

## **“Social Studies Education and the Context of Public Schooling in New Brunswick, 1960-1969”**



*(Source: <http://wup.greenwich-mean-time.ca/time-zone/north-america/canada/new-brunswick/flag.htm>)*

### **1. Hypothesis:**

The decade of 1961-1970 was a cultural giant in our history. Amongst music, nationalism, wars, politics and assassinations, the 1960s would create a societal rift that would prove to be revolutionary for forthcoming generations. The hypothesis of this study is that the cultural impacts of the 1960's would greatly impact the route that social studies education would take in the province of New Brunswick. By examining annual reports printed in the 1960's we hope to display the significance of current events and their impact on the way social studies was taught in New Brunswick.

## **2. Discussion of Sources:**

### a. Primary

- Journals of the Legislative Assembly of New Brunswick 1960-1969.
  - The journals of legislative assembly of New Brunswick were found at the Harriet Irving Library. These documents provided primary information to what the plans for education were in that year of government.
- New Brunswick Department of Education Annual Report. Issues 1958-60, 1961-63, 1964-66, 1966-67, 1968-69.
  - The annual reports of the state of education as they were happening. Reflective insight on what exactly was taking place and the justification for pedagogical decisions throughout the decade.
- NB3 21C (2010). *New Brunswick Department of Education*. Retrieved March 19, 2011 from: NBED:  
[http://woodstockmiddleschool.nbed.nb.ca/Documents/DoE%20-%20PIP%20\(NB3-21C\)%202010-201.pdf](http://woodstockmiddleschool.nbed.nb.ca/Documents/DoE%20-%20PIP%20(NB3-21C)%202010-201.pdf)

- New Brunswick's governmental plan for education in the province, it is a 3 year plan which began last year.
- New Brunswick Department of Education. Guidance Services in the Public Schools in New Brunswick, Edition 1. September, 1966.
  - A primary document detailing what is expected of teachers in in New Brunswick and the general Public Education process of 1966.
- Profile of Education in New Brunswick 1962-1968.
  - A collection of primary documents and articles that describe and contextualize many events and their impacts of New Brunswick education.
- Rogers, S. John and Donald Harris "Bold Adventures". Clarke, Irwin and Co, 1962.
  - A text book used in the 1960's illustrating many of the topics touched on concerning Canadian identity.

b. Secondary

Secondary Sources that gave general background information through the 1960's:

- Department of Education and Early Childhood Development. (2011). "*Government of New Brunswick*" Retrieved March 19, 2011 from GNB: <http://www.gnb.ca/0000/anglophone-e.asp>
  - This is the curriculum document for all subjects in New Brunswick's English education program, used to gain knowledge of different types of social studies programs in New Brunswick.
- Clearwater, John "Canadian Nuclear Weapons: The Untold Story of Canada's Cold War Arsenal". Dundurn Press, 1998. (Toronto).
  - A detailed article concerning the Canadian nuclear arms debate and Canada's role in the Cuban missile Crisis.
- Daily Gleaner. "*Henry Irwin*," 2011. Retrieved February 23, 2011, from InMemoria.ca: <http://www.inmemoriam.ca/view-announcement-216336-robert-pichette-onb-d-es-1.html>

- A comprehensive article speaking of the life of former Education Minister Henry Irwin.
- Gagnon, Alain-G. “Quebec: State and Society” 2008. University of Toronto.
  - An in-depth look regarding Quebec’s tumultuous history in the 1960’s and the tensions boiling toward the FLQ crisis.
- Government of New Brunswick. *Official Language Act*. 2011. Retrieved February 26, 2011, from Government of New Brunswick: <http://www.gnb.ca/0062/acts/acts/o-00-5.htm>
  - Legislation clarifying concerns related to the French language and its place in New Brunswick Education during the 1960’s.
- McRoberts, Kenneth “Quebec: Social Change and Political Crisis” 1998, McClelland and Stewart.
  - Another article referencing the impact of French Canada and Quebec as part of the Canadian Unity Crisis.

- New Brunswick.” *New Brunswick*”. Retrieved February 23, 2011, from Wikipedia:  
  
[http://en.wikipedia.org/wiki/New\\_Brunswick](http://en.wikipedia.org/wiki/New_Brunswick)
  - An overlay of New Brunswick as a province including a selection of relevant facts and directives.
- Palmer, Brian D. “Canada’s 1960’s: The Ironies of Identity in a Rebellious Era”, 2009. University of Toronto Press.
- Total Enrolment in Elementary and Secondary Schools in New Brunswick. Stats Canada. 2011. Retrieved February 22, 2011, from Statistics Canada: [http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150\\_191b-eng.csv](http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150_191b-eng.csv)
  - Statistics that allowed a structure image and detailed demographic to ensure who was affected by educational decisions.
- Whitaker, Reg & Steve Hewitt “Canada and the Cold War”, 2003. Toronto: James Lorimer & Co.
  - A text book from the past decade that explains a series of in depth positions Canada took during the Cold War.

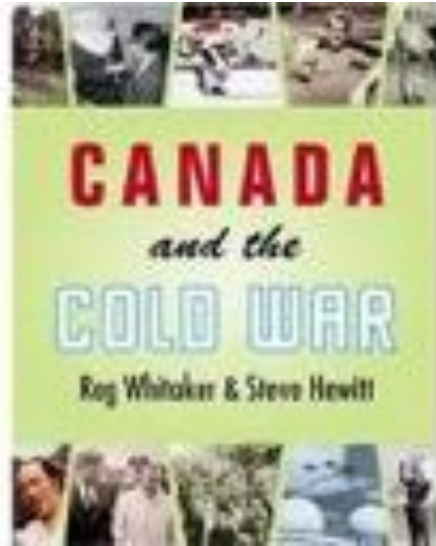
Also provided a lot of information regarding the domestic response to Canada's international choices.

c. Images and Media (Appear throughout the work in accompaniment to the image provided.

### **3. Introduction:**



The 1960's were perhaps the most culturally relevant decade in the 20<sup>th</sup> Century. In the three major scopes of social studies; domestic, national and internationally there were all major events happening. The decade would see Canada symbolize national unity with the Canadian Flag, Quebec mobilize a nationalist push with the FLQ (Front de libération du Québec), and the debate of Canadian involvement with nuclear weapons.



(Source:<http://www.goodreads.com/book/show/212043>.

*Canada\_and\_the\_Cold\_War)*



**FLQ Lawyer Robert Lemieux**

(Source:<http://bilan.usherbrooke.ca/contributions/7d2b6c200404171>

*93551345.jpg)*

The field of social studies would flourish with news and events worldwide. The Cuban Missile Crisis, Space Race and continuous international contests of the Cold War come to mind as the frontrunners of topics for debate. But during this time, Quebec would begin their first push for a francophone nation beyond Canada.



*(Source: timemagazine.com)*

Beyond politics, there was also a civil rights movement emerging in North America. Under Martin Luther King racial equality and race relations would progress more between 1961 and 1968 than any other time in American history, and heavily

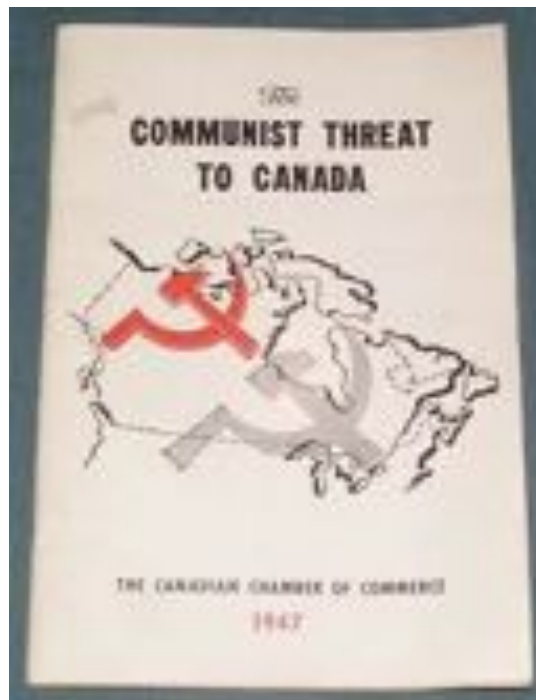
supported in Canada. Between culture, politics and budding micro-sovereignties within Canada, the canon of ideas and current events were limitless. While news has never really slowed down, we feel that by examining the ability to invoke citizenry and informed intellectuals with current events in the 1960's will provide a precedence that can be relied upon for today's pedagogical strategies.



*(Source: <http://www.alternavox.net/martin-luther-king-jr-day-2011-the-day-after>)*

Considerable mention of American relations with Canada began to appear in textbooks. “Bold Adventures” (The 1962 New Brunswick curricular textbook written by S. John Rogers and Donald Harris) included chapters about the American

communications with Canada, as a means of reflecting the unity between the two nations. This was particularly relevant in world events because it allowed students to connect with one side of the Cold War<sup>1</sup>. The establishment of Canadian identity and citizenry would embrace a characteristic of American partnership.



*(Source:<http://pages.ca.inter.net/~hagelin/ColdWarClandestine.html>)*

In establishing a preconceived notion of who “our” (Canada’s/Canadian’s) allies were, it would evident to establish enemies. This way a certain rivalry of “East vs. West” “Command

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<sup>1</sup> Rogers, S. John and Donald Harris “Bold Adventures”. Clarke, Irwin and Co, 1962.

vs. Market”, and “Communist vs. Capitalist” would not become solely American vs. Soviet.<sup>2</sup> By promoting the established partnership of American/Canadian unity, Canadians could identify with world events easier and feel as though Canada was heavily involved.<sup>3</sup> This would also promote a rivalry with the Soviets through exclusion. Meaning that Communism and its supporters would be recognized as enemies, simply because they were consciously not identified as allies. Also given the consistent tensions between the USA and the USSR, the Canadian stance of the conflict would be made clear.

#### **4. World:**

A world at war, with a series of conflicts and political influence is not something new and foreign to today. It was not something unique to the sixties either. However, in the 1960’s there had been less than a two decade gap from a time where the entire world had been at war for the second time. With the world beginning to choose sides like a schoolyard kickball team, legitimate fear would

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<sup>2</sup> Palmer, Brian D. “Canada’s 1960’s: The Ironies of Identity in a Rebellious Era”, 2009. University of Toronto Press.

<sup>3</sup> Whitaker, Reg & Steve Hewitt “Canada and the Cold War”, 2003. Toronto: James Lorimer & Co.

accompany many things beyond the economic ramifications of today.

Within this, the establishment of a Canadian identity would need to be established with students. It was important to understand the federal affairs domestically, and to understand Canada's role in a world on the brink of the third World War. This also relates to the importance of social studies today when it comes to citizenry. Just as the debate of whether or not Canada should arm itself with nuclear weapons and align itself militaristically with the United States, the ideas of inter-global relations has not relented.<sup>4</sup>

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<sup>4</sup> Clearwater, John "Canadian Nuclear Weapons: The Untold Story of Canada's Cold War Arsenal". Dundurn Press, 1998. (Toronto)

#### **4A. World -The Cold War:**



*(Source: <http://multimedialearningllc.wordpress.com/2010/05/02/kennedy-versus-khrushchev-cold-war-political-cartoon/>)*

While today may not have the underlining clause of “Mutual Assured Destruction”, or the romanticism of a blooming apocalypse, the issues of any nation has some degree of impact on the rest of the world. International trade and the world economy have grown toward interdependence more so than anything else. For teachers today to create leaders for tomorrow, they need to take a page out of the 1960’s to create a context of Provincial citizenry, National citizenry, and global citizenry.

The Cold War illustrated the dynamics of politics. It was not streamlined into dollar signs, unemployment rates and trade practices. While the economy has always been pivotal in politics, only recently has it become isolated and simplified. The 1960's had government mobilization to ensure that not only were their spectrum divides, but there was solidarity and mobilization on both sides, and a battle for identity became the underlying theme of the decade.

#### ***4B. World- Civil Rights:***

American civil rights leaders Martin Luther King, Rosa Parks and Malcolm "X" Little would break into the current event structure with their actions in the 1960's. The push for equality would break ground as one of the largest civil rights movements in the United States. Each of these leaders would push for a radical change and ascend to celebrity status because of their actions.

Sadly because of this celebrity status, an opposition movement would grow just as quickly as their booming popularity. Before long, both King and Little would face individual assassinations. The forcible restraint of African American social mobility and eventual

equality was met with sympathy and remorse continent wide. This radical suppression would also change the outlook of many regarding free speech, freedom of association and generally the freedoms of a democratic citizen in both Canada and the United States.

The focus on citizenship for more than political affiliation would become a fundamental to many domestic practices. This was shown with the high priority of citizenry integrated into the education system. An emphasis of unity, to ensure that a common goal of nation was set across the populace would hopefully ensure that reforming viewpoints would no longer be met with the barrel of a gun.

## **5. Canada:**

Canadian identity was challenged greatly in the 1960's. Building from the same equality push of the Martin Luther King push, Canadian Francophone's in Quebec began to push for their equality against cultural oppression. Quebecers would begin to define themselves as being from Quebec rather than being from

Canada, and certain provincial identities began to become noticeable within Canada.<sup>5</sup>

The first steps of the Quebec identity crisis would force Canada to finally push toward her own identity as a means of unity. The connection to these two issues had to do with Quebec's opposition to conscription for both World Wars. Many French Canadians felt their children were being drafted to support a nation (Great Britain) who had treated them so poorly throughout history.<sup>6</sup>



(Source: <http://postalhistorycorner.blogspot.com/2010/10/1964-maple-leaf-unity-first-stamp-in.html>)

Canada had begun to establish its own prestige as a world power. The new debate would be how much support they would

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<sup>5</sup> Gagnon, Alain-G. "Quebec: State and Society" 2008. University of Toronto.

<sup>6</sup> McRoberts, Kenneth "Quebec: Social Change and Political Crisis" 1998, McClelland and Stewart.

offer the West in the Cold War and how. A nuclear arms debate would begin throughout Canada. The perspectives of what Canada's role internationally would come into question.

Some felt that with nuclear arms, Canada would have the force and persuasion to ascend the world power list to a premiere state. While other feared that being supplied with American arms, would lead Canada to a future of sacrificed sovereignty. Only now, Canada would not act in a means to support their old mother country across the Atlantic, but instead act in support of her new motherland, sharing a southern border.



(Source: [http://www.thecanadianencyclopedia.com/index.cfm?](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A276)

[PgNm=ArchivedFeatures&Params=A276\)](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A276)

As the decade pressed on and the Cold War slumped into a détente, so did the pressure of Canada to participate actively. However, this continued push for a unilateral Canadian identity was not held up. The conclusion of this pursuit would lead in the most predominate symbol for Canada from there on out. On February 15<sup>th</sup>, 1965 the Canadian people would choose their staple in the world and branch away from the shadow of a mother nation, beginning the ascent toward the international recognition they receive today.

## **6. New Brunswick:**

### **Henry Irwin (Minister of Education)**



*(Source: <http://www.humphreysfh.com/Obituaries/59457/>)*

There were two Ministers of Education within the 1960's Henry Irwin (July 8, 1960 – April 5, 1966) and W. Wynn Meldrum (April 5, 1966 – November 12, 1970). Irwin was well known for his altercation to the New Brunswick education system. He and the New Brunswick government were responsible for creating the community college system (known as the Trades Schools in the 1960's) making it accessible regionally across the province.<sup>7</sup> This was significant in New Brunswick because working in the field of trades for a living was a regular job in rural communities.

### **Louis Robichaud Premier of New Brunswick**



*(Source: [http://www.thecanadianencyclopedia.com/index.cfm?](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCESearchMedia&Params=A1&MediaId=4355&RelArticles=1)*

*[PgNm=TCESearchMedia&Params=A1&MediaId=4355&RelArticles=1\)](http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCESearchMedia&Params=A1&MediaId=4355&RelArticles=1)*

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<sup>7</sup> Daily Gleaner. "Henry Irwin," 2011. Retrieved February 23, 2011, from InMemoria.ca: <http://www.inmemoriam.ca/view-announcement-216336-robert-pichette-onb-d-es-l.html>

In 1960 a new premier was elected, Louis Robichaud. He had a vision of equal opportunity for education which was one of three sole jurisdiction (road maintenance and health care the other two Robichaud focused on).<sup>8</sup> Another major impact the Premier made during his term was creating the “Official Languages of New Brunswick Act” in 1969. This act was very important for New Brunswick, because a large part of the provinces populations’ first language is French.<sup>9</sup>

In the early 1960’s the government’s goals were to increase the number of certified teachers in New Brunswick. In 1960 the number of licensed teachers exceeded 600; however this was still not enough teachers in the province for the increasing school population across the province. A Plan for a 2-year teaching course was beginning to arise.<sup>10</sup>

In 1963 there was a proposal for a high school rental text book program which would allow high schools to use books with the

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<sup>8</sup> New Brunswick.” *New Brunswick*”. Retrieved February 23, 2011, from Wikipedia: [http://en.wikipedia.org/wiki/New\\_Brunswick](http://en.wikipedia.org/wiki/New_Brunswick)

<sup>9</sup> Government of New Brunswick. *Official Language Act*. 2011. Retrieved February 26, 2011, from Government of New Brunswick: <http://www.gnb.ca/0062/acts/acts/o-00-5.htm>

<sup>10</sup> Journals of the Legislative Assembly of New Brunswick 1960

government paying for them. It was also in this year that a new teachers college was being prepared to be located on campus of the University of New Brunswick for occupancy in September of 1964.<sup>11</sup>



(Source: UNB.ca.)

University of New Brunswick received education program in 1964.

Throughout the decade the government's efforts were directed toward increasing the number of teachers within the province and also increasing the number of suitable schools for students to learn. In 1969 there was a lot of construction taking place in building new high schools (in Simmonds, Tracedee, Shippegen, Shediac

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<sup>11</sup> Journals of the Legislative Assembly of New Brunswick 1963

construction was underway and plans were made to build high schools in Campbellton, Dalhousie and Buctouche) and elementary schools (Val D'Amour, Port Elgin, St. Anselme, St. Joseph, and St. Stephen). This increase will be vital in the coming decade with all of the new schools and importance of an education.<sup>12</sup>

### **6A. Education System in New Brunswick during the 1960's:**

During the 1960's enrolment in elementary and secondary schools increased dramatically. Public schools became the dominant type of school to attend gradually moving away from private schools.<sup>13</sup> This dramatic increase in enrolment is believed to be due to the baby boom which occurred following World War II. After 1967, the funding for elementary and secondary schools came from the central provincial bureaucracy and the 423 school districts in the province were consolidated into 33 districts.<sup>14</sup> In New Brunswick through the 1960's most students took three Canadian history courses, the first time in grade 5 or 6, then again in junior

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<sup>12</sup> Journals of the Legislative Assembly of New Brunswick 1969.

<sup>13</sup> Total Enrolment in Elementary and Secondary Schools in New Brunswick. Stats Canada. 2011. Retrieved February 22, 2011, from Statistics Canada: [http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150\\_191b-eng.csv](http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150_191b-eng.csv)

<sup>14</sup> Magocsi, P. R. (1999). *Encyclopedia of Canada's People*. Toronto: University of Toronto.

high school and finally in one of their high school years. This was typical for many Canadian students across the country.<sup>15</sup>

## **6B. Social Studies in New Brunswick:**

In regard to both national and international issues aforementioned, New Brunswick also set forth a degree of responses, reflections and reformations to keep up to radically changing world and a radically changing nation. Most notably with a larger emphasis on French culture and language in the curriculum, words would initially be structured into the Social Studies curricular guide in the early 60's, but as bilingualism became more of a factor it eventually separated. (Annual Report 1958-60 & 1966-67.)

As early as 1963, education administrators began to wonder about Quebec. The NBEA (New Brunswick Education Association, now the New Brunswick Teachers Association) felt to remedy the situation with French Canadians that New Brunswick should begin to live up to its claim of a

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<sup>15</sup> Osborne, K. (2010). *Canadian History in Schools*. Retrieved February 23, 2011, from Historical-Dominion: <http://www.histori.ca/prodev/article.do?id=11630>

“bilingual province”.<sup>16</sup> Their suggestion was to create more of a French presence in the curriculum.

While the change to alleviate tension between French and English Canadians, and to make a more accommodating society to avoid hostility domestically there is surprisingly very little set in place for reactions to international disputes. Annual reports call for emphasis on teacher promotion, elaborate on the negative consequences of a teacher shortage and speak about promoting the trades to students as a profession equally as necessary as a doctor or lawyer, but very little is invested beyond that.

## **7. Relation to Education Today:**

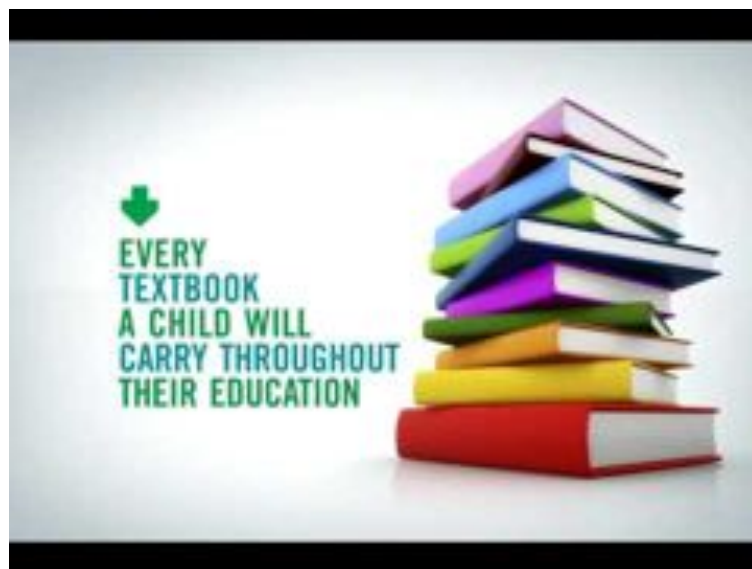
The FLQ, the Civil Rights Movement, and the establishment of the maple leaf as a symbol for Canada all showed the identity initiative. Students could get behind any movement they saw fit to do so. Anti-war Vietnam, Franco-sovereign Quebec, racial equality; the world was changing at a rapid pace, and the goal of teachers was to keep their students involved. This set a precedence of how Social Studies see citizenry today as it would mould the citizen as a

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<sup>16</sup> Profile of Education in New Brunswick 1962-1968. Pg. 7.

person not only engaged or informed, but a balance of both of these qualities.

Currently in the province of New Brunswick there is a similar focus on developing teachers with programs such as ours at UNB with a class of roughly 180 graduates able to work in September. Educating our young people of New Brunswick is something that the government realizes as a focus, similarly to the 1960's when the government realized that the numbers of students at public schools was increasing, therefore they helped fund more schools to be built in the late 1960's.



*(Source:*

*[http://edupln.ning.com/profile/NB321C?xg\\_source=activity](http://edupln.ning.com/profile/NB321C?xg_source=activity))*

The focus now in New Brunswick is around NB3 21C which is a governmental program creating a 21<sup>st</sup> century learning model of public education. This program is putting the focus on literacy, mathematics and science<sup>17</sup>. The educational programs in the 1960's did not have a direct focus on those 3 areas of teachings, they were part of the curriculum however the emphasis was not as directed as today.

The emphasis on social studies in today's education is different from the social studies in the 1960's. In the 1960's Canadian History was the primary class to take in the area of social studies. Today in the high school education curriculum there are many different styles of social studies (ancient medieval, Canadian geography, Canadian history, economics, law, modern history, native studies, physical geography, political science and world issues)<sup>18</sup>.

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<sup>17</sup> NB3 21C (2010). *New Brunswick Department of Education*. Retrieved March 19, 2011 from: NBED: [http://woodstockmiddleschool.nbed.nb.ca/Documents/DoE%20-%20PIP%20\(NB3-21C\)%202010-201.pdf](http://woodstockmiddleschool.nbed.nb.ca/Documents/DoE%20-%20PIP%20(NB3-21C)%202010-201.pdf)

<sup>18</sup> Department of Education and Early Childhood Development. (2011). *"Government of New Brunswick"* Retrieved March 19, 2011 from GNB: <http://www.gnb.ca/0000/anglophone-e.asp>

## 8. Appendix<sup>19</sup>

### Total enrolment in elementary and secondary schools in New Brunswick:

| Year2 | New Brunswick |         |         |         |
|-------|---------------|---------|---------|---------|
|       | Public        | Private | Federal | Total   |
| 1975  | 110           | 111     | 112     | 113     |
| 1974  |               |         |         |         |
| 1973  | 164,999       | 421     | 838     | 166,258 |
| 1972  | 166,550       | 137     | 782     | 167,469 |
| 1971  | 170,179       | 467     | 728     | 171,374 |
|       | 173,851       | 636     | 704     | 175,191 |
|       | 175,997       | 398     | 671     | 177,066 |
| 1970  |               |         |         |         |
| 1969  | 175,912       | 463     | 615     | 176,990 |
| 1968  | 173,808       | 353     | 620     | 174,781 |
| 1967  | 172,337       | 381     | 637     | 173,355 |
| 1966  | 169,703       | 468     | 682     | 170,853 |
|       | 166,750       | 1,389   | 638     | 168,777 |
| 1965  |               |         |         |         |
| 1964  | 165,228       | 1,654   | 644     | 167,526 |
|       | 164,124       | 1,791   | 686     | 166,601 |
| 1963  | 160,801       | 1,993   | 654     | 163,448 |
| 1962  | 156,491       | 2,491   | 639     | 159,621 |
| 1961  | 155,216       | 2,574   | 640     | 158,430 |
| 1960  | 152,289       | 2,369   |         | 155,276 |

<sup>19</sup> Total Enrolment in Elementary and Secondary Schools in New Brunswick. Stats Canada. 2011. Retrieved February 22, 2011, from Statistics Canada: [http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150\\_191b-eng.csv](http://www.statcan.gc.ca/cgi-bin/af-fdr.cgi?l=eng&loc=W150_191b-eng.csv)

Full-time teachers in public elementary and secondary schools, by  
sex in New Brunswick:

| Year2 | New Brunswick |        |       |
|-------|---------------|--------|-------|
|       | Male          | Female | Total |
|       | 162           | 163    | 164   |
| 1975  | 2,967         | 4,902  | 7,869 |
| 1974  | 2,867         | 4,987  | 7,854 |
| 1973  | 2,801         | 5,004  | 7,805 |
| 1972  | 2,795         | 5,166  | 7,961 |
| 1971  | 2,664         | 5,292  | 7,956 |
| 1970  | 2,510         | 5,387  | 7,897 |
| 1969  | 2,368         | 5,454  | 7,822 |
| 1968  | 2,114         | 5,423  | 7,537 |
| 1967  | 1,952         | 5,300  | 7,252 |
| 1966  | 1,741         | 5,186  | 6,927 |
| 1965  | 1,692         | 5,120  | 6,812 |
| 1964  | 1,586         | 4,991  | 6,577 |
| 1963  | 1,439         | 4,919  | 6,358 |
| 1962  | 1,365         | 4,903  | 6,268 |
| 1961  | 1,337         | 4,702  | 6,039 |
| 1960  | 1,261         | 4,605  | 5,866 |

## **9. Conclusion:**

Given the tremendous amount of international culture shock in the 1960's, it was very surprising to see that there were no major changes in the New Brunswick Social Studies curriculums. Instead the major changes of the curriculum came from domestic language hostilities. With rising tensions from Quebec and French Canadians, it would be these language issues that would dictate curriculum reform in the 1960's.

As mentioned in Section 3: Canada, French Canadians had been stirring about equality rights in Canada. Since New Brunswick claimed to be a bilingual province (Section 6B) it makes sense that there would be considerable recognition of French Canadian culture. However, we found significant concern and confusion in why language rights seemed to have such a considerable impact on the curriculum juxtaposed to other world events. This is particularly in contrast with today where curriculums are based in making students internationally aware.

Thus, while our hypothesis did not match up with our conclusion, we do recognize the 1960's as an example of the

evolution of perspective. With the evidence provided we see that New Brunswick curricular outcomes were inherently nationally isolated. Because of this we can see significant growth and evolution to modern curricular outcomes that reflect the modern inter-global community.

By: Tyler Ross and Brett Corcoran