

CONSTRUCTING CITIZENS: CANADA AND THE EDUCATIONAL PAST

EDST 509 Sec 81
Department of Educational Studies
Faculty of Education
UBC

Winter 2, 2015

Tuesday, 4:30-7:30, PON F 203

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Course description:

Schools construct citizens. Over the last three centuries or more, Canadian schools, to varying degrees, have fulfilled the obligation of preparing young people for society.

After approximately 1870, the responsibility placed on schools to construct citizens intensified. As the family, the apprentice system, and the churches saw their role in forming the young decline, state schooling increasingly took up the slack. With arrival of compulsory attendance in most provinces by the late nineteenth or early twentieth century, all children aged 7 to 14 were required by law to attend school. The state, and the people as well, counted on the schools to make children into women and men; workers and mothers; voters and office-holders; British subjects and patriotic Canadians. Constructing a citizen meant much more than constructing a voter.

By no means was the construction of citizens through the schools even or fair. Plentiful limitations, stipulations, and exclusions existed. Schooling stratified in a multitude of different ways that reflected the equally stratified nature of social roles in Canadian society. The schools prepared boys and girls differently and unevenly. White children in provincial school systems received a much different education than First Nations children, whose schooling was organized by the federal government and delivered by the churches. The humble daughters and

sons of labourers experienced schooling as a totally different world than did the scions of wealthy industrialists; the Canadian-born were treated differently than immigrants, and some immigrants received better treatment than others.

Despite state schooling's many shortcomings, people still clamoured for it. With the schools the only mass institutions of their day, people from practically all walks of life, races, and classes, tried make and remake state schooling into an institution that reflected their needs and aspirations. Workers and their political parties contested school board elections to elect socialist candidates who would fight to turn the schools away from imperialism and towards internationalism. First Nations demanded access to provincial public schooling, or the right to control their own schools. Middle-class club women founded Home and School Associations and tried to transform schools into hearths away from home. Chinese and Jewish schoolchildren as young as seven in Victoria, Montreal, and Toronto, walked out *en masse* with their classmates to protest the actions of racist teachers and school boards.

By about 1950, Canada's schools were locked into the developmental process that would eventually turn them into the modern institutions we are familiar with today. But between 1870 and 1950, the type of citizens the schools would construct was very much unsettled.

Consequently, our goal in this course is two-fold.

- 1) Together you will study how Canadian schools have constructed citizens. You will focus on that crucial period between 1870 and 1950 when this process was deeply contested. You will read secondary source literature that looks in great detail at the events described above.
- 2) You will learn as well how to *do* history of education. That is, you will learn how to conduct research in the history of education and how to present that research in writing and verbally.

You will learn how to read and interpret primary historical sources. Much of Canada's educational history, especially as it concerns the construction of citizens, is as yet unwritten. You will learn how to locate primary sources in archives and libraries. You will learn how to analyse sources and make inferences. You will learn how to present historical evidence and formulate a historical argument. Using these sources, you will write your own histories of "Constructing citizens: Canada and the Educational Past."

Our focus is on Canada generally. We also focus as much as possible on the local: the First Nations of the plains, plateau, and Pacific Northwest; the province British Columbia; and, the city of Vancouver.

You will learn how to access and conduct research in local archives and libraries.

Course aims and goals:

- Students will examine and learn the major historical developments that pertain to how schools construct citizens.
- Students will learn how to conduct historical and archival research with primary sources, construct a historical argument, and present (in writing and verbally) original historical research.

Course materials:

All of the readings for this course are available electronically. Links are posted on Connect. There is no course reader for purchase.

A number of different resources have been placed on library reserve (Education Library, Scarfe Building) for this course. These resources serve three purposes: (i) they supply further historical context for you, if you are not familiar with the history of Canada, or Canadian education; (ii) they supply further methodological content on how to read, research, and represent (write) the history of education, or history generally; (iii) they supply suggestions about databases or other sources for finding scholarly works in the history of education.

All of these resources, as well as some additional URL links, are listed at the end of this syllabus, with annotations, under "Library Reserves and Resources."

Seminar expectations:

Your success in the course depends on the contributions that you, and your colleagues, make to the class as a learning community. In a seminar course my minimum expectation is that students will arrive having read the assigned readings and will arrive prepared to engage with their colleagues about key ideas and questions related to the readings.

Each week's readings come with pre-assigned seminar questions written by me. However, in a graduate level course, it is expected that students are self-starters who come to class with seminar questions for each other. Consequently, you are required, in preparing your notes, to go beyond answering my assigned questions.

Evaluation:

**** All assignments for this course are submitted online, on Connect. I do not – except under exceptional circumstances – accept paper or emailed copies of assignments. ****

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| A) Short writing assignment. 15%
B) Group seminar project. 30%
C) Final assignment (essay or oral exam). 45%
D) Active class participation. 10% |
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<u>A) Short writing assignment (15%)</u>

Due: 16 January 2015, by 11:59 PM – Submitted on Connect.

Your assignment is to answer the two reading guide questions for Week 2 (January 13th, 2015 - *Compulsory Schooling and Mass Education, circa (ca.) 1870*).

Questions: *Why did the state impose compulsory schooling? Was this really an imposition?*

- Your answer must be in the form of an essay. It must have an original argument, stated clearly within a thesis statement.
- You must present evidence supporting your argument.
- In answering the question, you must use **all** of the secondary and primary sources for Week 2. You may – if you wish – consult additional secondary or primary sources, but this is not a requirement.
- The paper will be 2 to 5 pages in length, double-spaced, 12 point font.
- The paper must be appropriately referenced; it must correctly employ the formatting conventions of Chicago, or APA, or MLA. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.)

- Your **paper will be evaluated** on the quality of your argument (originality, coherence), appropriateness of the evidence you present to support that argument, and writing and organization (proper introduction, conclusion, thesis, paragraphing, topic sentences, etc.) (See the rubric for written work at the end of the syllabus.)

B) Group Seminar Project (30%)

Due: Throughout the course (Weeks 4-5; Weeks 7-12; sign up on Connect).

Working in groups of at least two (and no more than three) your task is to chair, facilitate, and lead the discussion of a weekly topic and the secondary and primary sources that I have assigned for that topic.

Plan your seminar for a duration of approximately **60 minutes**. **No more than 10 minutes of lecturing/formal presenting by group members will be allowed.** As chairs for the class discussion, most of your objectives will be achieved through the discussion that you will lead.

Prepare a handout. The handout may not be longer than one page (single-spaced, one-sided). The only required content is the information required in “*iii) Sources for further research*” outlined below. The rest of the handout’s content is up to you.

Your seminar (the presentation or discussion) **must cover these important elements:**

- i) Discussion of secondary source readings (Weighting: 10%).
 - How do the readings address this week’s topic?
 - What main argument does each reading make?
 - What types of historical evidence are used to present this argument?
 - Are the argument, and supporting evidence, convincing? Why? Why not?

- ii) Discussion of primary source readings (Weighting: 10%).
 - Discuss how the primary source readings relate to the history presented in the secondary source readings.
 - Discuss how the primary source readings *add* to the history presented in the secondary source readings and how they *add* to the history the week’s topic covers more generally. What additional insights does an analysis of the primary sources bring to this topic?

- iii) Sources for further research (Weighting: 5%).

- Locate and present to your colleagues at least **one** archival, library, or digital collection that would enable a person to do further research on this topic using *primary sources*. For e.g. an archival fonds; a digital repository of historical documents relating to education; a set of library holdings relating to the topic. **These sources – and their precise location (e.g library or archives, URL, call numbers etc.)** should be included in your handout.

iv) Seminar leadership (Weighting: 5%):

- You will assign yourself and the other member(s) of your group a grade out of five representing effort and contribution to the group’s work. (Submit a completed “Seminar Leadership Evaluation” on Connect.)

To allow you to gain some familiarity with the approach, and my expectations, I will lead first two Group Seminars (Weeks 2 and 3) to provide a model.

C) Final Assignment (45%):

For the final assignment you may choose one of two approaches.

<i>Approach I: Conventional research essay.</i>

Due: Friday April 10th, 2015, by 11:59 PM – Submitted on Connect.

- A conventional research essay. The paper will be 12-25 pages in length, double-spaced, 12 point font, must be appropriately referenced, and must correctly employ the formatting conventions of Chicago, APA, or MLA. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.)
- Topic selection: you may select to write an essay related to the topic that your group chose for its group seminar, using primary sources from the “sources for further research” from your presentation. Or, you may choose to pursue a new topic. You may not write your paper on the topic of Week 2, i.e. Compulsory Schooling and Mass Education, circa (ca.) 1870, as you will have already been evaluated on this topic.
- Your essay must have an original argument, stated clearly with a thesis statement. Your essay must present evidence supporting your argument.
- Your essay must employ primary and secondary sources.

- Primary sources: identify a set of sources that enables you to examine your topic. Construct an original argument using those sources.
- Secondary sources: situate your original argument within the secondary literature that you consulted. To what extent does your argument draw on the work of authors? What does your original argument add to that literature?
- Conduct research. Your research essay may involve course readings. However, **you must also demonstrate that you have done considerable in-depth research** and analysis that goes beyond the course materials.

You will be evaluated on this, on the strength of your argument, and on your ability to present evidence supporting your argument that is coherent and convincing. (See the rubric for written work at the end of the syllabus.)

Or, Approach II: Oral examination and short paper (2-5 pages).

Due: Ongoing, 60 minute blocs, scheduled days or evenings from April 9th-10th, April 13th-15th. Short paper submitted on Connect 24 hours after oral examination.

- Select **two** weekly topics on which you would like to be examined. You may not choose the weekly topic your group presented on; nor may you choose the topic from Week 2, as you will have already been evaluated on this topic.
- The oral examination will last 45 to 60 minutes (Weighting 30%).
- The oral examination will touch on secondary sources only. It will consist of two types of questions: (i) broad questions designed to test your knowledge about the weekly topics you have selected (not just “dates and facts”); (ii) questions about how the different authors you read constructed their historical arguments using evidence.
- You will also submit a short paper (2-5 pages, double spaced). (Weighting 15%).
- For the short paper, you will choose one primary source from each of the two weekly topics that you selected for your oral examination. You will summarize each primary source and describe how it relates to the weekly topic it was assigned under.

- You must contact me by email to schedule the oral examination no later than 3 April 2015, 11:59 PM. By that time, you must also select the weekly topics you will be examined upon.
- You are permitted to bring a one-page, single-sided, single-space, 10-point font, “crib sheet” to the oral examination.

D) Class participation (10%):

You will be evaluated on the quality and consistency of your contribution to the class.

Academic honesty (plagiarism and cheating)

UBC has a clear academic integrity policy. You are expected to review and understand that policy:

<http://vpacademic.ubc.ca/academic-integrity/ubc-regulation-on-plagiarism/>

UBC Library also has a helpful set of suggestions for referencing work and citations:

<http://www.library.ubc.ca/home/plagiarism/>

All work submitted for this course must be submitted to this course only, must comprise your own words and ideas, and must not contain any material that is copied from any other source - ***unless that material is accurately quoted and/or acknowledged, and referenced***. The penalties for academic misconduct are serious and range from a letter of reprimand to degree revocation.

Should you ever have any question about how to quote, acknowledge, or cite material, **please consult with me in advance of submitting your work.**

Topics, Reading List, and Discussion questions:

Class One. Tuesday, January 6th, 2015.

Introduction and Beginner Sources and Methods in History of Education.

Discussion question:

- History is the study of ...? (Complete the sentence.)
- How does one *do* historical research in education fields? How does one *present* (write) findings for an audience of historical researchers in education fields?

Read (required):

- The Historical Thinking Project. "Historical Thinking Concepts." *Read the introductory page and each of the six "concepts" pages on the left hand side menu (i.e. Establish Historical Significance; Use Primary Source Evidence; etc.)*
<http://historicalthinking.ca/historical-thinking-concepts>
- John L. Rury, "Introduction: History, Social Change, and Education," **pp. 1-21** in *Education and Social Change: Contours in the History of American Schooling*, 3rd ed. (New York: Routledge, John L. Rury).

Class Two. Tuesday, January 13th, 2015.

Compulsory Schooling and Mass Education, circa (ca.) 1870.

Discussion question:

- Why did the state impose compulsory schooling? Was this really an imposition?

Secondary source reading (required):

- Alison Prentice, Chapter 6, "Class and the Schools," **pp. 138-169**, in *The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada* (Toronto: McClelland & Stewart, 1977).
- Ian E. Davey, "The Rhythm of Work and the Rhythm of School," **pp. 221-253** in Neil McDonald and Alf Chaiton eds., *Egerton Ryerson and His Times*

(Toronto: MacMillan, 1978).

Primary source reading (required):

- Excerpts from Chapter XXX, “Compulsory Education and the Repression of Juvenile Crime,” (ca. 1868) **pp. 264-267**, in J.G. Hodgins, ed., *Documentary History of Education in Upper Canada* (Toronto, 1896-1910), Volume 20.
- Excerpts from “The Diary of W.C. Wilkinson: School Truant Officer,” Vol. I. May 2nd, 1872 – September 12th, 1872. (Toronto District School Board Archives; typescript), **np. (9 pages)**

Class Three. Tuesday, January 20th, 2015.

Constructing Moral Subjects: Religion and Schooling, ca. 1854-1886

Guiding questions:

- How were the schools supposed to construct moral subjects?
- Was the secularization of schooling inevitable? Why or why not?

Secondary source reading (required):

- Jean Barman, Chapter 1, “The Emergence of Educational Structures in Nineteenth-Century British Columbia,” **pp. 13-35** in Jean Barman and Mona Gleason eds., *Children, Teachers and Schools in the History of British Columbia*, 2nd. ed. (Calgary: Detselig, 2003).

Primary source reading (required):

- “Address of the Church of England to His Excellency the Governor,” *The British Colonist* (April 4th, 1864). **(3 pages.)**
- “The Governor and the Deputations,” *The British Colonist* (April 4th, 1864). **(2 pages.)**
- “A Common School,” *The British Colonist* (April 4th, 1864). **(1 page.)**
- Excerpts from Egerton Ryerson, “Report on a System of Public Elementary Instruction for Upper Canada,” (C1. The Benefits of Non-denominationalism) **pp. 69-70** Reprinted from J.G. Hodgins, ed., *Documentary History of Education in Upper Canada* (Toronto, 1896-1910),

Volume 6.

- “The Catholic View of Religion in Education,” **pp. 73-74** in Douglas A. Lawr and Robert D. Gidney, *Educating Canadians: A Documentary History of Public Education* (Von Nostrand Reihold: Toronto, 1973), reprinted from “Pastoral Letter of the Second Provincial Council of Quebec, 4 June 1854,” in *Mandements, lettres pastorals, circulaires et autres documents publiés dand le diocèse de Montréal* (Montreal, 1869) vol 2., 455-457.

Class Four. Tuesday, January 27th, 2015.

Constructing Race: Indian Schooling/Settler Schooling: 1860s-1950.

Guiding questions:

- What similarities and differences exist in the views of (a) the various First Nations, (b) the federal government, (c) provincial education officials, (d) the churches, on the role of education in constructing “Indians”?
- How did the construction of “the Indian” change over time in “Indian education”?

Secondary source reading (required),:

- J.R. Miller, Chapter 4, “‘Calling In the Aid of Religion’: Creating a Residential School System,” **pp. 89-120**, in *Shingwauk’s Vision: A History of Native Residential Schools* (Toronto: University of Toronto Press, 1996).

Secondary source reading (required), ****read one of two****:

- Jean Barman, “Schooled for Inequality: The Education of British Columbia Aboriginal Children,” **pp. 57-80** in *Children, Teachers and Schools in the History of British Columbia* (Calgary: Detselig, 1995).

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- Eve Chapple and Helen Raptis, “From Integration to Segregation: Government Education Policy and the School at Telegraph Creek, British Columbia, 1906-1951,” *Journal of the Canadian Historical Association* 24, no. 1 (2013): **131-162**.

Primary source reading (required):

- Excerpt from “Report of the Superintendent of Indian Education” (1910)

pp. 272-275, Paper No. 27, *Sessional Papers of the Dominion of Canada 1911*, Volume 19 (Ottawa: Parliament of Canada, 1911) (Read from top of p. 272 to end of subheading marked "Residential Schools" on pp. 274-275.)

- "Copy of Treaty and Supplementary Treaty No. 7 between Her Majesty the Queen and the Blackfeet and Other Indian Tribes, at the Blackfoot Crossing of Bow River and Fort Macleod," Reprinted 1966 Queen's Printer. <http://www.aadnc-aandc.gc.ca/eng/1100100028793/1100100028803>
- Excerpts from Chapter 1, "Elders' Narrative of the Making of Treaty 7," **pp. 69, 80-81** (Read sections marked "Introduction" on p. 69 and "Tsuu T'ina Nation," on pp. 80-81) and from Chapter 3, "The First Nations' Perspective on Treaty 7," **pp. 111-113, 119-123** (Read sections marked "What Did Treaty 7 Mean to the First Nations" on pp. 111-113 (stop before subheading "Blood Tribe") and "What Was Promised," (stop before subheading "Oral History, Culture, and Language")) in Treaty 7 Elders, *The True Spirit and Original Intent of Treaty 7* (Montreal-Kingston: McGill-Queen's University Press, 1995).

Class Five. Tuesday, February 3rd, 2015.

Constructing Modern Students: School Reform, 1880-1940.

Guiding questions:

- What did reformers believe were the features of a modern school system?
- How did a modern school system construct different groups of children and youth?

Secondary sources – read (required):

- Excerpts from David Tyack, Part V, "Inside the System: The Character of Urban Schools, 1890-1940," **pp. 177-198** in *The One Best System: A History of American Urban Education* (Cambridge, MA: Harvard University Press, 1974).
- Neil Sutherland, Chapter 10, "Changing Albert School: The Institutional Context for Education Reform in Canada," **pp. 155-171**, in *Children in English-Canadian Society: Framing the Twentieth-Century Consensus* (Toronto: University of Toronto Press, 1976).

Primary sources read (required):

- Excerpts from J.H. Putman and G.M. Weir, Chapter VI, “The Programme of the Intermediate School,” **pp. 86-90**, *Survey of the School System* (Victoria: C.F. Banfield, 1925).
- Excerpts from Ontario Minister of Education, “Grading of Pupils,” **pp. 146-150** in *School Management*, the Ontario Normal School Manuals (Toronto: William Briggs, 1915).

Class Six. Tuesday, February 10th, 2015.
Intermediate Sources and Methods

** Off-site class at the City of Vancouver Archives. (1150 Chestnut Street, near Vanier park, just over the west side of the Burrard Bridge in Kitsilano.) **Meet at 3:20 PM.**

Fill out and bring with you: the archives registration form.

Read (required):

- William Kelleher Storey and Towser Jones, Chapter 2, “Interpreting Source Materials,” **pp. 19-25** in *Writing History: A Guide for Students (Canadian Edition)* (Don Mills, ON: Oxford University Press, 2004).
- T.A. Brough, “Vancouver Schools: 1886-1928,” **pp. 11-21** in *Twenty-Sixth Annual Report of Vancouver City Schools with Reports on the Schools of South Vancouver and Point Grey Vancouver* (Vancouver: The Board, 1928).

**** No class Tuesday, February 17th, 2015. Reading week. ****

Class Seven. Tuesday, February 24th, 2015.
Constructing Workers I: Vocationalism, 1890-1940

Guiding questions:

- How did vocationalism intend to address constructing workers for the industrial economy?
- How effective was vocationalism in forming workers?

Secondary sources – read (required):

- Timothy Dunn, "Teaching the Meaning of Work: Vocational Education in British Columbia, 1900-1929," **pp. 236-256** in David C. Jones, Nancy M. Sheehan, and Robert M. Stamp, *Shaping the Schools of the Canadian West* (Calgary: Detselig, 1979).
- Craig Heron, "The High School and the Household Economy in Working-Class Hamilton, 1890-1940," *Historical Studies in Education* 7, no. 2 (1995): **217-259**.

Primary sources – read (required):

- E.A. Bott, Appendix D, **pp. 88-94** in *Studies in Industrial Psychology. I. Point of View and II. Juvenile employment in relation to public schools and industries in Toronto* (Toronto: University Library, 1920).

Class Eight. Tuesday, March 3rd, 2015.
Constructing Workers II: Class, 1914-1938.

Guiding questions:

- How did schools form a working class?
- How did workers form the schools?

Secondary sources – **** read one of two (required **)**:

- Jean Barman, "'Knowledge is Essential for Universal Progress but Fatal to Class Privilege': Working People and The Schools in Vancouver During The 1920s," *Labour/Le Travail* 22 (Fall 1988): **9-66**.

-- OR --

- Bill Maciejko, "Public Schools and the Workers' Struggle; Winnipeg, 1914-1921," **pp. 213-240** in Nancy M. Sheehan, J. Donald Wilson, and David C. Jones eds., *Schools in the West: Essays in Canadian Educational History* (Calgary: Detselig, 1986).

Read (required):

- Excerpts from James Simpson, "Inaugural Address of James Simpson, Esq., Chairman of the Board of Education for The City of Toronto, 1910," **pp. 3-8** in *Toronto Board of Education Minutes 1910* (Toronto: 1910).

- J.S. Woodsworth, "Public Education and Social Change," *Teachers College Record* 4, No. 34 (1938): **216-218**.

Class Nine. Tuesday, March 10th, 2015.
Constructing Gender: Part 1, Girls into Women, 1870-1930.

Guiding questions:

- Did the schools make girls into mothers or workers? Or both? How?
- How did femininity shape schooling?

Secondary sources - ** read any two of three (required) **:

- Marta Danylewycz, "Domestic Science Education in Ontario," **pp. 127-145** in Ruby Heap and Alison Prentice eds., *Gender and Education in Ontario* (Toronto: Canadian Scholars' Press 1991).

-- AND/OR --

- Kari Dehli, "For Intelligent Motherhood and National Efficiency: The Toronto Home and School Council, 1916-1930," **pp. 147-164** in Ruby Heap and Alison Prentice eds., *Gender and Education in Ontario* (Toronto: Canadian Scholars' Press 1991).

-- AND/OR --

- Nancy Jackson and Jane Gaskell, "White Collar Vocationalism: The Rise of Commercial Education in Ontario and British Columbia, 1870-1920," *Curriculum Inquiry* 17, no. 2 (1987): **177-201**.

Primary sources - read (required):

- Adelaide Hoodless, "The Social Value of Practical Training: Homemakers and Wage Earners," **pp. 171-173** in Douglas A. Lawr and Robert D. Gidney, *Educating Canadians: A Documentary History of Public Education* (Von Nostrand Reihold: Toronto, 1973), reprinted *Report of the Minister of Education, Ontario, On Trade Schools in Relation to Elementary Education* (Toronto, 1909), 3-5.
- Marjory MacMurchy, Chapter I, "Thinking About Work," **pp. 1-3** and Chapter XXV, "Health," **pp. 116-120**, in *The Canadian Girl at Work: A Book of Vocational Guidance* (Toronto: Minister of Education for Ontario, 1919).

Class Ten. Tuesday, March 17th, 2015.
Constructing Gender: Part 2, Boys into Men, 1860-1919.

Guiding questions:

- How did the schools make boys into men and future citizens?
- How did schools address the “boy problem”?

Secondary sources – read both (required):

- Mark Moss, Chapter 5 “The Politicization of Schooling,” **pp. 90-109** in *Manliness and Militarism: Educating Young Boys in Ontario for War* (Don Mills: Oxford University Press, 2001).
- Bryan Hogeveen, “‘The Evils with Which We are Called to Grapple,’: Élite Reformers, Eugenicists, Environmental Psychologists, and the Construction of Toronto’s Working-Class Boy Problem, 1860-1930,” *Labour/Le Travail* 55 (Spring 2005): **37-68.**

Primary sources – read (required):

- C.S. Clark, “Street Boys,” in *Of Toronto the Good: The Queen City of Canada as It Is* (Montreal: The Toronto Publishing Company), **81-85.**

Class Eleven. Tuesday, March 24th, 2015.
Constructing Ethnicity, Race, and Nationality, I: Assimilation, ca. 1900-1950

Guiding questions:

- How did the schools construct Canadians and citizens?

Secondary sources – read both (required):

- Amy von Heyking, Chapter 1, “Schooling for Good Character,” **pp. 7-28,** in *Creating Citizens: History and Identity in Alberta’s Schools, 1905-1980* (Calgary: University of Calgary Press, 2006).
- R.D. Gidney and W.P.J. Millar, “How To Teach English to Immigrant Children: Canadian Pedagogical Theory and Practice, 1910-1960,” *Historical Studies in Education* 26, no. 2 (Fall 2014): **pp. 98-115.**

Primary sources – read (required):

- J.T.M. Anderson, Chapter VIII, “The Language Question,” **pp. 93-115** in *The Education of the New Canadian: A Treatise on Canada's Greatest Educational Problem* (Toronto: J.M. Dent, 1918).

Class Twelve. Tuesday, March 31st, 2015.

Constructing Ethnicity, Race, and Nationality, II: Accommodation and Resistance, ca. 1900-1950

Guiding questions:

- How did immigrant and racialized children respond to assimilation? Why these responses?
- How did racism operated in Canadian schooling?

Secondary sources – read (required):

- Timothy Stanley, “The 1922-23 Students’ Strike,” **pp. 20-44** in *Contesting White Supremacy: School Segregation, Anti-Racism, and the Making of Chinese Canadians* (Vancouver: UBC Press, 2011).

Secondary sources – ** read one of two (required) **:

- Roderick MacLeod and Mary Anne Poutanen, “Little Fists for Social Justice: Anti-Semitism, Community, and Montreal’s Aberdeen School Strike, 1913,” *Labour/Le Travail* 70 (Fall 2012): **13-59**.

-- OR --

- Luigi G. Pennacchio, “The Defence of Identity: Ida Siegel and the Jews of Toronto versus the Assimilation Attempts of the Public School and Its Allies, 1900-1920,” *Canadian Jewish Historical Society Journal* 9, no. 1 (Spring 1985): **41-60**.

Primary sources – read (required):

- Excerpts from Inspector W.F. Chapman’s report, **pp. 28-30** and Inspector G.H. Armstrong’s report, **p. 56** in *Toronto Board of Education Annual Report* (Toronto: 1913)
- Peter Sandiford and Ruby Kerr, “Intelligence of Chinese and Japanese

Children," *The Journal of Educational Psychology* 17, no. 6 (September 1926): **pp. 361-367.**

Class Thirteen. Tuesday, April 7th, 2015.
Constructing Ability, Disability, and Deafness, 1900-1950

Guiding questions:

- How did ability/disability/deafness intersect with other identities that the schools constructed?
- How do the responses of people who were disabled or deaf to schooling compare to the responses of other groups to schooling?

Secondary sources – read both (required):

- Mona Gleason, Chapter 6 "Reforming the Body: Doctors, Educators, and Attitudes Towards Disability in Childhood," **pp. 119-137** in *Small Matters: Canadian Children in Sickness and Health* (Montreal and Kingston: McGill-Queen's University Press, 2013).
- Jason Ellis, "'All Methods—and wedded to none': The deaf education methods debate and progressive educational reform in Toronto, Canada, 1922-1945," *Paedagogica Historica* 50, no. 3 (2014): **371-389**.

Primary sources – read (required):

- Excerpts from "Are All Children Alike," White Paper No. 4, **pp. 3-8** (Toronto: Toronto Bureau of Municipal Research, 1915).
- Julius Wiggins, Chapter I **pp. 1-6** in *No Sound* (New York: The Silent Press, 1970).

Resources

i) Historical context:

(* entries placed on physical reserve at the Education Library)

- *Paul Axelrod, *The Promise of Schooling: Education in Canada, 1800-1914* (Toronto: University of Toronto Press, 1997).
An overview of the historical development of Canadian schooling up to 1914, with references to the most significant secondary works by other scholars.
- *Jean Barman and Mona Gleason, eds. *Children, Teachers, and Schools in the History of British Columbia*, 2nd ed. (Calgary: Detselig, 2003).
Consists of secondary source essays by different historians on the development of B.C. education.
- Jean Barman, *The West Beyond the West: A History of British Columbia* (Toronto: University of Toronto Press, 1991).
A narrative, monograph history of the province.
- Jean Barman, Yvonne Hébert, and Don McCaskill eds., *Indian Education in Canada. Volume 1: The Legacy* (Vancouver: UBC Press, 1986).
Consists of secondary source essays by different historians on the history of First Nations education and colonialist education policies.
- Sara Z. Burke and Patrice Milewski, eds. *Schooling in Transition: Readings in Canadian History of Education* (Toronto: University of Toronto Press, 2012).
Consists of paired, secondary source essays by different historians on the development of Canadian education, and short introductions to the essays by the editors.
- *The Canadian Encyclopaedia*. <http://www.thecanadianencyclopedia.ca/en/>
Repository of information about Canadian people, events, institutions, ideas, etc. – past and present.
- Margaret C. Conrad and Alvin Finkel, *Canada: A National History* (Toronto: Pearson, 2003).
A university-level survey (overview) textbook on Canadian history.
- Olive Patricia Dickason and William Newbigging, *A Concise History of Canada's First Nations* 2nd ed., (Don Mills: Oxford University Press, 2010).
A university-level survey (overview) textbook on First Nations history.
- *Dictionary of Canadian Biography*. <http://www.biographi.ca/en/index.php>
Concise biographies of hundreds of Canadian historical figures.
- *R.D. Gidney and W.P.J. Millar, *How Schools Worked: Public Education in English Canada, 1900-1940* (Montreal & Kingston: McGill-Queen's

University Press, 2012). *An encyclopedic, topical overview of the inner workings of Canadian schools from 1900-1940.*

- *Douglas Lawr and Robert Gidney eds., *Educating Canadians: A Documentary History of Public Education* (Toronto: Van Nostrand Reinhold, 1973).
Primary sources with short introductions to the issues addressed in those sources by the editors.

ii) Methodological content:

- Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2012).
Further introductory content on historical thinking.
- *William Kellher and Towser Jones, *Writing History: A Guide for Students*, Canadian ed. (Don Mills: Oxford University Press, 2004).
How to research and write history essays using primary and secondary sources.

iii) Research suggestions:

Bibliographies:

- “Bibliography of Canadian Educational History.”
Recurring feature in the journal Historical Studies in Education (see below).
- Linda L. Hale, comp., *Vancouver Centennial Bibliography: A Project of the Vancouver Historical Society* (Vancouver : Vancouver Historical Society, 1986). **Koerner library reference section.**
Sources for Vancouver’s history.
- Neil Sutherland, Jean Barman, and Linda L. Hale, comps. *History of Canadian Childhood and Youth: A Bibliography* (Westport, CT: Greenwood Press, 1992). **Koerner library reference section.**
Secondary and primary sources for the history of Canadian young people.

Digital books

- Internet Archive. <https://archive.org/index.php>
A non-profit organization that has digitized a large number of out of copyright books from university libraries. Includes a considerable number of education books.

Indexes and databases:

- *America: History & Life* and *Historical Abstracts*. UBC libraries online.

The two main databases for articles and books in history. Canadian and American topics covered in A H&L.

Major journals for history of education:

- *Historical Studies in Education/Revue d'histoire de l'éducation* (Canada).
http://historicalstudiesineducation.ca/index.php/edu_hse-rhe/index
- *History of Education Quarterly* (United States).
- *History of Education* (United Kingdom).
- *History of Education Review* (Australia & New Zealand).
- *Paedagogica Historica* (International; mainly Europe).

Other:

- THEN/HiER. (The History Education Network)
<http://www.thenhier.ca/>
Virtual network and clearing house for resources, sources, and links for history and history education in Canada.

EDST 509 Sec 81 CONSTRUCTING CITIZENS: CANADA AND THE EDUCATIONAL PAST.

Rubric for Written Work

Dr. Jason Ellis

Superior (80-100%)	Satisfactory (68-79%)	Poor/Unsatisfactory (67%>)
<ul style="list-style-type: none"> - The essay has an original and engaging argument. - Thesis statement very clearly articulates the author's (your) main contentions and cleverly introduces them. - Author's (your) contentions are nearly perfectly situated in relation to the existing literature on the topic. - Thesis statement is very articulate, concise, and it gives the reader a precise sense of where the author (you) is going and how the author (you) will get there. 	<ul style="list-style-type: none"> - The essay has an original argument. - Thesis statement articulates the author's (your) main contentions. - Author's (your) contentions are situated in relation to the existing literature on the topic. - Thesis statement is articulate, gives the reader a sense of where the author (you) is going and how the author (you) will get there. 	<ul style="list-style-type: none"> - The essay's argument is not original, is derived mainly from other authors' arguments. - Thesis statement is unclear regarding the author's main contentions. - Author's (your) contentions are not well situated in relation to the existing literature on the topic. - Thesis statement is confused, too long or too short, gives the reader little sense of where the author (you) is going and how the author (you) will get there.
<ul style="list-style-type: none"> - The essay shows evidence of considerable scholarly research and excellent engagement with the scholarship on the topic. - The author (you) demonstrates an excellent command of the important concepts and the information relating to the topic. 	<ul style="list-style-type: none"> - The essay shows evidence of scholarly research and engagement with the scholarship on the topic. - The author (you) demonstrates a good command of the important concepts and the information relating to the topic. 	<ul style="list-style-type: none"> - The essay shows insufficient evidence of scholarly research. - The author (you) demonstrates an insufficient command of the important concepts and the information relating to the topic.
<ul style="list-style-type: none"> - The evidence used to support the author's (your) main argument is convincing, very well-selected, and engaging. - The author's (your) interpretation and analysis of primary and secondary sources is excellent. I.e., <ul style="list-style-type: none"> - Evaluates primary and secondary sources' content - Evaluates primary sources' origins - Makes good inferences from primary sources. - Uses secondary sources to support own ideas. - Goes well beyond a descriptive approach. 	<ul style="list-style-type: none"> - The evidence used to support the author's (your) main argument is convincing and well-selected. - The author's (your) interpretation and analysis of primary and secondary sources is good. I.e., <ul style="list-style-type: none"> - Evaluates primary and secondary sources' content - Evaluates primary sources' origins - Makes good inferences from primary sources. - Uses secondary sources to support own ideas. - Goes beyond a descriptive approach. 	<ul style="list-style-type: none"> - The evidence used does not support the author's (your) main argument. Is not relevant / is inaccurate. - The author's (your) interpretation and analysis of primary and secondary sources is insufficient. - Does not go beyond a descriptive approach.

<ul style="list-style-type: none"> - The essay is well-organized and very well written. - Writing is direct, to the point, and concise. - The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting. The writing style is engaging and artful. - There is an introduction containing the thesis statement. - There is a proper conclusion that restates the thesis statement in different words. - The conclusion highlights main points of interest. - The conclusion does an excellent job suggesting further research lines on the topic (if appropriate). 	<ul style="list-style-type: none"> - The essay is well-organized and well written. - Writing is mostly direct, to the point, and concise. - The author (you) has used appropriate spelling, grammar, sentence structure, paragraphing, and formatting. - There is an introduction containing the thesis statement. - There is a proper conclusion that restates the thesis statement in different words. - The conclusion highlights some main points of interest. - The conclusion suggests further research lines on the topic (if appropriate). 	<ul style="list-style-type: none"> - The essay is somewhat disorganized. The writing meanders or is verbose. - There are a noticeable number of spelling mistakes and examples of poor grammar, sentence structure, paragraphing, or confusing formatting. - The introduction appears not to contain a thesis statement. - The conclusion does not restate the thesis statement in different words. - The conclusion is underdeveloped.
<ul style="list-style-type: none"> - All of the essay elements are present and all of the conditions that relate to style, formatting, and length are respected. - Citations are complete, accurate and formatted properly. 	<ul style="list-style-type: none"> - All of the essay elements are present and all of the conditions that relate to style, formatting, and length are respected. - Citations are complete, accurate and formatted properly. 	<ul style="list-style-type: none"> - Essay elements are missing or not all of the conditions that relate to style, formatting, and length are respected. - Citations are incomplete, inaccurate or improperly formatted.