



Title: A Work On Progress: How Contemporary Educational Reform Mirrors that of the 1970's

By: Joel Hooper and Shane Kelbaugh

Hypothesis: The present NB321C education strategy emphasizes the importance of keeping classrooms at pace with current technologies and social trends. The purpose of this is to keep students engaged and prepare them for life in the rapidly changing Twenty-First Century world. While this program is progressive, its purpose is not as radical and reformist as its advertisements would suggest. Rapid technological and social change is not unique to 2011, and by analyzing some educational practices of the 1970's we can see how engaging students and preparing them to be adaptive citizens was a common concern of both times. Social Studies education in particular aims to create students who are actively involved in social progress.

Discussion of Sources:

a) Primary Sources:

i) Banks, James A.. *Teaching Strategies for the Social Studies: Inquiry, valuing and decision-making*. Reading: Addison Wesley Publishing Company, 1973.

This book is a teacher's resource that outlines a decision-making approach to Social Studies education. The author is concerned with the multitude of social challenges that students will be faced with: rapid technological development, the growing gap between rich and poor, man's inhumanity to fellow-man, environmental pollution and alienation among youth to mention a few. His approach to prepare students to deal with these issues is to develop skills in valuing and decision-making. He asserts that a student who is prepared to make intelligent decisions will be able to responsibly take part in the formation of public policy. Though he makes reference to social problems specific to the 1970's, such as increased crime rates and drug use in the USA in the 1960's, the overarching social issues are still relevant today.

ii) Bartlett, L.B., Director. Curriculum and Research Branch, Fredericton, N. B. To: Secondary School Principals. RE: Application Forms for Special High School Courses (Revised for 1970-71). 23 January, 1970.

iii) Duplisea, G. H., Curriculum & Research Branch, Dept. of Education, Centennial Building, Fredericton, N. B. The Newtonbrook Conference On Canadian Studies. A report. 1972.

A report on the experience and findings of the conference, by the provincial chaperone.

iv) Estabrooks, D. B., Chief Superintendent of Schools. To: Regional Superintendents. Letter from New Brunswick Department of Education. Topic: PROJECT CANADA. 19 October 1972.

The Department of Education endorsed the plan, 'PROJECT CANADA.' "whereby classrooms of the New Brunswick schools may choose to be 'twinned' with classrooms of a similar grade level in Ontario." The purpose "is to establish better communication and understanding," ... hoping to "reveal facets of day-to-day life in New Brunswick along with revelations and samples of cultural activities..."

v) McCluskey, J. P. To: Regional Superintendents, District Superintendents. Memorandum from New Brunswick Department of Education. Subject: Project Canada. 9 November, 1973.

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vi) Ryan, Frank L. *Exemplars for the New Social Studies: Instructing in the elementary school*. Englewood Cliffs: Prentice Hall, Inc., 1971

This book discusses an approach to teaching Social Studies through setting objectives and using a multitude of instructional strategies, including inquiry, decision-making, and questioning. We can all imagine a stereotype of an older teacher who makes no attempts to engage students. He forces students to copy notes verbatim from the blackboard. Their only respite from this hand-cramping marathon of manuscript is an occasional film, in which the children typically opt not to engage cognitively. This stereotype is often brought to mind when imagining past teaching methods. However, this book demonstrates that progressive and innovative pedagogy was prevalent in the 1970's as it is today. There is a chapter in this book that discusses the use of instructional media in classrooms. According to the author, "tapes, films, overlays, globes, textbooks, study prints, and such primary sources as artefacts and documents, are examples of the types of media vitally needed to help learners attain instructional objectives." (Ryan, p. 47) He is aware that simply having these media present in the classroom isn't enough to ensure effective instruction. The media must be connected to objectives, and they must be implemented in ways that will engage students. Similar to the ideals of NB321C, there is an emphasis placed on tying classroom activities to career applications of Social Studies Media. For example, there is a lesson plan in this book that has students use aerial photographs as a geographer would.

b) Secondary Sources:

i) The Canadian Encyclopedia. "Timeline". March 22, 2011.

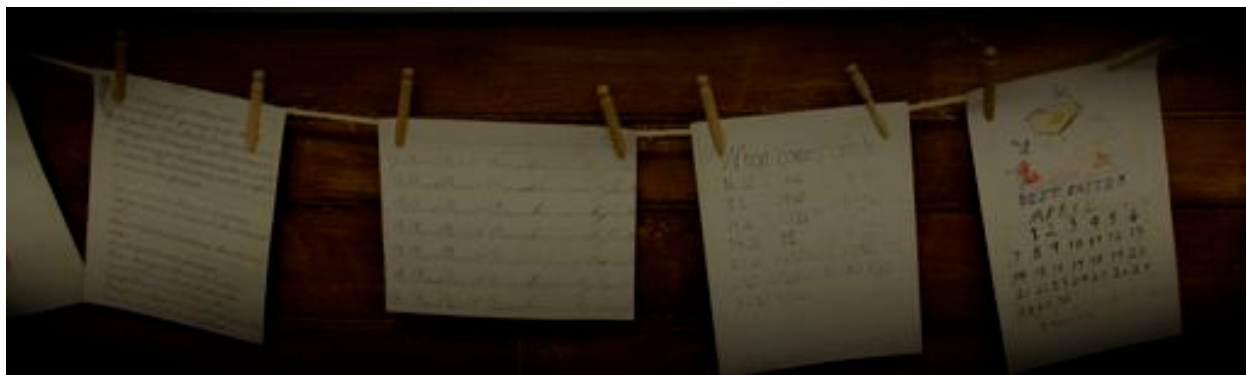
<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCETimeline&Params=A1>

ii) White, Jane J.. "What works for teachers: a review of ethnographic research studies as the inform issues on social studies curriculum and instruction". *Review of Research in Social Studies Education: 1976-1983*. Edt. Stanley, William B.. Boulder: ERIC Clearing House for Social Studies, 1985

White asserts that, despite continuous revisions to our Social Studies curricula, rationales, and materials such as textbooks, the underlying beliefs, values, and teaching/learning modes stay the same. The fundamental message of all Social Studies lessons is how to be a "good" citizen. No matter what program, curriculum, or media the government pushes on teachers, they are values. A study of quarantine policies during the Black Plague in Europe will in turn lead to students learning of our own policies of sanitation and medicine. A study of Athenian juries will be compared to modern citizenship. (White, pp. 227, 234-235) There is a continuous cycle of fads, innovations, and new curricula and textbooks. This cycle is informed and shaped by our expectations of what students are capable of, and which skills and knowledge we want to teach them. (White, pp. 239-240) This outlook on the process by which education strategies are designed and implemented explains why there is a similarity between pedagogy of the 1970's and NB321C. Producing adaptable, informed, capable citizens has been an underlying core value of Social Studies educators for the last forty years. Thus, it makes sense that the strategies of NB321C are not extreme or pioneering, but rather a contemporary evolution of the ideals of competent citizen production.

c) Image Sources

i) All images were taken by Joel Hooper. Image sources were all made with a camera in the New Brunswick Provincial Archives, Fredericton, N.B.; Harriet Irving Library, Archives Dept., Fredericton, N.B.; or the New Brunswick School Days Museum, Fredericton, N.B.



Section: New Brunswick Provincial Archives

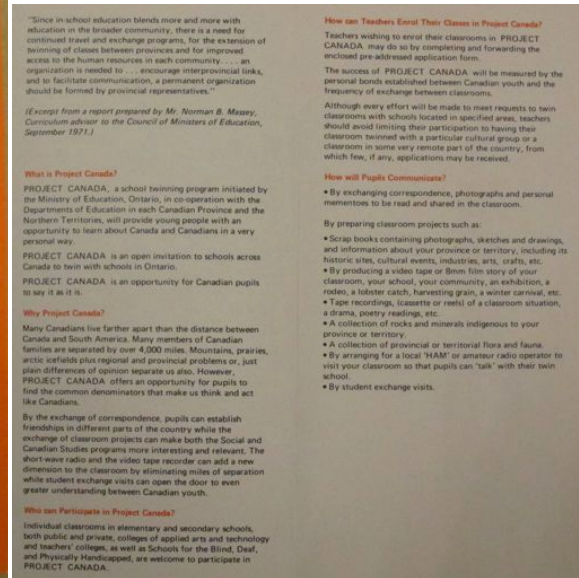
All of the following reports are taken from primary sources found in (**File: #RS116 F. Chief County Superintendent of Schools 2. Projects**). The section 'F' file identifiers are left listed here for later research purposes.

F. 2. e. Project Canada; 1972-1974

Subject: "Project Canada"... ...A Step Toward National Unity
(by Canadian Youth, for Canadian Youth)

Date: 1972

The Department of Education endorsed the plan, 'PROJECT CANADA.' "whereby classrooms of the New Brunswick schools may choose to be 'twinned' with classrooms of a similar grade level in Ontario." "PROJECT CANADA encourages students to exchange materials and information prepared by the students themselves." The purpose "is to establish better communication and understanding," ... hoping to "reveal facets of day-to-day life in New Brunswick along with revelations and samples of cultural activities as well as graphic descriptions of historical events." "The students may also choose to produce articles on problems or difficulties encountered in their lives or activities. It is hoped (...) that a pen-pal relationship may develop between individual students of classrooms in this province with members of their 'twin' classrooms in Ontario." The intention was to foster better inter-provincial communication and understanding. PROJECT CANADA was initiated by the Ministry of Education of Ontario, and was endorsed by all provinces and territories.



PROJECT CANADA pamphlet, found at New Brunswick Provincial Archives.



Project Canada Display

iii) The Newtonbrook Conference on Canadian Studies

1972 Newtonbrook, Ontario... (New Brunswick Delegation, G. H. Duplisa)

1979 Moncton, NB

The 1972 Newtonbrook Conference on Canadian Studies was the first of what became an annual "Conference and Exchange Opportunity for Young Canadians." The conference would change its name and locations more than once. The second and third conferences were called the "Canadian Studies Forum." In 1975 the organization changed its name a final time to the "Interchange on Canadian Studies." "Ideally the conference alternates among eastern, western, and northern locations."

1970s conference locations: 1972 Newtonbrook, ON; 1973 Calgary, AB; 1974 Halifax, NS; 1975 Winnipeg, MB; 1976 Vancouver, BC; 1977 Quebec City, QC; 1978 Saskatoon, SK; 1979 Moncton, NB

Website: Interchange on Canadian Studies, (A Conference & Exchange Opportunity for Young Canadians); <http://www.ics.ca/history.htm>

THE NEWTONBROOK CONFERENCE ON CANADIAN STUDIES

A Report by G. H. Duplisa
Chaperone of the New Brunswick Delegation

The Newtonbrook Conference on Canadian Studies was organized to gather together a diverse group of around twenty students from each of the provinces and the Northwest Territories who would bring their knowledge of Canada to a common meeting ground and there participate with other delegates and invited more understanding of himself, of other Canadians, and of the identity of Canada as a nation. The meeting ground was the Newtonbrook Secondary School at Willowdale, Ontario, and the conference lasted for the week of April 24-28.

Twenty young men and women were selected by nineteen of the District Superintendents in New Brunswick, and I was most pleased to accept the assignments of observer and chaperone for the New Brunswick delegation.

What were our impressions of the conference?

Representation:

Three areas of Canada were not properly represented: Quebec, Prince Edward Island and Ontario. The Quebec delegation, we were told, was unable to attend the conference because of the Quebec strike. Prince Edward Island sent only one delegate. Willowdale alone represented Ontario. Add to this last point the fact that the billets of all out of town delegates were participating, and some domination of the conference by the Newtonbrook delegates was inevitable, and unfortunate. This had become so apparent by the second day that the conference organizers made some honest effort to keep the participation of their students in balance with that of their guests. In fairness to the conference planning committee, this kind of problem could hardly be avoided, and it did not seriously affect the proceedings.

The students were thrilled to mix with so many students from across Canada. Alvin Jenkins of Bathurst expressed it well:

The highlight of my trip was having kids from Labrador City, Fort Smith, Saskatoon or Nanaimo step up to me, look at my name tag and say: "Hi, Alvin, how are things in New Brunswick?" and being able to tell them about my neck of the woods and find out about theirs.

Panelists and Speakers

We were disappointed over the failure of several of the resource people to appear, men such as Chief Dan George, Bernie Hodgetts and Irving Layton, and also by the fact that holding the conference in Ontario seemed to give too many speakers the impression that their message should be Ontario directed. The predominance of the left among those who did appear, was an additional disappointment. Many students reacted as did Lucille Cummings of Meductic, who was disturbed by the radical emphasis, and the lack of balance on several panels:

... in almost every session the views presented were all in support of one idea. This was indeed a grave mistake, for the ideas of the delegates tended to be moulded in the speaker's train of thought. When a delegate of conflicting opinion voiced his idea or question, he was literally avoided and never given an answer to his question.

Several students observed that emotion often triumphed over logic, particularly in discussions on American investment in Canada. The anti-Americans came on strong during the first few conference sessions, but administered such an overdose of anti-American declamation that they achieved little, and lost much.

Many were so swayed by rhetoric that they couldn't see the practical and the real for the poppycock. Personally, I'm wary of the cult of the expert.

So wrote Marc Vautour of Dalhousie - and I was continually impressed with the discernment of our students, and their ability to make sound judgements.

Educational Value:

The members of the planning committee are human, after all, and could not organize a perfect conference. Their bringing together of so many students from across Canada was, by itself, a major achievement. The conference had to be a success. Certainly there was criticism, but there was much more praise. Norbert Cunningham of Sackville commented that:

The Newtonbrook Conference on Canadian Studies was a learning experience that should be perpetuated and made available to as many students as possible. The conference did many things for me, all good... The sharing of ideas and culture from the other provinces has been of educational value.

Lucille Cummings of Meductic made a similar evaluation:

On the whole... the Newtonbrook Conference... made me feel... Canadian... To find that other young people are interested in Canada's future really made me even more interested in Canada's future and really made me even more interested in various Canadian issues. The effect of this conference will, in my opinion, have deep-lying effects in the future, involving the youth in the nation's affairs. The conference was exceptionally well planned and all social activities were managed in such a way as to supply each delegate with the utmost enjoyment... For the first time in my life I knew that I was a Canadian with a responsibility to help shape Canada's future

Conclusion:

The Newtonbrook Conference on Canadian Studies was, all in all, a worthwhile and well organized learning experience. Conferences of this type, should be held in various parts of Canada in succeeding years, and New Brunswick would do well to participate, as she did in 1972. Mr. Gary Mandel and his colleagues at the Newtonbrook Secondary School were excellent hosts, and we sincerely appreciated all that they did to plan and conduct this conference for the young people of Canada.

There is much more that I could write, but I am going to conclude my report with a letter which I received from Ronald Cormier, our delegate from Thomas Albert Senior High School in Grand Falls, New Brunswick:

Through the examination of a number of problems confronting our society in Canada today, we touched on the feelings, ideals and motives of students from numerous regions all over this country. Among these were such problems as mass media, the position of Canadian youth in today's society, the role of the Canadian Indian, regionalism, Canadian civil liberties, and urban problems.

I found myself, before I went to this conference, to be very one-sided and blind to many problems throughout Canada. After having discussed and listened to the views of students from all over Canada, I now find myself looking for both sides of a problem and then sorting out for myself my position according to my beliefs. For example, in the problem of foreign ownership, I find especially that I now have a more lenient position than students from economically stronger provinces than New Brunswick.

I feel that the most outstanding experience I underwent was the exposure to students from all over the country who share the same interests in building a distinctive Canadian identity.

During that last week in April, I experienced many deep friendships that I am sure I will always remember and cherish. This, I feel in itself is very important, that students from all over Canada can in such a short time become such good friends.

In conclusion, I feel that this conference was very beneficial not only as a workshop for the discussion of Canadian problems, but more important, as a meeting ground for students from all over this country to exchange their views, their feelings from their part of Canada, and even greater, their friendship!

iv) F. 2. f. Interchange on Canadian Studies; 1975

From: G. Hugh Duplisea, Consultant, Humanities and Social Science

To: District Superintendents

Subject: Interchange on Canadian Studies

Date: March 20, 1975

Correspondence received by Minister of Education (?), “regarding an Interchange on Canadian Studies (formerly Canadian Studies Forum)” held from May 2 to May 10, 1975

21 High School students were “invited from New Brunswick, i.e. one from each superintendency.”

Each student who attends this Interchange was encouraged to “be a competent and suitable representative of New Brunswick to participate in this conference. It is suggested that the delegate should be a good student of Canadian History, Geography and Economics, willing and able to participate in dialogue on Canadian studies.”

The School Board was “responsible for the student’s share of air transportation to Winnipeg, and a check of \$65.00 payable to Interchange on Canadian Studies should

accompany the registration form. (These funds may be requisitioned in the usual manner, with indication of use.)”

“The student selected will be responsible for the registration fee of \$30.00, and a separate check of \$30.00 payable to Interchange on Canadian Studies should accompany the registration form.”

“A bilingual chaperone from New Brunswick will be announced at a later date.”

From: G. Hugh Duplisea, Consultant, Humanities and Social Science

To: Student Delegates to Winnipeg Interchange on Canadian Studies

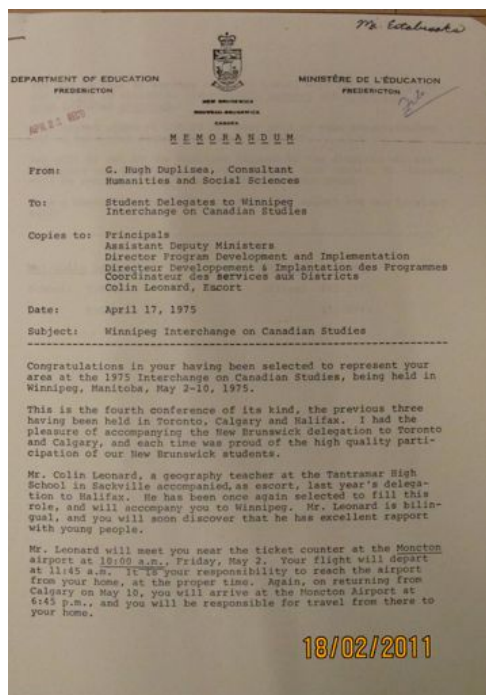
Date: April 17, 1975

Subject: Winnipeg Interchange on Canadian Studies

“Congratulations in your having been selected to represent your area at the 1975

Interchange on Canadian Studies, being held in

Winnipeg, Manitoba, May 2-10, 1975.” “This is the fourth conference of its kind, the previous three having been held in Toronto, Calgary and Halifax” Duplisea (who is now a retired teacher in St. Stephen, N.B.) accompanied the N.B. delegation to Toronto and Calgary in previous years. Mr. Colin Leonard, a geography teacher at the Tantramar High School in Sackville accompanied the 1974 delegation to Halifax. He was selected again to fill the role as escort to Winnipeg. He is/was bilingual, and had “excellent rapport with young people.”



INTERCHANGE ON CANADIAN STUDIES FORUM Programme d'échange portant sur les études canadiennes à Winnipeg				
<u>Student</u> <u>Étudiant</u>	<u>Dist/School/Telephone</u> <u>Dist/École/Téléphone</u>	<u>Lang</u> <u>Lang</u>	<u>Home Address</u> <u>Domicile</u>	<u>Home Telephone</u> <u>Téléphone</u>
Joannet Poirier Male, 16	1, A.J. Savoie, 235-2902	F	St. Quentin N. B.	235-2297
Rejean Morin Male, 21	33, Cite des Jeunes, 735-8877 A.-M. Sornary	F	St. Jacques N. B.	735-6916
Monique Benaou Female, 16	2, Pestigouche High, 753-7684 Box 220 Campbellton, N.B.	F	4 Macmillan Dr. 753-5420 Campbellton, N.B.	
Christine Petersen Female, 17	3, Dalhousie High, 684-3314 Dalhousie, N.B.	E	700 River View St. 684-3219 Dalhousie, N.B.	
Carol Anne Boudreau Female, 16	4, Nepisiguit High, 548-8941 915, rue Ste-Anne Bathurst, N.B.	F/E	Box 10 Site 6 783-3608 Beresford, N.B.	
Louise LeGresley Female, 16	5, Polyvalente Louis- Mailloux Caraquet, N.B., 727-3475	F/E	Grandenase, N.B. 732-2820	
Louis Landry Male, 17	6, Ecole Marie-Esther Shippegan, N.B. 336-2201	F	Inkerman New Brunswick 336-2609	
Marc Bertrand Male, 18	7, Ecole Polyvalente Tracadie, N.B. 395-2711	E/F	Tracadie, N.B. 395-2916	
Joan Merrill Female, 18	9, Stanley High Stanley, N.B. 367-2306	E	R. R. #1 Stanley, N.B. 367-2445	
Kevin Hilchey Male, 17	10, James M. Hill Memorial School Chatham, N. B. 773-4417	E	79 Princess St. Extension Chatham, N. B. 773-6927	
Billy Warman Female, 17	11, Richibucto Senior High School Richibucto, N.B. 523-6708	E	R.R.#1 Kent Co. Bass River, N.B. 785-6695	
Denise Doiron Female, 18	13, Louis J. Robichaud Shediac, N. B. 532-4134	F	R. R. #1 Site 8 Boite 7 Shediac, N. B. 532-4134	
William Murphy Male, 17	14, Tantramar High Sackville, N.B. 536-0654	E	R.R.#2 Port Elgin, N.B. 538-2926	
David Pine Male, 17	15, Moncton High Moncton, N.B. 855-2530	E	114 Century Dr. Moncton, N.B. 854-7180	
John Henderson Male, 18	19, Hampton High Hampton, N.B. 832-5527	E	R.R. #2 Hampton, N. B. 832-7170	

18/02/2011

b) Secondary Sources

i) White, Jane J.. "What works for teachers: a review of ethnographic research studies as the inform issues on social studies curriculum and instruction". *Review of Research in Social Studies Education: 1976-1983*. Edt. Stanley, William B.. Boulder: ERIC Clearing House for Social Studies, 1985

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values. A study of quarantine policies during the Black Plague in Europe will in turn lead to students learning of our own policies of sanitation and medicine. A study of Athenian juries will be compared to modern citizenship. (White, pp. 227, 234-235) There is a continuous cycle of fads, innovations, and new curricula and textbooks. This cycle is informed and shaped by our expectations of what students are capable of, and which skills and knowledge we want to teach them. (White, pp. 239-240) This outlook on the process by which education strategies are designed and implemented explains why there is a similarity between pedagogy of the 1970's and NB321C. Producing adaptable, informed, capable citizens has been an underlying core value of Social Studies educators for the last forty years. Thus, it makes sense that the strategies of NB321C are not extreme or pioneering, but rather a contemporary evolution of the ideals of competent citizen production.

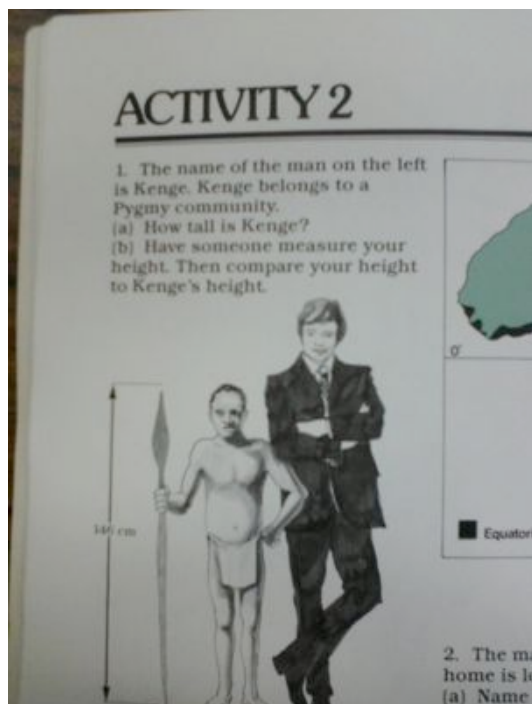
ii) Daigle, J., Esligar, J., Stymiest, C. *A Snapshot of New Brunswick Education in the 70's. (1970's Timeline. "Intelligence Life on the Web. Buzzle, 2009. Web.17 Nov 2010. {<http://www.buzzle.com/articles/1970s-timeline.html>})*

Teaching and Learning Resources in Social Studies Education (1970's)

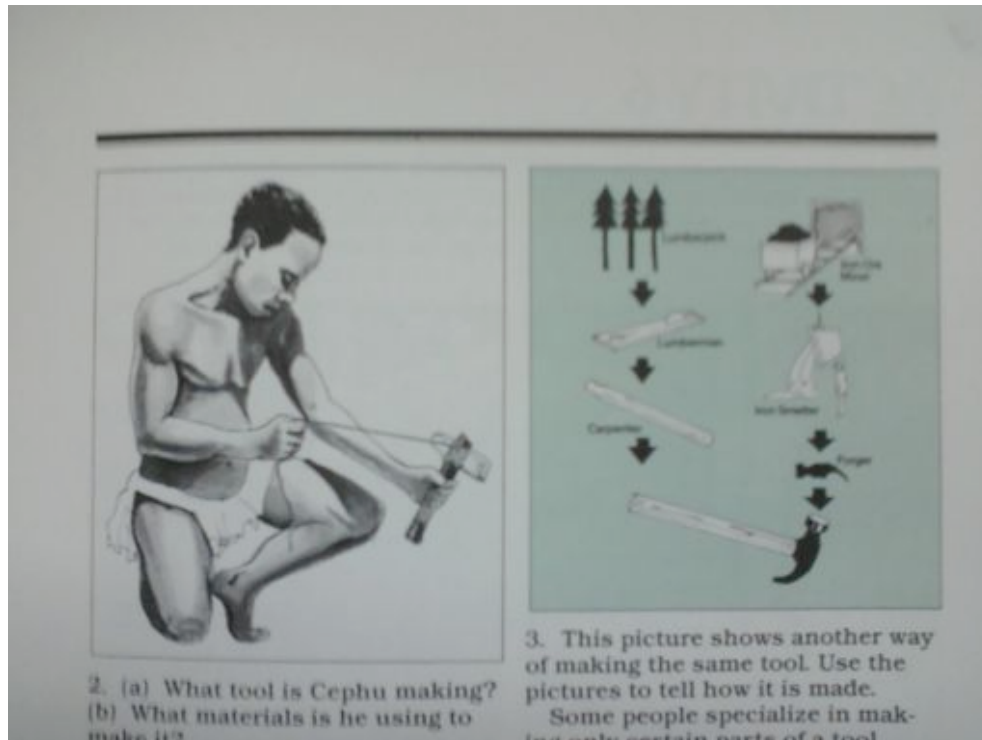
i) Text Book: Ferry, Winifred. *Vanishing Communities: Hunters and Gatherers of the African Rain Forest*. Agincourt: 1978

This short elementary school text aims to show kids a society that appears and functions very differently from our own. Also, it demonstrates some of the basics of founding a civilization, such as situating a settlement near food and water, making tools, and hunting and gathering food. Through illustrations, the book focuses on a hypothetical Pygmy tribe in Africa.

The textbook is entirely activity driven. A number of the activities involve comparing Pygmy culture to our own. This exemplifies the theory of cultural values permeating curricula as discussed in the White article above.



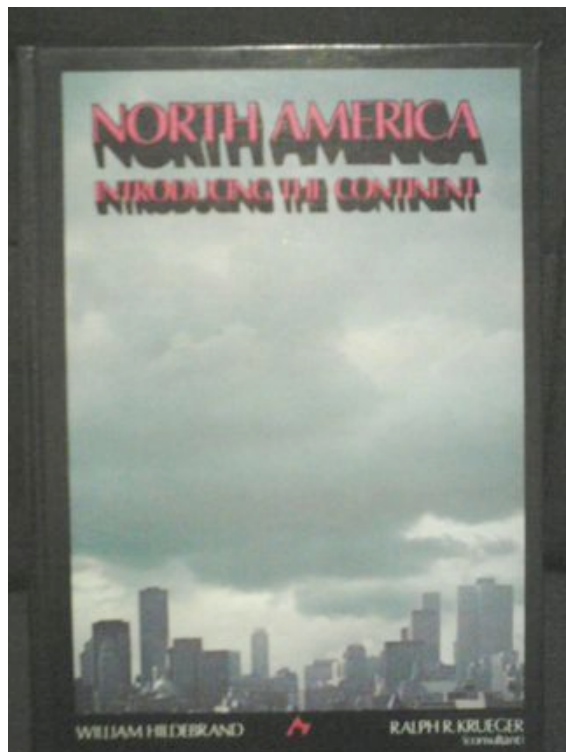
Here, students are asked to compare their heights to the Pygmy's as seen in the diagram.



In this image, we see on the left a Pygmy fashioning a hammer. It states that each Pygmy possesses the skill to build a hammer. Students are then asked to use the picture on the right to reflect on their own society's process for producing a hammer. It is the combined effort of a lumberjack, a lumberman, a carpenter, an iron ore miner, an iron smelter a forger

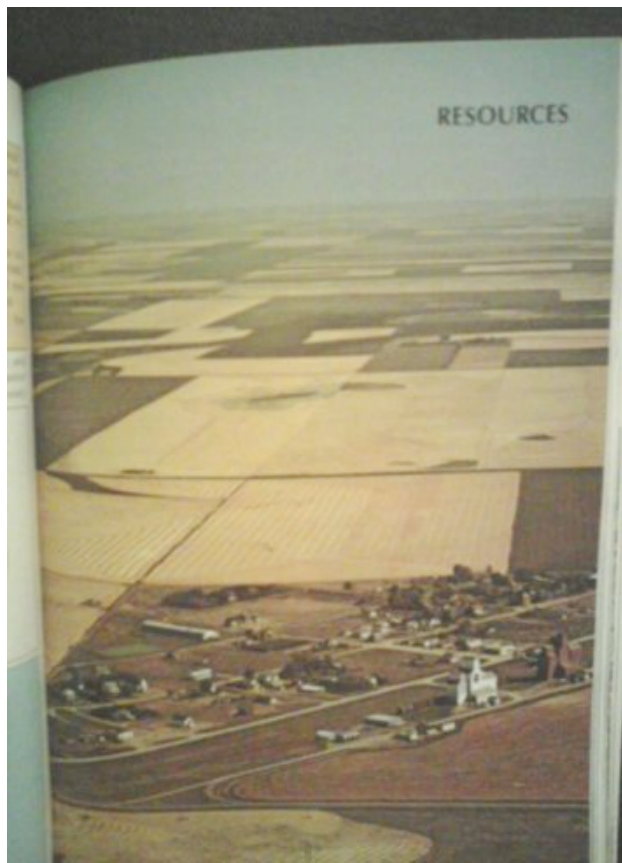
and presumably a factory or assembly line worker. By looking at aspects of other societies, such as tool making, students are made to inquire about their own society

ii) **Hildebrand, William. North America: Introducing the continent. Toronto: Holt, Rinehart, and Winston of Canada, Limited, 1974**

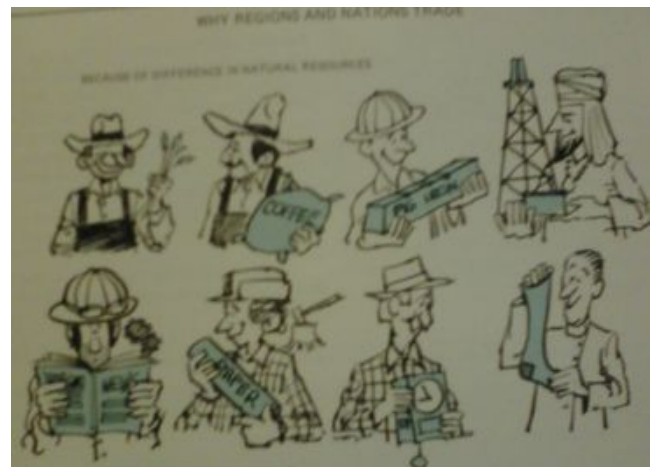


This textbook would have been suitable for the early high school level student. Perhaps the most notable feature of the book is its emphasis on Canadian industry, despite its attempts to be an all-encompassing introduction to the geography and culture of North America.

Of the book's 250 pages, 100 are devoted to explaining resources, manufacturing industry, and trade. All other topics, including cultural backgrounds and diversity, political patterns, terrestrial environments, population patterns, climates, cities, and environmentalism are disproportionately divided among the remaining pages. This suggests that Social Studies education in Canada in the 1970's was geared toward generating trade working citizens.



Students are encouraged to take pride in their local industries. Nationalistic trade anecdotes are placed throughout the text, such as a claim that 3 of every 4 newspapers in the USA are printed on Canadian paper. Once again, this career-minded curriculum is reminiscent of NB321C's ideals.

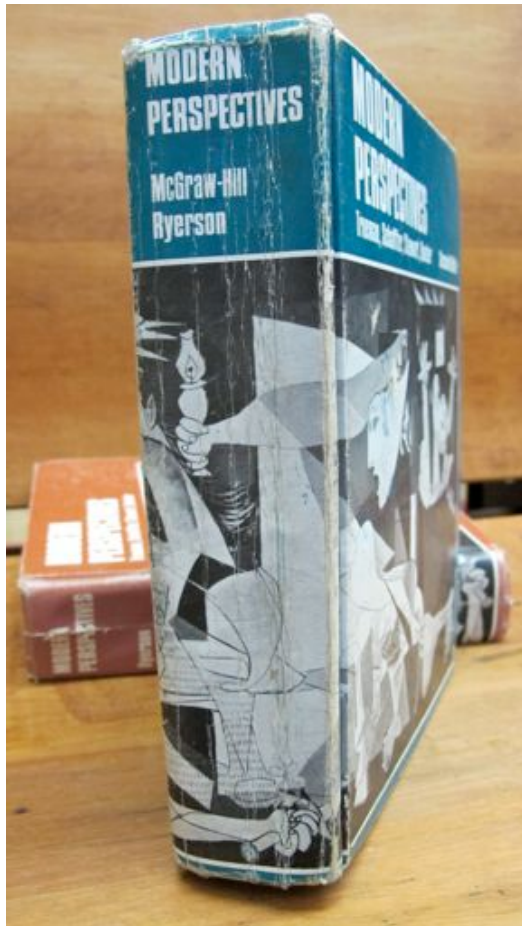


iii) Hunter, Schaffter, Stewart, Trueman. *Modern Perspectives*, Second Edition. Toronto: McGraw-Hill Ryerson, 1979

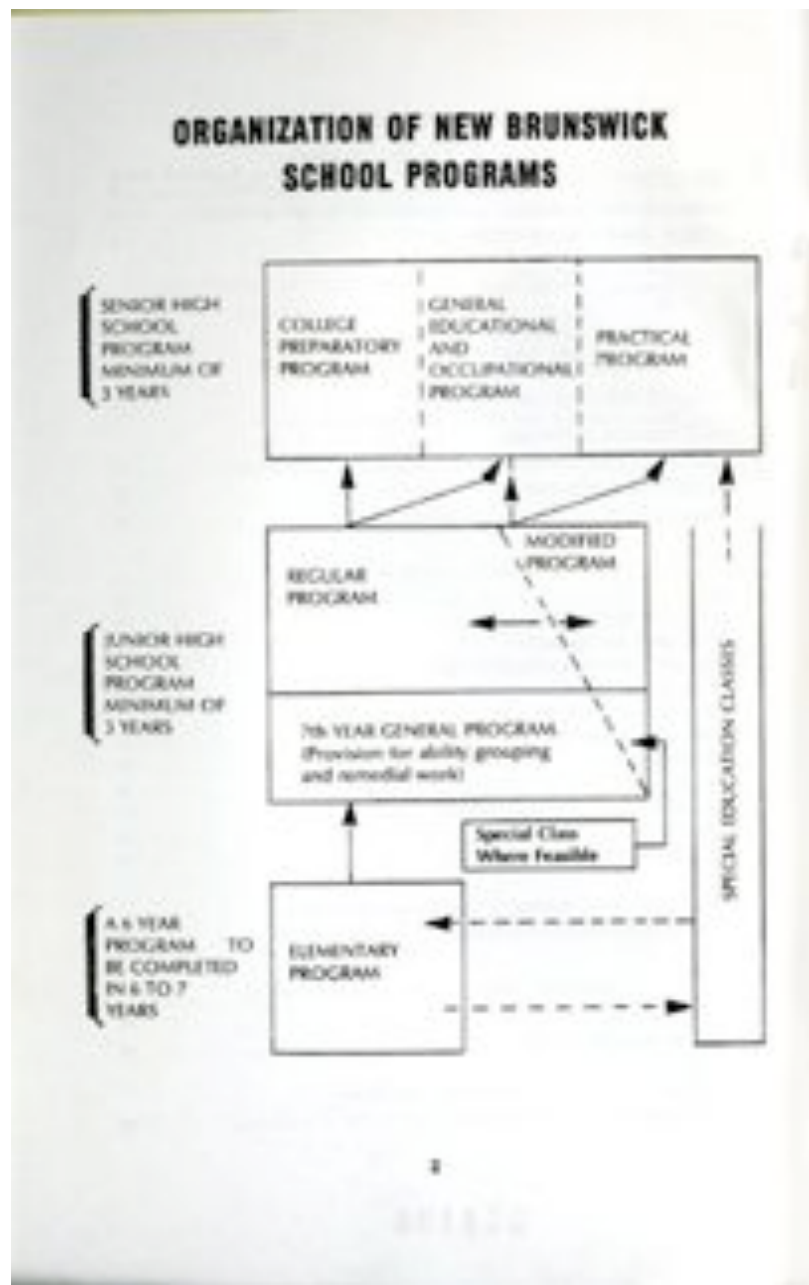
Modern Perspectives was originally published in 1969, and the second edition was released in 1979. This served as the history text book in high schools in New Brunswick right through to the 1990's. The textbook would coincide with the Grade 11 History course, which covers events in Modern Western Civilization from the reign of Louis XIV until the Cold War.

The text features maps, photographs, and statistical charts in an attempt to simulate primary sources of historical evidence. The introduction indicates that these tools are in place to get students to "participate directly in historical thought". (*Historical Perspectives*, p.v) The introduction also openly admits that the authors of the book do not share the same perspectives of historical events. Students are encouraged to recognize these opinions and biases, and understand that they are an unavoidable element of historiography.

This introduction advocates the development of historical thinking habits, such as evaluating evidence and taking perspective. This promotion of historical-mindedness coincides with current ideals of history education that favour learning historical skills and habits over memorizing historical facts.



Context of Education in New Brunswick



1970s NB educational operation platform

These images are from the New Brunswick Department of Education *Handbook for Senior High Schools*, 1975-1976. It is a simple explanation of the courses available to high school students and the units therein. Featured here are the courses offered in the subjects of History and Social Studies.

HISTORY

This programme contains three types of courses: Regular, Enriched, General/Occupational.

The Regular history courses or the basic university preparatory courses are available to all high schools. The Enriched courses are rather like the Regular but offer the teacher and pupils greater flexibility and choice. They are designed for the most able pupils in history who have a keen interest in the subject.

The General/Occupational courses are designed for pupils who wish to complete high school, but do not plan to follow a post-secondary programme where history will be studied. Teachers must adapt these courses to the interests, abilities and needs of their pupils.

For detailed information on the Senior High School History programme refer to the booklet HISTORY FOR THE SENIOR HIGH SCHOOL.

History 102

For detailed information about History 102 refer to the booklet HISTORY 102, 112.

History 102 — is the first year of a two-year course on the history of Western Civilization. The following topics will be examined:

- The Beginning of Western Civilization
- Greek Civilization
- Roman Civilization
- Medieval Civilization
- The Renaissance
- The Reformation

History 102 requires the equivalent of three 50-minute periods a week.

History 101

For detailed information refer to the booklet HISTORY 101-111.

History 101 — is the first year of a two-year thematic study of European history.

History 101 consists of the following topics:

- The Cretan Revolution (506 B.C.)
- The Cretan Revolt (133-121 B.C.)
- The Commercial Revolution (1200-1500)
- The Humanist Revolution (1300-1600)
- The Protestant Reformation (1517-1560)
- The Puritan Revolution (1642-1660)

History 101 requires the equivalent of three 50-minute periods per week.

History 103

Replaced by Social Studies 103 in September 1974. See page 45.

History 112

For detailed information about History 112 refer to the booklet HISTORY 102-112.

History 112 — is the second of a two-year course on history of Western Civilization. The following units will be examined:

- The Age of Absolutism
- The Age of Revolution
- The Industrial Revolution
- The Dominance of Nationalism
- The Twentieth Century
- The Modern World

History 112 requires the equivalent of five 50-minute periods per week.

History 111

For detailed information on History 111 refer to the booklet HISTORY 101-111.

History 111 — is the second year of a two-year thematic study of European history. History 111 consists of the following topics:

- The French Revolution
- The Liberal Revolutions of 1848
- The Industrial Revolution (1760-1900)
- The Communist Revolution (1917-1921)
- The National Socialist Revolution

History 111 requires the equivalent of four 50-minute periods per week.

History 113

Replaced by Social Studies 113 in September 1975. See page 45.

History 122

For detailed information about History 122 refer to the booklet HISTORY 122.

History 122 — is a history of Canada from the early years of the 19th century to the present. The following units will be considered:

- The Maritime Provinces (1815-1864)
- The Canadas
- The Confederation Era (1849-1867)
- The MacDonald Era: Expansion and Consolidation (1867-1896)
- The Laurier Era: Prosperity and Development (1896-1914)
- Years of Crisis (1914-1921)

SOCIAL STUDIES

Social Studies 103

Social Studies 103 is an interdisciplinary General and Occupational Course incorporating History, Geography, Economics, Political Science, Law and Current Events.

The course consists of five units covering various disciplines and is **not intended to lead to in-depth analysis of the various themes**. It is suggested that a class would deal in some detail with a **minimum of three units**, realizing the units are flexible enough to allow for extended study where pupil interest runs high.

The key to the new course is flexibility, and the Department has been reluctant to include specific directives in the syllabus, relying instead on teacher initiative. The units may be presented in any order, or combined to allow for an interdisciplinary approach. Two important criteria for selection would be pupil interest and available local resources.

In each of the units a natural progression is made from the pupils' local surroundings towards a study of the country as a whole. Maximum pupil involvement is stressed throughout, with more emphasis on psycho-motor skills than has been given in traditional academic courses.

Finally, it is recommended that this course be offered by teachers with extensive training and experience in Social Studies.

The course offers the following units:

- The Geography of Canada
- Canadian Development in the Twentieth Century
- Canadian Government and Politics
- Canadian Law
- Current Events

For detailed information on Social Studies 103 refer to the booklet SOCIAL STUDIES 103.

Note: Social Studies 103 requires the equivalent of three 50-minute periods per week.

Social Studies 113

Social Studies 113 is structured for the students of general and occupational courses. It is designed to build upon the knowledge and skill levels gained in Social Studies 103 and present a study of contemporary Canadian concerns.

The course is divided into twelve non-sequential units that are interdisciplinary and student centered. The teacher and the students should select and complete a minimum of six units during the school year. While most units can be completed in four weeks, actual time spent should be adjusted to accommodate student interest and performance.

The units include the following topics:

- Separatism
- The Permeable Border
- The Canadian Indian

The Family
Education in the Seventies
Women in Society
Bio-Ethics
Labour and Management
Economic Nationalism
The Future
Regional Disparity
Urbanism

There is some overlapping in unit content, partly because many contemporary issues impinge on others, but more importantly because a Social Studies approach promotes an examination of issues from several perspectives. Undesirable overlapping may be overcome through a careful planning of both unit selection and unit sequence.

The broad objective of this course is to have the students identify and take a position on contemporary Canadian concerns. This objective leads to the crux of the course, which is to help students understand how values are formed, to identify the values of Canadian society, to clarify student values, and to become committed to understanding national problems.

While these objectives will vary from unit to unit, the thrust of the course should be clear. If the emphasis is to be placed on the development of skills and the identification and understanding of values, then it follows that the learning experiences should be student centered. There are many written exercises in the textual materials that promote the development of intellectual skills, but these should be supplemented by teacher designed activities that promote psycho-motor development.

The course content is value laden so that the teacher need be especially careful to resist providing answers prematurely. If the general objective of the course is to be met, the teacher must guide the students through the study and allow his own values to be known only when the students are capable of challenging them. In this fashion sound research to formulate arguments will prevail over ill-developed opinions.

On new considerations of Native rights in education:

It seems from an initial analysis of the following correspondences, minutes, etc., that the thought was emerging that social problems and issues of conflict, occurring on New Brunswick's Native reservations may have had direct corollaries to the quality and sort of education that New Brunswick native youth were receiving. It appears that certain thought was being put into the solutions to these specific incidents, and perhaps, the problem of equitable educational opportunities for all of the provinces youth. Internationally, the notion of Civil Rights was relatively new (with the black civil rights movements in the USA having just taken place in the '60s). The Bill of Rights was adopted in 1960, and the Charter of Rights and Freedoms was adopted in 1982. Recognizing the schooling rights of Native Canadians was part of the progressive mentality of the general public during the 1970s.

September 26, 1972 Letter to Mr. Hugh Duplisea, Curriculum & Research Branch, Dept. of Education, Centennial Building, Fredericton, N. B.; from: J. F. McCluskey, Asst. Supt. Region 'C'

"Pursuant to our telephone discussion of September 25, I wish to acknowledge and confirm that a meeting on the question of Indian children attending school in District 8 will be held at 10 a.m. on Wednesday, October 11 in the board room of the Dist. 8 office, 229 Pleasant Street, Newcastle.";

Officials in attendance: Mr. Gallant, Mr. Nicholas, Mr. Coster, Mr. Aubrey Ayer, Chief Ward, a School Board representative, and Mr. McCluskey.

Only days earlier Mr. Duplisea had sent the following memorandum to Chief Superintendent, D. B. Estabrooks:

DEPARTMENT OF EDUCATION
FREDERICTON, N. B.

SEP 21 1972

MEMORANDUM

*Photocopy
W
Jag P
M*

G. Hugh Duplisea, Chairman of the Federal/
Provincial Indian Education Committee
D. B. Estabrooks
Chief Superintendent Of Schools

DATE September 21,

19 72

FILE

TO

SUBJECT Indian Students

You will recall our conversation on Friday,
September 15 on the situation at Redbank.

After the past trouble over bridges, etc. the
elementary students from the Redbank Reserve
were spread about into 5 different schools (
(last year). The chief is now quite upset
by this and, if possible, would like them in 1
or 2, and nearer than they are to the reserve.

The worst situation is a Silikers, where white
squatters are moving into lands claimed by the
Indians. The chief would like to have the
17 grade five students transferred out of there
and into a school at Sunny Corner.

Ovie Gallant (Department of Indian Affairs)
informs me that the chief understands that there
is room at Sunny Corner, if a teacher can be
provided.

You were going to check with Mr. McCluskey and
Mr. Coster.

GHD/cg

Hugh

INDIAN EDUCATION COMMITTEE MEETING

DECEMBER 18, 1972

Present:

Chairman - Mr. G. H. Duplisea, Consultant in Humanities & Social Sciences
Mrs. M. L. McKeown, Teachers' College Instructress
Members - Mr. B. Nicholas
Mr. Charles Gorman
Miss Mary Jane Peters
Mr. O. A. Gallant
Others - Mr. Allison Nicholas
Mr. Nicholas Paul

The Chairman opened the meeting at 2:00 P.M. and introduced a new member of the committee, Mr. Charles Gorman, Assistant Regional Director (Education) who replaces Mr. E. H. Collins, to the group.

The minutes of the last committee meeting of September 7/72 were read by the secretary and a discussion arose from the following items.

1. Dr. Pecoraro's report has been ordered but not yet received. Members will receive copies upon receipt.

2. It was reported that a request and a proposal for employment had been presented to the committee by a Mrs. Boston to work among the Indians of New Brunswick in the cultural field. It was unanimously decided after scanning her proposal that her ideas were good but that the committee was not prepared to accept the proposal at the present time, for various reasons.

Comments from Mrs. McKeown and Mr. Barry Nicholas were based on the fact that the committee should concentrate on the auxiliary services as mentioned in the agreement and not take on any new projects as it would be premature.

Mr. Duplisea is to contact Mrs. Boston and advise her of the committee's decision. However, her report may be used in the 1973 summer school program.

3. The subject of a Curriculum Sub-Committee was brought up and the Chairman mentioned that the suggested persons had not been contacted and the Sub-Committee had not been formed as planned. The list of names were reviewed and a revised list was drawn up after new names were suggested.

The final list arrived at this office as follows:

Mrs. Marjory Harvey, Burnt Church
Mrs. Claudia Mann, Big Cove

Dr. Peter Paul, Woodstock
Professor Allen Mason, St. Thomas University
Mr. Wayne Roache, Perth, Andover
Mr. Wilfred Savoie, Richibucto
Kenneth Francis, Big Cove

Mr. Kenneth Francis' name was suggested by Mr. Barry Nicholas and Mr. Nicholas Paul to represent the University students on the Sub-Committee.

A brief discussion on the function of the Sub-Committee took place and Mrs. McKeeon outlined the ways in which this committee could operate. She mentioned that much of the ground work could be done by special appointees and the Sub-Committee would review and sanction the results.

Mr. Duplisa is to contact the nominees and attempt to set up this committee as soon as possible.

The Chairman mentioned that this is but a start, and many other Sub-Committees could be set up under this program in the future.

4. Following was a discussion on a report of the series of meetings held with Indian education committees and the provincial school authorities in the Richibucto and Newcastle areas. Appended is a report of these meetings.

The main concern was that no follow-up resulted from these meetings as no formal requests have been received for the hiring of paraprofessionals in the public schools.

Mr. Barry Nicholas reported that he had a meeting with the School Superintendent in the Perth - Andover area and that the Superintendent felt there should be set regulations on who should be hired.

It was the opinion of the committee that the Indian people concerned should be the ones deciding on the qualifications and certification of the candidates chosen to fill this role.

However, a series of meetings will be set up to discuss these details with the school Superintendents in the near future.

In the meantime guidelines will be prepared on the hiring of paraprofessionals, also official forms prepared to order special materials in the provincial schools.

So far only Devon and South Devon schools have ordered material and only on a very small scale.

Mr. Duplisa and Mrs. McKeeon agreed that they would take on the responsibility for formulating guidelines and giving leadership to the provincial schools.

5. Mrs. M. L. McKeeon reported on the meetings held in Devon and South Devon with the Indian School Committee and the provincial school teachers.

and principals. She noted that their main concern was:

1. Teacher - parent communications
2. Distribution of school supplies
3. Attendance officer on the reserve
4. Cultural background of the Indian pupils

6. The next subject was the setting up of a workshop for teachers. Mr. Duplisa will make preparations for arrangement to hold this meeting of approximately 35 provincial teachers early in March 1973. Moncton was the suggested conference site. Further details of the workshop will be discussed at the next committee meeting.

7. Dates were set to hold meetings with the Superintendent of Schools in the Perth-Andover area for January 22, 23, and 24, 1973 and a meeting in Woodstock on the return trip to Fredericton.

These meetings are for the same purpose as those held in other areas in 1972.

During these meetings a time will be chosen for the Federal/Provincial Indian committee to meet. Probably an evening meeting on January 23, 1973.

8. Mr. Barry Nicholas introduced the idea of having an Indian Education Committee conference with the representatives of all education committees from the reserves in New Brunswick. This conference could be sponsored partly by the individual reserve committees of education.

Mr. Gorman suggested Mr. Nicholas write to him in this respect outlining the anticipated expenditures of hiring co-ordinators and other costs.

9. It was suggested that a letter be prepared by the Federal/Provincial Indian Education committee directed to the District and Regional Superintendent of Schools in the province requesting that their specialists services be extended to the federal schools in the province.

10. The meeting adjourned at 5:15 P. M.

O. A. Callant
Secretary

Also he outlined the terms of the ancillary services contained in the General Agreement and plans for implementation.

Another important question came up for discussion and that was "Why are so many pupils dissatisfied with the education system in Richibucto?"

Some of the reasons stated were as follows:

1. All the Indian pupils are in mobile classrooms. These units are quite inferior and cold in winter.
2. Pupils are grouped according to race within the classrooms.
3. The pupils have no materials at home to work on projects or assignments.
4. Difficult homework.
5. Most Indians are stressed to follow general courses.
6. Tests are not geared to evaluate Indian pupils.
7. The teachers are not too understanding and are indifferent.
8. Discrimination.

The meeting adjourned at approximately 3:00 p.m.

MEETING THE RICHIBUCTO TEACHERS

At 3:30 p.m. September 14, 1972 the group met in Richibucto in the mobile units, with the teachers of Indian children.

The principal of the Junior High School, Mrs. E. Graham, and twelve of her teachers were present.

The Chairman of the group, Mr. Hugh Dapless, spoke to the teachers in regard to the General Agreement and the ancillary services provided under this agreement. Such items as provision of special materials to schools, paraprofessionals, counselling services, attendance officers, were discussed.

The principal, Mrs. Graham, commented on the idea of introducing paraprofessionals in the school system and its values and disadvantages. She mentioned also that additional library material should be made available to the class and she was advised that this was covered under special supplies to schools where Indian children are enrolled.

Other topics discussed included curriculum, Indian contributions to society, special consideration to learning material, language barriers experienced by some of the Indian pupils, attendance, guidance services and some school problems in general.

The meeting adjourned at 5:15 p.m.

Broader Social Context

a) In New Brunswick

In regards to the context of the 70's and to transportation, more pupils now require transportation because of the population shift towards suburban living. "transportation costs have increased sharply because of salary increase for our drivers, together with higher fuel, maintenance and labour costs." (P. 48)

- The annual report of 1974-1975 stated: "The Canadian Standards Association introduced additional safety option for school buses in the 70's. Also, further improvements in school bus braking systems will be introduced in Canada in the near future. These options will provide safer school buses and further increased transportation costs." (P. 48)
- It also stated; "that the department of Education will be constructing school bus garages on a priority basis during the year. One basic design will be used and additional ways added for large bus fleets. This will help reduce costs and improve the maintenance across the province." (P. 48)
- In regards to teachers licensing and certification during 1974-75, the annual report stated; "the department of education certified a total of 2,099 teachers, a decrease of 223 from the 1973-74 school year. There were 163 teachers who received a letter of Standing. This total represents new teachers who had completed their teacher training programs outside the Province of New Brunswick. Of the total number of teachers who obtained either initial or higher certification, 1,405 held a university degree or higher." (P. 55)

b) In Canada

1970: Florence Bird, chair of the Royal Commission on the Status of Women, writes a report recommending 167 ways to eliminate sexual inequality in Canada

1970: The Quebec Liberation Front (FLQ) threatens radio host in order to have manifesto published. The *War Measures Act* is invoked in order to allow the federal government to overrule civil rights when dealing with the FLQ.

1972: Frank Calder of British Columbia becomes the first Native to hold a Cabinet position.

1973: In Come By Chance, NL, a \$120 million oil refinery is opened for business. It becomes bankrupt 3 years later.

1974: Falconbridge Nickel becomes the first industry to be shut down due to excessive air pollution.

1975: \$600 million is invested into developing the Athabasca oil sands near Fort McMurray, Alberta.

1975: Canada becomes a signatory of the Helsinki accords, agreeing to respect the human rights and freedoms of Canadians.

1976: Le Parti Québécois wins the provincial election and promises sovereignty to Quebec.

1977: The Human Rights Commission was established to promote equality.

(*Canadian Encyclopedia*)

These events demonstrate an atmosphere of progress and change throughout the nation. There is a focus on development within the oil industry which would no doubt create many new jobs. Also, there have been many advancements (and perhaps setbacks with the *War Measures Act*) in terms of human rights initiatives.

c) Worldwide

1971 - Invention of the cellular phone battery, opening of Disney World, and China joined United Nations.

1972 – Email was invented, the introduction of pocket calculators, and the beginning of the Watergate scandal.

1973 – World oil crisis (several oil-producing Arab countries announced that they would stop exporting petroleum to some Western countries), abortion was legalized in the USA, and Vietnam peace treaty was signed.

1974 – Black hole theory introduced, and India conducted its first nuclear test.

1975 – Microsoft was founded, disposable razors were put on the market, Lyme disease was first discovered, and the Vietnam War ended.

1976 – First artificial gene created in a test tube, and the Tangshan Earthquake kills 240,000 people.

1977 – Elvis Presley died, first black woman to win Miss Universe crown, and the Alaskan pipeline was completed.

1978 – First test tube baby born using in vitro fertilization, John Paul II became Pope, and the ultrasound was first used.

1979 – Walkman was introduced by Sony, Soviet Union invaded Afghanistan, and Mother Theresa was awarded the Nobel Peace Prize. (“Intelligence Life on the web”)

Relation or Significance of Study for Education in New Brunswick

Much of the following discussion is supported by the NB321C Consultation Document and the corresponding introductory video, 21st Century Education in New Brunswick, both of which can be accessed via the New Brunswick School District 6 website:

<http://www.district6.nbed.nb.ca/whatsnew/nb321c.html>

Under the administration of former Premier Shawn Graham and former Education Minister Roland Haché, New Brunswick implemented the NB321C strategy for educating students in the 21st Century. This program aimed to implement the use of technology in the classroom in order to both engage students using relevant media and prepare them for a future of ever-changing technologies.

The promotional video for NB321C mentions some examples of technologies that have become obsolete, such as payphones, VCRs, and camera film. It also suggests that within ten years blackboards, CDs, desks, grades, lockers, textbooks and report cards may be obsolete. Conversely, it states the capabilities of current and upcoming technologies that allow students to publish creative work, manage networks of people, abandon email for Facebook and Twitter, and use ereader tablets in lieu of stacks of textbooks. These instances of technological progress are meant to encourage educators to stay on top of trends in technology and implement them in the classroom in order to keep students engaged in learning. Students will use a multitude of technologies to demonstrate mastery, share their work with the world, access sources, publish their work and maintain a portfolio of their skills.

Embracing and utilizing technological progress is the “21C” part of the initiative. The “NB3” has to do with a curricular emphasis on literacy, numeracy, and science education. These three are the subjects that the government determined to be the priorities for “economic success, social progress, and personal empowerment.” (Consultation Document, p. III)

The notion conveyed by the advertisements and promotions of NB321C is that this is the first time in which educators are met with the challenge of integrating technology in classrooms and the need to prepare students for a rapidly changing job market. The truth is that there has been a major, world-changing technology every decade for hundreds of years. Assembly lines, telephones, automobiles, steam engines, nuclear weapons, radios, microwave ovens and televisions were each society-altering technologies in their time. It is naive to think that the 21st Century is unique in its potential for social change.

In his book, *Teaching Strategies for the Social Studies*, James Banks states,

“As we move into the last decades of the twentieth century, our nation is witnessing technological advancements which are unparalleled in human history... Ethnic conflict and polarization, environmental pollution, the increasing gap between the haves and have-nots, widespread alienation among our young people, international hostilities, and perhaps most serious, man’s increasing inhumanity to his fellow man, are some of the salient problems which America faces as it stands on the threshold of the twenty-first century.” (Banks, p. vii)

The parallels between this passage and the social forces behind NB321C are astounding. Not only does Banks’ assessment of contemporary technological development coincide with our current state, every one of the societal issues he mentions is equally prevalent today. In particular, the increasing gap between the rich and poor is a significant point. This very problem is likely one of the motivations behind the radical and progressive appearance of the NB321C campaign. New Brunswick is currently in the midst of a stagnant economy and this is meant to signify a positive effort toward improving that situation by producing capable, employable citizens.

One other tenant of NB321C is a shift in the way we think about public education in New Brunswick. The promotional video predicts the elimination of blackboards and desks, and endorses problem-based learning. One such example of this was a Grade 10 class that works together to develop a plan for producing renewable energy in their community. While this

approach to education is not traditional, it is not unprecedented. Jane White discusses similar approaches to cross-curricular alternative education methods in her article, "What works for teachers: a review of ethnographic research studies as the inform issues on social studies curriculum and instruction". She mentions a school in Wisconsin where "fun" activities aren't given as a reward for hard work, as seen in most "technical" or traditional schools. Rather, "it is assumed that powerful, authentic learning experiences are enjoyable. Complex intellectual experiences that are not too teacher-directed, dull, or repetitious are valued, and the integrated, interdisciplinary problematic aspects of knowledge are emphasized." (White, p. 237) This demonstrates the schools in the 1970's were also seeking to abandon traditional classroom settings in favour of experiential, team-based learning methods.

Conclusion:

After much research we have concluded that those innovations in 1970s' Social Studies teaching conception, which may have been presenting themselves as revelatory or revolutionary, appear to have waned over the intervening decades so that could be re-introduced in the NB321C document. One document we saw suggested that because the students of the 1970s would be living most of their lives in the 21st century, those teachers of that day must do what they could to prepare them for life in the second millennium. Although this certainly is logical, in part, how could the teachers then know what to prepare them for? Certainly not much insight was offered to direct the 1970s' teacher in this direction. Today's New Brunswick students and teachers are living in that future world. With modern technological advancements, gadgets, novel forms of communication, it would appear that modern consciousness is in new stages of development. Is the student of today anything like the student of yesteryear? Has human cognition stayed the same or is it changing with our changing world? Will the NB321C document being offered today be able to facilitate new learning, and skills as it suggests that they are needed. Or will it be effectively as beneficial as those similar documents and statements of the past? Have we learned anything useful from past documents? Are we ready for this century? Lets work hard to get it right this time!