

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

What's new with THEN/HiER?



* **Alan Sears, THEN/HiER Executive Board Member**, will be one of the professors leading the Cleghorn War and Memory Study Tour, July 7 to 20, 2013. High school teachers and BEd and MEd candidates are invited to apply for this study tour which will examine the Canadian battlefields and memorials of the Great War in Belgium and France as well as the Second World War in Dieppe and Normandy. Application deadline is March 15. See the website for more information.

The Cleghorn War & Memory Study Tour
July 7-20, 2013



* **Stéphane Lévesque and Jocelyn Létourneau, THEN/HiER Executive Board Members**, gave a presentation at the *Globalization and School Subjects – Challenges for Civics, History, Geography and Religious Education Conference* held on December 13 and 14, 2012, at Karlstad University in Sweden. The title was, “When the English landed, they tried to assimilate us, in vain”: Québec Students and Their Historical Consciousness of the Nation.” Stéphane also presented this talk as an international guest speaker at the Georg Eckert Institute for Textbook Studies in Braunschweig, Germany, on December 11, 2012.



* **Viviane Gosselin, THEN/HiER Executive Board Member**, and Curator of Contemporary Issues at the Museum of Vancouver (MOV), a THEN/HiER partner, is pleased to announce the opening of an exhibition she curated, *Sex Talk in the City*, which will run from February 14 to September 2, 2013. The exhibition, co-produced by MOV and Options for Sexual Health, and partially funded by THEN/HiER, is described as “a multifaceted exhibition that explores the evolution of ‘sex talk’ in Vancouver [and] addresses issues of sexual expression, diversity, politics, and education.” Follow the blog.



THEN/HiER Publication Award

Congratulations to Dr. Maria Neagu who won the 2012 THEN/HiER Publication Award for her dissertation completed at the Université Laval in 2011, *Conjuguer la nation au passé. Mémoire et identité dans les manuels d'histoire moldaves, 1918-2006* (Jocelyn Létourneau, supervisor). In this well-written and extensively researched study, Dr. Neagu makes a convincing case for studying school textbooks and curriculum documents to better understand the ways in which these official curriculum materials use historical events and figures to shape identity and conceptions of ‘nation’ in the citizenry.

THEN/HiER Funding Programs

We recently awarded a **Small Projects Grant** to the Educational Research Unit Making History/Faire l'histoire at the University of Ottawa for a *National Capital History Symposium* to take place February 28, 2013. Participants will engage in discussion and hear presentations on historical inquiry and consciousness. The aim is to provide an opportunity for history educators at multiple levels (pre-service teachers, graduate students, museum educators, elementary and secondary teachers and professors) to broaden their understanding of historical consciousness and to advance history curriculum, pedagogical practice and research.

We have awarded a **Graduate Student Projects Grant** to Heather McGregor, doctoral student in the Department of Curriculum and Pedagogy at UBC, to present at the Alaska Native Studies Conference in Anchorage, April 5 to 6, 2013. In her presentation, *Extending the Circumpolar Dialogue on Indigenous Education: Nunavut and Alaska*, she will discuss four areas of common struggle in Nunavut and Indigenous education elsewhere in Canada (walking in two worlds, human resource development, decolonization, radical implementation and pedagogy), in relation to history education in the Arctic.

Approaching the Past – Vancouver

THEN/HiER is very excited to announce a new *Approaching the Past* series in Vancouver. Building on the success of the Toronto-based *Approaching the Past*, this series will address topics on the history of Vancouver, and provide educators and others interested in history education with talks by local historians as well as materials for lesson and program development. The first event, **Vancouver: Our Diverse History**, takes its theme from Heritage Week 2013 – “Good Neighbours: Heritage Homes and Neighbourhoods.” Talks will be given by Donald Luxton, conservation consultant, educator and author; and Vanessa Campbell, educator, Squamish Nation Language Program. The event will take place at the Museum of Vancouver on February 7 from 6 pm to 8 pm. For more information and to RSVP.



Mounds of Mount Pleasant-Facades and Details 20. By Adam Jones, Ph.D. (Own work) [CC-BY-SA-3.0 (http://creativecommons.org/licenses/by-sa/3.0)], via Wikimedia Commons
Squamish men with canoe, Mission Reserve, North Vancouver, ca. 1912. Courtesy North Vancouver Museum and Archives

What's new with our partners?

* **The Museums Association of Saskatchewan (MAS)** is pleased to announce that it now has a Facebook page where it will post the latest Saskatchewan museum and heritage related news. It has also begun a blog to share its own stories as well as those of the Saskatchewan museum community.



* **Active History** is holding its 2013 *History Matters* lecture series from January 31 to April 25 in conjunction with the Toronto Public Library. The speakers this year are William Jenkins (York University), Franca Iacovetta (University of Toronto), Funké Aladejebi (York University), and Pamela Sugiman (Ryerson University).

* **The British Columbia Historical Federation** has announced its 2013 conference, *Historic Grasslands*, which will be held in Kamloops from May 9 to 12, 2013. In addition to workshops, presentations, and field trips, there will be a Heritage Train Ride with a history skit prior to boarding followed by a re-enactment of the Bill Miner Train Robbery upon the train's return.

Graduate Student Committees

I am very pleased to be coordinating the Anglophone Graduate Student Committee, and look forward to a fabulously stimulating year of history education work! The month of January has featured blogs on *Teaching the Past* that centre on the themes of *Difficult Histories* and *Using Performance to Teach History*. Our blogs have covered a wide range of topics: how to prepare a classroom to deal with difficult history, the importance of keeping complexity in history curriculum, how to decolonize history education by bringing in current movements like Idle No More, and how dramatic performance can increase student engagement with the past. The first instalment by new blogger Neal Adolph of our *Diary of a History TA* feature includes many humorous tips on how to prepare for being a history teaching assistant. Another new blogger, Danielle Miriam Cooper, writes about the educational dimension of archives, which includes the role of history educators in creating and promoting archives as well as community outreach activities in archival settings. Please contact me with any ideas you would like to contribute or if you have events of interest to graduate students in your communities that you would like posted online. Contact Kate Zankowicz.



Kate Zankowicz

First and foremost, the members of the Francophone Graduate Student Committee would like to take this opportunity to wish you a wonderful and Happy New Year for 2013! January is always a month for making resolutions. So for us, our hopes for 2013 include new projects and an increasingly popular blog. Speaking of projects, we are beginning the year by organizing a *Let's Talk History!* activity at the Université de Montréal where future elementary teachers will have the opportunity to meet history graduate students who will present their research methods. The idea behind this activity is to establish links between historical inquiry and history teaching in schools. On our *Enseigner l'histoire* blog, we invite you to read some new articles. Michel Trudeau talks about the relationship between motivation and academic success. Marc-André Lauzon explains the difficulties in conceptualizing historical consciousness. Finally, Vincent Boutonnet describes one of the sketches on the most recent *Bye Bye* program on CBC that touched on history teaching in Québec. Contact Marie-Hélène Brunet.



Marie-Hélène Brunet

Research Snapshots

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

Thomas Peace
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Teaching and Learning in the Eighteenth-Century Northeast

Rather than telling you about myself, I want to introduce you to my friend Louis Vincent, or Sawantanan as he was known at home. Louis was the first schoolteacher in his community and, quite likely the first Native schoolteacher in what would later become Canada.

Louis was an extraordinary individual. Born in a Wendat community near the town of Québec in the 1740s, Louis' adolescence was marked by military conflict and regime change. In the early 1770s he left home to attend Moor's Indian Charity School, and later attended Dartmouth College. Soon after arriving at this 'college in the woods' in rural New Hampshire, the Revolutionary War broke out. Louis spent the war serving as an interpreter for the Continental Congress, even meeting George Washington during his service. As the war waned, he returned to his schooling, graduating from Dartmouth in 1781. With his studies complete, he joined the Anglican missionary John Stuart and the Mohawk on the shores of the Bay of Quinte. With Stuart, Louis ran a school and helped translate the Bible into Mohawk. In 1791, he returned home to open a day school. There he taught the village's children until he died in 1825.

I first met Louis while researching my doctoral dissertation on how Native people experienced the conquests of Acadia and Canada. When I compared the Wendat near Québec and the Mi'kmaq living around Annapolis Royal, Louis fascinated me. Not only did he interpret between the Mi'kmaq, Penobscot and American delegates during the Revolution, but also a man named 'Vincent' led a Wendat war party that attacked Annapolis Royal in 1745. Although these communities experienced European regime change in radically different ways, and I do not know if these two Vincents were related, my friend Louis stitched these places together. He encouraged me to think more deeply about the interconnected nature of the places we know today as Québec, New England and Maritime Canada, a key theme as I rework my dissertation into a book.

Over the past year and a half I have come to know Louis much better. Last October my family and I moved down to Hanover, New Hampshire, home to Dartmouth College. I was there to begin my postdoctoral research on Louis and others like him. Although Louis was one of only a handful of Native people to graduate from a colonial college, there were about seventy similar students between 1760 and 1830 who came to Moor's Indian Charity School and Dartmouth College from Haudenosaunee (Iroquois) territory or Native communities in the St. Lawrence valley. Several of these students followed Louis' path, returning to their communities to open some of the first schoolhouses in their region.



Courtesy of Dartmouth College Library

We know very little about the history of education during this period. In the United States, the focus on Native people and colonial structures of education ends with the Revolution. In Canada, attention is placed on early religious endeavours in seventeenth-century New France or the later development of residential schools. Taken together, a gap remains between the 1780s and 1830s. My journey with Louis suggests that this gap needs to be filled with greater attention paid to the diverse peoples living in northeastern North America.

*** MORE TO COME NEXT MONTH!**