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ABSTRACT

The publication contains a brief description of three revised programs for teaching senior history. A major aim is to help students understand themselves in relation to the world. Comparison studies relate past to present and an overall interdisciplinary method strengthens the study of history. The focus is on the principle that the course objectives determine the teaching method used and emphasize the development and application of concepts and skills in studying history. Enrichment of the programs by team teaching is recommended utilizing specialized teacher talents, and a broad framework encompassing the varying abilities of students is suggested. The first program, "The Legacy of the Ancient and Medieval Worlds", and the second program, "The Origins of the Modern World", offer broad-based thematic possibilities for study, suggested historical concepts, and include topic suggestions. The third program, "Canada in North America", provides a basis for examining national problems in an historical context relating to international problems. Canadian and American themes are presented from which students and teachers can select. A unit on Central and South America emphasizing current problems is also described. (SJM)

SAMPLE

HISTORY

ONTARIO DEPARTMENT OF EDUCATION

1970

SENIOR DIVISION

History— Senior Division

Introduction

This publication contains three programs for students of senior history: "The Legacy of the Ancient and Mediaeval Worlds", "Origins of the Modern World", and "Canada in North America". These programs are revisions of those currently in the school system. It is hoped that the revisions will assist teachers and students to pursue relevant learning opportunities.

History provides insights into the nature of man, his society, and his life. In examining the past, the student of history ideally reaches the conclusion that the major arena of human affairs is the social sphere. Perhaps his most valuable gain, as he watches history unfold both the heights and depths of the human spirit, is a compassionate empathy with man and, in successful learning situations, an understanding of himself and his relation to the world in which he lives.

The school provides a learning environment in which potentially the student can probe the subtleties and complexities of historical issues to their foundations. He will gain not only knowledge but an understanding of the axiom that few social issues have clear-cut pat answers. When a problem is analyzed, the student soon learns that solutions are more often tentative than definitive.

The history student will also discover something about attitudes and prejudices — his own and those of others. In analyzing patterns of thought, he will find that an element of ethnocentrism creeps into every individual's interpretation of the world. Modern students who consider themselves completely unprejudiced may be shocked to discover that they have their own biases. Consequently they may reach a more mature view of the world as it is and as it is becoming.

Through the examination of historical issues, the student can also explore concepts of human dignity, individual freedom, group responsibility, and social maturity, and reach his own conclusions. However, he should be guided by the teacher in order to base his opinions on the best available information. In this sense, the classroom can be a microcosm of a democratic society in which students willingly share different viewpoints and work out their own system of values.

The study of history also involves the development of certain skills, a factor that leads the teacher to questions of method. Development of the skills of analysis, interpretation, organization, and others invite a number of crucial questions: what class organization, what subject matter, what materials, what activities are most appropriate? [1] Questions on the nature of history or its relation to the social sciences and other subjects invite investigation.[2] Thus students and teachers are free through the selection of content, materials, and method of approach to develop programs which best suit their objectives. Whether they choose independent study, seminar, classroom, or resource centre activity, the objective must determine the method.

For convenience, knowledge is organized into disciplines. The insights of one discipline often clarify and expand the horizons of others. Each school has a number of highly specialized teachers and students whose talents can be utilized to enrich the student's program. Within the school organization it should be possible for the teacher of a particular course to involve colleagues from other departments in the planning of his presentation. It would be desirable to involve them in the actual presentation as well. Often timetabling arrangements will create difficulties; these can be overcome if groups proposing multidisciplinary approaches are represented on timetabling committees. Principals are urged to encourage such representation and, if possible, to incorporate their suggestions into the timetable. These arrangements are reciprocal in that a provision allowing, for example, a history and science teacher to present a history course jointly will also allow joint presentation of a science course.

[1] Krug, Mark M. ***History and the Social Sciences,*** Waltham, Mass., Blaisdell, 1967.

[2] Morrissett, Irving, ed. ***Concepts and Structure in the New Social Science Curricula,*** West Lafayette, Ind., Social Science Education Consortium, 1966.

Aims for Senior History

— to develop programs which foster the student's natural compassion and develop his reasoning powers within a social context

— to provide a learning environment in which the teacher and his students, in examining large issues, can arrive at tentative rather than absolute answers

— to develop educational experiences in the school in which the student learns to deal with life-related concepts on his own terms and with due regard to the common good

— to foster the student's growth and maturity and lead him to a realization of the growing interdependence of nations and peoples in the modern world

— to encourage skills involved in analysis, interpretation, judgement, organization, and independent study

— to provide an opportunity for students to broaden their interests and to utilize their experience through the examination of issues and accomplishments in art, science, music, and other forms of cultural evolution as they are encountered in the historical context.

The Legacy of the Ancient and Mediaeval Worlds

Introduction

This area of study is intended to provide both the teacher and student with broad opportunities to study man's past and present achievements through the vehicle of history. Yet it should be flexible enough to provide a wide variety of learning experiences involving the insights of relevant social science disciplines Thus the study of political leadership, for example, whether studied through the career of a Caesar or a Charlemagne, or through the commentary of a Machiavelli, provides an opportunity to utilize insights from political science through a case-study approach. Similarly, the impact of Moslem culture on Spain could well encompass anthropological and sociological insights such as culture shock and the concept of group identity. In the same way, key ideas from urban planning and economics, when used in conjunction with relevant themes, can play a useful role in developing and enriching a student's historical perspective and experience.

The humanities also play a significant role in the study of man's past. The novel, both contemporary and of past eras, the art and music of an age, all provide excellent vehicles for "getting inside" another culture or another time. There is also an illustrious body of literature that deals with history: such scholars as Macaulay, Trevelyan, and Toynbee, while addressing themselves to historical man and historical problems, do so with a literary humanism that gives enriching dimensions to the study of history.

Broadly-based themes and issues spanning time can be useful in relating the past to the present.

While certain problems and dangers exist in comparison studies, the experiences of ancient and mediaeval man are at once unique to their time and age and timeless and relevant to all ages, so that the world of today can be more readily comprehended through themes drawn from these periods. For example, the democratic experience and the right of dissent could be discussed in relation to the trial of Socrates and the dissent of students to the military draft. Consideration of the macro-experience can give the student insight into the world he sees around him, while examination of the micro-experience permits investigation of a specific human experience that has common elements with his own. The micro-examination of the social dynamics of life in Babylon could permit the student to see that city as a simpler system than the 20th century ones, but one that exhibits some similar problems.

Teacher and students can now build a year's study activities around a broad framework that encompasses the varying abilities of students. Independent study is an effective approach to some themes, while group effort is more appropriate for others. There is room to manoeuvre when the program is designed to reach out to varying levels of ability, interest, and individuality, as well as to relate to other fields in interdisciplinary co-operation.

Thematic Possibilities: Constructing a Program

A year's work might be based on such themes as:

What Makes an Age Great

The Development of Science and Technology

Trade and Cultural Interaction

Social Response to the Physical Environment

The Arts as a Reflection of Society

Response to Crisis

Leadership in Society

Law, Order and Institutions

Stimulus of Great Ideas

Great Ideas of Man

The Development of Empire

For purposes of historical perspective, the teacher might consider representative illustrations of the over-all theme through selections of data from certain periods such as river civilizations, Greece and Rome, the mediaeval period, and the Renaissance. The theme would likely dictate the appropriate focus for any of the foregoing periods.

If the theme *The Urban Experience* were chosen, students might investigate city life through a study of such cities as Ur, Karnak, Athens, Cnossus, Mohenjo-Daro, Shangtu, Rome, Granada, Damascus, Antwerp, Hamburg, Paris, and Florence. Such investigation would naturally lead to an understanding of the city of today.

As students and teachers plan their work, other themes and topics will come to mind. The class, individual students, and teachers will establish priorities, choose themes, and decide on the depth of their study on the basis of what they want to learn.

The sweep of events in human history is varied and complex. However, it is made comprehensible by grouping, classifying, and categorizing historical data by time periods, by patterns and by distinctive characteristics of human activities. Thus B.C. and A.D. is perhaps the simplest example of periodizing. Such period classifications as the Age of Faith, the Carolingian Renaissance, the Stone Age, the emergence of *Homo sapiens,* and the Age of Bronze, provide a convenient system of categorization. Traditional classifications may well be replaced by classifications devised by the student for the purpose of arranging his areas of interest into convenient categories (e.g., the Period of the Mummies, the Time of Roman Galleons, the Time of the Strong Papacy, or the Age of Armour, Wars, and Castles). Any system of organization is arbitrary and a device for communicating the reality of man's life and experience, both in the present and in the past.

Concepts

The concepts suggested in this program can be reached through a study of certain periods of history but concepts have a timeless quality. They can be regarded as a mental image or understanding which, in the social sciences, becomes the specialized vocabulary of the discipline. As students read about and use concepts, their understanding of them deepens and enriches their perception of the theme or area under investigation.

Topic Suggestions: A Conceptual Framework within a Chronological Setting

Where Man Came From

Concepts of communication, agrarian society, division of labour, and law and order can be examined through sub-themes to be found in archaeological and anthropological evidence of early man, river valley settlements in Europe and Asia, and the social, cultural, economic, and political manifestations of early societies.

The Founding of Western Society

Concepts of citizenship, culture, conquest, hegemony, drama, liberty, philosophy, urbanization, justice, Hellenization, and cultural transmission can be studied within the framework of the archaeological and anthropological evidence of life in early Greece, the Greek urban experience, Spartan and Athenian society as different responses to similar environments, ideas on which the Greek society was built, and conflict, both external and internal.

An Ordered Society Based on Law

Concepts of militarism, empire, cultural interaction, trade, law, citizenship, justice, and absolutism might be discussed within the framework of the foundation of Rome from city to empire, the consequent cultural impact on the world, social structure and conflict, technological innovation, religious outlook, and decline.

The Eastern World

Concepts of technology, social structure, propriety, affluence, scholarship, architectural design, extended family, and the elite could be developed through such themes as India in transition, the flowering of Chinese culture, Buddhism, the teachings of Confucius, contacts between the Middle East and Europe, and the Mongol Empire.

The Mediaeval and Moslem Inheritance

Concepts of monasticism, scholasticism, feudalism, empire, institution, social control, allocation of scarce resources, international trade, credit, goods and services, structured society, and papal authority might relate to social structure and change, mediaeval technology, the evaluation of mediaeval institutions, militant religion, the transmission of knowledge, finance and trade, and contact with other cultures and peoples.

The Ferment of the Renaissance

Concepts of reformation, individualism, humanism, patronage, affluence, secularism, technological innovation, social mobility, urbanization, dissent, and social protest could be related to the secular outlook of society, social and cultural manifestations, the expansion of knowledge and new ideas, institutions in transition, the Italian city states, and discovery and expansion.

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The Origins of the Modern World

Introduction

This guide has as its focus the exploration of issues related to today's world.

The student of history should look for the roots of an issue in a broad world context, rather than in isolation, and over an extended time period rather than a restricted one. While the major emphasis is likely to centre on the European context, other parts of the world are inextricably tied to the overall development. Thus England and India, Germany and Africa, or Spain and South America, can be studied as examples of interaction. The interaction between events in one century and events in another can also be examined.

It can be argued that many of the major developments in the 20th century have their antecedents in the 19th: the events of earlier times may have contributed to nationalism, internationalism, population problems, urbanization, pollution, scientific achievement, ideological commitment, and various conflicts. Although the "recency" principle has considerable merit, students should learn to probe deeply. The forces at work in the 17th and 18th centuries, for example, are clear enough in time and substance to help the student sort them out, tie them to later developments, and perceive in them the beginnings of "modern" society. In fact, notwithstanding the vitality of the forces at work in the last one hundred and seventy-five years, earlier personalities and events have the peculiar charm of a bygone age and a striking relevance for our own time. Hobbes could be talking about modern right-wing backlash when he speaks of government as a consequence of social anarchy.

This program is intended to encourage patterns of organization suited to the student's educational needs. Flexibility in planning and implementation should allow students and teachers to accommodate individual needs and interests.

Thematic Possibilities

A thematic organization of content might highlight relevant issues for examination. Conflict and conflict manipulation in international affairs, the world community approached through area studies of certain selected cultures, the accomplishments and achievements of certain nations and individuals could be stimulating and positive themes. Following Spengler's general theme, the decline of the West, a study of the diminishing power and influence of Europe since 1914 could offer students an opportunity to follow a thesis while testing its validity against their own data. The broad theme of social protest could engage the class in scholarly activity and relevant discussion. Beginning, for example, with Czechoslovakia in 1968 and 1848, or France in 1968, 1871, and 1789, the whole direction and impact of social protest as a political and ideological vehicle could be investigated. If a broader contemporary examination is required, the civil rights movement in the United States could be paralleled with Gandhi's passive resistance campaigns from which the current demonstrations derive much of their inspiration. Russia in 1848, 1905, and 1917 could be studied in conjunction with the unrest in early industrial England where the workers, through social protest, encouraged government changes in a more evolutionary than revolutionary sense. The findings and statements of Canada's Royal Commission on the Status of Women could lead to a consideration of feminist activities in both England and the United States in the early part of the 20th century and the current legal and social status of women.

Following Brinton's 'Anatomy of Revolution', a study of revolution in France, Russia, China, and Cuba could be thought-provoking themes. An equally valid interpretation of a similar theme could revolve around the industrial, economic, and political revolutions of the 19th and 20th centuries. If a class were to pursue the theme of urbanization, four cities might be studied in detail: Tokyo, Pittsburgh,

Birmingham, and Cologne could provide illustrations or case studies of rapid population expansion, social organization, industrial objectives, pollution, and governmental influence. The theme of international responsibility could be related to the European nations of the 19th century: students could explore imperialism and colonialism in Africa and India. They could also discuss international conflicts in the First and Second World Wars with the focus on nations of the world community as seen in the League of Nations and the United Nations. This discussion could contribute contemporary topics to the general theme of international responsibility and the United Nations as an example of a practical and theoretical model of world order. Other possible themes might involve political morality, power, naturalism, ideology, changing social values, and the revolution of rising expectations.

Interdisciplinary Approach and Staff Planning

Certain themes will lend themselves to an ***interdisciplinary, multidisciplinary*** approach. Several teachers from within one department, or from several different departments, may wish to plan a unit together. If students were to study German nationalism, the music department could deal with Wagnerian music as an expression of national feeling; a teacher of geography might contribute information on the resources and developments of German industry; the teacher of art might present a view of 19th century German art as an expression of identity; the teacher of German might provide insights into German literature and poetry as an expression of a people's nature; the teacher of science might deal with scientific activities in 19th century Germany, while within the history department numerous themes could be treated — the role of the army, Bismarck's politics, Nietzsche's "rule by the best", or the status of the Kaiser as an expression of German nationalism. Insights gained from such an interdisciplinary or multidisciplinary approach might enrich the learning environment of the whole school. Similarly, were the theme ***The Third World*** to be chosen, the political aspirations, geopolitics, economics, and cultural uniqueness of societies could provide an opportunity for team teaching activities which would utilize the skills and expertise of various staff members.

Concepts

The concepts suggested in this program are as significant to our present society as to the past. For the class and teacher who wish to begin with modern parallels, concepts are perhaps the best springboard to a relevant study of the past. In the senior division, students will be able to deal with concepts at a relatively mature level.

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Topic Suggestions

The following topics are organized for convenience in traditional order. The large number of content suggestions is intended to provide as many alternatives as possible for both teacher and students. Selection is at the discretion of the class and the teacher in order to facilitate a learning experience where individual needs and aptitudes can be accommodated.

The Age of Elegance and Ferment

Concepts such as the nation state, regionalism, commercial imperialism, class structure, absolutism, scientific investigation, progress, and international trade can be examined through themes such as absolutism and national states; science, reason, and the belief in progress; the questioning of old assumptions about society and models of a new order; Europe's expansion and influence throughout the world; and the foundations of empire and commerce.

The Emergence of Europe as a World Influence to 1914

Concepts of revolution, industrialism, democracy, colonialism, imperialism, socialism, and trade unionism can lead to or develop from a consideration of such topics as the rise of political democracy and democratic revolution in America and France; Napoleon and the new forces of nationalism, liberalism and reaction; three revolutions in science, economics and politics; a case study of industrial cities; and the opening of China, Japan, and Africa to European influence.

Catastrophe and Europe's Decline

Concepts such as attrition, internationalism, totalitarianism, communism, depression, disarmament, collective security, unconditional surrender, fascism, and socialism can be linked with topics related to the First World War, the twenty-year truce, the aftermath of war, internationalism and the search for peace, revolution in Russia, world depression, the totalitarian experience of the Second World War, and biographical studies of such leaders as the Kaiser, Ataturk, Lenin, and Hitler.

The World Since 1945

Concepts like the balance of power, world order, cold war, brush-fire wars, peacekeeping, the revolution of rising expectations, social protest, political activism, urbanization, automation, and the communications revolution can provide insights into such topics as the atomic age, the United Nations as a model for world order, the cold war as a battle for men's minds, the Asiatic post-war transition, the end of traditional notions of empire, the West, challenge and response, rich nations and poor ones, revolution in China, the world today, the problem of survival, and the Third World.

Canada in North America

Introduction

Senior students will have acquired an historical background and maturity that will enable them to evaluate the hard issues of sharing a continent (defence, trade and commerce, independent Canadian nationhood, etc.) in an historical context and at a relatively sophisticated level. The skills of historical craftsmanship should be used as a strong basis for continued growth. The students should be encouraged to analyze both national and international issues and relate them to parallel problems in history. The study of the separate yet related development of Canada and the United States might be used as a synthesizing idea for the students' concept of continentalism.

Through an examination of Canada's growing role in world affairs, students will put into scholarly practice a sense of their own responsibilities as Canadian citizens who share in the direction and outcome of national affairs. Basic social science concepts or ideas should be continually referred to.

This program contains suggestions from which teachers and students can choose topics dealing with Canada, or with Canada and the United States. With each unit, individual classes will choose their topics according to student and teacher interest, community needs, available resources and materials, as well as the program designed within the school.

As geographical problems form part of each unit under study, the geographers in each school may be asked to participate in the course. Their contribution could be particularly helpful in introductory sessions when maps will be of great assistance to students. Teachers of economics can also make an important contribution to the seminars.

Teachers and students may find membership in the Ontario Historical Society, or a local historical society, a source of useful and interesting information.

The Historian and his Work

Students in their senior school years are usually mature enough to understand the role of the historian in clarifying the past for future generations. The student might, indeed, use the historian's problems as a vehicle for discussing and synthesizing the entire course or any part of it. Some students might find it valuable to consider the responsibilities of the historian in checking documents and sources for authenticity, prejudice, and bias. Others might consider the divergent interpretations of single events and the differing assessments of historians working with similar data. Students might investigate an entire period by contrasting the balanced interpretation of a responsible historian with the over-simplification of propagandistic or jingoistic history.

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Canadian Themes

French Canada

This unit involves an in-depth study of French Canada, in which students should compare and contrast historical interpretations of French Canadian society. Was it, as the traditional view propounded by Francis Parkman contends, a pastoral society of seigneurs and habitants, a perfect example of Old France in North America? Was it, as Guy Frégault insists, a great commercial middle class created by the fur trade and providing the basis for a diversified community? Recent work by Fernand Ouellet should also be consulted.

Contest for a Continent

A Half Century of Conflict, 1713-1763

This unit is concerned with French efforts to maintain control of the interior of North America, and the endeavours of England and her colonies to counteract French encirclement. Attempts by England to make her control of the Maritimes effective after 1713 may be examined as a preliminary to the ultimate confrontation at Quebec. The siege of Quebec itself may lead to questions of tactics or appraisals of the roles of Wolfe and Montcalm.

British Rule: Conquest cr Accommodation, 1763-1791

The record of the British regime gives rise to the conflict of interpretations between the Michel Brunet version of British rule as conquest and the more traditional view that Britain tried valiantly to accommodate the French. The pursuit of this topic, and the relations of Murray and Carleton with both French Canadians and recently arrived British merchants may suggest the question, was the Quebec Act designed for better government or was it an "Intolerable Act"?

The End of the Fur Trade out of Montreal, 1783-1821

By 1810, Montreal dominated the North American fur trade. Yet by 1821 the Americans, through their ability to control their own hinterland, and the Hudson's Bay Company, through its more economical route, effectively controlled the south-west and the north-west respectively. As a result, British North America lost contact with the west. In the light of the "staple products" theory, this unit provides a challenging and exciting study of early Canadian economic development.

Canadian-American Relations, 1774-1818

A study of Canadian-American relations from the Quebec Act to the settlement following the War of 1812 demonstrates the impact of the United States on Canadian affairs. A number of interesting problems may be considered: the French reaction to the American Revolution, the motives and repercussions of the Loyalist migrations, the problems of western outposts, and the objectives of the Constitutional Act and its implications for the future.

The War of 1812 also poses a series of questions. To what extent was it due to the American belief in Manifest Destiny? Why did the legend that Upper Canada was saved by its own militia gain such wide acceptance? What economic benefits did Upper Canada derive from the war? Did the war really promote a sense of Canadian nationalism or did it merely lead to anti-Americanism? Why did the war end indecisively? The myth of the undefended border as outlined by C. P. Stacey's Canadian Historical Association pamphlet provides a logical concluding chapter for this unit.

The Nature of Political Conflict in Upper and Lower Canada

Upper Canada

With Upper Canada, the logical question to be examined is whether the Family Compact was as reactionary as Grit historians have painted it. D. G. Creighton has contended that the conservative merchants were the real Canadians. In dealing with the reformers, a re-assessment of the roles of Gourlay, Mackenzie, and Baldwin is in order. Finally, one might assess the impact of Jacksonian democracy and the British Reform Party's attitude to the Upper Canadian reform movement.

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Lower Canada

Was its reform movement the by-product of internal agrarian discontent or external reform attitudes? This approach can lead to an assessment of Papineau. Was he a reformer in the British tradition or a French nationalist? In essence, was he liberal or conservative?

Durham's Report

Based on G. M. Craig and C. W. New in the Carleton series, this part of the unit examines the wisdom of the Report as a whole, and tackles the question of whether it was a "racist" tract or an attack upon an unprogressive society.

The Union of 1841: Success or Failure?

The basic theme might rest on the contention that the Union was an economic success but a political failure. The unit could be presented as a series of problems. Why did Durham believe that a legislative union of the two Canadas could provide a solution for the problems of "two nations warring in the bosom of a single state"? How did French Canada solve the problem of survival within the Union? To what degree did the extensive canal and railway construction of the period depend upon the Union? Why did questions of church and state take on increased political significance after 1850? Why did "dualism" become a characteristic of the Union? Why did Union end in deadlock?

Achievement of Responsible Government: An Unmixed Blessing?

In dealing with responsible government, students might decide whether it was a liberal or conservative victory. The following topics might expand this theme: to what extent was the Canadian reform movement influenced by the United States and Great Britain? Were the Clergy Reserves an economic mischief or a sectarian issue? Students might study the commercial-empire idea of D. G. Creighton and the beginnings of free trade, and complete the study of this topic by investigating the development of a party system to 1854 and its breakdown by 1864 (Underhill, F. H., ***Canadian Political Parties.*** Canadian Historical Association booklet).

Confederation: Political-Economic Union or "Racial Compact"?

Since the nature of Confederation is perhaps the fundamental constitutional issue today, it seems logical to explore divergent points of view. Of course the nature of Confederation, whether formed by internal causes or external pressures, needs to be explored; so does the question of whether it resulted from impersonal forces or from the leadership of individuals. Certainly, an appraisal of the roles of the Fathers of Confederation would be in order.

Is the Frontier Thesis Applicable in Canada?

Essays by Frederick Jackson Turner, examined in conjunction with J. M. S. Careless' article, "Frontierism, Metropolitanism and Canada" (in Canadian Historical Review, 1934), and M. Zaslow's article, "The Frontier Hypothesis in Recent Historiography" (in Canadian Historical Review, 1948), provide the substance for this topic.

Northwest Rebellion

Was the Rebellion, as G. F. G. Stanley contends ***(Louis Riel: Patriot or Rebel?,*** Canadian Historical Association booklet, 1965), the inevitable result of the conflict between a primitive society and a developed community or was it, as W. L. Morton suggests, the result of a combination of Riel's extremism and Ottawa's bungling?

National Policy

National necessity or Montreal-Toronto imperialism? This topic comes to grips with the conflict over economic policy between east and west, and between metropolitan communities and the frontier. Since the 1891 election is a manifestation of this problem, the election might be studied in detail in order to examine D. G. Creighton's contention that it was the most important election in Canadian history.

Golden Age

This topic shows the National Policy in action, bringing with it an economic boom and the seeds of future problems between the east and the west, labour and management, and old and new Canadians. An appraisal of Laurier and his compromises might prove interesting. Was Henri Bourassa correct in stating that the compromises worked to the advantage of English Canadians or did they, as J. W. Dafoe and W. L. Morton contended, provide advantages for the French? Or were they, as O. D. Skelton suggests, entirely satisfactory?

Triangular Problems

Was Canada sacrificed on the altar of Anglo-American relations? Since this issue became a crucial one in the 1911 election, perhaps a detailed study of this election will provide a vehicle for a study of triangular relations.

First World War: Unified Effort or Two-Nation Concept?

Second World War: Challenge to Biculturalism

These topics lead to an examination of the manner in which Canada's experience in two world wars has both stimulated national unity and accentuated the two-nation concept of Canadian nationalism. A contrast between the two conscription crises is an obvious by-product of this problem.

Regrouping and Reorganizing of Political Parties after the War

This topic, in drawing together certain persistent themes from 1896 onwards, establishes a significant pattern in trends and events. It attempts to cover questions and problems arising from the First World War and the operation of the National Policy.

Mackenzie King's Foreign Policy: Negative or Positive or Non-Existent?

This topic could be divided into two parts: Mackenzie King's policy towards the empire (was it a manifestation of his isolationism?) and his attitude towards the wider world (an appraisal of the influence of the United States), and an estimate of the policy itself (assuming he had one).

King: "The Man Who Divided Us Least" or "Incredible Canadian"

This topic can be based upon the numerous biographies of King (B. Hutchison, J. W. Pickersgill, H. S. Ferns and B. Ostry, R. M. Dawson, F. A. McGregor, and H. B. Neatby). Ferns and Ostry provide a good contrast to Hutchison. Such a topic would lead to an examination of King's ability to stay in office.

Quebec: The Not-So-Quiet Revolution

Is the problem an internal one between the old and new order of French Canadians or is it an external problem between French-speaking and English-speaking Canadians? Is it a recurrence of the French Canadian protest or the result of industrialization? The sociological impact of urbanization could also be examined.

American Themes

Our study of the United States can take a number of forms, some of which are suggested below. No doubt certain teachers and students will work out others.

The democracy of the common man vs. the growth of a corporate structure;

Frontier image vs. metropolitanism;

Racial melting pot vs. nativism;

Post-Lincoln constitutional amendments vs. the black ghettos, north as well as south;

The ideology of "Liberty and Union" vs. regional and cultural disparity;

The revolution of industrial technological expectations vs. urban blight and its social consequences;

Insular America vs. the white man's burden;

Fortress America vs. two world wars;

Generous America vs. the high price of international responsibility;

Freedom of speech vs. freedom of dissent;

Government of and by the people vs. the latter-day industrial, military, political infrastructure;

The "American Dream" vs. the reality of the system;

The modern libertarian state: ideology and reality in American history;

High tragedy out of good intentions.

Were a teacher and his students to undertake discussion of the American experience along the foregoing lines, a balance between research and discussion would have to be set. To offset the pitfall of an overbalanced impression of faulty social response and national decay, the positive achievements of the American Republic and the intent of the original founders should be stressed. Mature students will be aware that the ideal is seldom if ever realized in society. American history could be viewed as a series of variously motivated social experiments, creating situations which both plague and bless the American experience.

Similar organizational structures could be built around A. J. Toynbee's challenge-and-response thesis, where themes such as the following might be considered: the challenge of the land and the response of the settler, the challenge of vast resources and the response of exploitive technology, and the challenge of civil rights and the response of the Supreme Court.

The Neglected Neighbours: Central and South America

This unit is intended as an overview of hemispheric conditions with an emphasis on current problems. It could examine the differing approaches of Canada and Mexico towards the management of foreign industry, capital, and resources, and the Organization of American States. Also stimulating would be a study of foreign policy differences between Canada and the United States with respect to this hemisphere with specific reference to Cuba, or a comparison of the treatment of native peoples in Brazil, Peru, Canada, and the United States. While generalizations are often dangerous, this unit could encourage a generalized examination of this hemisphere. Using regionalism as a model, the nations of the northern and southern continents could be examined from two aspects, namely, territorial integrity (can a nation state handle national security by itself?) and economic development.