

Our monthly e-Bulletin provides quick updates on activities of THEN/HiER and its partners.

What's new with THEN/HiER?

* THEN/HiER Events at AERA

Between April 13 and 17, 2012, thousands of scholars descended on the Vancouver, British Columbia waterfront for the Annual Meeting of the American Educational Research Association (AERA). The Teaching History Special Interest Group (TH-SIG) had a strong program this year, with two symposia, two paper sessions, and three roundtable sessions. Every session was very well attended, and all sessions prompted interesting questions and discussion (some vigorous!). Penney Clark, THEN/HiER Director, organized a panel titled *Race and Nation in Canadian History Education*. Presenters were Penney Clark, Michael Marker, Marc-André Éthier, Peter Seixas, and James Miles. In addition to the academic sessions, we were extremely pleased that THEN/HiER and UBC's Centre for the Study of Historical Consciousness

offered to host a sumptuous reception after the Business Meeting on Saturday, April 14. With Jim Houston playing melodious music in the background, attendees visited, all the while enjoying fine beverages and delicious food. The TH-SIG has grown to a healthy 124 members and we hope to continue to grow in strength and numbers over the next year. Please invite colleagues and graduate students you know to join the TH-SIG, and don't forget to renew your SIG membership when the time comes. New SIG guidelines from AERA require a minimum of 75 members for a SIG to be considered "healthy and vital," so it is important to grow our numbers as much as possible - not only to ensure the SIG's vitality, but so that our community of scholarship in history education can be enriched as well.

REMINDER: Proposals for AERA 2013, which will take place in San Francisco, are due on July 22, 2012. The number of sessions we are allotted depends on how many proposals we get, so please do consider the SIG as an outlet for your work! If you have any questions about the Teaching History SIG, please feel free to contact Carla Peck.



Penney Clark



Alan Sears

* **Alan Sears, THEN/HiER Executive Board Member, and Carla Peck, THEN/HiER Member**, are the editors of a special edition of the journal *Citizenship Teaching and Learning* on the connections between history and citizenship education. The table of contents and the abstracts can be found on the journal website.



Carla Peck

* **Jan Haskings-Winner, THEN/HiER Executive Board Member**, and President of the Ontario History and Social Sciences Teachers' Association (OHASSTA), participated in a ceremony marking the 95th anniversary of Vimy Ridge in April 2012, with over 5,000 Canadian students and teachers. This year, the anniversary happened to also fall on Easter Monday, as it did 95 years ago. The weather was also almost as miserable, with wind, cold and rain for the entire ceremony that included the Governor General, David Johnson, as well as other local dignitaries. In 1917, they had snow. A highlight of the ceremony was when a student from each province and most territories spoke the name of a soldier from their province or territory who had fought there. The event was billed "Birth of a Nation" which provoked an interesting historical debate. Some of the 2011 Governor General's History Award for Excellence in Teaching recipients, Raymond Bédard, Shantelle Browning-Morgan, Flora Fung, and Sylvia Smith, were present at the event.



Jan Haskings-Winner

* **THEN/HiER Publication Award**

The deadline for THEN/HiER's Book, Article, and Dissertation Prize is June 29, 2012. Nomination instructions are available on our website.

* ***Approaching the Past.*** This series held its last event for the 2011-2012 season, *Historical Landscapes and Hauntings: Connecting place to the history and social studies curriculum*, on May 9. The event involved a spring walk around the University of Toronto campus. Although a rain storm scared away all but hearty participants, a good crowd braved the drizzle which in fact brought out the best of the natural environment and enhanced the stories about underground rivers and lakes by Lost Rivers speaker Helen Mills. Richard Fiennes-Clinton from Muddy York Walking Tours provided some insight on the kinds of walking trips that work well with history students, and Rose Fine-Meyer spoke of using place-based education, examining local buildings and land, to support the Ontario Humanities and Canadian and World Studies curriculum. The walk underscored pedagogical strategies for using experiential learning as a way to engage all learning types in the investigation of history.

What's new with our partners?

* **Museums Association of Saskatchewan (MAS)** is pleased to announce the appointment of Ms. Wendy Fitch as its new Executive Director. Ms. Fitch is well known in the museum and heritage community in Saskatchewan and brings 25 years experience of dedicated service to her new role. Association members will continue to benefit from her long-term corporate knowledge and familiarity with heritage organizations throughout the province.



Graduate Student Committees

The Anglophone Graduate Student Committee has been busy with its *Read Review Respond* blog series. The final posts will be on the website by the end of June. Four committee students, Rose Fine-Meyer, Samantha Cutrara, Cynthia Wallace-Casey, and Laurence Abbott, took part in a Canadian Society for the Study of Education panel at the 2012 Congress of the Social Sciences and Humanities in Kitchener/Waterloo. The panel was entitled, "What Ought to Predominate in History Education? Perceptions, Challenges, and Possibilities to Make the Past Present in Classrooms." This panel explored the ways in which history pedagogy is enacted in classrooms, as well as innovative ways to implement a deeper historical consciousness in the school system. Contact Samantha Cutrara or Rose Fine-Meyer.



Rose Fine-Meyer



Samantha Cutrara

The Francophone Graduate Student Committee was busy in May preparing for THEN/HiER's Regional Annual Conference which will take place on October 25 in beautiful Quebec City. The theme of the day, *History and Emotions: Between Collective Memory and Historical Thinking*, will be historical empathy. It is being held in conjunction with the International Didactics of History, Geography and Citizenship Education Symposium, October 26-28. In addition to round table sessions with special guests (to be confirmed: see *e-Bulletins* in the coming months), participants will take part in an historical reenactment offered by the Battlefields Park on the Plains of Abraham. On our blog *Enseigner l'histoire*, we invite you to read the post by Vincent Boutonnet who wonders what makes the history textbook a "bizarre tool," as well as the post by Julie Ratté who reflects upon rarely used and original methods to promote interest in history among young people (Historically Hardcore).



Marie-Hélène Brunet

Research Snapshots

This section of our monthly e-Bulletin highlights our members' research projects.

Jonathan Anuik, Assistant Professor
Theoretical, Cultural and International Studies in Education
Department of Educational Policy Studies, University of Alberta



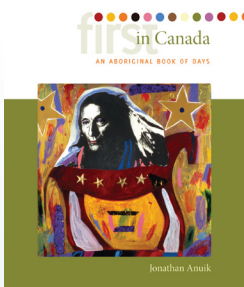
Thinking and Feeling School through its Historical Contours: Pedagogy, Métis Places and Spaces, and Teachers in Learning

Spirit and Métis connect my research interests in the history of education. My questions cover ideas, spaces and places, and teachers. I investigate the effects of ideas, places, teachers, and spirit on evolving concepts of Métis childhood and youth in Canadian schools.

The idea of civilization fascinated me as an MA candidate. I was especially interested in how ideas shaped childhood and youth in the 19th-century Red River Settlement (contemporary Winnipeg, Manitoba). Through examination of Anglican, Catholic, and Presbyterian mission records on families in this emerging hub of business and government, I shared the first Western educational pedagogy in the Northwest Territories: civilization. The road to civilization or becoming a citizen of colonial Canada was through conversion to Christianity, adoption of agriculture, and acquisition of English or French literacy, numeracy, and citizenship. I published my Master's project as "Forming Civilization at Red River: 19th-century Missionary Education of Métis and First Nations Children" in *Prairie Forum* in 2006. This article was later republished in Gregory P. Marchildon's edited anthology, *The Early Northwest* (2008). Marchildon described the essay as "a superb example of what the new social history can offer."

I intended to continue to research the history of civilization as it spread across the West's nascent schools in the 19th and 20th centuries when I entered the University of Saskatchewan's history PhD program in 2003. Since the Red River Settlement was home to a large number of Métis parents, families, and communities, it was my hope to trace the influence of civilization there on the education of Métis in the West. However, contact with a dear friend and colleague in Eastern Region III of the Métis Nation--Saskatchewan, Beverley Worsley, turned my attention to the centrality of places and spaces in Métis learning. My dissertation evolved to become an investigation of the pressures of modern schools on Métis learning rooted in places and Catholic faith. My dissertation titled *Métis Families and Schools: The Decline and Reclamation of Métis Identities in Saskatchewan, 1885-1980* considers schools, places, and faith through the stories of Métis parents, families, and communities. In 2010, it won the Canadian History of Education Association's Founders' Prize: The Cathy James Memorial Dissertation Prize for a thesis on the history of education in Canada, written in either French or English. It is currently under a book contract to Wilfrid Laurier University Press.

At the University of Saskatchewan, I served as a research assistant under Dr. Marie Battiste, M'ikmaw Professor of Education and lead of a study funded by the Canadian Council on Learning, *Nourishing the Learning Spirit*. We sought insights on humans' inherent capacity to learn. I became attuned to the centrality of spirituality to learning. Similarly, I experienced the conflict of spirit in modern schools, where teachers tend to project their hopes and deficits onto learners and resist discussions of spirit. As a result I now consider the influence of spirit on ideas, history, Indigenous learning, and policy in contemporary schools in Canada. And currently, my pulse is on the Ontario Ministry of Education's *First Nation, Métis, and Inuit Education Policy Framework* and its potential to connect policy to teachers' practices in class through spirit. My colleague and close friend Dr. Laura-Lee Bellehumeur-Kearns, Métis Professor of Education at St. Francis-Xavier University, and I are interested in the ability of the *Framework* to facilitate self-identification of Métis learners and their parents, families, and communities in school and effect revisions to curricula and teachers' practices in class.



To contribute to contemporary schools' curricula, I recently, with collaborator James Ostime, finished *First in Canada: An Aboriginal Book of Days* (Canadian Plains Research Center, 2011) to inform all Canadians of the centrality of First Nations, Métis, and Inuit over 10,000 years of Canadian history. The book is the 2012 recipient of the Saskatchewan Book Award's *First Peoples' Publishing Award*. The message of the book and all of my scholarly work thus far is that the school and its curriculum is part of the larger community of Métis parents, families, and communities in Canada and can be a nurturing guide to learners if teachers are considerate of the knowledge systems and spiritual knowledge held within communities.

*** MORE TO COME NEXT MONTH!**