History 3510-01

Week 10 Analysis

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Analysis #1

This is an analysis of “Selling Progressive Education to Albertans, 1935-1953” written by Amy von Heyking. When reading this article I found it quite difficult to get involved in due to the fact that there is no clear thesis statement. As well this article refers to people, in the introduction, in shorthand without giving the readers a clear understanding of who they are. This article was written to show how the three strands of reform: administrative progressives, social reformers and pedagogical reformers all implemented tactics involved in the progressive education movement in Canada.1 Although this article provides a lot of information of the educational reform and the creation of educationalists, it does not provide any counter evidence or and does not account for the biases of the author which makes me question the articles validity. I think this article helps shed light on our understanding of Canadian past as it shows how proud we are of the changes we have made to our education. The thing I like the most is the “restructuring of British Columbia schools from eight elementary grades and three high school grades, to six elementary grades, three years at junior high school, and three senior high school grades.” 2 This change allows for kids to get more specific learning techniques that will benefit them.

Analysis #2

This is an analysis of the article “Growing Up Progressive? Part I: Going to Elementary School in 1940s Ontario” written by Robert Stamp. The first thing I noticed is how intriguing this article is due to the fact it starts with a poem and then turns into the views of a five year old boy. This difference in writing has caught my attention very early on. Additionally at the end of multiple paragraphs there is a question asked by the (little boy) author such as “Are we progressive?” and “Is this our first lesson in gender politics?” 3 These questions intrigue the reader into thinking about what education really teaches children. Although there is no clear thesis statement, the argument of this article is quite clear. In 1937 there was a curriculum revision for grades one to six.”  4 It was founded “on the conviction that teachers are honest, intelligent, and genuinely interested in their work, and should be given a great deal of freedom in the selection of content and in the methods of instruction.” 5 This did not work out very well for the children because teachers did not always follow the prescribed teaching method and there was no consistency in the classrooms. Some teachers were fun and caring, some were strict and formal; the lack of routine caused issues for these kids once they reached high school. The high school principals in this time said the recent graduates of grade eight “lacked precision in the fundamentals; they were noticeably restless and unaccustomed to discipline; they expected too much entertainment.” 6  I relate to this myself because I felt my grade seven teacher (my last teacher before entering high school) pushed so hard for us to be ready for our upcoming change that we were all scared of going to high school and feared we would not survive it. This seems like the opposite of these students as they thought they were prepared and were not and I thought I was not prepared and I was. This article to the overall historiography of the topic by showing the direct results of not making sure teachers are all thoroughly following the proper routines. Something I would like to know is if the drastic change in teaching methods from one year to the next negatively impacted the children's learning abilities or likeness towards school.

Analysis #3

    This is an analysis of the article “Growing Up Progressive? Part II: Going to High School in 1950s Ontario” written by Robert Stamp. This is the same writing style as Part I of this article; it is written from a perspective of a child in the secondary school system during the 1950’s. This is based on the author’s memories of his experience in the education system. The thesis is that same as this is a continuation of the first Part of the article. The question “Are we progressive?” is a recurring question through both articles and is answered in this Part. This high school system shows the firm roots of traditionalism as “most [teachers] taught in a traditional manner, taking textbook in hand and proceeding carefully through it, chapter by chapter, from September to June.” 7 They seemed to be much more “hostile to progressive elements than their elementary counterparts” 8 It is quite difficult to regulate the teaching practices if there are no ways to properly implicate it, which may have a negative impact on the education of students. This relates to the overall historiography of the topic by showing future educational professionals what teaching methods have worked in the past and which ones caused issues. This will help educational professionals dictate the manner in which education should be implemented.

Notes

1 Heyking, Amy von. “Selling Progressive Education to Albertans, 1935-1953,” in Sara Burke

and Patrice Milewski (Eds.), Schooling in Transition: Readings in the Canadian History of Education, Toronto: University of Toronto Press, 2012: 340.

2 Heyking, Amy von. “Selling Progressive Education to Albertans, 1935-1953,” in Sara Burke

and Patrice Milewski (Eds.), Schooling in Transition: Readings in the Canadian History of Education, Toronto: University of Toronto Press, 2012: 340.

3 Stamp, Robert M. “Growing Up Progressive? Part I: Going to Elementary School in 1940s

Ontario.” Historical Studies in Education vol. 17, no. 1 (Spring 2005): 189.

4 Stamp, Robert M. “Growing Up Progressive? Part I: Going to Elementary School in 1940s

Ontario.” Historical Studies in Education vol. 17, no. 1 (Spring 2005): 188.

5 Stamp, Robert M. “Growing Up Progressive? Part I: Going to Elementary School in 1940s

Ontario.” Historical Studies in Education vol. 17, no. 1 (Spring 2005): 193.

6Stamp, Robert M. “Growing Up Progressive? Part I: Going to Elementary School in 1940s

Ontario.” Historical Studies in Education vol. 17, no. 1 (Spring 2005): 195.

7 Stamp, Robert M. “Growing Up Progressive? Part II : Going to High School in 1950s Ontario.”

Historical Studies in Education vol. 17, no. 2 (Fall 2005): 330.

8 Stamp, Robert M. “Growing Up Progressive? Part II : Going to High School in 1950s Ontario.”

Historical Studies in Education vol. 17, no. 2 (Fall 2005): 330.

Work Cited

Heyking, Amy von. “Selling Progressive Education to Albertans, 1935-1953,” in Sara Burke and

Patrice Milewski (Eds.), Schooling in Transition: Readings in the Canadian History of Education, Toronto: University of Toronto Press, 2012: 340- 354.

Stamp, Robert M. “Growing Up Progressive? Part I: Going to Elementary School in 1940s

Ontario.” Historical Studies in Education vol. 17, no. 1 (Spring 2005): 187-98.

Stamp, Robert M. “Growing Up Progressive? Part II : Going to High School in 1950s Ontario.”

Historical Studies in Education vol. 17, no. 2 (Fall 2005): 321-31.