

History 3510-01
Week 8 Analysis

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Analysis #1

This is an analysis of “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941” written by Gerald Thomson. When I read the beginning of this article I was unsure of how to feel towards this woman as she was the first special education teacher which sounds like such a good thing. Unfortunately, I quickly realized that although this sounded good, she was not a good person. To Dauphinee, “children with mental disabilities were seen as a social threat that had to be isolated like a contagious disease”¹ and she “actively campaigned for the sterilization of mental defectives as well as criminals, who were often non-Anglo/non-white.”² It is clear that the special education classes were not used to help these children learn in a way that was supportive to them, but used to keep them away from from the students whom Dauphinee considered normal. It is even stated that “school authorities...believed the removal of these subnormal pupils was an efficiency measure as they only handicapped normal students in regular classrooms.”³ Dauphinee even taught a class of kids who were sub-normal and this even included children who were epileptic.⁴ This shows that the teachers of this age believed that if a child was not a perfectly healthy (physically or mentally), they were deemed lesser and needed to be extinguished. Dauphinee got part of what she wanted as in 1928, sex sterilization was implemented in Alberta B.C.⁵ In today’s society we do have special classes for children with disabilities but it is used to help these children grow and learn more. We also have special helpers in the classroom who are dedicated specifically to helping children in regular classrooms. It is clear that Dauphinee’s motives “were not a humanitarian measure so much as a mechanism for efficient social cleansing.”⁶ After reading this article I have many questions I would like to know, but my main one is how would have Dauphinee felt about this issue had she given birth to a child she had deemed as subnormal.

Analysis #2

This is an analysis of “Race, Class, Health: School Medical Inspection and ‘Healthy’ Children in British Columbia, 1890-1930” written by Mona Gleason. This article has a clear thesis statement that expresses exactly what the article will be exploring. In the time between the 1890s to 1930s, the ideas of what a healthy child looked like “reflected the values and priorities of White middle-class professionals”⁷ whom were usually males. The health of children was used to provide civic order rather than to encourage social welfare⁸. This became quite clear of this when white professionals began blaming non white people for diseases. This was an issue for many kids did not even use toothbrushes.⁹ People from China were seen as incorrigible in regards to sanitation and said to have brought over cholera, smallpox, typhoid, and the bubonic plague and Indian people all around were seen as living in unsanitary conditions. Non-white people who were seen as ‘spreading the sickness’ feared hefty fines, court appearances, and evictions.¹⁰ I feel that these views are not put into practice in today’s society. I have seen many children arrive at school in not the cleanest manner and there is not much done unless it starts to affect the other students. Although when it comes to a child’s health in regards to being sick, they are asked to stay home if they are feeling the tiniest bit ill as to not risk harming other students. I feel that this author could have provided a more convincing argument by including more stories of people being punished for being dirty as I know there are many out there. I feel that this article relates well to previous articles we have discussed because it incorporates ideas previously touched upon. For example, it talks about how Native people are seen as dirty and in residential schools they were viewed as dirty savages so sadly this is a continuing theme. I am curious to know what truly brought about this idea of cleanliness if it was not truly in regards to children's safety.

Analysis #3

This is an analysis of “The Challenges of the Mobile Technology in the Young Adult Education” written by Ciprian Ceobanu and Stefan Boncu. This essay does not have a clear thesis but the abstract is quite detailed. This article provides in depth answers on why mobile phones might become banned in schools with a focus on “educational reasons and

linguistic reasons.”¹¹ It also illuminates upon the advantages and disadvantages of mobile and eLearning. I feel this article relates to the overall historiography of the topic because it helps educate readers on possible issues of using technology in classrooms so we can further study how to eliminate those issues. As well it does examine ways in which mobile learning can be effective. I feel that this essay was well written and provides a lot of detail for these specific topics but could have made it even better by giving possible alternatives to using cell phones in class. I myself am curious on how we can find a balance between using technology to learn and not letting it become a disability to our learning.

Notes

- ¹ Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 52.
- ² Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 52.
- ³ Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 63.
- ⁴ Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 57.
- ⁵ Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 71.
- ⁶ Thomson, Gerald. “‘Through no fault of their own’: Josephine Dauphinee and the ‘Subnormal’ Pupils of the Vancouver School System, 1911-1941.” *Historical Studies in Education* 18, no.1 (Spring 2006): 70-71.
- ⁷ Gleason, Mona. “Race, Class, Health: School Medical Inspection and ‘Healthy’ Children in British Columbia, 1890-1930,” *Canadian Bulletin of Medical History*, 19, 1 (2002): 95.

⁸ Gleason, Mona. "Race, Class, Health: School Medical Inspection and 'Healthy' Children in British Columbia, 1890-1930," *Canadian Bulletin of Medical History*, 19, 1 (2002): 96.

⁹ Gleason, Mona. "Race, Class, Health: School Medical Inspection and 'Healthy' Children in British Columbia, 1890-1930," *Canadian Bulletin of Medical History*, 19, 1 (2002): 96.

¹⁰ Gleason, Mona. "Race, Class, Health: School Medical Inspection and 'Healthy' Children in British Columbia, 1890-1930," *Canadian Bulletin of Medical History*, 19, 1 (2002): 97.

¹¹ Ceobanu, Ciprian, and Ștefan Boncu. "The Challenges of the Mobile Technology in the Young Adult Education." *Procedia - Social And Behavioral Sciences* 142, no. The Fourth International Conference on Adult Education, Romania 2014: 648.

Work Cited

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Thomson, Gerald. "'Through no fault of their own': Josephine Dauphinee and the 'Subnormal' Pupils of the Vancouver School System, 1911-1941." *Historical Studies in Education* 18, no.1 (Spring 2006): 51-73.

Gleason, Mona. "Race, Class, Health: School Medical Inspection and 'Healthy' Children in British Columbia, 1890-1930," *Canadian Bulletin of Medical History*, 19, 1 (2002): 95-112.