

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

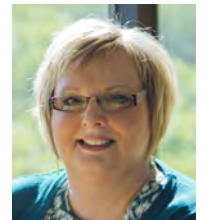
What's new with THEN/HiER?



* **Jocelyn Létourneau, THEN/HiER Executive Board Member**, invites everyone to participate in *Québec's Past in Pictures*, a survey being conducted by Université Laval and the Musée de la civilisation, where participants choose images they feel best reflect Québec history and identity. (Note: the French version of the survey has been completed.) Complete the survey.



* **Congratulations to Carla Peck, THEN/HiER member**, and Associate Professor of Social Studies Education at the University of Alberta, for her appointment beginning July 1, 2013 as editor of *Theory and Research in Social Education*, the main US journal in social studies research. In accepting the position, Dr. Peck stated: "I view this as an opportunity to provide leadership and service to the field of social studies education. Increasingly, my work is taking me into international venues and I would like to reach out to these international networks and contacts to further expand the scope and readership of *Theory and Research in Social Education*."



THEN/HiER Funding Programs

We have awarded a **Small Projects Grant** to the Laurier Centre for Military Strategic and Disarmament Studies (LCMSDS) to support its first Annual Teachers' Conference which will be held in May 2013 in Waterloo, Ontario in conjunction with the Annual Military History Colloquium. An additional day will be added to the program for teachers of all levels which will include a number of workshops and sessions with an educational focus.

We have awarded a **Graduate Student Projects Grant** to Cynthia Wallace-Casey, doctoral student in Education at the University of New Brunswick. Her project involves assisting middle school students in developing historical thinking skills through exploring the link between historical inquiry and historical consciousness by working with artifacts in a community history museum.

Approaching the Past

The third Toronto-area *Approaching the Past* event for 2012/13 took place at Mackenzie House on February 27. Janet Schwartz, Museum Site Coordinator, talked about Mackenzie House programming and provided insight into the lives of William Lyon Mackenzie and his family, including his three daughters, his mother and his wife. Danielle Urquhart, Program Officer, provided a history of the printing press and newspapers from 19th century Upper Canada. Participants explored the printing press program and went home with a copy of Mackenzie's newspaper, with their name on it, which they typeset themselves. Although Chris Raible was not able to attend due to a snowstorm, his handouts were included in the resource folders.



What's new with our partners?

* **Centre for the Study of Historical Consciousness (CSHC)**. From January 15 to 17, seventy-five leaders in the area of history education met for the fourth Historical Thinking Project Annual General Meeting and Conference in Toronto. Participants enjoyed keynote addresses from Peter Seixas of CSHC at UBC, and Arie Wilschut of Amsterdam University, as well as panelists of teachers and academics working with historical thinking across the country. Participants were able to identify areas for future collaboration, and were involved in strategic planning for the next three-year phase of the Historical Thinking Project.



Jill Colyer
HTP National Coordinator

* **Canada's History** is accepting nominations for the Governor General's History Award for Excellence in Teaching. The award aims to recognize, inspire, and promote the great work of our country's history teachers. Each year, six recipients are honoured with a medal, a \$2,500 cash prize, \$1,000 for their school, and a trip for two to attend the awards ceremony at Rideau Hall and the Canada's History Forum in Ottawa. Applications are due April 1, 2013. To apply or nominate a teacher.



* **The Begbie Canadian History Contest Society** will hold its final contest for high school students on April 17, 2013, with one prize of \$1,000 for every 250 entrants. The deadline for applications is March 8.

* **New Partner!** THEN/HiER is pleased to announce its new partnership with the **British Columbia Heritage Fairs Society**. The Society's mandate is to bring people together to make history come alive. Each year some 6,000 students participate in Heritage Fairs, and 700 volunteers work with them, their teachers, and community museum staff.



Graduate Student Committees

Members of the Anglophone Graduate Student Committee have organized a *Let's Talk History* event, where history and education students get together to share ideas, for March at OISE, University of Toronto. Rose Fine-



Kate Zankowicz

Meyer and Kate Zankowicz will also be doing a presentation about the THEN/HiER *Approaching the Past* series at the Dean's Conference at OISE on March 21. In addition, the committee has met to begin planning the THEN/HiER Annual Regional Conference to be held in Vancouver in fall 2013. Our January blog theme was *Using Art/Performance to Teach History* and produced some fabulous posts, ranging from using photographs in the classroom to using performance to develop young students' historical thinking. The February blog theme was *Teachable Moments* which inspired posts about teacher neutrality, and how best to teach about current events in the classroom. Blogs that dealt with dissertation work as well as issues in archival research were also featured. The second instalment of *Diary of a History TA*, and the third *Read/Review/Respond* article on *New Possibilities for the Past* will be posted in early March. March's blog theme will be *Using Multiple Perspectives in the History Classroom*. Our blogs are being re-tweeted by people from diverse history education communities, as are many of our daily tweets about events of interest to members of these communities. If you have any ideas for the blog, or photographs of objects that you love to use in your lessons that could be used for *Object of the Month*, please send them to me. Check out the *Teaching the Past* blog and become part of the conversation by leaving comments, follow us on Twitter, or like us on Facebook Contact Kate Zankowicz.

February was a busy month for the Francophone Graduate Student Committee. We have finalized the organization of the *Parlons Histoire (Let's Talk History)* event which will take place on March 13 at the Université de Montréal. Stéphanie O'Neil (doctoral student at the Université de Montréal) and Bruno-Pierre Guillette (Master's student at the Université de Sherbrooke) will present their graduate research in history to future primary teachers, focusing on their methods. This will be followed by a discussion of "how to really do history" with primary students. Participants will be invited to post reflections of the event on the *Enseigner l'histoire* blog, so watch for this! Speaking of the blog, some new and interesting articles have been posted: Bruno-Pierre Guillette has written a second article in his series on heritage, Chantal Rivard wonders if we really have empathy in history classes, and I suggest an activity on the conceptualization of society. Contact Marie-Hélène Brunet.

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Marie-Hélène Brunet

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Research Snapshots

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

Helen Raptis
Associate Professor
Department of Curriculum and Instruction
University of Victoria



Exploring the History of Educational Policies and Their Impacts

As a child of immigrants, I learned early to love history. Hours were spent listening to members of my extended family recount the hardships they experienced during World War II, as invading armies occupied their formerly tranquil villages. My favourite account was when my grandmother lost her shoe as she shepherded her five children (my seven-year-old mother among them) across a bridge and into nearby woods during an aerial attack. After such harrowing tales, I was seriously disappointed by the “grand narratives” of history education that seemed so lacking in the human perspective. When I began my doctoral studies, the divide between those who make policy/history and those who experience its effects drew my attention again. My interest in these two contrasting perspectives prompted me to explore how multiculturalism entered British Columbia’s educational policy agenda and what it meant for teachers and students.

By the time I finished my dissertation, I knew that my passion lay in exploring the intersections among educational policy, minority learners and schools. From 2005 to 2012, I used SSHRC funding to study the development, implementation, and impacts of the 1951 federal policy to end segregation and to integrate Indigenous children into public schools. This research culminated with an intergenerational oral history project probing the schooling experiences of Tsimshian Elders and their offspring from the late 1930s to the late 1970s. *Suwilaawks: Tsimshian Education Across Time and Place* is currently under review for publication.

I’ve also studied the history of provincial policies pertaining to non-English-speaking students. “Bending the Bars of the Identity Cage: Amy Brown and the Development of Teacher Identity in British Columbia” (*History of Education*, 2010) is an oral history illustrating the “on-the-ground” experiences of Amy (Brown) Dauphinee who taught Sudeten German refugees in BC’s Peace River region during World War II. I am currently completing a large-scale oral history project with teachers who taught during World War II. In particular, I am interested in the extent to which teachers brought nationalistic rhetoric and activities into their classrooms.

The second strand of my research interests arose from my experiences teaching History of Education to undergraduate and graduate students. I have been frustrated by the lack of historical resources pertaining to teachers and children in classroom settings – the proverbial “black box.” A 2005 oral history project assigned to my elementary pre-service teachers resulted in an ongoing collaboration with the Lower Vancouver Island Retired Teachers who donated 1,700 historical artifacts that they’ve asked me to preserve. Internal and external funding – as well as plenty of volunteers – led to the creation of the online *Education Heritage Museum*. The goal of the virtual “museum” is to provide educators, researchers, museum workers, and community members free, open access to digitized education artifacts in order to enhance teaching, research, and community engagement with our educational past. Though still under construction, the digitized collection can be searched by key terms, such as the item type (e.g., photograph), or subject (e.g., mathematics). I currently use the materials to deepen pre-service and in-service teachers’ learning. My next goal is to assess if and how students’ historical thinking is shaped by using these authentic artifacts.



*** MORE TO COME NEXT MONTH!**