

THE 1980's



(Source: www.thejetpacker.com)



(Source: www.img.timeinc.net)

The 1980's was a time of radical political, economic, and social changes worldwide. With the pending fall of communism, there was a real focus on globalization for the larger countries. However, in smaller regions like New Brunswick, there was a real focus on preserving local history, which would be achieved through a very controversial curriculum change.

The 1980's was a decade of classic movies like E.T. and Star Wars; it encapsulated the death of a legend (John Lennon) and created a pandemic worldwide concerning AIDS. This was a decade of chance, change and improvement for the coming globalization.



(Source: www.apwhwiki.pbworks.com)

Hypothesis

Education in New Brunswick was experiencing a fair amount of conflict between regional identity and the global perspectives in the 1980s Social Studies curriculum. This especially became evident with the launching of a pilot project called Maritime Studies, which was set out to replace Ancient Medieval History in grade 10.

The Sources

Primary Sources: These Primary sources were found at the University of New Brunswick and from oral interviews.

- Department of Education History 112 curriculum, 1979 to 1984.
 - This document showed a more global take on history with an emphasis on the British influence in Canada.
- Department of Education Social Studies 113, 1975 to 1984.
 - This curriculum demonstrated a more contemporized Canadian concern to history.
- Department of Education Modern World History 113, 1984 to Present.
 - This document demonstrated the shift to citizenship and being a global learner.
- School Year 1987-1988:137th Annual Report. Fredericton: New Brunswick Education, 1988.
 - This source allows us to see the types of changes that were being put in place and some of the goals that the

education department was moving towards.

- Langille, Ken. "Maritime Studies: A Political Dream, a Teacher's Reality" in *Avisco: The Magazine for Nova Scotia's Teaching Profession*. Fall 1986.
 - This article was to encourage the public to adopt the Maritimes Study program because most parents were very reluctant at the time the program was announced.
- Interview with Alan Sears, Professor at the University of New Brunswick.
 - This interview provides a firsthand account about the situations happening with the Maritime Studies program was making headway and what it was like to teach the course.
- Interview with Ian Andrews, Professor at the University of New Brunswick.
 - This interview provides another firsthand look at how the program was being received.
- Interview with Harvey Malmberg, former Deputy Minister of Education for New Brunswick.
 - This interview provided information regarding the Department of Education's goals during the 80s as well as a look at the origins of the Maritime Studies program.

- Letter to the Honorable Shirley Dysart, Minister of Education from Principal R.F. Woodward, Fredericton High School, December 1987.
 - This letter explains to the minister why it is crucial not to discard Ancient Medieval Grade 10 for a Maritimes Study Grade 10.
- Letter to the Honorable J.P. Ouellette, Minister of Education from Kathy Royama, February 1987.
 - This is a letter from a concerned parent in Fredericton to the Minister of Education expressing why a compulsory course on the Maritimes is not as beneficial as the Ancient History course.
- Letter to the Honorable Shirley Dysart, Minister of Education from Kathy Royama and Mary Cherrington, January 1988.
 - This letter is from parents who were happy to meet with the Minister of Education about the issue of the Maritimes Studies program.
- Letter to the Board of School Trustees, District 26 from Kathy Royama.
 - This letter is to the Board of Trustees in District 26, outlining eight solid reasons why there should not be a Maritimes Studies program.
- This textbook was to go along with the new pilot program that was surfacing in New Brunswick in the late 1980's.
- O'Callegan, Brian. *In Your Century*. Longman: Academic Press, 1981.
 - This textbook provides a look at why a British textbook would be considered for a Canadian Course.
- Peabody, George, et al. *The Maritimes: Tradition, Challenge and Change*. Maritext Limited, 1987.
 - This textbook provides a look at what content it was academics and politicians were pushing to get into the classrooms.
- Spray, Carole and William. *New Brunswick: Its History and its People*. Gage Publishing Limited, 1984.
 - This text book provides a look into one of the ways students were learning about New Brunswick history.

Secondary Sources Secondary sources were found from journal articles and from online sources.

The following primary sources were found at Fredericton's School Days Museum:

- Buckner, P.A. *Teaching Maritime Studies*. Fredericton, New Brunswick: Acadiensis Press, 1986.
 - This article provides another outlook on the controversial Maritime Studies program being discussed in New Brunswick.

- <http://www.gnb.ca/cnb/promos/archives/bio-e.htm>

- This website provided general information and accomplishments about the Premier of New Brunswick during the 1980's.

- <http://www.gnb.ca/cnb/promos/archives/bio-e.htm>

- This website provides more information on the Premier of New Brunswick, Richard Hatfield.

- <http://www3.sympatico.ca/goweezer/canada/coaNB.htm>

- This site provides a lot of background information on New Brunswick such as the population and the coat of arms.

Images and Media from the 1980's

- www.formaementis.wordpress.com

- This provided an image about boycotting the Olympics in 1980, which was a major statement of the time.

- www.apwhwiki.pbworks.com

- This image provides context into the political statement the two men were easing into to reduce tensions between the two leaders by signing the Intermediate-Range Nuclear Forces (INF) treaty in 1987.

- www.img.timeinc.net

- This image provides the context for just how serious the issue of AIDS

was becoming in Canada and the United States.

- www.thejetpacker.com

- This image marks the Winter Olympics in Canada in 1980, which is always a big deal, but this year, the Soviets decide to boycott.

- www.en.wikivisual.com

- This image is meant to show just how much the Soviet Union was counting on Gorbachev to turn things around for them. So much so, that he was named Man of the Year.

- www.ukrainianweb.com

- This image provided an in depth look at just how much damage and devastation the disaster at Chernobyl caused the people of the Soviet Union.

- http://topnews.in/law/files/benazir-bhutto11_0.jpg

- This image provided a look that even in an Islamic country, where women are often coveted, and women could be elected as a leader. This has neither happened in the United States or Canada during this decade.

- <http://www.politicalnews.com/wp-content/uploads/2011/02/tiananmen-square-tank1.jpg>

- This image provided a look at certain hostilities still rising within China. This would provide a real potential for discussion on world issues.

- www.ugdsb.on.ca

- This image provided a look into the advancements Canada was making with Space Technology. This was no longer a game for the United States or the Soviet Union.

http://cdn.dipity.com/uploads/events/bd13a332ade62864f4ea639716c07c38_1M.png

- This image only proves further that Canada had up and coming influence with space technology and exploration.
- www.mccord-museum.ca
- This image provided a look at just how dissatisfied the country was with Brian Mulroney and the Meech Lake Accord.
- www.ryersonwhiteribboncampaign.wordpress.com
- This image provided a look into a dark time for Canadians.

1980's New Brunswick

By 1981, the population of New Brunswick had risen to 696,403 and continued rising to 723,900 by 1991. On September 25, 1984 a new Coat of Arms was introduced. It went from a lion and a boat to include such things as a salmon, deer, fiddleheads, Maliseet wampum, and many other symbolic items of the province. (Source: <http://www3.sympatico.ca/goweezer/canada/coaNB.htm>).



Old



New

On November 18, 1974, New Brunswick's longest serving Premier, Richard Hatfield, took office. Hatfield served until his defeat on October 13, 1987 where his Progressive Conservative party lost every seat to the McKenna Liberals. Some factors that may have assisted in his dramatic defeat was McKenna's criminal possession of marijuana, for which he was acquitted, the fact that he spent at least half of his year in New York rather than New Brunswick. He once said to a reporter "I was elected to run New Brunswick, not live here. Finally, his rumored private parties with young university men led to accusations of providing them with alcohol and drugs. (Source:

<http://www.gnb.ca/cnb/promos/archives/bio-e.htm>)

With the influx of call center jobs and the increased use of technology McKenna headed on the path eliminating vocational programs from schools to replace them with computer based classes as this was the way of the future. This in turn led to post secondary institutions also removing their vocational education programs. As we can see today, this resulted in shortages of skilled trade's people as well as a shortage of qualified instructors. The introduction of the Maritimes Studies course to the high schools was a favorable addition as it brought familiarity to the classroom. The students were now learning about their own part of the world. Removing it may have

been a mistake as today we have many students not even knowing the major cities or particulars of their own province.

Hatfield tried to maintain many of the reforms of his predecessors and also made a name himself known in the federal realm. He aligned with Prime Minister Pierre E. Trudeau while working on the partition of the Canadian constitution and in the creation of the Charter of Rights and Freedoms. Also on the home front he worked toward creating equality between the minority Acadians and the English majority. (Source: http://en.wikipedia.org/wiki/Richard_Hatfield)

Before his ousting by McKenna, Hatfield was also responsible for the creation of four new regional hospitals, Point Lepreau nuclear plant, the Right to Information Act, and the Public Purchasing Act (Source: <http://www.gnb.ca/cnb/promos/archives/bio-e.htm>).

On October 13, 1987, after winning the largest victory ever, Frank McKenna became the 27th Premier of New Brunswick. McKenna's priority was job creation and he lured business to New Brunswick by offering tax incentives. The majority of the job creation tended to be in the "communication industry" (9000 call center jobs). With this influx of technology he eventually (1997) made changes to the New Brunswick Education system, stressing science and technology; thus ignoring social studies and vocational subjects. (Source: <http://canadaonline.about.com/od/premiers/p/frankmckenna.htm>)

1980's Worldwide Events



(Source: formaementis.wordpress.com) Although the Olympics of 1980 were an event that most would rejoice in, the United States decided to boycott Summer Olympics in Moscow due to the rising tensions between the two super powers.

That same year Ronald Reagan was elected President of the United States, with an oath to end the tensions between Soviet Union and the United States.

More broadly, there were other social and political moves, which included France releasing the abortion pill and Saddam Hussein launching war against Iran.

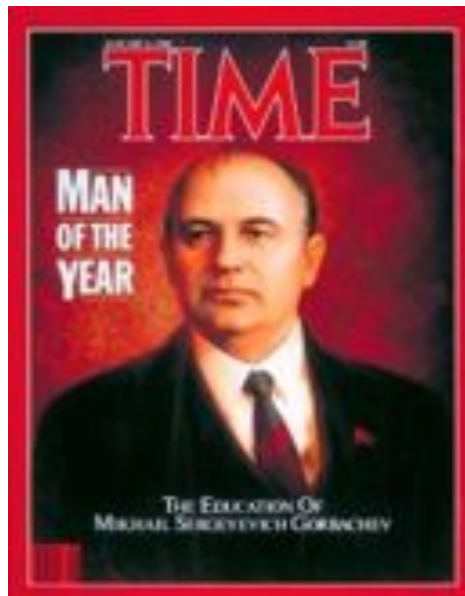
By 1981, there were first reports of people dying from AIDS. By 1987, there was enough concern to inform students about AIDS education. "A new curriculum component in AIDS education for grade 9 Growth and Development was introduced during this year" (New Brunswick Annual Report). The course was meant to inform students on the basics of AIDS and was completely optional, but they needed parent consent to take the course.

Meanwhile, hostility was rising in Iran when 52 Americans were taken hostages. They were later released in Iran. Meanwhile, in

the Caribbean Sea, Antigua gains independence.

In 1984, the Prime Minister of India, Indira Ghandi was assassinated. Meanwhile back in the in the United States, Ronald Reagan, thinking his microphone was off, jokes about bombing Russia. The Soviets then decide to boycott the Olympics in Los Angeles.

Another new leader takes control in the Soviet Union by 1985. Mikhail Gorbachev becomes the last President of the Soviet Union.



(Source: en.wikivisual.com)

Historians rejoice with the finding of the Titanic wreckage off the coast of Newfoundland.

The Soviets have an unfortunate disaster with a nuclear power plant in Chernobyl 1986.



(Source: ukrainianweb.com)

The United States also experiences a disaster of their own when the space shuttle Challenger explodes killing seven crew members.

On a more positive note, Dr. Martin Luther King Jr. Day is celebrated for the first time since his assassination.

The 1987 Black Monday was felt worldwide when the stock markets crashed.

By 1988, Soviets had finally left Afghanistan. The first woman, Benazir Bhutto was elected to lead an Islamic nation of Pakistan.



(Source: http://topnews.in/law/files/benazir-bhutto11_0.jpg)

By 1989, the Berlin wall falls, the Cold War comes to an end. In China, students and intellectuals protest at Tiananmen Square to

push forward for several communist countries to collapse.



(Source: <http://www.politicalnews.com/wp-content/uploads/2011/02/tiananmen-square-tank1.jpg>)

1980's Canada

Sources:

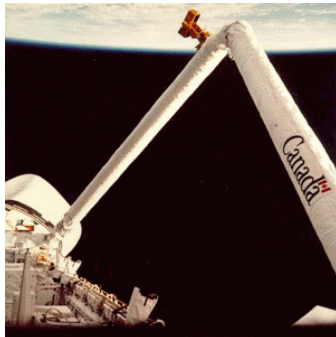
http://en.wikipedia.org/wiki/Timeline_of_Canadian_history and <http://www.thecanadianencyclopedia.com>)

1980

- “O Canada” proclaimed Canada’s official national anthem.
- Canada expels Soviet spies.
- Pierre Trudeau elected Prime Minister.

1981

- The first Canadian arm sent into space.
- The “French Only” sign law in Quebec.



(Source: ugdsb.on.ca)

1982

- Canadian intervention requested in Falkland War.
- Creation of the Canada Act, new Constitution, and Charter of Rights and Freedoms.

1983

- Canada Day named.
- The metric system was adopted.

1984

- First Canadian in space.
- John Turner elected Prime Minister for 79 days (2nd shortest tenure).
- Brian Mulroney elected Prime Minister, taking over Pierre Elliott Trudeau.



(Source: http://cdn.dipity.com/uploads/events/bd13a332ade62864f4ea639716c07c38_1M.png)

1985

- Armenian terrorists attack the Turkish Embassy in Ottawa.

1986

- Due to South Africa’s policy of Apartheid, Canada invokes sanctions.

1987

- Controversial Meech Lake Accord set forth by Brian Mulroney.
- Canada – US Free Trade Agreement.



(Source: mccord-museum.ca)

- Prime Minister Brian Mulroney after the Meech Lake Accord

1988

- The Quebec Charter of French language was ruled unconstitutional.

1989

- The Canadian Space Agency was established.
- Montreal Massacre: 14 female students killed by gun fire at École Polytechnique in Montreal.



(Source: ryersonwhiteribboncampaign.wordpress.com)

Education in New Brunswick 1981-1990

The Department of Education
Throughout the 1980s, the New Brunswick Department of Education launched a number

of initiatives. As described by Harvey Malmberg, Deputy Minister of Education for the Province from 1974-1988, chief among these initiatives was a focus on improving the educational experience for children with mental or physical disabilities by integrating them into the mainstream school system, as well as an emphasis on French Immersion education.

Mr. Malmberg described the push towards inclusionary practices as having its origins in the 1960s, as the need for better educational experiences for students with mental or physical disabilities began to become recognized. Students with such disabilities were often accommodated in separate classrooms, many of which were located outside of public schools and in town halls and community centers.

By the beginning of the 1980s, The Province responded to the increasing recognition by instituting changes to educational policies that accepted these disabled students into the school system. According to Mr. Malmberg, the move to have public schools become the official site for children with mental and physical disabilities was met with some controversy by members of the public, and it took some time for the Department of Education to sell the idea of inclusion to skeptical parents and teachers. The push was further complicated by a lack of teachers trained in special education, and the Department worked with Universities in order to meet this training need.

The 1980s also saw the Department of Education recognize the increasing importance of bilingual education. Mr. Malmberg described a push by many English-speaking parents to have their children educated in French Immersion after recognizing that many jobs, especially in the public sector, would have bilingualism as a

requirement. As a result, the Department also devoted resources to improving the immersion programs and opportunities provided by English language public schools.

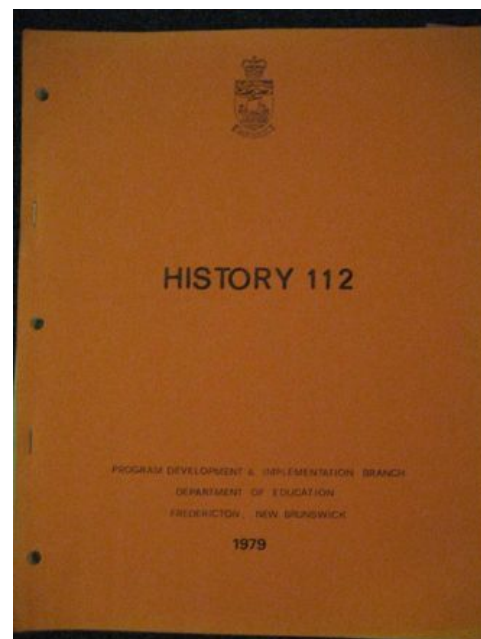
With respect to the attention given inclusion and immersion, Mr. Malmberg noted that the degree of support from the Hatfield government was complete and that both initiatives were well-funded and had the Province behind them fully. Mr. Malmberg credits this support in part for the result that during the 80s, New Brunswick became a national leader in effectively implementing progressive inclusionary practices and immersion education.

Teaching and Learning Resources in Social Studies Education 1981-1990

According to Mr. Malmberg, the Social Studies curriculum had remained somewhat static in the eyes of the Department of Education for much of the first half of the 20th Century, but began to receive greater attention from the Department leading up to the 1980's. However, he noted that the Social Studies were continuing to cede attention to Math and Sciences, with the result that many Social Studies areas that were once compulsory became elective in order to make room for more mandatory science and math instructions.

As the 1980's began, the New Brunswick High School Social Studies curriculum developments were placing a greater emphasis on world history and global issues, with the result that regional or national perspectives and citizenship education were being somewhat ignored.

High School Social Studies Curriculum
A new History 112 curriculum with a primary focus on European and American issues in the 20th century was in effect. The Canadian-centric 113 course that was taught in the early part of the decade was replaced by a new curriculum that had a global perspective similar to the 112 course. However, this move away from Canadian and regional history at this level contributed in part to the creation of a Maritimes Studies History course designed for the 10th grade level.



(Source: University of New Brunswick)

History 112

As the 80s began, the implementation of the History 112 curriculum written in 1979 was in full swing. This curriculum had a global focus, and its chapters created a historical narrative that started with "Traditional European Society" before looking at the French, American and Industrial Revolutions, and then focused on the international conflicts that marked the 20th century.

A review of the 1979 History 112 curriculum document suggests an international perspective to the material that may neglect regional or Canadian perspectives. For example, the unit on World War I asks as a key curriculum question “What were the personal and social effects of the war?” The elaboration of this question specifically states that students should consider the effect of total mobilization and total war on European society, with no mention of issues that affected Canada or the Maritimes.

A similar approach is taken in other units. While units on Nazi Germany and the Chinese Revolution may by definition lack substantial Canadian content, the absence of Canadian perspectives is also evident in units where one might expect Canadian content to be introduced naturally. The unit on the American Revolution sees students being asked to compare the original Thirteen Colonies to each other, but not to Canadian settlements. The unit on the Cold War asks students to be aware of the views of the makers of American foreign policy.

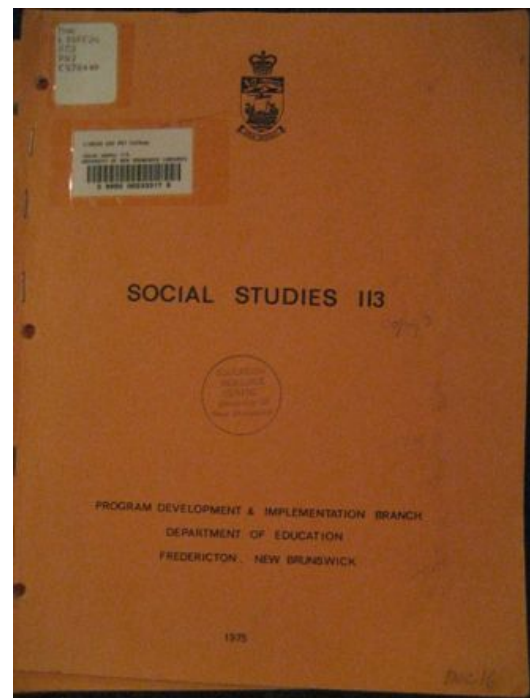
However, from a review of the comments made by teachers involved in the piloting of this curriculum, it seems that there was room for secondary-school social studies teachers to incorporate relevant Canadian content. For example, Philip Howland of Chipman High School noted that the look at traditional European society provided a lens from which students could view their own society, and ask questions about the welfare state or censorship. Howland also made efforts to have his students interact with World War I veterans as part of the unit on that topic.

However, ultimately, in the 80s from a curriculum perspective, there was limited

focus on Canadian history and issues in the History 112 course as designed.

Social Studies 113

Conversely, the Social Studies 113 curriculum in the 80s initially focused on Canadian and regional concerns. The introduction states that it is designed to “present a study of contemporary Canadian concerns,” and the objective is to have the students identify and take a position on those concerns.



(Source: University of New Brunswick)

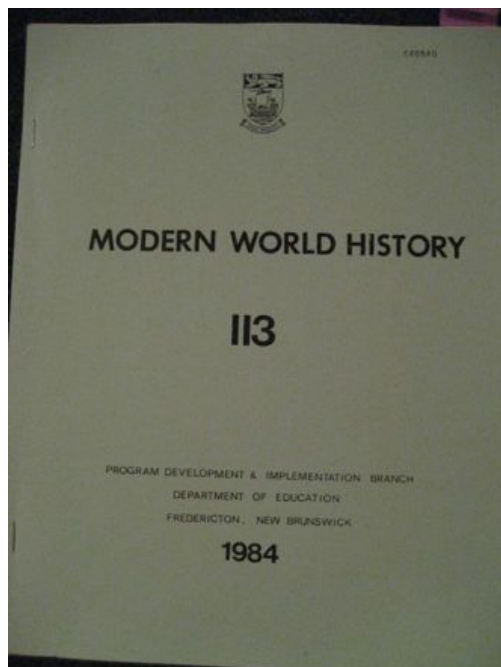
Units include the following topics: “Separatism, the Permeable Border, the Canadian Indian, Education in the Seventies, Women in Society, Economic Nationalism, and Regional Disparity.” The focus of these units ranges from the national to regional to local/municipal.

There is an emphasis on student-centered learning in this curriculum, and this emphasis is underscored by elements of units on “The Family” and “Education.” These units see the students look at personal

elements such as their own family or the history of their school alongside broader issues such as generation gaps and the development of education law.

Modern World History 113

The 113 course, outlined above, was revised in 1984, creating the Modern World History 113 course. The introduction to the curriculum document states that the Department desired to create a commonality of content in the core social studies curriculum for Grades 10 and 11. The Modern World History 113 course was designed to be parallel with the History 112 curriculum. The introduction also references the nascent plans for a Canada-Maritimes social studies course to be taught to all students in 10th grade.



(Source: University of New Brunswick)

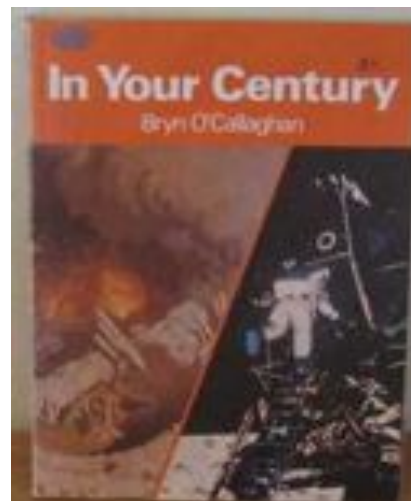
These changes are described in the introduction to the 1984 Modern World History curriculum thusly:

“These changes in social studies education in the first two years of the high school

program is in keeping with the general goal of citizenship education for secondary education in New Brunswick to assist all students to gain an understanding of history and culture, with an emphasis on the values and processes of democratic governance, and to prepare all students to identify, understand and solve increasingly complex economic cultural, political and social problems.” (p.2)

The core Text Book for this subject was *In Your Century* (O’Callahan Longman (Academic Press) 1981). This is a British textbook. However, the 1984 curriculum document defends its inclusion with the following statement:

“The fact that *In Your Century* is a British publication should (sic) pose no problem for its use in Canadian schools. It is one of the few textbooks on the 20th Century available which takes into consideration the learning styles and interests of the less academically motivated or talented. Its strengths far outweigh the minor problems posed by the existence of a few terms or incidents that are particularly British.” (p.8)



(Source: Online Image)

The 1984 Modern World History 113 curriculum document progresses in a manner

similar to that of the aforementioned 1979 History 112. There is a look at global geography and the Industrial Revolution, before the focus shifts to the international conflicts that marked the 20th century. In particular, the two World Wars, the interwar period, and the Cold War receive a great deal of attention. Again, the perspective is largely global with an emphasis on events that happened overseas and in America.

However, the writers of this curriculum appeared to make at least a token effort to integrate Canadian perspectives whenever possible. For example, the “teaching suggestions” section in unit on the interwar period makes a specific reference to hobos riding trains in Canada. Overall, the perspective is a global one that emphasizes the role of foreign powers such as the United States, the United Kingdom and the U.S.S.R. in shaping the narrative of the 20th Century.

Maritime Studies in New Brunswick

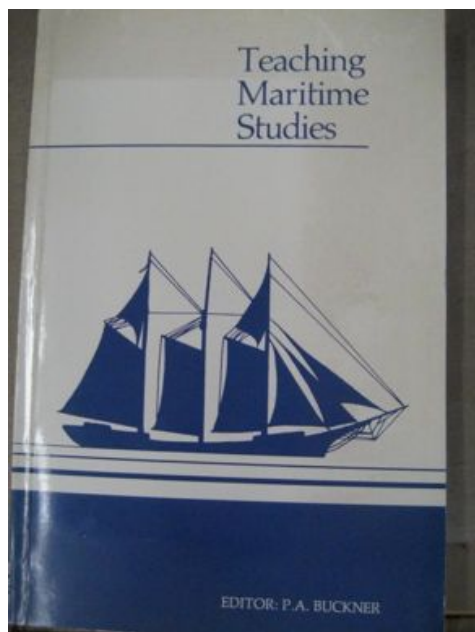
Canadian pride is an aspect of our culture that is fierce and often connected to our national identity. Hockey is in our blood, Tim Horton’s is our coffee and cold winters are nothing but a cool breeze on the face. When it comes to local history, there should be the same amount of pride and unconditional warmth towards the content. However, in 1980, the idea of a course committed to Maritime Studies was causing a significant amount of hostility within the educational community, teachers and parents.

For historians, having a section dedicated entirely to the influence of the Maritimes on the larger population of Canada would seem like a promising idea. However, for teachers,

the idea of a course completely dedicated to Maritime Studies caused anxiety, tensions between other teachers and hostilities between parents. It was more of a nuisance than anything, but why?

According to Ken Langille, the Maritime Studies program was first conceived in 1980, when the council of Maritime Premiers attended a constitutional conference regarding the Atlantic Provinces, in which they realized how much students did not know about their own region. They were convinced that there needed to be a course devoted to the topic. The project took off relatively quick. By 1983, the premiers were trying to promote the outline made pertaining to the course. The outline showed that there would need to be a textbook made in the Maritimes and a significant amount of provincial cooperation for any of this to be successful (Teaching Maritime Studies).

The announcement was made that the pilot project was going to be launched within three provincial areas: New Brunswick, Nova Scotia and Prince Edward Island. Robert Harris, a former curriculum supervisor and a principal at the time, remembers the mood of social studies teachers. “I heard them say this course was not good in terms of...the way it was implemented, by ministerial fiat at the Council of Maritime Premiers (Ken Langille). As he goes on to argue, there was never any mention of whether they should or should not be doing this program, it was more assumed that things would just move along. To be honest, a lot of people felt that politicians had no right in dictating what was in the curriculum, but as Langille expresses, they certainly have every right too. The premiers were the ones that approve what is delivered in the classroom, but it was the way they were going about the course that made the communities angry.



(Source: School Days Museum)

By November of 1985, there was a conference being held at the University of New Brunswick advocating for “Teaching Maritime Studies” trying to explain why it would be so beneficial to have this course. However, one reliable source, Ian Andrews, argued that the conference was more or less academics talking to other academics. There were hardly any teachers present in the process and while it is important for academics to support these matters, it is more important for the project to have the support of teachers. The fact of the matter was, teachers were excluded from the very beginning, which was where a lot of the hostilities were originating. They are the ones teaching these courses, so they need to be informed. This conference then resulted in a text dedicated to convincing everyone about teaching the subject (Ian Andrews, Historian).

Not only were teachers upset that they were being excluded from the process, but teachers felt that the Maritimes study program was going to eliminate the only

exposure students had towards world studies at the junior high level. The concern over the issue was not only felt by teachers, but parents as well. One parent, Kathy Royama, was advocating quite heavily against the implementation of a compulsory Maritime Studies course in grade 10. She argues at one point that by doing this, it would “effectively eliminate one half of the World history that students get in their entire public school education” (Kathy Royama, February 1987). Like teachers, most parents were worried that their children were not going to be able to take a place in the global economy as a global citizen. They needed to know more than just the history of the Maritimes.

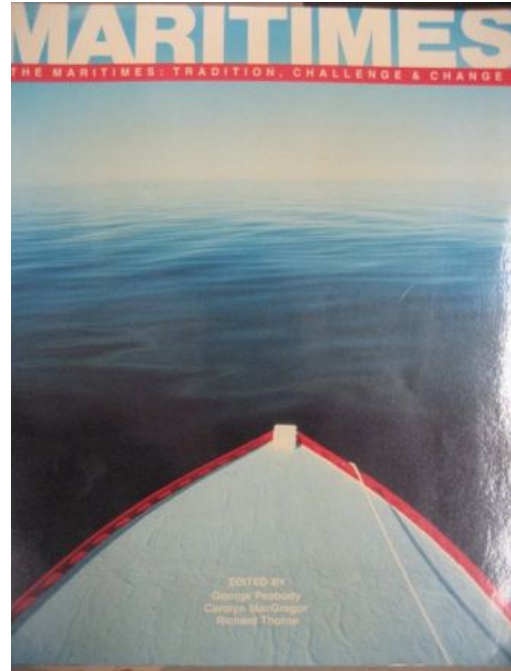
However, as Langille states, the Department of Education officials disagreed with these statements. They managed to point out that there was a relevant point to British history that students would cover in grades 7 and 9, while grade 11 Modern History would pick up the rest of what need to be discussed. They argued that the Maritimes study program was simply a way to get students to know more about their country before they study the rest of the world (Ken Langille). From these letters, it is easy to see that parents seemed to miss the point that the course was meant to help students with the Maritimes by exploring the geography, economics, social aspects and foundations of their communities, rather than just exploring history.

An interesting approach that Kathy Royama took to the program was getting the students in grade 10 to do a survey on the matter. The results showed that students did not want another Canadian social studies course like Maritime Studies, and if they had the choice, 72% of them would opt for a course on Ancient History (Kathy Royama, Board of School Trustees).

Although the parents had some good points about the program, after interviewing Alan Sears, a professor at the University of New Brunswick, there were arguments brought up about the benefits and flaws. As Sears goes on to state, out of the three provinces “The controversy was most intense in New Brunswick, not because of what Maritime Studies was but because of what it was displacing: the long-standing, compulsory grade ten course in Ancient and Medieval History” (Alan Sears, Historical Thinking).

Most of the parents were convinced that the course would ruin their sense of global citizenship and the origins of our society. However, what most parents failed to see was how important the course was to Maritime students. The course, as Alan Sears stated was more about social studies than just a history course. They were more or less blinded by the fact that the course was replacing the Ancient and Medieval history in New Brunswick. Social education seems to be taking a back seat, being overtaken by the history component.

Essentially the decision to keep the course was mainly dependant on the council of the Maritime Premiers. Although they were aware that there was opposition to the course, the council went ahead and put the course into action by 1987. There was a course and textbook put in place to further teaching about Maritime Studies, which was deemed compulsory in New Brunswick for several years in the Maritimes. In Nova Scotia and Prince Edward Island, students were introduced to the program in grade 9, rather than grade 10, creating less controversy in these two provinces (Alan Sears, Historian).



(Source: School Days Museum)

The textbook was entitled “The Maritimes: Tradition, Challenge and Change” which sounds promising and informative, but you cannot judge a book by its cover. The table of contents is divided into two parts. Part one introduces students to a lot of the economic advantages within the Maritimes, describing aspects like economy, culture and politics. Since there were only three provinces in the Maritimes willing to commit to the project, the authors only focus on the great contributions made by New Brunswick, Nova Scotia and Prince Edward Island.

The logic behind creating this textbook and implementing it in the course was a bit lacking. The premiers were concerned with getting a lot of Maritime involvement, including where the book was published. The underlying tone here would be the emphasis on local industry and promotion of community.

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(Source: Table of contents from "The Maritimes" textbook)

The emphasis on greatness is hardly lacking from this textbook. For instance, there are a lot of instances throughout that boast how the Maritimes held confederation together; leaving out the fact that Ontario also played a major role in the movement. There are also instances when the authors focus on different occasions that present Maritime citizens joining together to "exercise power in political life." The problem with these two examples, and a lot of the other arguments made, was how much the authors want to focus on uniting together as a Maritime unit. They point out quite predominantly that each of the provinces have something significant to offer (which they do at certain instances) and tend to do things better when they work together.

The arguments made by teachers are parents that a Maritimes studies program would eliminate student's exposure to being a global citizen, however, in the book's

defense, there is a section talking about how to protect regional interests in the international context. Although it is not quite what parents had in mind, in the limited amount of time that was given to make the textbook, the authors tried to incorporate some factor of international problems which specifically deal with Maritimes provinces.

The second part of the textbook tends to focus more on important issues to Maritime regions. These sections focus on issues like shopping malls, land ownership, employment and the environment. These are all great topics of discussion, but could be drawn into the Canadian History classes in grade 12. There are a lot of instances when local topics within the Maritimes can be incorporated to get students more informed about their Maritimes province.

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(Source: Part II of the table of contents from "The Maritimes" textbook)

However, for students to take a whole course devoted to the Maritimes in grade 10 may have been an ambitious jump for the politicians advocating the cause. The amount of time developing the course was rather short and usually ideas for new courses come from the ground up (teachers), and not from the top down. For the most part, the course being implemented during this decade was just really bad timing. Also, what the authors failed to see was how global Canada would become over the next few years. Overall, the text has a lot of great ideas about what could be talked about in a class, but these ideas could be applied in a Canadian history class.

To summarize, as Sears points out, “For a variety of reasons, Maritime Studies withered over the next ten years, and today Ancient and Medieval History remains the sole compulsory social studies course for grade ten in New Brunswick” (Alan Sears, Historical Thinking).

The Significance of Study for Education in New Brunswick Today

Social Studies education has taken quite a turn since the 1980's. One of the major changes was getting rid of the Maritime Studies program in the late 1990's, leaving Ancient Medieval History the only grade 10 course in New Brunswick. The more recent Modern History 113 document (1984) mentioned above is still in the New Brunswick schools system today. The History 112 had changed in the 80s, but that curriculum document is also still in the New Brunswick school system. However, there are teachers today who are trying to replace that with a more recent copy.

Although there have been many changes since the 80s, there is no real mention of those changes in the documents. Teachers are left to add their own historical changes since the 80s.

Conclusion

The decade of the 80s met a lot of challenges and changes, not only in the world, but in New Brunswick too. More specifically, the education system was dealing with a lot of different changes concerning the curriculum in the Maritimes. The Maritime Studies program in theory was not a bad idea, but politicians were going about the whole course wrong. IN New Brunswick, there was just too much hostility toward the course and it eventually faded out of the system.

Not all the changes made to curriculums were creating hostilities. By implementing a new curriculum for grade 113 and for grade 112, they changed the way students were learning about Canada and the world. Although there were also new textbooks to go along with the courses, they were not reflecting the massive amount of changes happening at the time. There may have been other resources used at the time that better reflect what was going on during the 1980's, but overall, the textbooks were quickly fading with the decade.

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The Writers of this article would like to acknowledge the invaluable efforts of Harvey Malmberg, former Deputy Minister of Education for New Brunswick, and Dr. Alan Sears and Dr. Ian Andrews of the University of New Brunswick in helping to compile and construct the information contained within.

Harvey Malmberg was New Brunswick's Deputy Minister of Education from 1974 until he retired in 1988. Prior to that, he had experience teaching and in administration in New Brunswick's public school system, as well as working with the University of New Brunswick. His accomplishments as an educator include leading the inclusionary practices movement in the 1970s and 80s, to integrate students with physical and mental disabilities into the New Brunswick public school system, as well as working in the early 1970s to facilitate the transfer of responsibility for teacher training from the province to the universities.

He was gracious enough to consent to be interviewed to discuss some of the issues and initiatives that surrounded Social Studies education in New Brunswick in the 80s.

To hear some excerpts from this interview, discusses please click on the links below.

*Harvey Malmberg - Social Studies Interview Excerpt 1
Harvey Malmberg - Social Studies Interview Excerpt 2*