

History 3510-01  
Week 9 Analysis

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Analysis #1

This is an analysis of “Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955” written by Mona Gleason. This article focuses on the advice of child psychologists that was given to parents on how to raise their children ‘properly’. This article has an intriguing introduction as it starts out discussing the consequences of children reading crime comic magazines. Edmund Fulton drew attention to this issue and stated that “crime comics were producing or contributing to a child’s becoming a juvenile delinquent”<sup>1</sup> This is quite interesting as psychologists have failed to draw a correlation between violent video games and aggression so it is safe to assume that there would not be a correlation between crime comics and aggression. Parliament then decided to ban crime comic books as they were worried about childrearing.<sup>2</sup> What I want to know is if there were any studies done on this subject or if this was only based on the personal opinions of psychologists.

Unfortunately this essay did not provide a clear thesis statement, which lead to confusion when reading this article. There was no visible organization and similar subject matter was spread out through the whole article instead of in one specific spot. For example, the crime comic books were referenced at the beginning of the article on page 188 then not discussed again until 194. Although the overall essay was unorganized, it included ordinal numbering which made reading this article more fluid. As well the conclusion provided a detailed summary of the information included in the article and wrapped up the article nicely.

This article was very thorough in its’ research as it discussed “both benefits and limitations in using postwar advice to parents as an interpretive tool.”<sup>3</sup> For instance it acknowledged that experts focused on “white, Anglo-Saxon, middle class mother[s] and father[s]” and “ignored cultural and ethnic differences and aimed instead to homogenize and standardize parenting skills”.<sup>4</sup> This is exactly what was done to First Nations children in

residential schools and the negative impact they had on those children is very well known, this should spark the idea that standardizing techniques involving human beings will not end well.

This relates to the wider historiography on this subject as it includes “the experience of non-deviant children”<sup>5</sup> to take another perspective on why children become deviant. It is much easier to know what is ‘going wrong’ if we know what is happening that is ‘right’. According to this article, parents were very much to blame for ‘problem children’ and “the pressure on parents to strive for the proper balance between authority and nurturing did not apply only to direct contact with their children: it was a constant concern.”<sup>6</sup> This extended to other parental figures in the child's life which meant that teachers were also blamed as well. If teachers had a “problem child in their midst, [they] were to turn their psychological training inward, analysing their own mental dispositions for clues to the child’s behaviour.”<sup>7</sup> Children were not to blame for their behaviours because the adults in their lives were not doing a good enough job at raising them. I would like to discuss how social culture shapes parenting techniques in the society we currently live in.

## Analysis #2

This is analysis of “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal” written by Mary Anne Poutanen and Tamara Myers. This article is very well organized for many reasons which include: a clearly stated thesis statement, an explanation of what evidence will be used to prove the thesis statement and the use of headings for more fluid reading. The authors thesis statement is in regards to the campaign to prevent delinquency that resulted in schools mobilizing children and youth. This paper argues that “this in turn fostered an exaggerated effort to create good children and patriotic citizens”.<sup>8</sup> An example of the organization used are the “two separate research projects that each address the history of children and youth in Montreal: one pertaining to the history of Quebec juvenile justice (and the regulation of youth) and the other to the history of Protestant schooling in Quebec”.<sup>9</sup> Headings are used on pages 371, 378, 383 and 397 to allow the reader a better understanding of what will be examined.

The main question I looked at when reading this article is “What has been and continues to be required of students and teachers during times of national crisis and uncertainty?”. According to the article, when the war got difficult, the government requested that teachers participate in the war effort.<sup>10</sup> This had resulted in a shortage of teachers that caused a lack of male figures around, as well as a large number of inexperienced teachers.<sup>11</sup> These children's fathers were out fighting in a war and “a corresponding decline in parental control over school-age children had resulted from pressures on Montreal women to respond to the urgent appeals of government and industry for workers”.<sup>12</sup> This lack of control in these children's lives as their fathers were gone and their mothers had ‘deserted’ the home left children acting out in ways they may have not previously done.<sup>13</sup> As a result of these juvenile actions by children “schools, along with private agencies, created programmes to identify and address pre-delinquency.”<sup>14</sup> The schools did this “by getting students involved in the war effort, training boys for future soldiering, and developing recreation programmes”.<sup>15</sup> It is clear that it time of national crisis, everyone must contribute to the war effort.

What I would like to know after reading this article is if there was any validity to what they did to ‘help’ these children. How did children feel about their parents going off to war and leaving them alone with a new inexperienced teacher? Were they truly acting out or did they just want to be noticed and spend time with their friends? This relates to the historiography of the topic by allowing us to better prepare for future national crises and have effective programs in place to help children, rather than take everything away from them.

### Analysis #3

This is an analysis of “The Education of Japanese Children in the British Columbia Interior Housing Settlements during World War Two” written by Patricia Roy. Although this article does not provide a clear thesis statement, it does provide a good introduction into the beliefs of the provincial government of Japanese immigrants and Japanese Canadians. The British Columbia Security Commission (BCSC) is a great example of how people can take a stand against the government. Although they did not directly fight the government, they fought very hard for their education to be provided by the government due to the fact that they are

Canadian citizens and they are “entitled to their education”<sup>16</sup>. When the government did not provide schooling, the BCSC did. The BCSC “expected the schools to improve morale, reduce the likelihood of juvenile delinquency, give families a certain amount of security so that fathers with school-age children would feel easier about leaving for outside employment”.<sup>17</sup>

When looking at the question “What has been and continues to be required of students and teachers during times of national crisis and uncertainty?” very intriguing concepts come to mind. In this particular case, a lot of teachers volunteered to help teach Japanese students. This shows that in times of crisis, the government does not focus on the ‘small’ issues, it works on the ‘big’ ones, whereas the citizens of Canada come together to help each other. Children are told their education is not important and teachers are told to prioritize their time.

This article relates to other articles we have been discussing as it addresses the discrimination against minorities in schooling and how this affects their education. After reading this article I wish to know more about the government's decision to not provide basic education to Japanese Canadians or Japanese immigrants.

## Notes

- <sup>1</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 188.
- <sup>2</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 188.
- <sup>3</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 190.
- <sup>4</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 190.
- <sup>5</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 191.
- <sup>6</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 200.
- <sup>7</sup> Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 205.
- <sup>8</sup> Myers, Tamara and Mary Anne Poutanen. "Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal." *Histoire Sociale* 38, no.76 (2005): 369.
- <sup>9</sup> Myers, Tamara and Mary Anne Poutanen. "Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal." *Histoire Sociale* 38, no.76 (2005): 370.
- <sup>10</sup> Myers, Tamara and Mary Anne Poutanen. "Cadets, Curfews, and Compulsory Schooling:

Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 368.

<sup>11</sup> Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 368.

<sup>12</sup> Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 368.

<sup>13</sup> Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 368.

<sup>14</sup> Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 369.

<sup>15</sup> Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 398.

<sup>16</sup> Roy, Patricia E. “The Education of Japanese Children in the British Columbia Interior Housing Settlements during World War Two,” *Historical Studies in Education*, 4, 2 (1992): 214.

<sup>17</sup> Roy, Patricia E. “The Education of Japanese Children in the British Columbia Interior Housing Settlements during World War Two,” *Historical Studies in Education*, 4, 2 (1992): 213.

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- Gleason, Mona. 1996. "Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955." *Social History / Histoire Sociale* 29, no. 57: 187-209.
- Myers, Tamara and Mary Anne Poutanen. "Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal." *Histoire Sociale* 38, no.76 (2005): 367-398.
- Roy, Patricia E. "The Education of Japanese Children in the British Columbia Interior Housing Settlements during World War Two," *Historical Studies in Education*, 4, 2 (1992): 211-231.