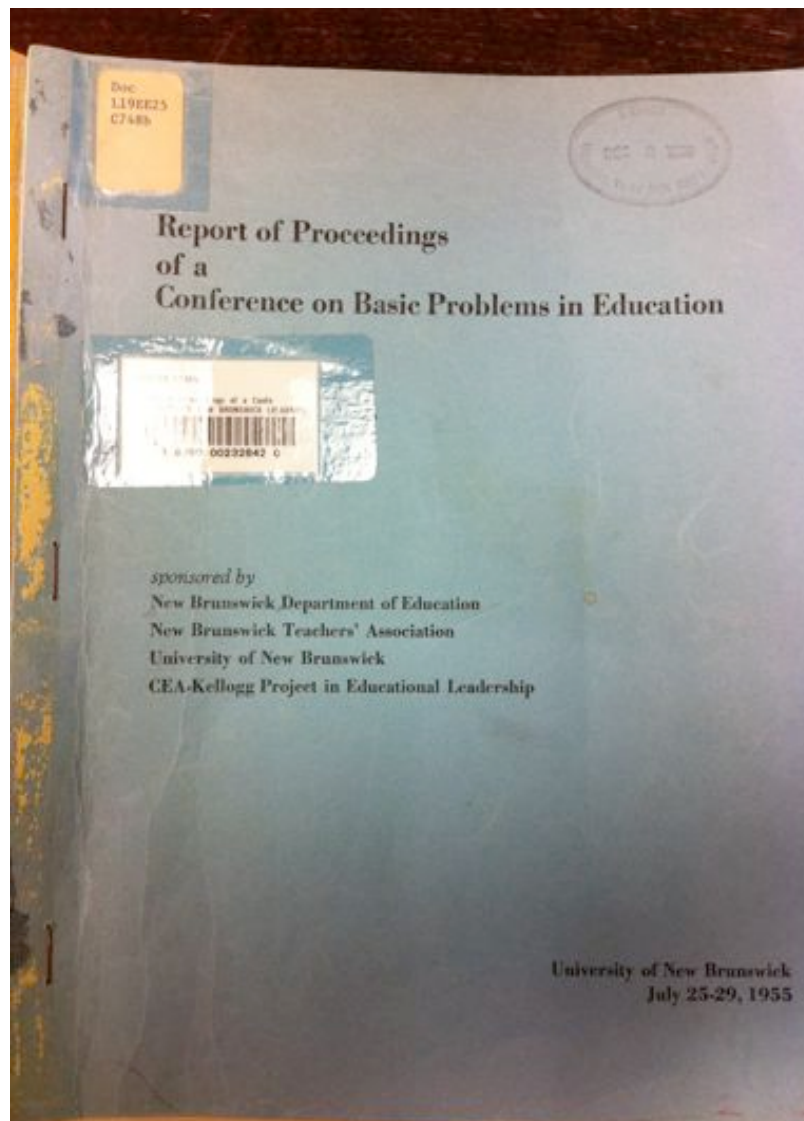
In providing new and improved school facilities, no part of the province and no phase of the educational program has been neglected. An examination of the accompanying map or the list of school projects would show that no area of the province has been slighted. The building projects have been dealt with on the basis of the applications received from local school boards. The building projects completed and under construction are as follows:

1 classroom elementary school buildings	89
2 classroom elementary school buildings	60
3 classroom elementary school buildings	7
4 classroom elementary and rural high school buildings	49
6 classroom elementary and rural high school buildings	8
8 classroom elementary and rural high school buildings	12
11 classroom rural high school buildings	2
14 classroom elementary and rural high school building	1
18 classroom elementary and high school building	1
Modern and improved sanitary facilities in existing buildings	118
Electric wiring of existing buildings	231
Classrooms added to existing buildings	48
Basement and furnace installed in existing buildings	29
Regional high school buildings	30

The 30 regional high schools, providing 125 classrooms, 45 school shops and 33 household economics rooms, make provision for approximately 5,935 pupils. The rural high schools make provision for approximately 2,645 pupils. As a result of this high school building program, facilities have been made available to approximately 8,580 pupils. An examination of the high school enrollment throughout the province shows an increase which corresponds to the available facilities; thus, thousands of boys and girls are receiving the privilege of a high school education which was formerly denied to them. Over emphasis has not been placed on the high school building program. The elementary school, which is the fundamental phase of any educational system, has been well developed and kept in balance with the high school building program.

The 1948 Amendments to the Vocational Act made available generous grants to both urban and rural high schools on approved buildings, or parts of buildings, devoted to vocational education. Since the passing of the 1948 Amendments, notable improvements have been made in the school facilities of our urban high school buildings. Vocational building projects have been completed in Bathurst, Moncton, Fredericton, Saint John, Dalhousie, St. Stephen and Sackville. The project in Grand Falls is under construction. Plans and specifications are being completed for projects in Woodstock, St. Andrews, Campbellton and Edmundston. Extensions to the buildings in Sussex and Newcastle are being planned. The plans and illustrations, with actual and estimated costs, show the new and improved school facilities made available in the Province of New Brunswick.

Found within the 1952 Modern School Buildings in New Brunswick print is this very informative page listing how many buildings there were and of what classroom size. This page also touches on improvements to school facilities.



A Report on Conference on Current Problems in Education in New Brunswick-University of New Brunswick; July 24-26, 1957. This document is similar to its 1955 predecessor but offers more direct ideas instead of back in forth arguments. Information is contained in point form in specific areas. More specific questions are posed and the educationalists attending provide answers amongst designated groups. Some groups offer pessimistic answers including shortage of money and teachers as reason for discrepancies while others provide realistic, but decade appropriate insight.

A REPORT ON

Conference



on

*Current Problems in Education
in New Brunswick*

Sponsored by

NEW BRUNSWICK DEPARTMENT OF EDUCATION
NEW BRUNSWICK TEACHERS' ASSOCIATION
UNIVERSITY OF NEW BRUNSWICK

July 24th - July 26th, 1957

UNIVERSITY OF NEW BRUNSWICK

Student Centre

PREDERICTON, N. B.

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Group Discussion Reports--THE HIGH SCHOOL PROGRAMME

- (1) What can we do in our secondary schools for our above and below average student?

Group #1

- (a) First rate students must be taught by first rate teachers. Teachers' qualifications must be raised.
- (b) Our population spread hinders the specialized work necessary for the exceptional child.
- (c) The teacher shortage and financing impedes that which we should like to achieve.

Group #2

The following can be done for the below average student:

- (a) Recognize the fact that there are above and below average students.
- (b) A method of recognizing or identifying these pupils.
- (c) We should educate the parents. Home and School is important.
- (d) Staff co-operation.
- (e) A program of child appraisal from the time the child goes to school. We should have cumulative records and a possible centralized control of these records.
- (f) Statistics kept regarding drop-outs at the local level.

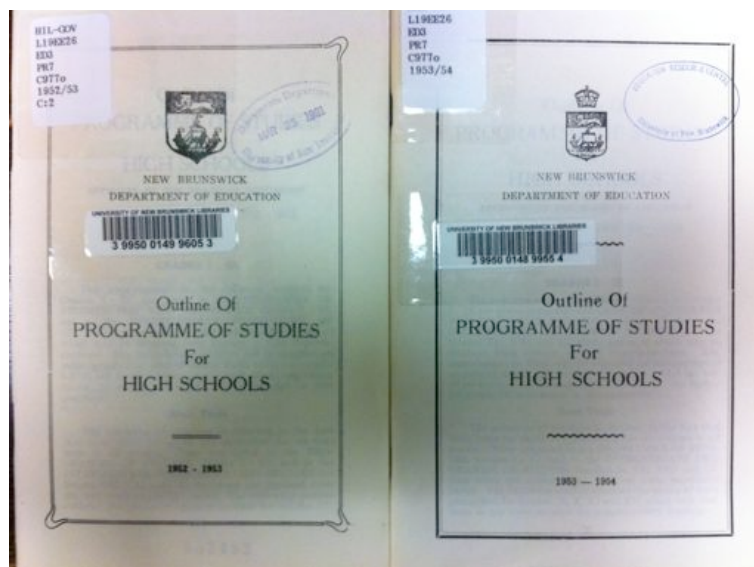
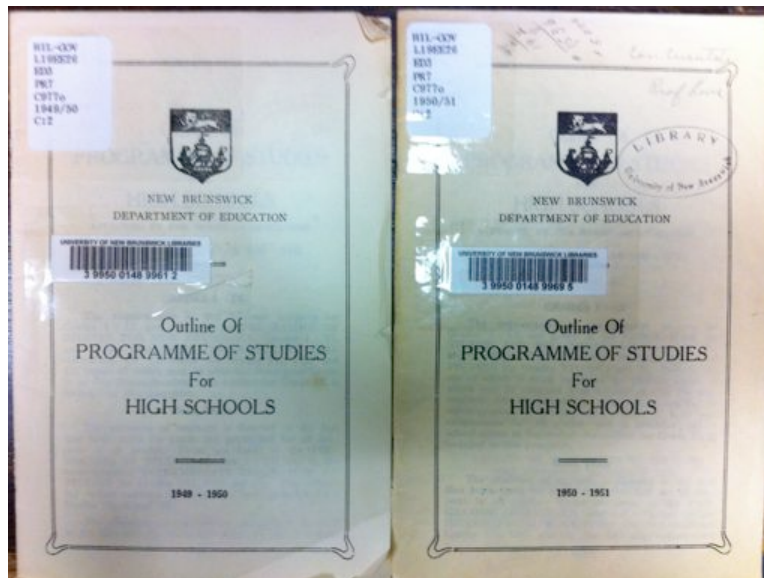
For the above average student -- should have:

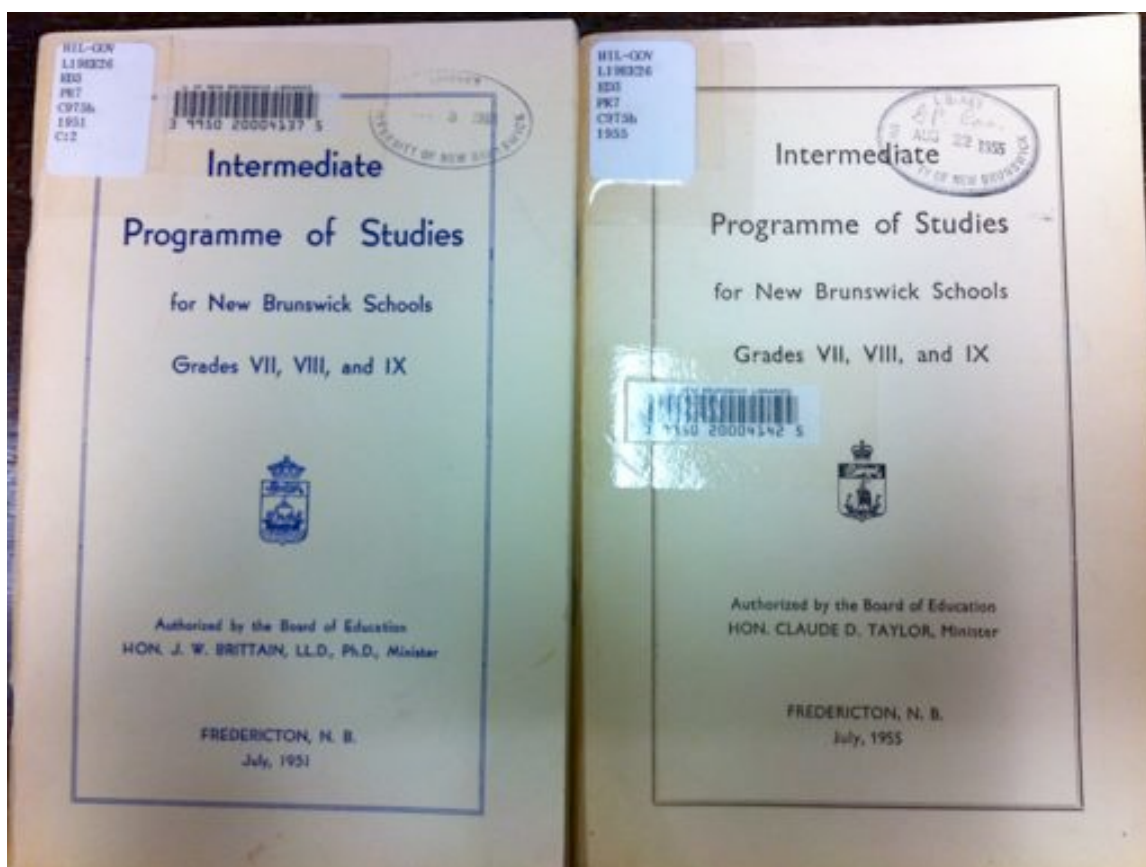
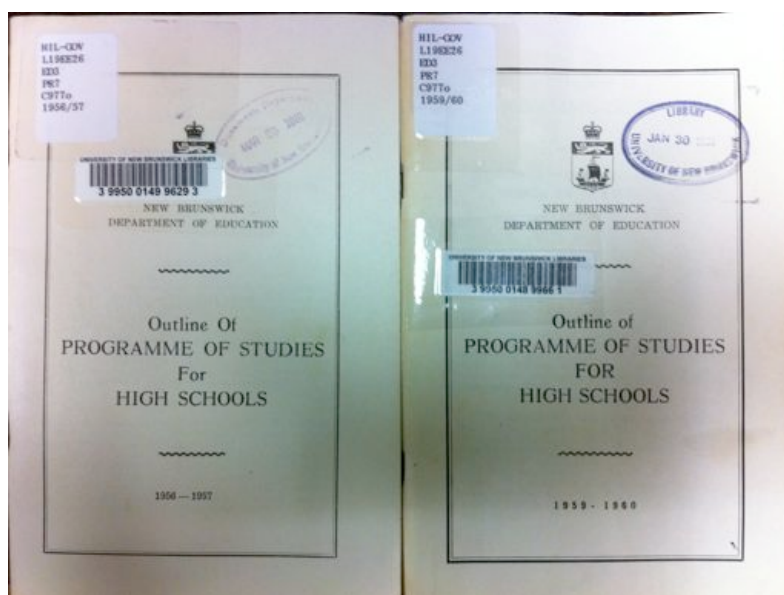
- (a) Able teachers and flexible curriculum.
- (b) Grading by maturity, achievement, chronological age, etc.
- (c) Administrators who will approve the trying of new ideas.

Group #3

- (a) Children can be divided into different groups in each grade in high school as they are in grade school. It could be done in such a way that the superior children are given extra assignments and expected to do them well.
- (b) Accelerated high school course.
- (c) The below average child can often be better looked after in an academic school which has a general shop course, home economics, art, music, etc. It is felt that regular classroom teachers are often more sympathetic to these people than the

Intermediate Programme of Studies for New Brunswick Schools, Grades 7, 8, and 9. These intermediate Programme of studies are much more elaborate than the High School versions. They not only show relative text books used but show the major elements of curriculum proposed,





Education in New Brunswick Education in 1950's

As outlined in the 1951 New Brunswick Department the New Brunswick population was 515,697 which was a substantial increase from the years prior 1951. As we stated before with an increase in population there was an increased school enrolment, which resulted in school curriculum, building, and staff development. (Department of Education 1951) New Brunswick Department of Education witnessed the development of current school buildings, and the creation of several new school buildings.

Aside from building brand new school buildings work was done to update, repair, and expand current school buildings during the 1950s in New Brunswick. Noted within the 1952 Department documents is evidence of structural, and cosmetic updating to the school buildings. Updates including such areas as the addition of classrooms, bathrooms, heating systems, and even electrical wiring in some schools. (Department of Education 1952) There was a focus to increase the amount of schools available, especially in rural areas, however there was a focus on consolidation of schools. Several smaller schools were relocating into one larger building. The department of Education in New Brunswick, and Canada, had an unwritten agenda that larger schools would result in *larger* or better education. The consolidated schools would be given new and better facilities, curriculum, and retrained faculties.

We did note there was a stronger support for science education within the consolidated school system over social studies. Though that was the case during the 1950s is when there was ground work in place to build a stronger social studies program.

It is interesting to note the new costs associated with consolidation of schools. With focusing education into one large schools students, of course, were required to attend the school at the new location. Students would use several different modes of transportation such as walking, in some rural areas by horse led buggy, and buses. The cost associated to the bus system were high and a new expense the Department of Education had to allocate funds for.(Department of Education 1953)

A general day in the lives of students in the 1950s would “began early, usually with a bell that summoned students to dress and attend chapel. Breakfast, like all meals, was spartan, consumed hurriedly in a refectory, and followed by 3 hours of classes or a period of work. The late afternoon might see a short play period before supper. Evening recreation was limited, and bedtime was early. Weekends varied the routine by eliminating classes, but Sunday usually meant more time spent on religious observances.⁴

Teaching and Learning Resources in Social Studies Education

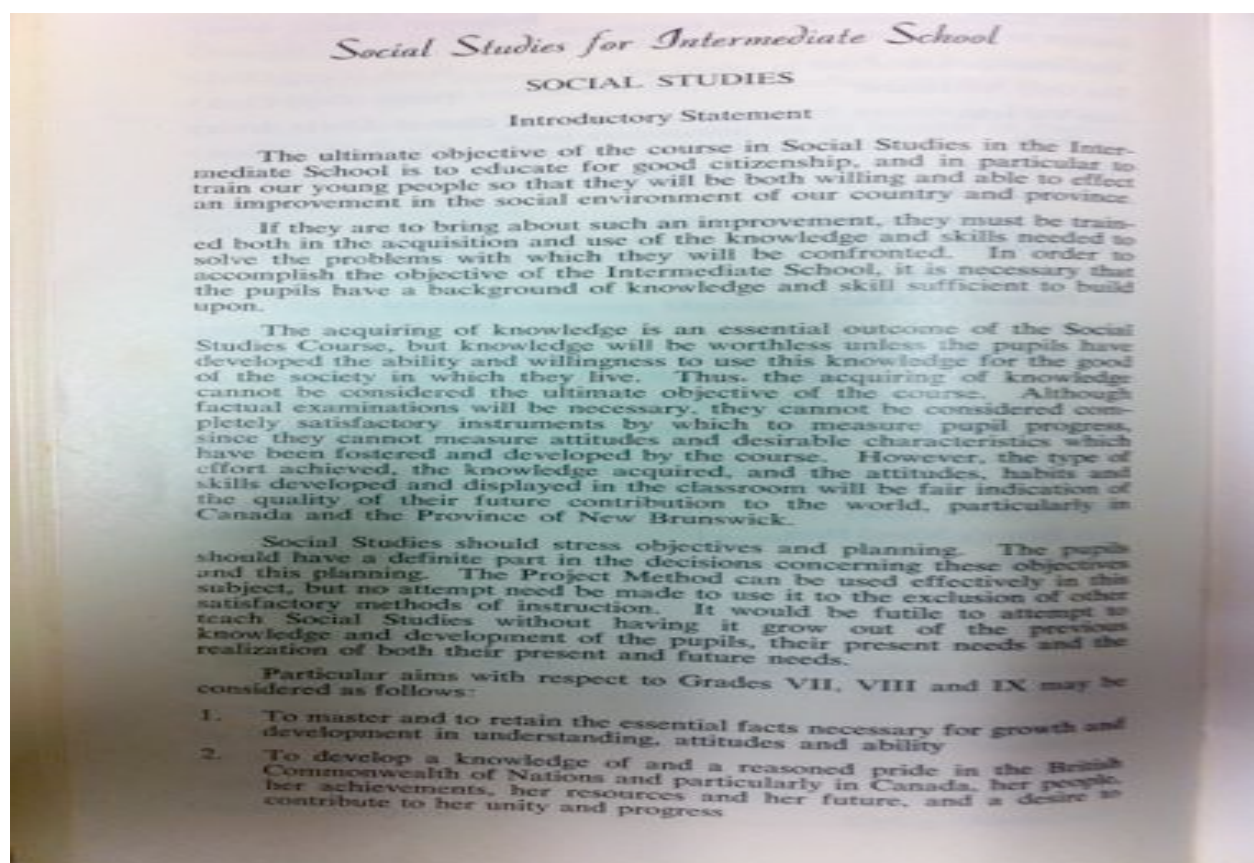
High school science curriculum scope was the study of Geography, History, Civics, and Economics. Grouping all of these topics under one area faces teachers with the challenge of balancing the four areas which can easily be discussed in detail.

Elementary

It is stated within *Programme* documents that the Social Studies education for elementary had a local community focus to help develop students into ideal local and global citizens. The Elementary Programme of Studies is the most thorough programme in comparison to Middle School and High School. It offers a clear direction for teaching social studies and encompasses meaningful educational aspirations. This document's theory seems postmodern but fails to this image suddenly with empty descriptions of a status quo life and discriminatory discourse.

Intermediate

The dominant areas in the 1950s for Intermediate had a focus on Geography and History. During the 1950s an increased focus on creating and maintaining an element of an ideal citizen. Educators were encouraged to present characteristics of ideal citizens, and have students develop them. There was a text created to further guide students called *A Manual for Civics and Citizenship* which presented the qualities proper citizens should hold



3. To develop an understanding of our social organization
4. To develop a knowledge of how this organization has been influenced by geography and history
5. To develop right attitudes towards all people in our own country and also towards peoples in other lands
6. To develop an ability to adjust oneself to any social situations and changing conditions

TEACHING AIDS

There may be found in the basic texts most of the factual knowledge required for the courses. These texts are modern, produced by men and women experienced and skilled in modern teaching methods, and written in language that is well within the ability of pupils of grades for which they are prescribed. The introductions to the basic texts, the instructions to teachers and the suggested activities with respect to different units in courses may be followed with confidence.

The text, *GEOGRAPHY OF LANDS OVERSEAS*, prescribed for Grades VII and VIII, combines a complete atlas with other material which provides means of learning much about the ways of life of people living outside the Americas; it provides material which invites comparison of the ways of life of people in distant lands with the way of life of people in our country. The geography workshops included in each unit provides projects of interest and value.

THE STORY OF CANADA, written in a manner to create interest and even to thrill boys and girls, probably has received more widespread acceptance throughout Canada than any other Canadian textbook. It is not a book from which many detailed facts should be laboriously committed to memory; but, rather, to be studied so that a general knowledge and appreciation of how Canada has developed from a colony to one of the leading nations of the world may be obtained. The reading of *THE STORY OF CANADA*, with discussion based on the many units into which the book is divided, will give to pupils of the Intermediate School an understanding of the great heritage which is theirs, the struggle which was necessary to bring Canada to its present state of development, the sufferings endured by our ancestors, the animosities which have made progress much slower and the rapid progress which has been made through co-operation. The publishers can supply the Teacher's Manual for *THE STORY OF CANADA* which is so filled with suggestions, directions and projects for the teaching of *THE STORY OF CANADA* that every school using the text should have a copy of the Teacher's Manual.

THE STORY OF ENGLAND AND THE EMPIRE presents, in simple language, an outline of the growth and importance of England and the Empire. The extensive use of supplementary material is recommended.

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no. 3

INTERMEDIATE
PROGRAMME OF STUDIES
FOR NEW BRUNSWICK SCHOOLS

Grades VII to IX



THE GOVERNMENT OF THE PROVINCE OF
NEW BRUNSWICK



Authorized by the Board of Education
HON. CLAUDE D. TAYLOR, LL.D., MINISTER

1958

Booklet No. 3

Social Studies
Civics and Citizenship

1854-1866, 1935 to the present. These treaties have developed trade and international friendship between the two countries.

From the Canada Year Books, graphs should be made of the growth of this trade after the treaties came into force. The International Joint Commission, the Monroe Doctrine and its Application to Canada (in 1940, Ogdensburg Agreement), the Canadian-American Joint Defence Board, 1939, Canada's part in improving Anglo-American relations.

2. **Economic Relations:** The value of the annual trade and the trend of it; American branch factories established in Canada to take advantage of the Empire Preferential Tariffs and to overcome Canadian tariffs on American-made goods
3. **Cultural Relations:** There is a close cultural tie with the United States due to a common language, family relationships, the same ancestral background and similar physical surroundings; other factors - American periodicals, radio, motion pictures, tourists, Canada-United States Committee on Education, etc.

F. THE CANADIAN PEOPLE—HOW THEY LIVE AND ENJOY LIFE

1. Their origin (Immigration); their distribution and density, cultural minorities, their customs and their contributions to Canada
2. Education: its growth, its control, its sources of revenue, the types of schools found in Canada, the opportunity for training, universities
3. Fine Arts
4. Sports and Amusements

5. **Social Legislation:** Workmen's Compensation, Child Labor Laws, Minimum Wage Laws, (Fair Wage Board in New Brunswick), Old Age Pensions, Family Allowances, Unemployment Insurance, Mother's Allowances for widows and dependent children left destitute, acts to control the hours of work, safety devices on machinery and regulations on dangerous industries, etc.

6. Standard of living compared with that of other countries

G. NEW BRUNSWICK

I. Natural Resources

- (1) Our geographic position and how it affects our social, economic, and political life
- (2) Climate: Considered in the same way as geographic position
- (3) Forests
- (4) Fish
- (5) Farm lands (natural fertility)
- (6) Fur bearing animals
- (7) Mineral wealth
- (8) Sources of water power
- (9) Waterways

II. Our People

- (1) A review study of Indians, French and Loyalists from previous grades
- (2) Statistical study of racial stocks in province according to latest census available - their location in the province

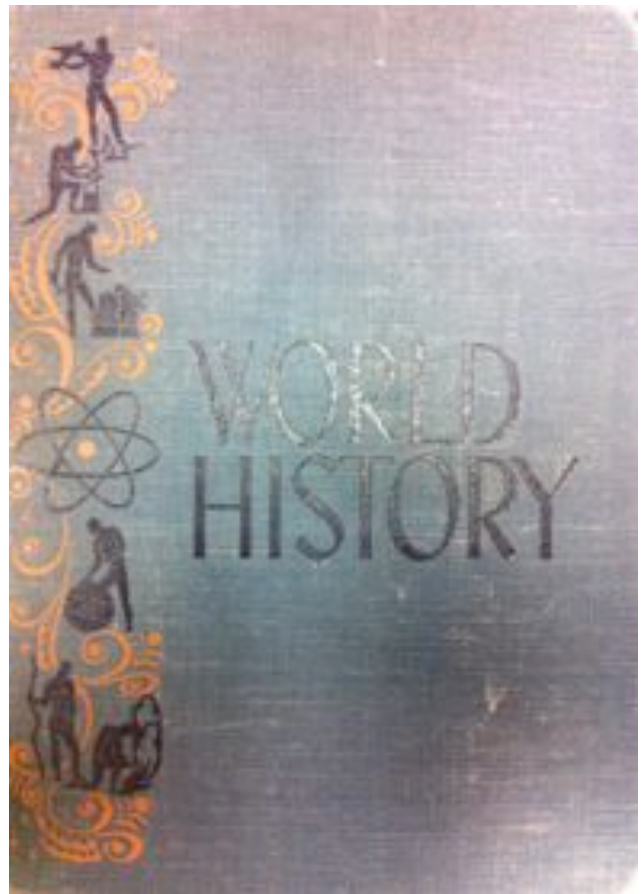
III. Economic

- (1) Ship-building in New Brunswick, its rise and fall
- (2) Fishing
 - (a) Kinds: Inshore, river and deep sea, etc.
 - (b) Market
 - (c) Processing and other preparations for market

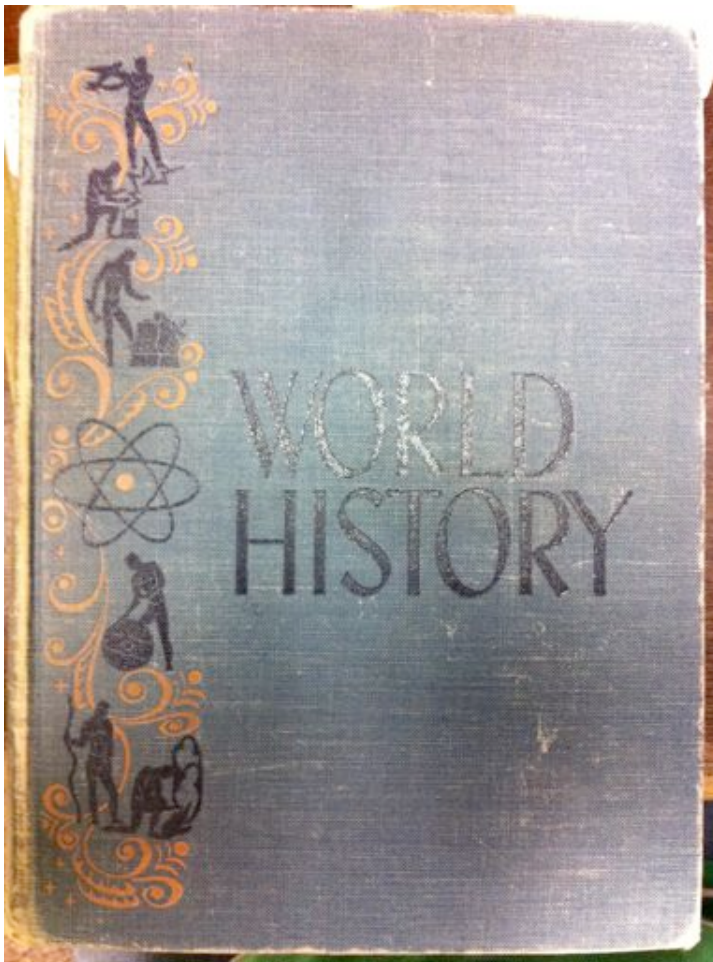
High School

As discussed in the *Outline of Programme of studies for High Schools* the high school social studies curricular documents focuses on history and geography. Presented within the history curriculum of the 1950s shows evidence of educators addressing local and global events, and developing lesson around the idea of an ideal citizen.

High school text mentioned in the *Outline of Programme of Studies for High Schools* was *World History* (1946)

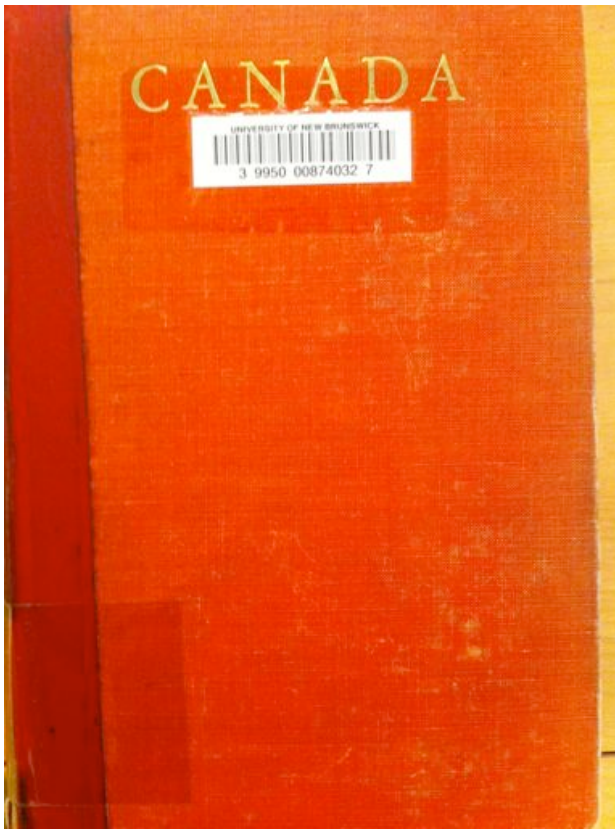


This presented a general history of the world. Memorization of facts in a trivia form of education was a typical style of teaching during the 1950s. *An interesting point is during the time of the Cold War it is found within Outline of Programme of Studies for High Schools* to present those countries allied with Russia in a negative light.



World History-The Struggle for Civilization-Emma Peters Smith, David Saville Muzzey and Minnie Lloyd

This history textbook offers a lot to a teacher focusing on significant, but distant events in History. It focuses on content in chronological order beginning with *Man's Earliest Discoveries and Inventions*, then dabbles in Egypt, Greece, and Rome's accomplishments before hugely focusing on Christianity with chapters titled *How Christianity Became the Religion of Europe* and *The Breakup of the Medieval Church*.



Canada-Edited by George W. Brown-University of California Press-1953

This social studies textbook is divided into six different parts consisting of various chapters written by scholars who are experts in each particular field. Parts are as follows: The Setting: consisting of the origin and geography of people. The Founding of French Canada: consisting of Genesis and Integration. The Economy: consisting of Eastern and Western trends in economics. Political and Constitutional Scene: consisting of various information on political structures. Social and Cultural Institutions: consisting of identity and cultural patterns. External Relations: consisting of world trade and international organizations.

Building The Canadian Nation-Brown-George W.-J.M. Dent & Sons-1958

This is a rewritten history, geography textbook, originally published in 1942. This book has been completely revised and its updates are seemingly thorough. The contents begin with a generalization about Canadian Patterns and Ways of Life. The contents are then placed in chronological order beginning with North America's Native Peoples. It then swiftly moves through the creation of Canada, the determination of multiple forces, and the struggles they encounter.



More Than Social Studies-A View of Social Learning In The Elementary School

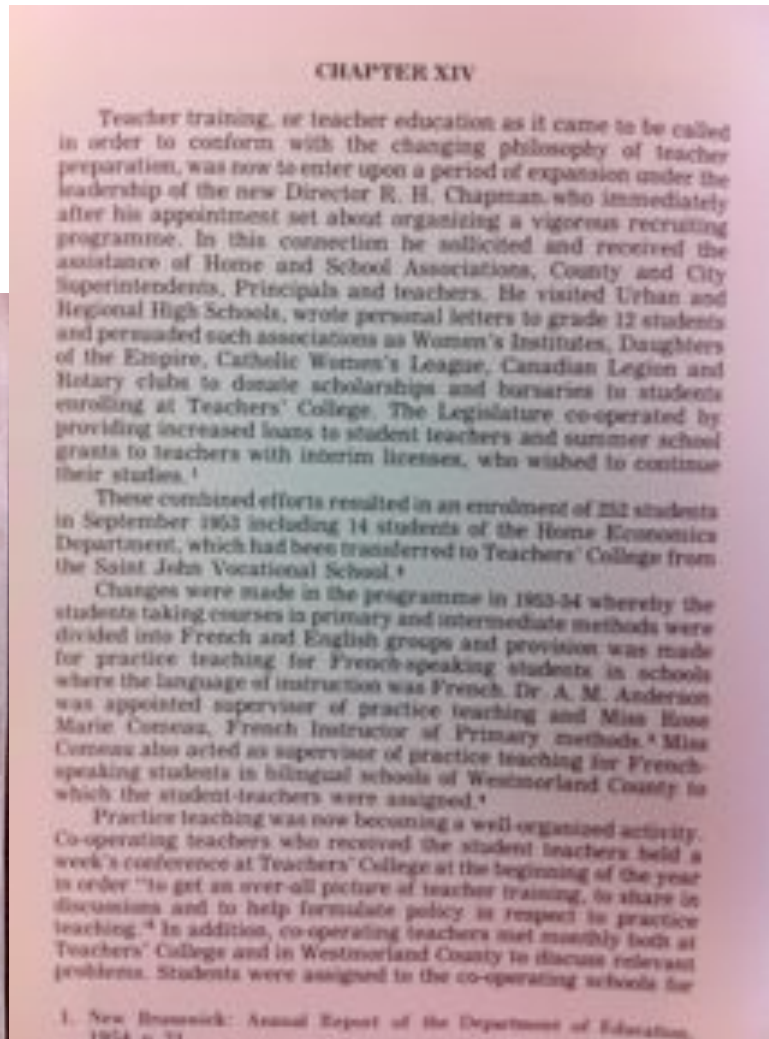
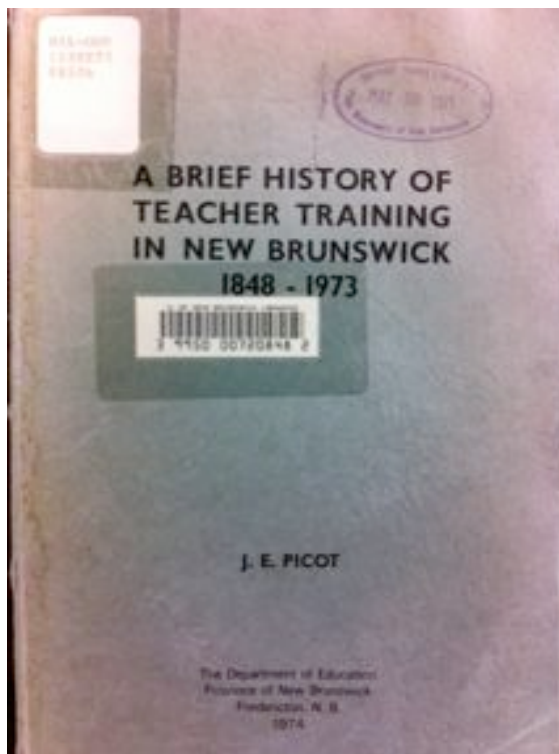
-Brogan, Peggy; Mile Alice-1957

This Elementary School social studies textbook focuses strongly on the Creating Continuity in Social Learning, and Helping Children Feel Good About Themselves. There is an abundance of teacher strategies for ensuring comprehension and application of lessons. Content softly projects a status quo, mainstream, perceivably safe view of the world through a lens of social studies, identity, and politics.



A Brief History of Teacher Training 1848-1973

briefly describes the sequence of events concerning the continually growing need for teachers. The 1950s had a progressive approach for professionalism of practice teaching.



On the arrival of the Royal Couple the tense silence of expectancy was broken by the enthusiastic cheers of thousands of school children who had stood in cool autumn weather to catch a view of their future Queen. They had an excellent view of the Royal Party as they entered the Parliament Building, again when they came out of the Parliament Building, and especially as Princess Elizabeth, in company with the Lieutenant-Governor, the Premier of New Brunswick, and the Mayor of Fredericton, stood on the steps and delivered an address to the well-controlled yet enthusiastic gathering. The gracious bearing and friendly interest of the Royal Couple will never be forgotten and will do much to cement the ties between Canadian and British subjects.

TEACHING PERSONNEL

As in previous years the number of teachers has increased. The total number of teachers of all classes as at June 30, 1951, was 3,824. The total number employed as at June 30, 1952, was 3,938, or an increase of 114. This does not mean that during the year 1951-52 we had an increase of 114 full-time teachers over the number employed during the year 1950-51, but it does indicate a definite increase. In a number of cases two or more teachers taught the same grade at different times throughout the year. This is especially true with local licensees.

ENROLMENT GRADES I TO XIII

Grade	Term ending June 1950	Term ending June 1951	Term ending June 1952
1	14,937	14,879	14,394
2	13,018	13,190	12,974
3	12,344	12,872	12,998
4	11,818	11,952	12,202
5	10,967	11,305	11,548
6	9,671	9,959	10,148
7	8,461	8,729	8,847
8	7,043	6,946	7,061
9	4,198	4,373	4,422
10	2,795	2,634	2,543
11	1,837	1,945	1,710
12	47	109	917
13	0	0	17
	97,136	98,893	99,781
Total enrolment (all grades) June 30, 1951			98,893
Total enrolment (all grades) June 30, 1952			99,781
Increase			888

Enrolment Grades I to XIII from June 1950 to June 1952 are compared and it is evident the spike in enrolment over the two years is high.

Academic Enrollment Grades I to XIII			
Grade	Term ending June 1953	Term ending June 1954	Term ending June 1955
I	16,686	18,021	17,534
II	12,995	14,962	16,263
III	12,999	12,997	14,813
IV	12,783	12,730	12,716
V	11,999	12,542	12,601
VI	10,543	11,145	11,412
VII	9,309	9,710	10,301
VIII	7,341	7,751	8,266
IX	4,852	5,072	5,500
X	2,579	2,950	2,985
XI	1,831	1,929	2,104
XII	1,273	1,405	1,532
XIII	40	41	42
Totals	105,230	111,255	116,069
Total enrollment (all grades) June 30, 1954.....		111,255	
Total enrollment (all grades) June 30, 1955.....		116,069	
Increase		4,814	
Total enrollment, grades IX to XIII, June 30, 1954		11,397	
Total enrollment, grades IX to XIII, June 30, 1955		12,163	
Increase		766	

Vocational Enrollment Data

Vocational Enrollment

in Restigouche County, Miss Gwenyth Allen in Westmorland-Albert, Miss Simone Grant in Gloucester, Miss Marion Bell in Northumberland and Miss Claudette Robichaud in Kent County. All of these young ladies are experienced and will add strength to our staff.

TABLE OF COMPARISONS

	<u>June, 1957</u>	<u>June, 1958</u>	<u>Increase</u>
Teachers	4,982	5,274	5.9%
Classrooms	4,432	4,594	3.7%
Pupils	124,912	129,683	3.6%
High School (Grade IX—XIII) ..	14,215	15,635	10.0%
Grade I	16,788	16,724	.4% (Decrease)

ACADEMIC ENROLLMENTS GRADES I TO XIII

<u>Grade</u>	<u>Term Ended June 30, 1956</u>	<u>Term Ended June 30, 1957</u>	<u>Term Ended June 30, 1958</u>
I	17,037	16,788	16,724
II	16,304	16,095	15,667
III	16,055	16,074	15,994
IV	14,568	15,771	15,840
V	12,623	14,363	15,850
VI	11,483	11,437	13,330
VII	10,865	10,974	11,182
VIII	8,760	9,195	9,461
IX	5,873	6,358	6,927
X	3,255	3,568	3,945
XI	2,240	2,490	2,720
XII	1,734	1,769	2,002
XIII	29	30	41
Totals	120,826	124,912	129,683
Total enrollment (all grades) June 30, 1957			124,912
Total enrollment (all grades) June 30, 1958			129,683
Increase			4,771
Total enrollment, Grades IX to XIII, June 30, 1957			14,215
Total enrollment, Grades IX to XIII, June 30, 1958			15,635
Increase			1,420

In order to secure a complete picture of our school enrollments, it is necessary to present the combined totals of both academic and vocational departments. Vocational enrollments apply to grades X to XII only.

An efficient guidance and exploratory programme in Junior Business Home Economics, and Industrial Arts is functioning in

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visor of Home Economics Education in Teachers' College in August, 1960. Miss DeWitt's transfer was caused by the retirement of Miss Rheta Inch. Miss Inch gave outstanding service as a teacher in the Saint John Vocational School and with the Home Economics group in Teachers' College. Her ability as a teacher and her enthusiasm for her work has done much to raise the standards in all fields of Vocational education for girls. We wish her enjoyment in a well-earned retirement.

FACTS AND FIGURES

I mentioned earlier in this Report that education is a growing concern. The following tables show trends which should be noted with interest by all individuals engaged in the field of education.

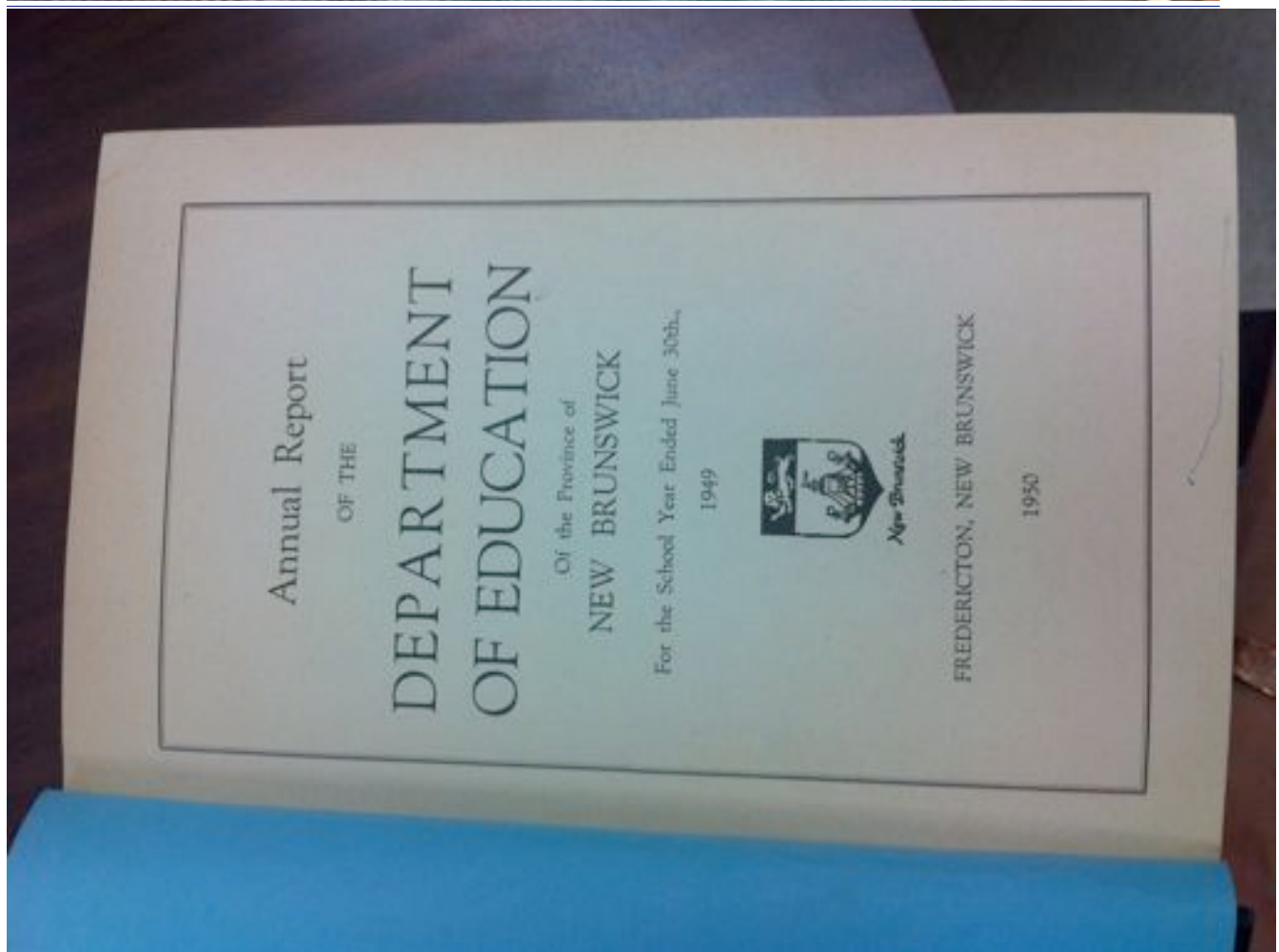
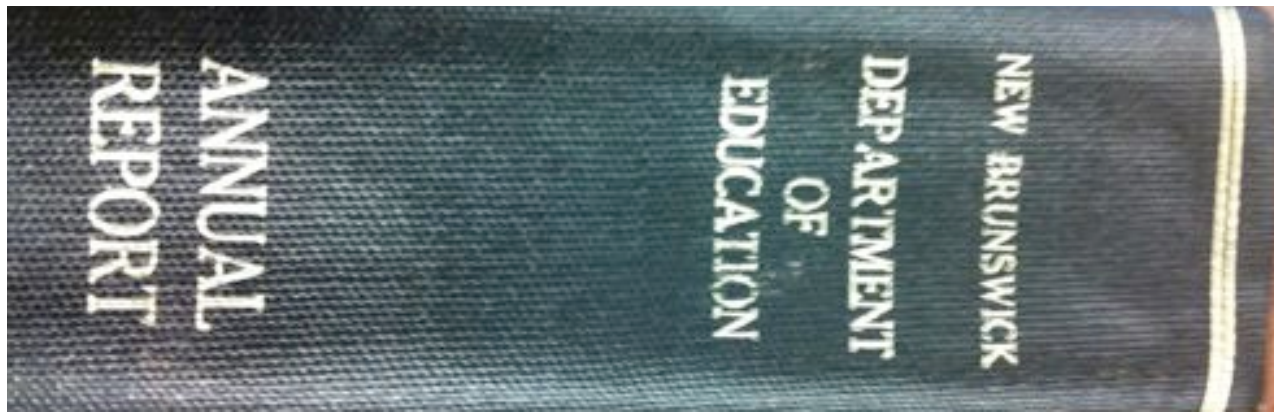
TABLE OF COMPARISON — ACADEMIC ONLY

	June, 1959	June, 1960	Increase
Teachers	5,553	5,806	253
Classrooms	4,805	5,006	201
Pupils	134,677	139,950	5,273
High School (Grades IX-XIII) ..	17,002	17,751	749
Grade I	17,078	17,218	140

ACADEMIC ENROLLMENTS GRADES I TO XIII

Grade	Term Ended June 30, 1958	Term Ended June 30, 1959	Term ended June 30, 1960
I	16,724	17,078	17,218
II	15,667	15,538	16,459
III	15,994	15,899	15,734
IV	15,840	15,702	15,880
V	15,850	16,214	16,246
VI	13,330	14,529	15,148
VII	11,182	12,878	14,103
VIII	9,461	9,837	11,411
IX	6,927	7,340	7,748
X	3,945	4,439	4,290
XI	2,720	2,975	3,485
XII	2,002	2,207	2,200
XIII	41	41	28
Totals	129,683	134,677	139,950

Annual Reports serve as statistic housing for educational categories like grade level enrollment.



technique of such social adjustment must be left for more mature years, even in the elementary grades the spirit and attitudes necessary for it may be acquired.

The aims of this course may, therefore, be stated as: (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; and (4) to enable him to adjust himself to new social situations and changing conditions.

METHODS

Importance of Social Studies:

In some respects the Social Studies programme is the most important phase of school life. This importance lies in the type of results we hope to obtain. This is not so much the acquisition of knowledge as the growth of certain social attitudes and ideals. The value of this programme, therefore, will depend, not so much on what is done, as on how it is done.

A nation's greatest asset is to be found in the character of her citizens, and no opportunity should be neglected by the teacher to inculcate those qualities of character which distinguish the finest type of citizen. The teacher's approval of acts of unselfishness, devotion, honesty, and industry should be self-evident. Over-praise of such acts is not necessary. The very fact that the teacher shows approval is all that is required to help develop correct attitudes.

The little child will learn through the tactful guidance of his teacher to be neat and clean, 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 expending himself for his classmates and himself.

Individualism is today giving place to co-operation. People in all walks of life are learning the advantages of working

together toward common objectives. Hence the child needs to learn to live, to work, and to play in co-operation with his fellows.

In Social Studies it is easier than in most other fields of school work to use the Project (or Enterprise) Method, with its numerous activities. Through the participation of the pupils in socialized lessons and allied activities, constructive and otherwise, calling for committee work and joint endeavours of different kinds, actual experience in community effort will be provided, and there will be developed co-operation, self-restraint, tolerance, unselfishness, and other desirable social qualities.

The Scope of Social Studies:

The study of social adjustment involves work in the realms of Geography, History, Civics, and Economics. In the elementary school, the Social Studies may be regarded as a fusion of Geography, History, and Civics on a practical basis, together with a few elementary ideas in Economics. By linking the study of Geography with the child's own interests at various age levels, it is expected that he will acquire a broad geographical knowledge, thus paving the way for a more intensive course in the subject in the higher grades.

The study of the past as a means of interpreting the society in which the child lives, and the problems which this society faces, will prove more interesting and more useful than a mere chronicle of past events. From this study, and growing out of the social methods used in pursuing it, there will emerge in the child's mind a consciousness of the value of organized society as he knows it, and a sense of his own responsibilities toward it. This will be of greater value in real citizenship training than any formal study of the organization of governments.

Projects in Social Studies:

Almost any topic of this course may be organized as a class project. In working out the details, various activities may be carried out by the class. The sand table may be used for layouts of geographic settings. Construction of models of both geographical and historical interest in clay, plasticine, papier maché, cardboard, or paper may be undertaken. Dramatization of historical incidents, with the necessary preparation of costumes and stage properties, will offer opportunity for educational activities. The making of puppets for small-scale dramatic productions may

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GRADE I—The Home and School. A study of the daily life of the child's little community. The ways in which members of the family work together. The common aim of teachers and pupils in the school.

GRADE II—The Community. A study of the home community of the child, and a comparison of it with other communities with which he may be familiar. The work carried on by the various people of the community, and its value to one and all.

GRADE III—Children in Other Lands. A study, from the standpoint of the child, of life in far-away places. Learning how climate and other geographical conditions affect community life, and so produce trade between different communities.

GRADE IV—Communities of Yesterday and Today. A study of certain early communities, and a comparison with present-day living conditions in our own province to show how man has gradually improved his condition through the ages.

GRADE V—Our Dominion. A study of the Dominion of Canada as a great complex community, with some account of how the latter has grown and expanded.

GRADE VI—Our Canadian Heritage. A study of the growth of our Dominion from its earliest days to the present time. An effort to develop an appreciation of the work of the builders of our country, and the opportunities of today.

In rural schools, and in graded schools where Grades I and II, III and IV or V and VI are taught in the same room, these grades should be grouped in order to economize on time and to provide, especially in the smaller schools, groups sufficiently large to carry out projects satisfactorily. The work for Grades I and II may be combined, some topics from each being considered one year and the remaining topics the next year. Grades III and IV will be combined and will study the Grade III course one year, the Grade IV course the next, as indicated at the beginning of each course. The same plan will be carried out with Grades V and VI.

GRADE I

By means of discussions, games, dramatizations, drawings, modelling, and other activities it will be possible to develop in the child's mind a sense of the place of the family in the social scheme, and the responsibilities of the various members of the family to

one another. The school itself is also a small community, and by actual participation in little classroom responsibilities the children will gradually develop a sense of general social relationships.

The methods of approach and the activities carried out must be left to individual teachers to adjust to the particular conditions existing in each school. In general it may be said that the work should be informal, pleasant, and as active as possible, so as to foster interest in and appreciation of both home and school.

Selections may be made from the following topics:

The Home:

What the house is like. How many rooms? What is each for? (Care must be taken not to embarrass children from poor homes, especially in the city.)

Examining pictures of attractive homes.

Drawing houses and coloring them. Making cut-outs of houses.

Drawing barns, poultry houses, etc.

Modelling of houses and furniture, garages, barns, and other farm buildings, dog kennels, chicken-houses, etc.

Construction of a doll's house and its furnishings. (Corrugated boxes make very good material for such constructions.)

What houses are made of. Where these materials come from.

Sand table lay-out of a farm.

The Home Garden. Flowers, vegetables. Flowers in the home and school.

Drawings and cut-outs of flowers. (Correlate with Natural Science course.)

Mother:

How she works in the home. How she helps father.

Father:

How he works to earn money for the family. How he helps mother.

The Children:

How they may help father and mother. How they may help one another.

Grandpa and Grandma:

Stories they can tell about days when they were young.

Other Relatives:

Visits to them. Drawings of what their homes are like.

Home Amusements:

How the children play together. How the father or mother may join in the fun.

Food:

Where our food comes from—the store, the farm, etc.

Drawing different foods. (This will link up with the Health Education Programme.)

Clothing:

Different kinds of clothes we need. Where they come from.

The School:

The building. Drawing it. Making plans of the classroom.

Who pays for the school? Why should we take care of it?

Why we come to school.

The principal, and what he does for the school.

The teacher, and what she does for the pupils.

The pupils. What they may do to help the teacher to make a good school. Carrying out school-room duties, such as keeping scraps of paper off the floor, cleaning black-board erasers, and other little helpful tasks. What they may do to help each other with school work when the teacher permits, and with wraps, overshoes, etc.

Making cut-outs and drawings, and coloring pictures to help make the schoolroom attractive.

Develop pride in the school.

Thanksgiving Day. Birth-
day's Day with
activities suitable to
ing Christmas
tions, etc.
Special attention to
them. Birth-
Princess. Te
and Country.

Having learned about
the child is now ready to
will become acquainted with
community, and its relation
He will try to understand
people, how various occupa-
and how those engaged in
community. He will also learn
learning communities, of
linked together by highways.

The methods pursued
must that the children
their hands, and will also
information from books.

Selections may be

Geography of the Community

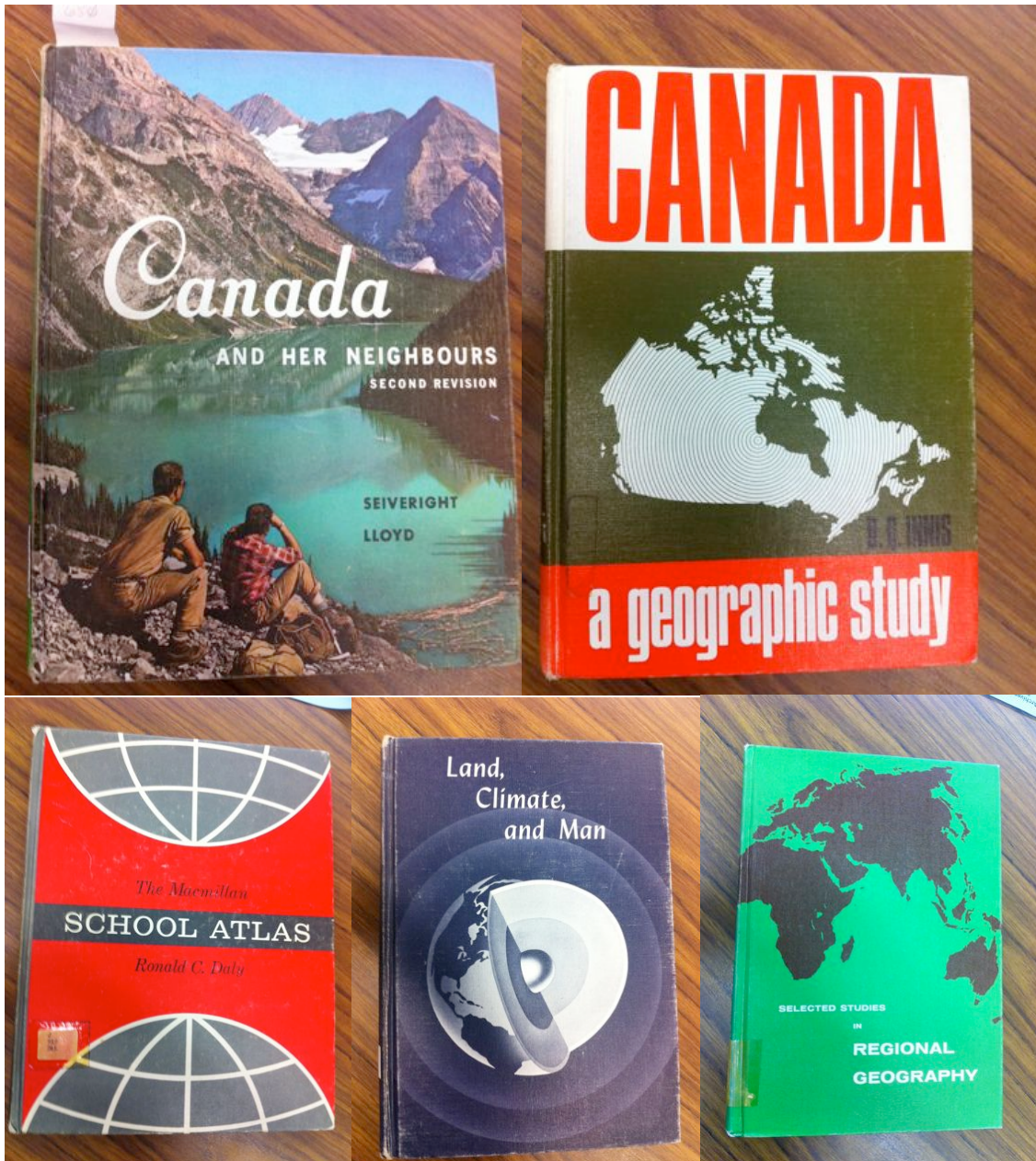
Direction of the road
town, or sea

Where the
Important Buildings
hotels, etc.

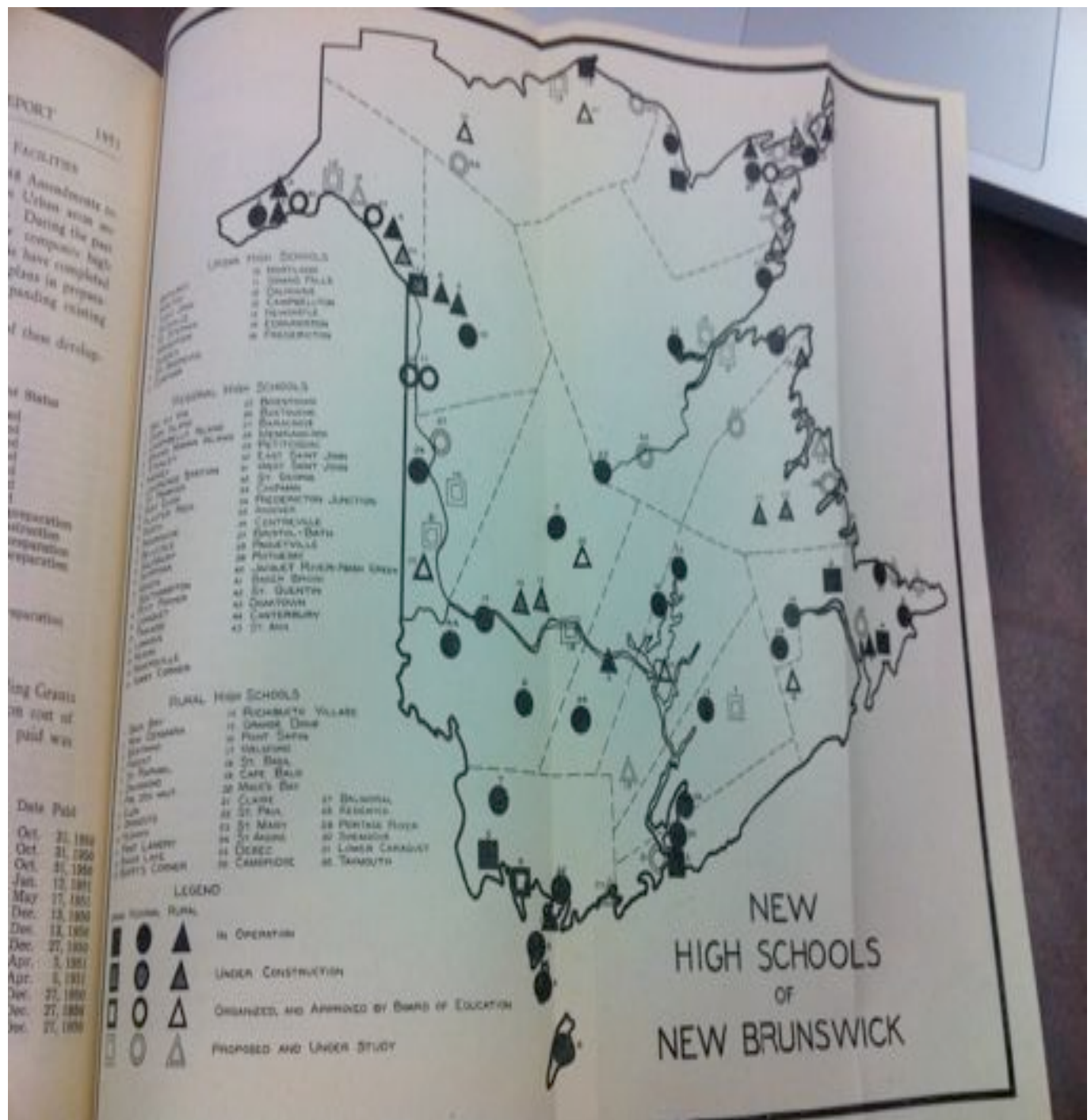
Drawings of
or more of

Stores, and some
Where some
"Maps" or plans

Other texts used in the 1950s in New Brunswick education of social studies:



Map of new high schools in New Brunswick



A new four classroom school in New Brunswick 1952 (1952 Annual Report)



A New Four Classroom School

Significance of the Study for Education in New Brunswick

It is evident that change is ongoing within the educational system, and the information presented provides evidence that the organization of social studies education in New Brunswick in 1950s has changed.

The information presented in this document can benefit current educators to create prior knowledge of the system in which they work with. Current educators could make connections to possible reoccurring themes or ideas the Department of Education has presented over the years such as the idea of branding education. It also gives teachers ideas of classroom lessons, management, teaching styles that are consistent through many years, and ones that are still effective today. The idea of how education has changed is presented in this document. It shows the Department of Education's idea of what is important in the school system at the time.

Globally there the 1950s was a busy decade that saw much change. This document provides context for those interested to know why certain topics were begin discussed in New Brunswick classrooms during the 1950s. As well the information presented in this document presents the social concerns, cultural issues, community events during the 1950s in New Brunswick.

Conclusion

During the 1950s, in Canada, Canadians were continuing to develop itself culturally and this was reflected in the provinces. Specifically in New Brunswick a strong focus towards developing a cultural identity was important. Within the New Brunswick community the Department of Education for New Brunswick set about to change the 1950s curriculum to reflect the idea of community. The changes to the New Brunswick 1950s curriculum allowed for Teachers to focus on the local and global communities with students, and present multiple cultures. There has been change and advancements in social studies education in New Brunswick during the 1950s. Explored in this document are specific advancements made in curriculum documents, consolidation, and a look into broader social changes during a decade of growth in New Brunswick.