

TABLE OF CONTENTS

Introduction

#1 Community

#2 Becoming Present by Bearing Witness

#3 A Fundamental Disconnect? Policy and Aboriginal Epistemology

#4 Gift

#5 Mediation

#6 Affirmation through Activation

#7 Decolonization, Animation, Knowledge Mobilization

#8 Aboriginal Learning Styles and Pedagogy

#9 Assimilation into Self-Determination, Constraint and Frustration into Hope and Possibility

#10 Testimony, Witnessing, Representation

#11 The Ethics of Métissage

#12 Aboriginal Language Revitalization

#13 Teacher Initiative and Professional Sensitivity: Aboriginal Education at the Centre

#14 Capacity-Building: The Critical Component in the Exercise of Aboriginal Power

#15 Universities' Culpability, Textbooks' Misrepresentation

#16 History and Nature of Inuit Education

#17 Culturally Responsive Mathematics Education, Decolonizing In-Service Learning, Anti-Oppressive Curriculum

#18 A Curriculum Theory Project in Ontario, a Pole Carving Course in British Columbia, Treaty Education in Saskatchewan

#19 Representations of First Peoples in Québec Textbooks

#20 Which History of Québec Should Be Taught to the Young Québécois of Today?

#21 The 2006 Curriculum Controversy in Québec

#22 Québec Elementary-School Curriculum Reform 1861-1992

#23 The Presence of Culture Within the Curriculum

#24 The Consequence of the Parent Report for Curriculum in Québec

#25 Elementary School Teachers' Reception of the 2001 Québec Curriculum Reform

#26 Anglo-Saxon and Franco-European Conceptions of Curriculum, Key Players in the 1997 Québec Curriculum Reform

#27 The 2006 Québec Curriculum Controversy

#28 Catholicism, Secularism, and the Parent Report

#29 Québec Curriculum Questions, Histories, Scenarios

#30 More Similarities than Differences Between Anglophone Canada and Québec Curriculum?

#31 Should the Québec Curriculum Be More Like the American Curriculum?

#32 The Canadian Teachers' Federation President's Forum on First Nations, Métis and Inuit

#33 Thoughtful Worrying

#34 Toward Canadian Curriculum Theory

#35 The Idea of Canadian Curriculum Studies

- #36 Writing One's Way Home
- #37 A Poetics of Curriculum Research
- #38 Indigenous Story-telling and Métissage
- #39 Métissage, Place, Practice
- #40 Deconstruction, Hospitality, Greenwashing
- #41 Storywork
- #42 Standardization, Technologization, Commercialization
- #43 The Ethical Ground of Teaching
- #44 Oral History, Redress and Reconciliation
- #45 An Active and Living History of an Event
- #46 Indigenous Environment Education
- #47 Indigenous Men and Masculinities
- #48 Silence in Narratives of the Internment, Settler Life Writing
- #49 Humanness Across Racist Divides
- #50 Narrative Habitus
- #51 Re-Storying Settler-Colonial Historical Consciousness
- #52 Curriculum Development and Theory
- #53 Philosophy K-12
- #54 Family Life Education
- #55 Teachers as Curriculum Developers
- #56 National Understanding
- #57 Canadian Curriculum in Crisis
- #58 Multiculturalism by Any Means
- #59 Curriculum Development Supported by the Canada Studies Foundation
- #60 The Subjective Nature of Curriculum Evaluation
- #61 Moral/Values Education
- #62 An Evaluation of the Canada Studies Foundation
- #63 Equality
- #64 Self-Education
- #65 Curriculum Design
- #66 Textbooks and Social Control
- #67 Self-Education Critiqued
- #68 Curriculum Implementation
- #69 Curriculum Implementation (redux)
- #70 Decisions Teachers Make
- #71 Curriculum Evaluation
- #72 The Canadian Case
- #73 Introversion-Extroversion
- #74 Philosophy of Education
- #75 The "Back to the Basics" Movement
- #76 The Future
- #77 The 1970s British Columbia Assessment Program
- #78 A Common Core Canadian Curriculum?
- #79 Knowing Ourselves
- #80 A Common Countenance? Part I

- #81 A Common Countenance? Part II
- #82 A Common Countenance? Part III
- #83 A Common Countenance? Part IV
- #84 A Common Countenance? Part V
- #85 A Common Countenance? Part VI
- #86 A Common Countenance? Part VII
- #87 Truth as Home, as Shared, as Community
- #88 A Global Perspective of Indigenous Education
- #89 The Development of Historical Thinking
- #90 Living Humanly
- #91 Teacher Education as Discourse
- #92 Ally-Building?
- #93 Students on Ice
- #94 Cultural Incommensurability
- #95 Residential Schools in the NWT and What is Now Nunavut
- #96 Ethnohistory?
- #97 Curriculum Development in Nunavut
- #98 Red Power
- #99 Reciprocity
- #100 On the Orality of Poetry
- #101 An Africentric School
- #102 Ethical Judgments about the Difficult Past
- #103 Centring Indigenous Research
- #104 Armour's Idea of Canada
- #105 Canadian Faces of Reason: Part I
- #106 Canadian Faces of Reason: Part II
- #107 Canadian Faces of Reason: Part III

INTRODUCTION

These briefs will appear slowly and unpredictably, as circumstances allow me to move through the voluminous material before me. What material? Research assistants are reviewing the major journals – the *Journal of the Canadian Association for Curriculum Studies*, the *Canadian Journal of Education*, *Curriculum Inquiry* – as well as related journals and of course books. I have my own notes taken over the past four decades. We are confining our study to scholarship with “curriculum” in the title or in its content, although not always, as other topics are related and relevant. I’ve spent the first year or so studying the scholarship on Indigenous curriculum studies; then I moved into the material on Québec. The first nineteen entries belong to the former category; the second ten to the latter. After that no one category will do. The image on the Curriculum Studies in Canada website I envision as settlers studying Aboriginal thought. (A more demographically accurate photo seems to me to smack of co-optation; one with Indigenous peoples specifically risks cultural – visualized – appropriation.)

At this stage I am avoiding generalizations or conclusions, focusing instead on the summaries of the studies provided by the research assistants. (Their names are listed elsewhere on the website; seminar series coordinator, public forum moderator, and website co-manager Ying Ma reviewed and edited the briefs before posting them on the CSinC website. While

these individuals' work is invaluable, responsibility for these briefs and any books that follow is my alone.) At some later date – I foresee several years devoted to the project - these studies might yield both generalizations and conclusions. I have reservations about “take-aways” that risk erasing nuance, detail, any sharp sense of the time during which the study was written, and the voice of the person who composed it. In an era when even senior scholars can be so rushed, they feel forced to focus on the question “what’s your point?” – often the appropriate question of course – I force myself to slow down, focusing on the singular study itself, copying citations to convey the language (and feeling) of the moment of formulation. Occasionally I make comments, including criticism. So, for now expect no take-aways; instead, read these “briefs” as invitations to linger, taking time to allow an impression to form, even one for which you may not at first have words. You might even read these “briefs” as testaments to other times and places, providing temporal and conceptual distance from an often voracious even all-consuming “now.” I encourage you to return to the original and read each study in its entirety.

Each research brief (several aren't so brief) has a title, but one general enough to discourage focused searches. For those, I've added an index: see below. Allow me to advocate for exploring without a name or concept in mind. Arbitrariness interrupts instrumentality, or at least it can. Consider choosing a brief for no reason to see what you discover. For a short segment of time, study what does not interest you. I'm working that way too. While I started with the emergencies of the moment – the first research briefs are focused on Indigenous issues - now I'm selecting articles and chapters arbitrarily, seeing what I discover. Arbitrariness in the selection of topics acknowledges the arbitrariness in their sequencing on the website. Then there is the unfortunate fact that we cannot read everything published in curriculum studies during the last one hundred years. True, we have made efforts to review the scholarship of highly visible scholars, but it's also true that I have asked research assistants to work their way through each institution, recording the names of every faculty member, regardless of rank or reputation, who claims association with curriculum studies, so we might, if time and stamina allow, review her or his work. Invoking arbitrariness also serves a theoretical inclination, to structure the briefs as random rather than due to pre-set reasoning or conceptual system. Retrospective reasoning and systematization will come later.

Much later, as the overall structure of the project – in what order I will (eventually) juxtapose these “briefs” and what narrative threads will link them, what conclusions I draw - is also (well) beyond the present. One study I conducted - of curriculum studies in the United States, the co-authored *Understanding Curriculum* – was structured by the concept of “understanding,” conceptualizing curriculum as “text” (expansively defined, in keeping with the poststructuralist moment during which the research was conducted). Chapters included “understanding curriculum as historical text” and “understanding curriculum as racial text.” I concluded that there had been (during the 1970s) a “paradigm shift” in curriculum studies in the United States, moving from “curriculum development” as the field's *raison d'être* to “understanding curriculum.” (In the 2014 *International Handbook of Curriculum Research* I suggested “internationalization” as a second shift in the U.S. field, one that extended and complicated “understanding.”) In my (shorter) studies (glimpses, really) of curriculum studies in Brazil, China, India, Mexico and South Africa, scholars spoke, narrating their intellectual life histories and subjective investments in curriculum studies, commenting as well on the state

of their respective fields, explaining all this to others, essays and dialogues I studied in order to understand those fields, however tentatively. In the present study I'm proceeding from these past ways of working – emphasizing the voices of scholars themselves by copious citation - although I am resolved to do something else, something I trust will be consonant with curriculum studies in Canada.

Advice and criticism welcomed. - William Pinar. October 23, 2023.

INDEX¹

1907 Anti-Asian Riots in Vancouver, #102

1960s, #75, #80

1970s, #77, #80, #86, #87

A Nation at Risk, #23

Aajiiqatigiinniq, #16

Abdoulaye, Anne, #21

Abele, Frances, #7

Ability, #70, #92

Abolitionists, #107

Aboriginal, #1, #2, #3, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #17, #18, #19, #32, #33, #35, #36, #38, #43, #46, #56

 Non-Aboriginal, #5, #7, #9, #10, #15, #17, #18, #19

 Teacher Education Program [ATEP], #92

Aboriginal Healing Foundation, #47

About Schools, #86

Absence, #34

Abstraction, #81, #90, #107

Abundance, #37, #40

Abuse, #54, #95, #98

Emotional, #95

Physical, #95

Sexual, #47, #95

Acadia University, #104, #106

Accessibility, #22, #23, #32

Accommodation, #20

Accountability, #75, #90

Relational, #99

Achievement, #70, #80, #85

Act for the Gradual Enfranchisement of Indians (1869), #14

Action, #65, #73, #74, #100, #104, #106

Activism, #85

Acoustic, #11

Adams, John, #84

Adaptation, #94

Addams, Jane, #6, #37, #83

Adjudication, #105

Adolescence, #83

Adorno, Theodor, #11, #90, #106

Adult education, #85

Advertising, #77

Advaak, #45

Aesthetic(s), #53, #77, #81, #103

Affect(ive), #17, #44, #51, #58

Affiliation, #70

Affirmation, #20, #40

Affirmative action, #63, #92

Affluence, #86

Afghanistan, #47

Africa(ns), #47, #88, #98, #103

African-Canadians, #83

Africentric, #101

Agamben, Giorgio, #64

Age, #80

Agency, #17, #32, #36, #47, #50, #59, #76, #83, #94, #105

Agnostics, #85

Agriculture, #69, #80, #81, #82, #84

Aklavik, #36

Alaska, #93

 Highway, #36

Alberta, #16, #22, #61, #76, #82, #83, #84, #85, #87, #93, #97, #104

Alberta Bill of Rights, #85

Alberta Teachers Association, #86

Alberta Teachers Federation, #83

Alcohol, #47, #81

Alexander the Great, #105

Algonquin, #40

Algebra, #81, #82, #84

Algeria, #98

Alienation, #34, #40, #88, #104

Aliens, #44

All Our Father's Relations (AOFR), #44

Allegory, #38, #103

Alliteration, #100

Allport, Gordon, #58

Ally, #92

 building, #92

 scholars, #94

Alterity, #20, #37, #40, #47

Althusser, Louis, #98

Ambience, #58

American Association of Education Research (AERA), #35

American Civil War, #81

American Federation of Teachers (AFT), #86

American Indian, #88

Americanization, #80, #83, #85

Americans,

 Draft-dodging, #85

American Studies, #85

Amerindian(s), #19, #30, #47

Amis, Martin, #37

Amnesia, #33

Amos, Québec, #51

Antarctic, #93

Ancestors, #10, #15, #16, #46, #93

Anderson, Kim, #47, #98

Anger, #17, #51, #98

Anglican, #106

Anglophone, #20, #21, #24, #27, #30, #80, #85

Anglo-Saxon, #26

Anguish, #33

Angus, Ian, #20, #106

Animation, #7
 Animated, #103

Anishinaabe, #40, #47, #92

Anishinaabemowin language, #92

Anschluss, #104

Anselm, #58

Anthropocentric, #40

Anthropologists, #41

Anthropology, #7, #74, #96

Anti-Americanism, #80, #81

Anti-Catholic, #83

Anti-Chinese, #44, #49, #56

Anti-colonial, #98

Anti-humanist, #21

Anti-racism, #6, #10, #17, #19, #49, #94, #98, #101

Anti-Semitism, #50, #83

Antone, Bob, #47

Aoki, Tetsuo (Ted), #2, #3, #6, #25, #26, #29, #32, #35, #36, #37, #40, #52, #55, #70, #71, #74, #76, #77, #79, #85, #87, #97, #100, #102, #103, #104, #105, #107

AORO, #73

Aoksisowaato'p, #39

Apartheid, #44

Apathy, #80

Appeasement, #21

Apple Corp., #42

Apple, Michael, #52

Application, #55, #94, #107

Apprenticeship, #80, #81

Appropriation, #5, #13, #17, #26, #34, #39, #40, #45, #88, #92

Apostolical succession, #105

Aquinas, Thomas, #105

Archibald, Jo-ann (Q'um Q'um Xi'em), #10, #17, #41, #50, #99, #103

Arctic, #93, #95

Arcus, Margaret, #54

Arendt, Hannah, #6

Argue, K. F., #83

Argument, #27

Aristotle, #63, #74, #104, #105

Arithmetic, #75, #81, #84

Armour, Leslie, #35, #37, #56, #79, #80, #81, #104, #105, #106, #107

Army, #104

Arnault, Brenda Bignell, #51

Arnold, Matthew, #81, #104

Arnold, Thomas, #81

Arsenault study, #19

Artic (the), #16, #34, #93

Articulation, #85, #86

Artifact, #38

Art(s), #9, #23, #25, #29, #35, #37, #38, #41, #50, #56, #57, #58, #70, #72, #78, #81,
#82, #83, #85, #86, #89, #92, #97, #103, #104

Industrial, #86

Artist(s), #85

Asia, #85, #86, #88

Asians, #103

Assessment, #3, #22, #26, #32, #60, #61, #70, #71, #77, #83, #84, #86, #87, #97

Assimilation, #6, #8, #9, #10, #14, #16, #17, #31, #32, #35, #47, #80, #88, #94

Association for Supervision and Curriculum Development (ASCD), #36, #103

Association of Universities and Colleges of Canada, #83

Astonishment, #46

Atheists, #85

Athens, #104, #105, #106

Athletic, #86

Atonement, #44

Attention, #22, #100

Attitude(s), #58, #59, #63, #86

Attunement, #6, #37, #56, #107

Atwood, Margaret, #20, #34, #76, #81, #83, #85, #86, #104

Audio-lingual teaching, #84

Augustine (St.), #36, #106

Augustus, Camie, #5

Anlajaaqtut, #16, #97

Australia, #81

Authenticity, #47

Autocracy, #104

Authorship, #97

Authoritarian(ism), #9, #14, #23, #31, #75, #85, #87

Authoritative, #87

Authority, #8, #41, #64, #67, #74, #81, #83, #84, #86, #88, #98, #104

Autobiography, #36, #37, #38, #39, #40, #47, #59, #96, #106

Autonomy, #8, #11, #16, #25, #55, #56, #89

Avatimik Kamattiarniq, #16

Avatittinnik Kamatsiarniq, #16

Awareness, #17, #21, #28, #37, #40, #49, #60, #76, #93, #107

Awe, #46

Axelrod, Charles David, #60, #103

Axe People, #47

Axiology, #103

Ayim, Maryann, #53

Aztec, #47

Bacha bāzī, #47

Back-to-basics movement(s), #29, #75, #86

Baergen, Patricia Liu, #102

Baffin, #16

Bagley, William C., #84

Baker, Jeff, #17

Balance, #6, #10, #23, #47, #50, #57, #99

Balmaceda, Christian Sebastián, #89

Band (musical), #86

Baptist, #104

Barman, Jean, #5, #8, #14, #19, #48, #80, #92, #93, #106

Barnhardt, Ray, #15, #99

Barresi, John, #103

Barrow, Robin, #42, #78, #79, #85

Basics (the), #76

Basketball, #32

Bateman, Donald R., #37

Battiste, Marie, #6, #7, #8, #11, #14, #104

Beauchamp, George, #65

Bauchemin, Jacques, #21

Beauty, #37, #60, #100

Beaven, Catherine, #105

Beaven, James, #105, #106, #107

Becoming, #103

historical, #26

Bédard, L., #22

Bederman, Gail, #82

Beer, #104

Behavior(ism), #25, #76, #83, #85, #98

Being, #22

Being a Man, #47

Bélanger, Isabelle, #21

Belonging, #32, #101, #103

Benda, Julian, #105

Bentham, Jeremy, #105

Ben-Peretz, Miriam, #55, #56, #59, #68

Benoit, Yvonne, #18

Bérard, Marie-France, #22, #23, #24, #25, #26, #28, #29, #30

Berdache, #47

Berg, Maggie, #37

Bergman, Ingrid, #25

Bering Strait theory, #2

Berk, Laura, #71, #83

Berliner, David C., #1, #23

Berry, Sara, #18

Berton, Pierre, #85

Bhabha, Homi, #40

Bible, #47, #80, #81, #84, #85, #104

Bickel, Barbara, #35

Bicultural, #9

Biddle, Bruce J., #1, #23

Big Data, #26

Big Head, Ramona, #39

Bildung, #80

Bilingual(ism), #80, #85, #97

Binarism, #103

Biography, #84

Biology, #55, #56, #91, #93

Biopolitics, #47, #80

Birioukov-Brant, Anton, #56, #58, #60, #61, #62, #64, #69, #70, #71, #73, #76, #77, #78, #92, #93, #94, #95, #96, #97, #99, #100, #101

Bisaillon, Robert, #26

Bitterness, #17

Black, #67, #81, #104

 Schooling, #101

 Students, #101

 -Studies, #6

Blackfoot, #34, #38, #39, #47, #93

Blackness, #101

Blades, David, #86

Blatz, W. F., #83

Bleich, David, #57, #68

Blending (curricular), #6

Blewett, George, #104, #105

Block, Alan A., #15, #52, #55

Bloom, Benjamin, #85

Bloom, Harold, #35, #36

Bobbitt, Franklin, #82, #83, #84, #85

Bode, Boyd, #83

Body, #37, #46, #82

Boer War, #83

Bolden, Benjamin, #2, #4, #33, #68

Book-centeredness, #84

Bookish, #83

Bookkeeping, #81, #82, #84

Borell, Phillip, #47

Botany, #81

Bot(s), #76

Bouchard, Gérard, #20

Bouchard, Lucien, #26

Boundaries, #11

Bourassa, Henri, #20

Bourdieu, Pierre, #79

Bourgeoisie, #40

Bowers, C.A., #6, #103

Bowles, R.T., #56, #57

Boyarin, Daniel, #81

Boyer, Charles, #25

Bradley, F.H., #107

Braid(ing), #2, #3, #8, #10, #11, #34, #38, #48, #51, #92

Histories Project, #2

Braidotti, Rosi, #104

Bramwell, R.D., #58

Brandon University, #74

Brant-Birioukov, Kiera, #1, #11, #19, #32, #38, #39, #41, #51, #93

Bravery, #92

Breathing, #37

Brennan, Teresa, #69

Brett, George, #107

Bridge, #40, #87, #106

British (the), #88

British Columbia, #18, #44, #45, #48, #54, #61, #77, #81, #82, #83, #86, #94, #98,
#102, #104

Ministry of Education, #102

British Columbia Teachers' Federation, #85

British North America Act (1867), #14, #77

Britzman, Deborah P., #50

Brown, Thomas, #106

Bruner, Jerome, #85, #86

Brunet, M., #20

Bryce, George, #83

Buckler, Ernest, #84

Buffalo, #103

paskâwo-mostosv, #103

Burdick, Jake, #90

Bureaucracy, #104

Bureaucratization, #81, #83, #84, #85, #86

Business, #24, #26, #32, #67, #80, #81, #82, #83, #87
Education, #86

Business-University Forum, #23

Butler, Judith, #43

Bystanders, #48

Cacophony, #36

Caldwell, Gary, #23

Calgary Normal School, #83

Calisthenics, #81, #82, #86

Calling, #37

Calls to Action, #43, #51, #92

Camera, #100

Cameron Royal Commission (Alberta), #86

Campbell, Nicola, #43

Canada Council, #85

Canada Firsters, #81

Canada Studies, #56, #57

Canada Studies Foundation, #52, #55, #59, #62, #79, #85

Canadian Association of Curriculum Studies (CACS), #35, #86

Canadian Association of Foundations of Education, #74

Canadian Association of Science Educators, #86

Canadian Ballet Festival, #85

Canadian Broadcasting Corporation (CBC), #35, #83, #84, #85, #86

Canadian Council of Teachers of English, #86

Canadian courts, #45

Canadian curriculum theory, #34, #35, #36, #85

Canadian Education Association (CEA), #54, #83, #85

Canadian Historical Association, #30

Canadianism, #83, #86

Canadianization, #80, #82, #83, #85, #86, #104

Canadian Journal of Education, #86

Canadian Journal of Mental Hygiene, #83

Canadian literature, #34, #57, #72

Canadian National Committee for Mental Hygiene, #83

Canadian National Federation of Home and School Associations, #83

Canadian Power Corporation, #21

Canadian School Boards Association, #12

Canadian Social Studies. #30

Canadian Society for the Study of Education, #35, #86

Canadian Studies, #56, #57, #85

Canadian Teachers' Federation, #32, #83

Canadian Writers' Union, #13

Canadian Youth Commission, #83

Canon(ical), #29, #34, #40, #76, #86

Capacity, #6, #11, #14, #15, #17, #32, #97

Capital(ism), #4, #15, #47, #58, #77, #85, #87, #98, #104, #106, #107

Accumulation, #98

Cultural, #16

Exploitation, #98

Education as, #80

Industrial, #107

Cappello, Michael, #18

Cardinal Principles of Education, #80

Care, #88

Career, #67

Caribbean, #85

Caring, #8, #16, #37

Carr, David, #89, #93, #94, #102

Carson, Terry, #35, #68

Carswell, R. D., #59, #62

Carter, Mindy R., #35

Cartesianism, #104

Casati, Robert, #37

Casemore, Brian, #40

Castell, Suzanne de, #85

Castellano, Marlene Brant, #7, #8, #9, #12

Castenell, Jr., Louis A., #6

Caswell, Hollis, #83

Catholic Church, #24, #28, #29, #95, #98

Catholic(ism), #20, #25, #28, #80, #81, #83, #85, #86, #104, #105

Caucasians, #83

Causality, #69, #89

Cause, #89

Cecilia Jeffrey Indian Residential Schools, #51

Celbcelb, #18

Censorship, #86

Centralization, #84, #86

Ceremony, #6, #34, #38, #41, #47, #51, #92
Pipe, #103

Certification, #86

Chacko, Mary Ann, #52, #55

Challenge, #67

Chalmers, Thomas, #106

Chambers, Cynthia M., #2, #11, #34, #35, #36, #39, #42, #48, #79, #85, #103, #104

Champlain, Samuel de, #84, #104, #105

Change, #76, #85, #86, #98

Chant Commission, #85, #86

Character, #5, #67, #81, #83, #84, #85

Charbonneau, Jean, #104

Carnegie Foundation, #84

Charters, W.W., #85

ChatGPT, #86, #104

Chauvinism, #79

Cheating, #86

Chemistry, #84, #86

Cheng, Sheng Yao, #88

Cherokee, #104

Cherubini, Lorenzo, #3, #5

Chesterfield Inlet, #95

Chief Simon Baker, #41

Child-centeredness, #24, #26, #76, #80, #81, #85

Child development, #22, #54

Childhood, #90

Child(ren), #66, #67, #73, #76, #77, #81, #86, #90, #100
Black, #101

Child life, #84

Children's literature, #43

Childrearing, #82, #95

Child study, #81, #82

Child welfare, #80, #82

Chile, #89

China, #53, #81, #84, #87, #88, #107

Chinese, #81

 Canadians, #44

Chinese Canadian Stories: Uncommon Histories to a Common Past (CCS), #44

Chodorow, Nancy J., #47

Choice, #67

Choir, #86

Coulthard, Sean, #85, #98

Christ, #81

Christendom, #104

Christian(ity), #6, #19, #38, #61, #80, #81, #82, #83, #84, #85, #92, #93, #104, #106,
#107, #107

 Thought, #103

Christmas, #93

Christou, Theodore Michael, #2, #4, #22, #33, #68, #75, #82, #87

Chun, Wendy, #76

Church(es), #5, #23, #24, #33, #54, #76, #80, #83, #85, #92, #93, #104

Churchill Vocational Centre, #95

Church of England, #80, #105

Church of Scotland, #106

Ciardi, John, #37, #100

Cisgender, #47

Citizen(ship), #18, #21, #25, #27, #28, #30, #51, #81, #82, #83, #84, #88, #89, #102

Civic(s), #16, #21, #23, #84, #97

Civility, #58

Civilization, #11, #20, #47, #50, #60, #82, #84, #92, #104, #105

Civil War (U.S.), #105

Cixous, Hélène, #37

Clan mothers, #3

Clandinin, D. Jean, #37, #39, #55, #59

Clark, Matthew, #74

Clark, Penney, #20, #81, #82, #94

Clark, R. J., #60

Clarke, C.K., #82

Clarke, Fred, #80, #84

Class, #80, #85, #104, #107

War, #104

Classicism, #47

Classics (the), #28, #82, #105

Class size, #75

Cleaver, Eldridge, #13

Clergy, #80, #81

Clifford, Patricia, #37

Climate change, #70

Crisis, #93

Deniers, #87

Sciences, #93

Coalition for the Promotion of History, #20, #21

Cochrane, Don, #61

Cockrell, Richard, #80

Coding, #26, #80, #103

Cody, H.J., #84

Coeducation, 81

Cognitive, #58, #76

Cohen, Daniel, #80

Coherence, #81, #88, #106, #107

 Social, #106

 Subjective, #106

Cold War, #28, #76, #81, #84, #85, #86, #87

Cole, Peter, #30

Coleman, H.T.J., #84

Collaboration, #11

Collaborators, #92

Collectivism, #103

Collingwood, R.G., #107

Collusion, #92

Colonial(ism), #5, #6, #11, #13, #32, #33, #34, #35, #40, #42, #43, #45, #47, #48, #50,
#51, #88, #92, #93, #98, #101, #103, #104

 Anticolonialism, #98

Colonization, #10, #16, #19, #24, #30, #38, #47, #88, #93, #94, #95, #99

Colorado, Pam, #103

Color-blindness, #101

Columbia University, #83, #85

Comanches, #47

Comeau, Lisa, #5

Commemoration, #2

Commerce, #27

Commercialization, #41, #87

Commitment, #37, #69

Commodification, #5, #33, #87

Commodity, #87

Common, Diane L, #64

Commonality, #34, #44

Commonplaces, #55

Common-sense, #106

Commonwealth, #106

Communal, #23, #24, #88

Communication(s), #12, #16, #22, #37, #46, #59, #77, #97

Communion, #37

Communism, #104

Communists, #56, #85

Communitarian(ism), #88, #104, #105

Community, #1, #4, #5, #7, #8, #9, #11, #14, #16, #17, #18, #19, #29, #32, #34, #35, #36, #37, #38, #42, #45, #46, #47, #50, #54, #58, #64, #70, #71, #76, #80, #87, #93, #97, #99, #100, #101, #103, #104, #106, #107

Building, #95

Comparative education, #74

Compassion, #37, #46, #102

Compatibility, #69

Compensation, #92

Competencies, #19, #20, #21, #23, #25, #26, #27, #29, #30, #31, #32, #37, #70, #75, #76, #78, #80, #83, #97

Competition, #104

Complexity, #26, #37, #54, #69, #85, #97

Theory, #76

Complicity, #93

Composer, #55

Composition, #55, #81, #82, #84

Composure, #37

Computer(s), #29, #76, #78, #87

Literacy, #86

Conciliation, #104

Conciliator, #104

Condescension, #16

Conditioning, #67

Conduct, #11

Concealment, #87

Unconcealment, #87

Confederation, #20, #80, #81, #105, #106, #107

Conflict, #66, #80, #85, #89, #94, #104

Conformity, #11, #44, #80, #83, #86, #104, #105, #106

Connectedness, #92

Connection, #93

Connelly, F. Michael, #37, #39, #55, #59, #85

Connoisseurship, #60

Conquest, #21

Conquest of 1759, #20, #80

Conscience, #33, #104

Consciousness, #3, #15, #21, #27, #34, #38, #46, #48, #50, #51, #89, #100, #107

Canadian, #104

Double, #32, #52, #103

Environmental, #16

Historical, #11, #18, #38, #45, #48, #51, #89, #93, #94

Mass, #11

National, #72

Postmodern, #91

Social, #84

Consensus, #77

Consequence, #89

Consequentialism, #58, #106

Conservation, #24, #76

Conservatism, #21, #23, #75, #80, #82, #83, #85, #86

Neo, #80

Conservative Party, #36

Constants, #58

Constitutionalism, #105

 Jeffersonian conception of, #105

Contamination, #98

Contestation, #98

Constructivism, #25, #89, #103

Consultation(s), #28, #97

Consumerism, #25

Consumers, #24

Consumption, #5

Context(ualization), #89, #103

Contact, #8, #92

 Post, #14, #92

 Pre, #8, #47, #92

Contemplation, #37

Content, #92, #100

Continentalism, #57, #107

Contingency, #50

Continuity, #12, #16, #20, #22, #24, #83, #86, #88, #89, #94

Contradiction, #86

Control, #23, #29, #66, #80, #81, #86, #88

Controversy, #21, #27, #61, #83, #86

Convenience, #63

Convergence, #11, #88

Conversation, #11, #32, #37, #40, #41, #50, #67, #96
 Complicated, #26, #32, #59, #64, #90
 Cross-cultural, #11, #96
 Method, #81

Conviction, #37, #81

Cooperation, #76

Co-operative Commonwealth Federation (CCF), #83

Corbo, Claude, #23

Corbo Group, #21

Corbo Report, #23

Cormier, Jeffrey, #79, #86

Cornell University, #104

Coronavirus, #67

Correlation, #69, #83

Corruption, #80, #99

Cortés, Hernán, #47

Cosmology, #92, #99

Cosmopolitan(ism), #6, #15, #35, #37, #58, #88, #98, #104

Cosmos, #103

Couldry, Nick, #42, #69

Council of Ministers, #86

Conant, James B., #86

Coulthard, Glen Sean, #88

Counselling, #54, #83

Counts, George S., #83, #85

Courage, #37, #44, #81, #106

COVID-19, #34, #56, #67, #87

Craft(s), #22, #92

Creation, #92

Creationism, #86

Creativity, #25, #26, #34, #54, #81, #86, #97

Credibility, #94

Cree, #4, #8, #11, #34, #38, #93, #103

Creighton, Donald, #105, #107

Cremin, Lawrence A., #24, #80, #81, #87

Crime, #81

Crisis, #85, #104

Critical pedagogy, #55

Critical theory, #47, #98

Critical thinking, #16, #27, #32, #47, #50, #76, #86, #89, #92, #94, #97

Critique, #34

Crocco, Margaret Smith, #22

Crowley, Sue, #5

Cukor, George, #25

Culpability, #15

Culturally responsive teaching, #88

Cultural naturalism, #105

Cultural outlook, #107

Culture(s), #4, #5, #6, #7, #8, #9, #11, #12, #13, #14, #16, #17, #19, #20, #21, #22, #23, #26, #28, #29, #30, #32, #34, #36, #37, #38, #39, #40, #43, #45, #46, #47, #58, #60, #65, #76, #78, #80, #81, #85, #88, #92, #93, #95, #97, #98, #100, #103, #104, #105, #107

 Greek, #105

 National, #105

Curiosity, #37, #58

Currere, #13, #37, #39, #40, #48, #69, #80, #91, #104, #106

Currere Exchange.com, #39

Cwelelep, #18

Cyberspace, #35

Dagenais, Michèle, #27

Daignault, Jacques, #76

Dalhousie University, #80, #84, #106

Dalton Plan, #83

Dame school, #80

Dance, #56, #58, #100

Danger, #37

Danyluk, Patricia A., #17

Dart, Ron, #106

Dartmouth Conference, #86

Darwin, Charles, #80, #103, #104, #105

Darwinism, #80

Social, #104

Data(fication), #71, #76, #96

Daughters of the Empire (IODE), #83

Davies, Robertson, #85

Davis, Brent, #35, #76

Davis, Lynne, #7, #8, #9, #12

Death, #37, #48, #54

Decadentism, #104

Decay, #93

Decentralization, #85, #86

Decimation, #48

Declaration of Independence (U.S.), #105

Decolonial thought, #98

Decolonization, #5, #6, #7, #11, #16, #17, #38, #43, #47, #50, #93, #94, #95, #98, #99, #103

Deconstruction, #40, #53

Deer, Frank, #13

Defamation, #15

Deferral, #40

Deficiency, #8, #98

Dehumanizing, #10

Deleuze, Gilles, #39

Deliberation, #52, #55, #98

Delinquents, #81, #83

Deloria, Vine, #103

DeLuca, Christopher, #2, #4, #33, #68

Demagogues, #58

Democracy, #20, #23, #27, #30, #31, #40, #58, #72, #76, #82, #85, #104, #105, #106

Democratic, #55, #56

Democratization, #22, #24, #83, #86

Demographics, #104

Dene, #34, #36, #98

Denial, #9

Dennis, Lloyd, #85

Dennison, George, #64

Dental, #80

Denver, #22, #59

Denver Plan, #59

Dependency, #4, #47

Depersonalized, #60, #73, #104

Deportation, #83, #102

Deprivation, #8

Derrida, Jacques, #40

Descartes, René, #105, #106

Design, #60, #62, #65, #77, #88
Interior, #86

Design for Learning, #85

Desire(s), #37, #47, #50

Desmarais family, #21

Destiny, #104
Manifest, #104

Determinism, #27, #33, #47

Devastation, #46

Development(al), #26, #59, #65, #67, #73, #76, #85, #89

DeVos, Betsy, #67

Devotion, #37

Dewey, John, #6, #11, #15, #22, #23, #26, #42, #46, #58, #63, #72, #81, #82, #83, #84,
#85, #107

Dialectics, #57, #89, #107

Dialogue(s), #7, #19, #29, #39, #43, #51, #55, #60, #93, #94

Díaz, Bernal, #47

Dickason, Olive Patricia, #4

Dickie, Donalda, #83

Didactic, #22, #26, #37

Diefenbaker, John, #36

Différance, #40

Difference(s), #6, #10, #17, #22, #34, #38, #39, #88

Differentiation (curriculum), #86

Digital, #42, #44, #49, #80, #100

Dignity, #7, #90, #101

Diltz, B.C., #85

Di Mascio, Anthony, #19

Diné (Navajo), #47

Dion, Susan D., #2, #3, #8, #10, #11, #13, #14, #34, #38, #48, #51, #92, #93

Disability, #8

Discourse, #47, #88, #91

Discrimination, #15, #88

Discussion, #58

Disease, #47, #48

Disembodiment, #15

Disinformation, #19

Disparagement, #15

Displacement, #40, #93

Disposition, #99

Dispossession, #50, #98, #102

Dissimulation, #25

Dissonance, #17, #18

Distant Early Warning (DEW), #36

Dittburner, Carolyn, #7

Diversity, #17, #26, #31, #32, #40, #80, #85, #86, #88
Indigenous, #92

Divorce, #54

DNA, #73

Documentary, #34, #35

Dogma(tism), #24, #94

Doll, Mary Aswell, #73

Doll, Jr., William E., #6, #11, #15, #37, #76, #80, #87, #90, #103

Domestication, #98

Dominance, #18, #37, #48

Domination, #7, #17, #43, #98

Dominion Educational Association, #80, #82

Donald, Dwayne, #2, #10, #11, #14, #38, #39, #42, #93, #99

Donald, Merlin, #100

Dorion, John, #9

Doukhobors, #104

Down-low, #47

Drama, #85

Drawing, #81, #82

Dream(s), #47, #87

Drill, #84

Drugs, #75

Drum-dancing, #93

Dualism, #103

Duckworth, Eleanor, #62

Dufour, Emmanuele, #19

Duggan, Robyn, #18

Dunlop, W.J., #85

Dupuis, N. F., #83

Durant, Sam, #13

Durham (Lord), #80

Durham Report, #20, #80

Dutch (the), #104

Duty, #11, #61, #104

Earth, #37, #40, #46, #47, #92
School, #15

East China Normal University, #81

Easter, #93

Eccentricity, #107

Ecojustice, #40, #46

Ecological, #35, #38, #40, #46, #56, #94

Ecology, #88

Economic(s), #16, #26, #65, #69, #75, #76, #83, #86, #87, #97, #98, #104
Liberalism, #105
Theory, #87

Economism, #24, #60

Economy, #23, #25, #42, #46, #80, #81, #86

Ecotone, #37

Eder, Jeanne, #13

Edgerton, Susan Huddleston, #8

Edinburgh, #106

Edmonton, #52, #83, #85

Education Ordinance of 1977, #16

Effectiveness, #65, #67, #70

Efficiency, #24, #26, #35, #80, #83

 Industrial, #85

 Social, #76, #82, #83

Egalitarian, #39

Egan, Kieran, #37

Eg a-Kuehne, Denise, #26, #40

Eight-Year Study, #53, #59, #84, #86

Eisner, Elliot W., #60

Elder(s), #3, #6, #7, #8, #12, #16, #32, #34, #38, #40, #43, #45, #46, #47, #51, #92, #94, #96, #97, #99, #103

Elder Gordon, #32

Elder Jerry Saddleback, #38

Elder Vincent Stogan, #41, #99

E-learning, #29, #32

Eliot, Charles W., #81, #82

Ellis, W. S., #83

Emasculation, #47

Embodiment, #100

Emerson, Godwin J., #63

Emotion, #21, #33, #37, #50, #51, #92, #93, #107

Empathy, #11, #38, #49, #51

Empire, #87, #105

Empire Day, #83

Empiricism, #103

Empowerment, #98

Encounter(s),

 Embodied, #93

Energy shortages, #86

Engineering, #65, #81, #85

England, #15, #34, #81, #104, #106

English, #12, #29, #34, #47, #56, #78, #83, #85, #86, #95, #97

Enlightenment, #94, #104

 French, #94, #104

Ennis, Harold, #105

Ensor, Beatrice, #84

Enterprise, #83, #84

Entrepreneurialism, #42, #76

Environment(al), #16, #29, #32, #40, #56, #66, #67, #104

 Deterioration, #86

 education, #25, #44, #46

science, #16, #93, #97
studies, #85

Epicurus, #107

Epiphany, #37

Epiphenomenalism, #105

Episteme, #4, #88

Epistemicide, #35

Epistemology, #3, #4, #6, #11, #19, #37, #38, #45, #50, #53, #89, #90, #94, #96, #103,
#107

Eppert, Claudia, #50, #96

Epstein, Greg M., #80

Equality, #11, #29, #63, #85, #104

Equalization, #83

Equity, #6, #32, #93

Inequity, #94

Erasure, #50

Ermine, Willie, #11, #93

Eschatology, #64

Essentialism, #37, #47, #96, #98

Esson, Henry, #81, #105

Estates General on Education, #23, #26, #29

Estrangement, #50, #93

Eternity, #106

Ethics, #6, #7, #8, #11, #29, #33, #37, #38, #40, #43, #48, #49, #50, #51, #53, #58, #60, #61, #74, #82, #86, #89, #90, #92, #93, #96, #98, #100, #102, #103, #105, #106, #107

Éthier, Lefrançois, and Demers study, #19

Ethnicity, #16, #27, #30, #61, #92

Ethnocentrism(s), #7, #19, #56, #58, #96

Ethnography, #59

Ethnohistory, #96

Ethnomethodology, #52

Ethos, #58

Etymology, #107

Eucharist, #6

Eugenics, #83

Euro-Canadian, #92

Eurocentric, #1, #6, #7, #9, #17, #35, #38, #44, #58, #86, #88, #92, #93, #94, #96, #97, #98, #103

Europe, #34, #81, #88, #94

European Union (EU), #88

Eurowestern, #11

Evaluation, #22, #29, #52, #56, #59, #60, #62, #64, #70, #71, #86, #90, #97

Event(s), #45, #50, #51

Everyday, #93
 life, #25

Evidence, #89, #97, #103

Evil, #104

Evolution, #21, #80, #86, #103, #104, #105

Examinations, #84

Exchange, #99

Exceptionalism, #20
 Human, #103

Exceptionality, #86

Exclusion, #23, #35, #47, #49

Exercise, #83

Existentialism, #47, #53

Exorcism, #98

Exoticizing, #96

Experience, #67, #83, #85, #92, #93, #97, #100, #106, #107

Experiential learning, #93

Expertise, #76

Explanation, #106, #107

Exploitation, #87

Exploring, #78

Expo (1967), #85

Exposing the Situation (1995), #23

Exteriority, #50

Extermination, #50

Externalization, #98

Extra-curriculum, #83, #84, #85, #101

Extroversion, #73

Facebook, #35, #42, #91

Factory model, #81

Fact(s), #63, #84, #107

Faculties of Educational Sciences, #23

Fahmy-Eid, Nadia, #21

Failure, #86

Faith, #82, #105

Faith keepers, #3

Family, #16, #32, #36, #37, #38, #44, #47, #48, #54, #80, #82, #83, #95, #101, #103

Famine, #80

Fanning, Patrick, #47

Fanon, Frantz, #6, #47, #98

Farley, Lisa, #43

Farm(s), #83, #84

Farsi, #47

Feasts, #92

Federalism, #57, #72, #104, #105

Philosophical, #105

Federal Technical and Vocational Assistance Act of 1960, #85

Feeling(s), #61, #80, #100

Feminism, #47

Maternal, #82, #83

Feminist(s), #85, #107

Indigenous, #98

Feminization, #47

Fenian Brotherhood, #81

Festivals, #86

Fetish, #82

Fettes, Mark, #12

Fiction, #34, #47

Nonfiction, #34

Fierlbeck, Katherine, #20, #56, #101, #104

Film, #15, #18, #50, #54

Findlay, L.M., #7

Finland, #4

First Nations, #2, #4, #6, #8, #9, #14, #15, #16, #17, #18, #19, #30, #32, #35, #36, #39, #41, #44, #47, #48, #51, #88, #95, #98, #99, #104

First Peoples, #19, #30, #34, #35, #43, #56, #57, #76, #77, #80, #81, #88, #98, #103, #104

Fischer, David Hackett, #84, #104, #105

Flexibility, #70

Florida, #84

Folklore, #56, #65

Fong, Denise, #44

Food, #103

shortages, #86

For Seven Generations, #7

Foreigners, #44

Formalism, #82, #84, #86

Formation, #20, #22, #23, #36, #83

Fort, #11, #38, #93

Fort Good Hope, #36

Foucault, Michel, #47, #80, #91

Fournier, Jacques, #21

Fourstar, Arthur, #51

Fragility, #104 <https://www.nytimes.com/2023/08/27/health/schools-indoor-air-covid.html>

Fragmentation, #104

Framework-programs, #22, #23, #28

France, #20, #24, #31, #34, #57, #81, #88, #104
New, #80

Franco-European, #26

Francophone(s), #20, #21, #24, #27, #80, #85, #104

Frankfurt School, #11, #90

Frankl, Victor, #92

Franklin, Barry, #66

Franklin, Donna, #101

Franklin, Ursula, #34

Fraser Corridor Heritage Landscape Project (FCHLP), #44

Free Church College of Halifax, #106

Freedom, #11, #24, #37, #47, #60, #67, #70, #74, #81, #82, #104, #105, #107
Academic, #22, #70, #99

Freeman, Kate, #92

Fregault, G., #20

Freire, Paulo, #37, #74, #90

French, #12, #19, #20, #23, #24, #29, #30, #34, #47, #78, #80, #81, #83, #84, #85,
#86, #104, #105

French-Canadian(s), #20, #27, #28, #85

Freud, Sigmund, #36, #47, #83, #87, #104, #106, #107

Friedenberg, Edgar A., #85

Friendship, #37, #41
Centres, #32

Friesen, Sharon, #37

Froebel, Friedrich, #81, #82, #86

Frontier, #11, #18, #34, #38, #93

Fromm, Erich, #67

Frustration, #25

Frye, Northup, #34, #56, #85, #86, #104

Fullan, Michael, #68, #69

Function(ality), #24, #26, #56, #100

Future (the), #20, #24, #31, #33, #44, #46, #51, #52, #56, #76, #85, #86, #87, #93,
#102

Futurism, #87

Gabriel Dumont Institute, #9

Gabriel, Markus, #107

Gadamer, Hans-Georg, #93

Gaiwiiio (the), #47

Games, #83

Gao, Zhenyu, #53

Gardini, Nicola, #60

Garneau, François-Xavier, #104

Garvey, Amy, #101

Garvey, Marcus, #101

Garvin, John W., #84

Gaslight, #25

Gathering Strength, #98

Gauthier, Clermont, #22, #76

Gay, #98

Gay, Geneva, #15, #17

Gemeinschaft (community), #88

Gender, #22, #39, #40, #47, #65, #80, #82, #84, #90, #92, #98

Genealogy, #42, #47

Generalizability, #103

Generalization, #58, #81, #94

Generation gap, #90

Genetic engineering, #86

Genocide, #5, #9, #18, #33, #43, #44, #76, #80, #84, #88, #98, #103

Genome, #73

Genuine Education Movement (GEM), #75

Geography, #16, #34, #37, #75, #81, #82, #83, #84, #86, #87, #92, #97

Geometry, #81

George, James, #105

Gérin, Léon, #82

German(y), #48, #81, #84, #86, #105

Gesca newspapers, #21

Gesellschaft (society), #88

Ghettoization, #8

Gibbons, Maurice, #64, #67

Gibson, Lindsay, #102

Gibson, Susan, #35

Gift(s), #4, #6, #32, #50, #51, #88, #99, #104

Gifted, #83

Gill, W.S., #105

Giinmaa, #92

Giinwi, #92

Girls, #80, #81

Gitskan-Wet'suwet'en, #45

Glasgow, #104

Global Education Research Network, #42

Globalization, #20, #23, #26, #42, #87, #88
De-Globalization, #87

Global perspective, #88

Global warming, #77

Gnosticism, #105

God, #53, #76, #85, #104, #106, #107

Goffman, Erving, #14

Goldring, C.C., #84

Goldstein, Dana, #84

Goldstein, Laurie, #50

Good (the), #11
Common, #16, #104
Mind, #47

Goodson, Ivor F., #15, #59, #80, #86

Google, #42, #86

Gordon Commission, #85

Gordon, Robert S. C., #33

Gordon, Walter, #85

Gospel, #80

Gould, Glenn, #35

Gouldner, Alvin W., #52

Governance, #11, #14, #87, #92

Government, #12, #14, #16, #18, #21, #24, #29, #48, #56, #77, #80, #81, #86, #88

Government of Canada, #98

Government of the Northwest Territories, #16

GPTZero, #86

Grading, #80

Graduation requirements, #83

Graham, Katherine, #7

Grammar, #37, #75, #80, #81, #82

Grant, George, #5, #6, #8, #11, #24, #25, #30, #37, #46, #57, #58, #79, #80, #92, #99, #100, #104, #105, #106, #107

Grant, John N., #66

Gratitude, #46

Great Britain, #20, #34, #78, #79, #80, #81, #82, #83, #84, #86, #104, #105, #107

Great Chain of Being, #80

Great Depression, #28, #83, #86

Great Disruption, #106

Great Spirit, #15, #18

Greek(s), #100, #107

 Ancient, #107

 Metaphysics, #107

Green, Erica L., #67

Green, T.H., #106

Greene, Maxine, #29, #37, #53, #93

Greene, Naomi, #37

Greenland, #88, #93

Greenwashing, #40

Greer, Nancy R., #77

Grégoire Inc., Reginald, #31

Grief, #37

Grimmett, Peter P., #81

Growth, #67

Grumet, Madeleine R., #8, #26, #36, #39, #68, #75, #76, #80, #86

Guattari, Félix, #39

Guidance, #54, #83, #86

Guideline(s), #70, #86

Guilt, #33, #92

Gumbrecht, Hans Ulrich, #104

Gutek, Gerald, #83

Gymnastics, #81, #82

Habermas, Jürgen, #6, #77

Habit, #81

Habitus, #50

Hadow Report(s), #83

Haig-Brown, Celia, #3, #41, #103

Hakujin, #48

Halifax, #106

Hall-Dennis Report, #85

Hall, G. Emmett, #85

Hall, G. Stanley, #81, #82, #83

Hamilton, Ontario, #82, #106

Hamilton, Sir William, #107

Hamlet, #96

Hamm, Cornel, #67

Hampden-Turner, Charles, #59

Hampton, Eber, #9

Han, Byung-Chul, #47, #80

Handsome Lake, #47

Hangzhou, #62

Happiness, #80

Haraway, Donna J., #39

Hare, Jan, #5, #8, #14, #19, #48, #80, #92, #93, #104, #106

Harlem Renaissance, #101

Harmon, Merrill, #61

Harmony, #10, #16, #17, #76, #98

Harper, Stephen, #98

Harris, William Torrey, #80

Hart, Michael, #103

Hartocollis, Amanda, #63

Harvard University, #62, #81, #82, #85, #86

Harvey, Julien, #23

Hasebe-Ludt, Erika, #2, #11, #34, #35, #37, #39, #41, #42, #48

Hatred, #43, #98

Haudenosaunee, #46, #47

Havelock, Eric, #100

Hawaiian thought, #47

Hawthorn Report (1967), #14

Healing, #37, #51, #93, #104

Health, #25, #32, #37, #46, #48, #54, #70, #78, #83, #84, #86

Insurance, #83

Mental, #32, #76

Psychological, #76

Heart, #37

Hébert, Louis, #104

Hébert, Yvonne, #12

Hebron, #93

Hegel, Georg, #57, #104

-Hegelianism, #105

-Hegelians, #104

Hegemony, #98

Heidegger, Martin, #37, #87

Henchey, Norman, #29, #32

Henderson, James G., #80

Henderson, Youngblood, 5

Henry, Robert, #47

Henry, Tasha, #43

Hepburn, A.F.B., #84

Herbartianism, #82

Herbart, Johann Fredrich, #104

Herbert, John, #34, #72

Heritage, #8, #16, #21, #23, #36, #82, #88, #97
Approach, #85

Hermeneutics, #11, #38, #55, #68, #74

Herndon, James, #64

Hersom, Naomi, #68

Heterogeneity, #37, #39

Heteronormativity, #47

Heterosexuality, #85

Hinton, Gregory, #104

Historian(s), #86, #89, #94

Historical narrative, #98

Historical reasoning, #89

Historical thinking, #27, #30, #50, #89, #94, #102
UBC's Project, #94

Historicity, #20, #87

Historicization, #20

Historiography, #20, #27, #30, #38, #44, #89, #93, #94, #96

History, #9, #10, #15, #16, #17, #18, #19, #20, #23, #27, #29, #30, #33, #35, #36, #38, #39, #43, #44, #45, #46, #47, #48, #50, #51, #53, #57, #59, #66, #72, #74, #75, #78, #79, #80, #81, #82, #83, #84, #86, #87, #89, #90, #93, #94, #96, #97, #100, #102, #104

 Canadian, #102

 Personal, #91

History and Citizenship Education, #27

History of Québec and Canada, #21

HIV, #47

Hodgetts, A. B., #52, #56, #57, #59, #85

Hodgins, J.G., #81

Hodgson-Smith, Kathy, #8

Hodson, John, #3

Hokowhitu, Brendan, #47

Holism, #103

Holistic, #92, #97, #103

Holmes Group, #84

Holocaust, #48, #50, #76, #77, #87

Holt, John, #64

Home, #87

Home-and-School movement, #86

Home economics (domestic science), #54, #82, #86

Homeland, #93

Home(less), #11, #34, #36, #85

Homer, #100

Homework, #86

Homicide, #47

Homiletics, #103

Homogeneity, #6, #11, #58, #80, #85, #91, #105

Homosexuals, #56

Honesty, #92

Hoodless, Adelaide, #82

Hope, #8, #9, #16, #18, #32, #37

Horizontality, #35

Horkheimer, Max, #11, #90, #106

Horlacher, Rebekka, #80

Hospitality, #40

Hostel(s), #95

Houle, Terrance, #47

How, #76

Howard, Philip, #101

How We Think, #85

Huang, Kalley, #86

Hudson's Bay Company, #93

Huebner, Dwayne E., #37, #52, #56, #104, #107

Hughes, Andrew, #69

Hughes, James L., #81, #82

Human capital, #24, #84, #90
Theory, #107

Human-centric, #103

Human condition, #50

Human development, #86

Human Journey series, #54

Human predicament, #107

Human Rights, #2, #6, #11, #44, #61, #86

Humanism, #21, #24, #28, #47
Post-, #90
Secular, #85

Humanitarian(ism), #107

Humanistic, #60

Humanities, #23, #24, #37, #41, #56, #59, #79, #84, #85, #92, #103, #104, #106

Humanity, #37, #76, #90, #91, #101, #103, #107

Humanness, #49

Human relations, #86

Hume, David, #105, #106

Hume, James Gibson, #106

Humility, #37, #92, #94

Humor, #67

Hunger, #107

Hurren, Wanda, #39

Hutcheon, Linda, #34

Hutchins, Robert, #15

Hutton, Maurice, #81

Hutterites, #58

Hybridity, #38

Hygiene, #84

Ibbitson, John, #30

Ibrahim, Awad, #35, #42

Iceland, #88

Idealism, #81, #82, #96, #105, #106, #107

 German, #107

 Subjective, #107

Identity, #4, #6, #8, #9, #12, #13, #14, #16, #17, #20, #21, #23, #24, #27, #30, #34, #35, #36, #37, #38, #39, #40, #47, #48, #49, #51, #72, #81, #88, #89, #93, #94, #96, #97, #98, #101

Ideology, #37, #57, #81, #83, #86, #89, #104

Idle No More, #32, #35, #98

Idolatry, #107

Ignorance, #4, #43, #66, #81, #92, #93

Illiteracy, #80, #82

Image, #65, #100

Imagination, #37, #38, #50, #58

Immediacy, #11

Immigrants, #23, #27, #30, #83, #102, #104, #107

Immigration, #58, #80, #82, #83, #85, #107

Imperialism, #4, #57, #58, #81, #83, #92, #94

 Cognitive, #6

 Cultural, #34, #82, #105

Implementation, #68, #69, #70, #71, #77, #84, #88

Impotential, #64

Improvement, #90

Improvisation, #35, #36

In-between, #35

Incest, #47

Inchauspé Group, #21, #23

Inchauspé, Paul, #23, #26

Inclusion, #34

Inclusive, #16

Incommensurability, #4, #11, #94, #96, #97, #98, #99

Independence, #15, #64, #70, #73, #76, #86, #88

 Canadian, #107

 Intellectual, #99, #106

 Political, #106

India, #52, #55, #88

Indian(s), #5, #10, #14, #15, #20, #66, #80, #81, #83, #105

 Non-Indian, #14

Indian Act (1876), #14, #18, #85

Indian Band Councils, #36

Indian Brotherhood of the Northwest Territories, #36

Indian Control of Indian Education, #14

Indigeneity, #47, #51, #92, #93, #97

Indigenization, #92

Indigenizing, #92

Indigenous, #1, #2, #3, #4, #5, #6, #7, #15, #27, #32, #34, #38, #41, #42, #43, #45, #47, #48, #50, #51, #54, #56, #64, #80, #83, #85, #88, #93, #96, #98, #99, #101, #103, #104

Australians, #88

Histories, #94

Languages, #92

Non-Indigenous, #32, #41, #48, #50, #51, #80, #88, #92, #93, #96, #98, #99, #101

Northerners, #93

Research, #103

Studies, #92

Individual(ity), #55, #76, #104, #107

Individualism, #104, #105

Industrialized, #104

Possessive, #104

Individualization, #67, #85

Individuation, #88, #104

Indoctrination, #53, #67, #83

Industrial(ization), #76, #80, #82

Revolution, #105

Industrial schools, #5

Industry, #27, #86

Inequality, #63, #86, #92, #98
Economic, #87

Inevitability, #87

Infiltration, #58

Infinity, #65

Influence(s), #37, #47, #66, #67, #86, #93

Information, #29, #30, #58, #60, #84, #85, #90

Ingersoll, Marcea, #2, #4, #33, #68

Inhelder, Bärbel, #62

Inhuman, #90

Injury, #49

Injustice(s), #6, #44, #51, #92, #93, #98, #104

Inner

knowledge, #56
learning spirit, #6
life, #24, #37
work, #43

Innes, Robert, #47, #98

Innocence, #43

Innovation(s), #68, #69, #70, #80, #81, #86, #97

Involvement, #85

Inquiry, #17, #31, #37, #46, #53

Insight, #86

Inspection, #81

Inspector(s), #83, #84, #106

Inspired Minds: All Nations Creative Writing Program, #47

Inspiriting, #37

Instability, #86

Institute for the Advancement of Philosophy for Children (IAPC), #53

Instrumental(ism), #20, #23, #27, #42, #55, #56, #58, #65, #85, #88, #90, #98, #106

Integration, #8, #14, #15, #23, #25, #31, #32, #46, #75

Integrity, #11, #41, #46, #88, #104

Cultural, #98

Intellectual(s), #82, #85, #96, #105

Breakthrough, #103

Intelligence, #31, #67

Artificial, #86, #104

Cognizing, #107

Disciplined, #80, #81, #85

Quotient (I.Q.), #83

Interconnectedness, #5, #11, #16, #46

Intercultural, #19, #72, #92

Interdependence, #37, #103

Interdisciplinary, #25, #86

Approach, #85

Interface Study (Ontario, 1977), #85

Interrelatedness, #92

Interrelationship, #76

Interest(s), #67, #70, #75, #83, #104

Interiority, #50

Internalization, #47, #98

International Convention for the Rights of the Child, #19

Internationalisation, #42

International(ism), #57, #80, #81, #84

Internet, #29, #37, #91

Internment, #48, #56

Interpellation, #37

Interpretation(s), #21, #26, #34, #37, #38, #60, #94, #96

Interrelatedness, #39, #41

Intersectionality, #92, #98, #101

Intersex, #47

Interwoven, #92

Intimacy, #38, #49

Intrigue, #93

Introspection, #37

Introversion, #73

Intuition(ism), #65, #105

 Ethical, #105

 Moral, #105

Inuit, #3, #4, #6, #8, #16, #17, #30, #35, #51, #83, #86, #93, #95

Inuit Language Protection Act, 97

Inuit Qaujimagatuqangit, #16, #97

Inuit Tapiriit Kanatami (ITK), #93

Inuktitut, #15, #97

Inuuqatigiit: The Curriculum from the Inuit Perspective, #16

Inuuqatigiitsiarniq, #16

Inuvik, #36

Invention, #107

Invisibility, #88, #93

Inward(ness), #104

Iqqaqqaukkaringniq, #16, #97

Ireland, #80, #81

Irish National Readers, #81

Irrationality, #26

Irwin, Rita L., #2, #3, #34, #37, #77, #102

Iseke, Judy, #38

Isolation, #104

Israeli curriculum theory and practice, #55

Israeli Ministry of Education, #55

Italy, #85

Jacob, W. James, #88

Jackson, Philip W., #83

Jagose, Annamarie, #101

Jales Coutinho, Allan Michel, #88, #89, #92, #103, #106

James Bay and Northern Québec Agreement of 1976, #8

James, Carl, #101

James Committee on Reconstruction, #83

James, F. Cyril, #83

James, William, #37, #46, #82, #105

Japan, #86

Japanese Canadian(s), #48, #56, #83
Internment, #102

Jardine, David W., #37, #40

Jay, Martin, #69, #82, #90, #106

Jazz, #36, #86

JCT, #68

Jerusalem, #106

Jesuits, #80

Jewish refugees, #56

Jewish thought, #103

Jews, #81, #83

Jingoism, #84

Johnson, Mary, #45

Johnston, Ingrid, #42

Johnson-Mardones, Daniel F., #90

Jonnaert, Philippe, #26

Joseph Bernier Federal Day School, #95

Journalism, #34, #80

Yellow, #80

Journalist(s), #5, #37

Journal of the American Association for the Advancement of Curriculum Studies, #71

Journey, #90, #99

Joy, #37, #46

Judaism, #6, #107

Judd, Charles, #84

Judeo-Christian, #7, #80

Jung, Carl, #73

Jung, Jung-Hoon, #8, #16, #101

Justice, #6, #12, #13, #22, #40, #44, #45, #107

Gender, #98

Social, #92

White, #98

Juxtaposition, #11, #35, #39, #82, #96, #104, #106

Kaag, John, #37, #39, #46, #82, #100

Kaethler, Andrew, #106

Kamucwkalba, #18

Kane, Ruth, #81

Kant, Immanuel, #104, #106, #107

Kanu, Yatta, #1

Karmis, Dimitrios, #23

Kat'i'a, #18

Katz, Michael, #84

Kaufman, Peter, #105

Kaulukukui, Jr., Thomas Ka'auwai, #47

Kaupapa Ma'ori, #833

Keats, John, #86

Keith, Joan, #69

Kennedy, John F., #24

Kenny, Douglas T., #86

Kenora, Ontario, #51

Kichi Sibi, #40

Kimwa, #92

Kimwi, #92

Kilpatrick, William Heard, #25, #82, #83

Kim, Julianna, #67

Kimmel, Michael, #81

Kincheloe, Joe L., #98, #103

Kindergarten, #81, #86

King, Andrew, #106

Kingdom of Tonga, #88

King, H. B., #83

King, Richard, #1

Kingston Chronicle, #80

Kingston Collegiate Institute, #83

Kingston, Ontario, #47, #82, #105, #107

Kinship, #5, #6, #18, #99, #103

Kirkconnell, Thomas, #82

Kirkland, Thomas, #84

Kirkness, Vera, #15, #18, #99

Kitigan Zibi Cultural Centre, #51

Kivel, Paul, #47

Kliebard, Herbert M., #355

Klohr, Mildred, #82

Klohr, Paul, #63, #82

Knowledge, #3, #4, #5, #6, #7, #8, #9, #10, #11, #13, #15, #16, #17, #18, #22, #23, #24, #26, #27, #28, #32, #38, #39, #41, #42, #43, #44, #46, #47, #48, #49, #50, #51, #53, #54, #55, #59, #65, #67, #68, #70, #71, #76, #80, #81, #84, #85, #88, #90, #93, #94, #102, #103, #107

Creation, #103

Economy, #87

Experiential, #98

Historical, #89

Inuit, #97

Indigenous, #92, #94, #95

Keepers, #92

Organization, #103

Theories of, #107

Knox, Shauna, #98

Koepnick, Lutz, #37

Kohlberg, Lawrence, #85

Kovach, Margaret, #99, #103

Krall, Florence R., #37

Kroker, Arthur, #34

Ku Klux Klan, #83

Kulnieks, Andrejs, #46

Kumashiro, Kevin, #17

Kuokkanen, Rauna, #4, #14, #15, #88, #99

Kwakiutl nation, #36

Labaree, David F., #35

Labour, #66, #107

 Demands, #5

 Unions, #66

Labrador, #93

Lacan, Jacques, #47, #91, #106

LaChance, Louis, #37, #104

Lacoursière, Jacques, #19, #20

LaFave, Kim, #43

Lahache, Louise, #7, #8, #9, #12

Laidlaw, Linda, #35

Laloux-Jain, Geneviève, #27

Lamarck, Jean-Baptiste, #105

LaMDA, #86

Land-based

 Knowing, #103

 learning, #92

Land(scape), #3, #4, #8, #11, #16, #17, #32, #34, #35, #37, #41, #43, #45, #48, #50, #88, #94, #96, #98, #99, #103

Langer, Susanne, #100

Language(s), #1, #6, #8, #9, #12, #14, #16, #17, #19, #20, #23, #24, #29, #32, #34, #37, #39, #40, #42, #45, #47, #52, #77, #82, #85, #86, #88, #91, #95, #97, #98, #100, #103, #104

Laplanders, #4

Las Casas, Bartolomé de, #47

Lasch, Christopher, #33, #87, #104, #107

Latin, #24, #29, #60, #80, #81, #82, #83, #84, #100, #107

Latin America, #88

Latin American, #85

Latino, #67

Latour, Bruo, #107

Latta, Margaret Macintyre, #6

Laughter, #37

Laurier, Sir Wilfred, #81

Laval (Bishop), #80

Laval University, #20, #80

Laville, Christian, #27, #30

Law (the), #11, #104

Leach, William Turnbull, #105

Leadership, #14, #32, #37, #41, #47, #84

Leake, Albert, #82

Lear, Jonathan, #8, #18

Learning for the Future, #23

Learning Goals from Kindergarten to Secondary, #23

Learning styles (Aboriginal), #8

L'Ecole tout un programme, #26

Leddy, Shannon, #13

Le Devoir, #20, #21, #27

Lee, Lloyd L., #47

Lee, Nicole Y.S., #87

Legacy of Hope Foundation, #51, #95

Legal, #11

Legends, #16, #38

Leggo, Carl, #2, #34, #35, #37, #39, #41, #42, #48, #100

Leisure, #86

Leithwood, K. A., #70, #71

Lekwungen and Liekwelthout pole carving, #18

Lemieux, Olivier, #21

Lenoir, Yves, #24

L'Enseignement Secondaire, #28

Le Pen, Marine, #83

Leroy Little Bear, #34

Lesage, M., #28

Lesko, Nancy, #83

Létourneau and Laville, #19

Létourneau, Jacques, #20, #89

Lévi-Strauss, Claude, #26

Levine, Donald N., #15, #58

Lewis, Tyson, #64

Lewy, Arieh, #71

LGBTQ2: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Two-Spirit, #47, #54

Liberal arts, #47, #82, #84, #85

Liberal Conservative Party, #85

Liberal Party, #24, #28

Liberalism, #21, #85, #94

Liberation, #47, #76

Liberty, #82

White, #98

Library, #32, #80, #81, #83

Life adjustment education, #83

Life expectancy, #95

Life history, #59

Life writing, #18, #36, #37, #48

Lilla, Mark, #105

Lil'wat, #1, #18

Linearity, #46, #89, #104

Ling, Sarah, #44

Lingering, #37

Lingis, Alphonso, #47

Listen(ing), #10, #33, #37, #49, #50, #51, #100

Literacy, #12, #15, #29, #32, #39, #75, #80

Literary, #60

Literature, #81, #83, #84, #85, #104

Living and Learning, #85

Livingston, Sir Richard, #85

Llewellyn, Kristina R., #44, #51

Local control, #8, #14, #15

Locality, #56

Logic, #37, #74, #100, #106

Logistics, #65

London, #80, #106

Loneliness, #47

Longboat, Dan Roronhiakewen, #46

Longstreet, Wilma, #76

Louisiana, #20

Louisiana State University (LSU), #84

Love, #8, #37, #46, #90, #92, #106

Maternal, #76

Lynch's Lane, #37

Loyalists, #80, #105

Loyalty, #82

Luce-Kapler, Rebecca, #100

Lyll, William, #104, #106

Lyotard, Jean-François, #104

Macdonald, James B., #52, #56

Macdonald, Jennifer, #34

Macdonald, John A., #5, #14, #85

Macdonald, R.A., #70

Macdonald, William, #82

Macdonald-Robertson movement, #82

MacDougall, John, #83

Macfadden, Bernarr, #81

MacIver, Don, #72

MacKay, Alexander, #83, #84

MacKay Committee, #85

MacKay Report, #85

MacLennan, Hugh, #85, #104

MacMurchy, Helen, #82

Magazines, #85

Mainstreaming, #86

Malgait, #16

Malik, Kenan, #13

Mamchur, Carolyn N., #73

Man: A Course of Study (MACOS), #86

Management, #77

 Scientific, #80

Manchester School, #105

Manhood, #76

Manipulation, #53, #66, #67

Manitoba, #12, #61, #79, #81, #86, #103

Manitoba Indian Brotherhood, #15

Manliness, #82

Mann, John Steven, #83, #97

Maori, #47

Maracle, Sylvia, #47

Marean, Ada, #81

Marginalization, #34, #51, #57, #88, #92

Marker, Michael, #94, #96, #99

Market (the), #87

Marois, Pauline, #26

Marriage(s), #15, #18, #47

Marsh Report, #83

Marshall, Bill, #104

Martell, George, #85

Martin, Raymond, #103

Marx, Karl, #98, #104

Marxism, #79, #98, #103

Masculinity, #47, #81

Black, #101

Hyper, #47

Indigenous, #98

Toxic, #47

Maslow, Abraham, #24

Massey Commission, #85

Massey, Vincent, #82, #83, #85

Mastery, #31, #43, #83, #85

Masturbation, #82

Materialism, #24, #84

Materiality, #3

Mathematicians, #57

Mathematics, #16, #17, #23, #25, #29, #53, #65, #77, #78, #81, #82, #83, #84, #85,
#86, #87

Mathews, Robyn, #104

Mato-Tope, #47

Maturity, #73, #81, #104

Maynard, Fredelle, #84, #86

McArthur, Duncan, #84

McCulloch, Thomas, #80, #104, #106

McCullough, J.J., #104

McGill University, #81, #82, #83, #105, #106, #107

McGlazer, Ramsey, #9

McGrath, William J., #35

McGregor, Catherine, #97

McGregor, Heather E., #16, #93, #94, #95, #96, #97, #99

McGuffey Readers, #81

McKay, Matthew, #47

McKenna, Mary Olga, #74

McKnight, Douglas, #104

McLellan, J.A., #82

McLennan, Hugh, #35

McLuhan, Marshall, #34, #85, #88

McMurry, Charles, #84

McNally, G. Fred, #83, #84

Meaney, Geraldine, #47

Meaning(ful), #23, #24, #34, #37, #58, #85, #86, #92, #94, #98, #100, #104

Media, #12, #19, #21, #32, #80, #84, #85, #92
Literacy, #86

Mediation, #104

Mediator, #5, #26

Medical, #80

Medicine Wheel, #92
of the Plains Cree, #8

Medieval life, #104

Mejias, Ulises A., #42, #69

Melting pot metaphor, #81, #83, #85

Memorization, #20, #21, #53, #67, #81, #84

Memory, #11, #36, #37, #38, #39, #41, #43, #45, #48, #50, #60, #81, #94, #100

Men, #84

Men's Work, #47

Mental discipline, #81, #82, #83

Mental health, #82, #83

Mercer, Kobena, #101

Messer-Davidow, Ellen, #39

Metaphysics, #105, #106

Metaphor(s), #11, #32, #37, #38, #40

Metaphysics, #53, #88, #99

Meter, #100

Methodists, #105

Methodology, #94, #96, #107

Methods, #86

Métis, #3, #6, #9, #11, #17, #30, #35, #38, #39, #47, #51, #83, #88

Métissage, #11, #18, #35, #38, #42, #59

Métis Society of Saskatchewan, #9

Metric system, #86

Mexico, #26, #47, #85, #87

Microsoft, #42, #86

Miel, Alice, #86

Migration, #44, #80, #88

Milburn, Geoffrey, #34, #60, #72, #78

Militancy, #86

Militarism, #92

Militarization, #86

Military, #36, #83, #85

Mill, John Stuart, #105, #107

Miller, Arthur, #106

Miller, Janet L., #59

Miller, J.C., #83, #84

Miller, John P., #6, #92, #103

Mimesis, #37, #56, #100

Mind, #82, #86, #104, #106, #107

 National, #105

 State of, #107

Mindfulness, #55

Mineral rights, #88

Minister's National Working Group on Education, #14

Minor, Kimberly, #47

Minority, #15, #30, #85

Mirror, #11

Misconceptions, #92

Misery, #54

Misogyny, #82, #98

Misrepresentation, #15

Missionaries, #14, #48

 German, #93

Missions, #93

 Moravian, #93

Mnemonic, #11

Mobility, #88

Mobilization, #7

Modernity, #6, #11, #47, #88, #104, #106

Modernization, #80, #81

Modern Language Association, #83

Moghtader, Bruce, #84, #87, #90, #91, #107

Mohawk, #35

 Elder, and Statesmen, Tom Porter, #46

Moir, Laura, #18

Money, #106

Monk, Ray, #67

Montage, #35, #37, #40

Montclair State College, #53

Montessori, Maria, #82

Montreal, #24, #107

Mood, #57, #86

Moore, Alex, #26

Moralism, #85

Moral(ity), #5, #22, #28, #29, #47, #53, #61, #65, #66, #70, #76, #78, #80, #81, #82,
#83, #84, #85, #96, #102, #106
 Theory, #107

Morcom, Lindsay A., #92

Moreness, #37, #107

Morgan, Margaret T., #75

Morgensen, Scott, #47

Mormons, #105

Morris, G. Barry, #76

Morrison, Henry C., #83

Mosaic, #80, #86

Mosques, #76

Motherhood, #82

Mothers, #80

Motivation, #67

Mount Allison University, #74, #81, #106

Mt. Currie School (British Columbia), #1, #8

Mourning, #33, #51

Multicultural(ism), #5, #8, #10, #13, #16, #19, #20, #21, #30, #38, #45, #58, #85, #88, #101, #104

Multiplicity, #34, #37

Muñoz, Natalia Albornoz, #89

Munro, Henry F., #83

Murder, #47

Murray, David, #107

Murray, John Clark, #105, #107

Murray, Reverend Robert, #81

Museum(s), #17, #80
Approach, #85

Music, #35, #47, #56, #58, #67, #81, #82, #83, #85, #86, #100, #104

Musician, #55

Musil, Robert, #6, #104

Muslim, #47

Musqueam Nation, #98, #99

Mussio, Jerry J., #77

Mussolini, Benito, #85

Mutuality, #17

Mystery, #37

Myth(ic), #11, #103

Mythology, #39

Nahachewsky, James, #42

Naismith, James, #32

Narcisse Blood (Ki'naksaapo'p), #39

Narcissism, #37, #47, #70, #87, #104

Narcotics, #81

Narrative, #10, #11, #18, #20, #27, #32, #33, #35, #37, #42, #46, #47, #55, #89, #92, #93, #94, #95, #96, #102, #103, #104

 Master, #87

 Meta, #104

Narrative inquiry, #59

Nation, #104, #106

National Advisory Council on School Broadcasting, #86

National Committee for Mental Health, #83

National Committee for School Health Research, #83

National Conference of Canadian Universities, #83

National Council for Accreditation of Teacher Education (NCATE), #22

National Council of Education, #83, #84

National Education Association (USA), #86

 Commission on the Reorganization of Secondary Education, #82

National Film Board, #83, #85

National History Project, #85

Nationalism, #20, #21, #23, #27, #30, #57, #80, #81, #82, #83, #85, #88, #104

National Inuit Suicide Prevention Strategy, #93

Nation(ality), #11, #21, #28, #48, #56, #74, #88

Nationhood, #20

National Post, #27

Native, #94

American(s), #13, #103

Indian Brotherhood, #85

Others, #94

Peoples, #36, #80, #85, #104

Spirit, #8

Studies, #6, #9

Natural law theory, #106

Natural Selection, #103

Nature, #34, #46, #80, #81, #82, #83, #84, #103, #104, #105

Nurture debate, #106

Study, #84

Navajo Nation Council, #47

Nazis, #40, #104

Neatby, Hilda, #79, #84, #85, #86

Need(s), #64, #73

Assessment, #83

Negotiation, #99

Cultural, #99

Négritude movement, #101

Nêhiyaw, #103

Neill, A.S., #64

Neoliberal(ism), #21, #24, #47, #76

Neo-Thomism, #24

Networking, #95

Neutrality, #103

Newbigging, William, #4

New Brunswick, #61, #81, #86

New Democratic Party (NDP), #83

New Education Fellowship (NEF), #84

Newfoundland, #12, #30, #37, #61, #81, #85, #93

New France, #20, #21, #83

Newland, Hubert, #83, #84

Newlon, Jesse H., #22, #59

Newmann, Fred M., #103

New Mexicans, #47

Newspapers, #85

New York, #47, #86, #104

New York Review of Books, #71

New Zealand, #81, #87, #88

Ng-A-Fook, Nicholas, #18, #34, #35, #40, #44, #51, #80, #81, #104

Niceness, #92

Nichol, Cynthia, #17

Niedzviecki, Hal, #13

Nietzsche, Friedrich, #98

Nigeria, #98

Niinvi, #92

Nineteen eighties (1980s), #76

Nineteen fifties (1950s), #76, #85

Nineteen forties (1940s), #76, #85

Nineteen nineties (1990s), #76

Nineteen sixties (1960s), #76, #85, #98

Nineteen thirties (1930s), #76, #83, #85

Nineteen twenties (1920s), #76, #83

Nisei, #48

Non-coincidence, #98

Non-violence, #47, #96

Nooksack People, #104

Normal school(s), #22, #81, #86

Normativity, #98

 Grounded, #98

North America Free Trade Agreement (NAFTA), #87, #107

North Atlantic Treaty Organization (NATO), #87

North, Michael, #87

Northwest Territories, #16, #93, 3#95

Norton, Ruth, #12

Nostalgia, #91

Nova Scotia, #61, #80, #81, #82, #83, #84, #104

Now, #40, #87

Nuclear holocaust, #86

Nuclear waste disposal, #86

Nudity, #47

Nuffield Science, #86

Numbed, #104

Numeracy, #78

Nunatsiavut, #93

Nunavik, #8

Nunavusiutit, #16, #97

Nunavut, #12, #16, #93, #95, #97

Nunavut Department of Education (NDE), #97

Nunavut Education Act, #16, #97

Nunavut Settlement Agreement, #97

Nuns, #95

Nurture, #83, #106

Hutterites, #85

Obed, Natan, #93

Obedience, #81, #82

Oberg, Antoinette, #39, #42, #78

Objectification, #90

Objective(s), #3, #20, #22, #25, #54, #59, #60, #63, #67, #68, #71, #75, #77, #78, #80, #85

Objectivity, #67, #103

Oblate's Commission of Eskimo and Indian Affairs, #19

Obligation(s), #11, #43, #50, #70, #99, #104, #105

Observability, #69, #103

Oceania, #88

Ocularcentrism, #35, #65, #69

Ogden, Holly, #2, #4, #33, #68

Ohio, #84, #86

Qikiqtani, #95

Oka Crisis, #19, #35

Oliver, Donald W., #103

Omission, #15

One-dimensionality, #90

Oneida, #47

Ong, Walter J., #15

Onishi, Norimitsu, #98

Online,
Materials, #92

Ontario, #12, #16, #18, #27, #29, #30, #34, #46, #47, #51, #54, #61, #74, #75, #80,
#81, #82, #83, #84, #85, #86, #87, #104, #105, #106

Ontario Instrument Assessment Pool, #86

Ontario College of Education, #85

Ontario's Committee on Religious Education in the Public Schools, #85

Ontario Curriculum Institute, #85

Ontario Department of Education, #81, #82

Ontario Institute for Studies in Education, #85

Ontario Ministry of Education, #3, #40

Ontario Normal School, #82

Ontario Public School Act (1871), #81

Ontario Public School Men Teachers' Federation, #84

Ontology, #3, #37, #90

OpenAI, #86

Openness, #93, #94

Oppression, #17, #98, #101

 Anti-oppressive, #17, #101

Oral(ity), #8, #11, #12, #15, #16, #38, #39, #41, #43, #44, #45, #46, 48, #49, #50, #51, #77, #88, #96, #100

 Exams, #86

 History, #44, #94, #103

Orchestra, #86

Organic, #100, #104

Organization, #103, #104

Organization for Economic Co-operation and Development (OECD), #29, #87

Orthodoxy, #83

Orientalism, #104

Osborne, Kenneth W., #42, #66, #79

Other(ness), #20, #34, #37, #40, #49

Othering, #96, #101

Ottawa, #8, #80, #84, #85, #86, #104

Ouimet, Gédéon, #22, #81

Outcomes, #31, #55, #59, #62, #63, #77, #97, #103

Outdoor education, #82

Outrage, #98

Outsider, #34, #35, #38, #52

Overcrowding, #81

Oxford University, #105

Pacific (the), #86, #88

Pacific Islanders, #88

Pacifism, #105

Pain, #33, #46, #93

Painting, #67

Pakistan, #47

Palestine, #93

Panacea, #85

Pandemic, #67

Panic, #85

Papago (Tohono O'odham), #13

Papamihaw asiniy, #11

Paguet, Louis-Adolphe, #104

Paradox, #63, #86

Paras, Eric, #80

Paraskeva, João M., #99

Parent, Bishop Alphonse-Marie, #24

Parent Report, #22, #24, #28, #29, #85

Parents, #1, #3, #8, #9, #12, #14, #16, #22, #29, #32, #40, #54, #64, #67, #68, #70, #71, #75, #80, #82, #83, #84, #86, #90, #95, #97, #101

Parent-Teacher movement, #86

Parizeau, Jacques, #23

Parker, Francis W., #81, #82

Particularism, #104

Particularity, #37, #38, #39, #58, #104

Parti Québécois, #21, #26, #104

Partnership, #92

Pasolini, Pier Paolo, #6, #33, #40, #98, #106

Passion, #6

Past (the), #24, #27, #28, #33, #38, #40, #44, #46, #48, #50, #51, #56, #60, #84, #89, #93, #94, #96, #98, #102

Reactivating, #98, #104

Pastoralism, #82

Paternalism, #105

Pathology, #37

Patience, #16, #32

Patriarchy, #7, #47, #88, #98

Patriotism, #80, #81, #83, #84, #86, #88

Peace, #47, #107

Peacemaker, #48

Pearl Harbor, #102

Peers, #67

Peters, Randy Peg, #106

Pierce, Charles Sanders, #105

Peking University, #69

Perlstein, Daniel, #83

Penis, #82

Penmanship, #81

Penney, James, #80

Perpetuation, #20

Person, #65, #67, #74, #76, #92, #104, #105

Personal change, #76

Personal development, #25

Personality, #67, #73, #76, #86

Personification, #37

Pestalozzi, #81

Phantasy, #10

Pharmakon, #4

Phelan, Anne, #74, #81

Phenomenology, #37, #42, #53, #79, #89, #91, #105

Phillips, Gary, #64, #67

Philology, #7

Philosophy, #24, #34, #39, #46, #53, #80, #81, #89, #103, #104, #105, #106

Anishinaabe, #92

Canadian, #106

Moral, #106

Mental, #106

Natural, #81

of education, #22, #53, #74

Photograph(y), #50, #100

Physical culture, #81, #82, #84

Physical education, #23, #54, #83, #86

Physical fitness, #29

Physics, #81, #84, #86

Physiology, #81, #82, #84

Piaget, Jean, #62, #81, #85

Piché, Allison, #47

Picture books, #43

Pijitsirniq, #16

Pilgrim, #81

Pilimmaksarniq, #16

Piliriqatiginniq, #16

Piniaqtavut, #16

Pioneering, #48

PISA, #60

Pity, #33

Place, #5, #11, #16, #34, #35, #37, #38, #39, #40, #42, #46, #48, #88, #93, #94, #98, #103, #105

Plante, Jean, #28

Plato, #104, #105, #106

Play(ful), #37, #83

Pleasure, #100, #107

Pluralism, #13, #20, #21, #23, #24, #31, #85, #104

Poetics, #37, #100

Poet(ry), #34, #37, #38, #47, #67, #81, #100, #104
Strong, #42

Poiesis, #37

Polarization, #80, #104

Polemics, #57

Policy, #3, #7, #26, #38, #48, #61, #70, #83, #84, #86, #87

Policymakers, #76, #86

Politeness, #92

Political science, #83

Politicization, #86

Politics, #26, #29, #39, #40, #47, #51, #60, #65, #74, #74, #76, #80, #81, #83, #86, #87, #88, #89, #90, #96, #104, #106, #107

Cultural, #98

Identity, #98

Pollution, #37

Polynesians, #104

Polyphonic, #37

Pomfret, Alan, #68, #69

Poor (the), #82

Pope Francis, #98

Population explosion, #86

Population (school), #86

Populism, #58, #77

Portals, #24, #43

Porter, Catherine, #15

Positivism, #91, #103

Postcolonial, #6, #19, #38, #40, #45, #87

Postmodern(ism), #34, #35, #87, #91, #102

Postmodernity, #14, #104

Post-nationalism, #20

Poststructuralism, #37, #47, #53, #91, #100, #103, #104

Potential, #67, #76, #78, #93

Potlatch, #4, #104

Pouliot, Adrien, #28

Poverty, #32, #48, #81, #85, #90, #107

Power, #6, #14, #37, #47, #48, #49, #66, #67, #88, #90, #99, #105
Red, #98

Power and Control: Tactics of Men Who Matter, #47

Powwow, #88

Practical(ity), #65, #70, #74, #81, #83, #105, #106

Practice, #87, #94, #99
Communities of, #94

Pragmatic, #107
Theories, #107

Pragmatism, #105

Prairies, #17, #47, #83, #85

Pratt, David, #65

Pratt, Yvonne Poitras, #17

Praxis, #11, #17, #38, #39, #42, #49, #51, #74

Prayer(s), #47, #83, #85, #103

Predergast, Monica, #37

Prejudice(s), #11, #37, #58, #85, #107

Premodernity, #104

Presbyterian, #106
Free Church, #106

Presence, #23, #34, #37, #40, #91
Being present, #2, #42, #51
Colonial, #3
Subjective, #40, #45, #51

Present (the), #10, #24, #30, #31, #33, #38, #51, #56, #60, #93, #96, #102, #104, #107

Presentism, #10, #47, #93, #102

Preservation, #6, #15, #39, #44, #56, #76, #107

Press (the), #12

Price, Reynolds, #87

Pride, #105

National, #105

Priest(s), #80

Prince Edward Island, #12, #61, #86, #104

Principles, #65

Print, #80, #85, #92, #100

Prison(s), #14, #47, #48

Private, #67, #85, #105

Enterprise, #87

Privilege, #6, #17, #32, #37, #40, #48, #88, #92, #104

White, #92

Proceduralism, #79, #83

Professional(ism), #2, #22, #23, #24, #29, #31, #32, #43, #54, #74, #80

Professionalization, #81, #86

Profiteering, #42

Progress, #50, #76, #81, #104

Progressive conservatism, #82, #84, #85

Progressive Education, #87

Association (PEA), #75, #83, #84

Progressivism, #9, #15, #20, #21, #22, #23, #24, #41, #46, #58, #67, #76, #78, #80, #81, #82, #83, #84, #85, #86, #87

Project Canada West (PCW), #52

Project method, #13, #25, #82, #83

Project SURT (Study of Urban-Rural Transition), #52

Proletarianization, #98

Prose, #100, #104

Prosperity, #88

Prosthesis, #40

Protection, #16

Protest, #98

Protestant(ism), #20, #29, #61, #80, #81, #82, #83, #84, #85, #86, #104, #105

Provoking Curriculum Studies Conference, #42

Psyche, #10, #98

Psychic significance, #86

Psychoanalysis, #47

Psychologist(s), #85

Psychology, #22, #32, #82, #89, #106, #107

 Adolescent, #82

 Faculty, #81

 Jungian, #7

Psychotherapists, #67

Public (the), #5, #12, #44, #48, #61, #72, #75, #77, #85, #87, #105

 Pedagogy, #90

Pueblos, #47

Punishment, #81

Punctuality, #82

Purposes, #83

Puritanism, #104

Putnam, J.H., #82, #84

Puzzlement, #53

Quality, #22, #23, #29, #31, #76

Qallunaat, #16, #97

Qanuqtuurniq, #16

Québec, #8, #12, #19, #20, #21, #22, #23, #27, #28, #29, #30, #31, #34, #50, #53, #61, #74, #76, #80, #81, #82, #83, #84, #85, #86, #93, #104

Québec Act of 1774, #80

Québec City, #8

Québec Curriculum Reform (1997), #26

Québec Curriculum Reform (2001), #19, #21, #25

Québec Curriculum Reform (2006), #19, #21, #27

Québec Elementary-School Curriculum Reform, #22

Québec History and Citizenship curriculum, #19, #21

Québec Ministry of Education, #19, #21, #22, #23, #24, #25, #26, #27, #28, #29, #31

Québec National Assembly, #21, #23

Québec Schools on Course/ L'Ecole, Tout un Programme, #31

Québecers, #30

Québec's Catholic school system, #22

Québec's Padlock Act, #56

Québec's 1979 "Plan of Action," #85

Québécois, #20, #23, #24, #27, #30

Queen Victoria, #80, #83

Queen's University, #81, #82, #83, #84, #92, #107

Queer, #101

 Theory, #101

Questioning, #22

Quocksister, Fabian, #18

Race, #11, #16, #17, #39, #40, #47, #61, #65, #81, #82, #84, #85, #92, #98, #107

Racism, #7, #13, #17, #32, #39, #43, #48, #49, #58, #80, #81, #83, #85, #88, #98, #103, #105

Race, Religion, and Culture in Ontario School Materials (1977), #85

Radical, #67, #97

Radio, #83

Railway, #80

Rape, #47

Rapprochement, #39

Rascaroli, Laura, #37

Raths, Louis E., #61

Rationalism, #94, #107

Rationality, #58, #65, #106

Ratio Studiorum, #80

Ravitch, Diane, #15, #22, #24, #26, #35, #67

Rawls, John, #104

RDDA model (Research - Development - Diffusion - Adoption), #52

Reactivation, #7, #24, #47, #56, #93

Reader-response theory, #57, #68

Reading, #75, #77, #81, #82, #84, #100

Reaffirming the School, #23

Reagan, Ronald, #80, #81

Real estate, #98

Reality, #105, #107

Reappropriation, #47

Reason(ing), #61, #103, #104, #105, #106
Public, #80

Reciprocity, #4, #6, #15, #17, #18, #38, #41, #46, #88, #90, #99, #103

Recitation, #81, #83

Reckoning, #51

Reclamation, #7, #88

Recognition, #4, #16, #19, #44, #88, #93, #98, #99, #101
Epistemic, #99
Politics of, #98

Recollection, #16

Reconceptualists, #52

Reconceptualization (the), #42, #76

Reconciliation, #10, #17, #30, #33, #43, #44, #46, #48, #49, #51, #77, #88, #92, #93, #95, #96, #98, #104

Reconstruction, #11, #36, #38, #47, #58, #72

Social, #18, #24, #26, #33, #48, #56, #76
Subjective, #6, #14, #18, #33, #46, #47, #48, #56, #98

Reconstructionism, #83

Recontextualization, #52, #55, #65

Recovery, #47

Red Cross, #83

Redemption, #44, #50

Redress, #43, #44, #45, #48, #51

Reductionism, #89, #98, #103
Economic, #98

Reflection, #73, #74

Reformation (the), #104

Refugees, #104

Regan, Paulette, #48

Regeneration, #46, #47

Regional(ism), #56, #57, #104

Regions, #34

Regressive, #84

Regret, #84, #87

Regulation Number One, #29

Reign of Terror, #104

Reis, Giuliano, #35, #42

Relational(ity), #11, #18, #38, #51, #103
Ethical, #93, #99

Organic, #96

Relationship(s), #2, #4, #6, #8, #10, #11, #14, #16, #17, #18, #24, #32, #34, #35, #37, #38, #39, #41, #42, #44, #46, #47, #48, #50, #51, #54, #56, #76, #81, #88, #90, #92, #93, #94, #99, #103
Colonial, #98

Relativism, #94
Anthropological, #94
Epistemological, #94

Relevance, #15, #60, #76, #99

Religion(s), #20, #22, #23, #24, #28, #29, #30, #38, #53, #61, #70, #80, #81, #83, #85, #86, #92, #99, #104, #105, #106
Religious, #88, #105

Relocation, #93

Remembrance, #2, #10, #38, #46, #48, #50, #51, #100

Remorse, #33

Remoteness, #93

Renaissance, #7

Renaud, Father André, #19

Renewal, #46

Renovating the Elementary and Secondary School Curriculum, #23

Reparation(s), #43, #45, #88

Repetition, #100
Rhythmic, #100

Report of the Royal Commission on the Relations of Labour and Capital (1889), #66

Representation(s), #4, #10, #19, #32, #40, #92, #104

Reproduction theory, #76

Repulse Bay, #95

Resentment, #98

Resettlement, #48

Residential schools, #3, #6, #9, #12, #14, #18, #19, #32, #33, #43, #49, #50, #51, #56, #76, #80, #88, #92, #93, #95, #98, #104

Resignation, #17

Resilience, #46, #51, #93

Resina, Joan Ramon, #96

Resistance, #87

Resolve, #37, #46, #49

Resource allocation, #88

Resourcefulness, #16

Respect, #4, #6, #10, #15, #16, #38, #41, #46, #49, #92, #93, #99

Responsibility, #4, #5, #9, #10, #11, #12, #15, #18, #32, #33, #37, #41, #46, #50, #51, #56, #58, #64, #77, #81, #88, #90, #91, #92, #98, #99, #100, #106

Responsive, #17

Restoration, #6, #46

Re-storying, #44, #45, #48, #51

Resurgence, #46

Retardation, #82

Retreat, #11

Revelation, #87, #105

Revenge, #98

Reverence, #41, #46

Revitalization, #12, #46

Revolution, #104

American, #104

French, #104

Quiet, #20, #22, #24, #25, #29

Reyhner, Jon, #13

Reynolds, William, #91

Rhetoric, #15, #37, #80, #89

Rhyme, #100

Rhythm(s), #89, #100

Ricardo, David, #105

Richards, Jr., William Kahalepuna, #47

Richardson, W.L., #84

Ricœur, Paul, #89

Riel, Louis, #104

Rights, #16, #22, #32, #36

Group, #104

Personal, #107

Right-wing, #77

Rimouski, #22

Risk, #49

Ritual, #6

Robertson, James W., #82

Robinson, Norman, #75

Robitaille, Antoine, #21, #27

Rocha, Samuel D., #52, #53, #74, #80

Rock music, #86

Rogers, Carl, #25

Role, #22

Shock, #1

Roman Empire, #104

Romans, #105

Romantics, #104

European, #104

Rome, #104

Rootlessness, #105

Rorty, Richard, #42

Rosenberg, Sharon, #50

Ross, George William, #27, #84

Roth, Michael, #5

Rottmann, Jennifer, #35, #80

Rousseau, Jean-Jacques, #67

Rowell Sirois Commission, #83

Royal Canadian Mounted Police, #16, #98

Royal Commission of Inquiry on Teaching in the Province of Québec, #24

Royal Commission on Aboriginal Peoples, #7, #9, #14, #98

Royal Commission on Industrial Training and Technical Education, #82

Royal Commission on the Arts, Letters and Sciences, #85

Royal Society of Canada, #83, #85, #106

Royal Study Commission on the Teaching of History in the Province of Québec, #20

Royce, Isiah, #105

Royer, Denis, #26

Rugby, #47, #81

Rugg, Harold, #83, #84, #85

Ruitenbergh, Claudia W., #32, #40, #52, #53, #74

Rupture(s), #22, #26

Rural(ity), #17, #22, #80, #83, #84, #85, #86, (93

Russell, Peter H., #35

Russia(n), #81, #86, #87

Ryan, Alan, #23

Ryerson, Egerton, #80, #81, #82, #84, #105

Ryerson Readers, #81

Ryerson University, #80

Sa'ah Naagháí Bik'eh Hózhóón, #47

Sacred(ness), #11, #38, #46, #48, #51, #93, #103

Sadness, #47, #51

Said, Edward, #104

Salad bowl metaphor, #81

Salish, #4

Sameshima, Pauline, #35, #37

Sami, #4

Sandiford, Peter, #82, #83, #84

Sandlin, Jennifer, #90

Sartre, Jean-Paul, #57, #98, #107

Sarup, Madan, #1

Saskatchewan, #5, #7, #8, #18, #54, #61, #83, #84, #103

Saskatoon Correctional Centre, #47

Satia, Priya, #94

Saul, John Ralston, #88

Scapegoating, #22, #85

Scarborough, Ontario, #86

Scarfe, Neville Vincent, #86

Scarrow, Jillian, #18

Schick, Carol, #17

Schism(s), #106

Schleiermacher, Friedrich, #103

School boards, #75

School Mathematics Study Group (MSG), #86

Schurman, Jacob Gould, #104

Schwab, Joseph J., #15, #52, #55

Schwartz, John, #84

Schweber, Nate, #50

Science, #6, #8, #9, #16, #23, #24, #28, #29, #37, #42, #65, #69, #70, #75, #77, #78, #80, #81, #82, #83, #84, #85, #89, #103, #104, #105, #107

Domestic, #83

Education, #86

General, #84

in the Public Interest, #86

Physical, #86

Rural, #84

Social, #86

Scientific, #22, #82

Scientific Temperance Instruction (STI), #82

Scientism, #79

Scientist(s), #57, #85

Educational, #83

Scope, #81, #97

Scopes Trial, #21

Scotland, #80, #81, #84, #104, #106, #107

Scots, #105

Scott, Duncan Campbell, #104

Scott, Melville, #83

Scripture, #83

Seal hunting, #88

Seath, John, #82

Seattle, #86

Sectarianism, #105

Sectionalism, #85

Secularism, #105

Secularization, #85

Secular(ism), #20, #22, #24, #28, #80, #83, #92, #103

Security, #70, #76

National, #85

Sedimentation, #11

Seeber, Barbara K., #37

Segregation, #75, #80, #83, #107

Seguin, M., #20

Seixas, Peter, #11, #18, #89, #94, #102

Self, #20, #33, #40, #43, #47, #48, #67, #76, #90, #94, #96, #103, #106

-absorption, #85

-advantage, #104

-acknowledgement, #37

-betrayal, #47

-concept, #12, #34, #86

-confidence, #59, #105

-conscious, #85

-constitution, #96

-construction, #37

-control, #7

-critique, #98

-culture, #64

-defense, #37

-definition, #47

-direction, #67

-determination, #5, #9, #14, #15, #16, #32, #94, #95, #98

-development, #106

-directed learning, #29, #46

-direction, #64, #67

-disclosure, #37

-education, #64, #67

-enclosed, #49

-enclosure, #44

-esteem, #25, #32, #47
-examination, #47
-expression, #37
-governance, #32, #47, #88
-government, #9
-identification, #9
-identity, #12
-improvement, #59
-interest, #87, #99
-interested, #69
-isolation, #12
-knowing, #37
-knowledge, #47
-location, #99
-made, #82
-mastery, #43
-modification, #91
-positioning, #10, #88
-preservation, #70, #80, #81
-purification, #47
-questioning, #37, #98
-realization, #106
-recognition, #98
-recordings, #100
-reference, #92
-referential, #49
-reflection, #37, #52, #91
-reflexivity, #101
-reliance, #81
-respect, #46
-shattering, #10, #98
-stripping, #4
-sufficient, #105
-taught, #67
-undermining, #44
-understanding, #2, #38, #41, #86, #91
-work, #91

Seneca, #47

Sensationalism, #80

Sensibility, #11, #37, #38, #87

Sensitivity, #13, #34, #61

Separateness, #93

Separatism, #80

Sequence, #81, #97

Service learning, #17

Settler(s), #20, #36, #42, #43, #47, #48, #51, #84, #93, #101, #103

Seven Grandfather Teachings, #92

Sewing, #84

Sex education, #54, #82

Sexism, #61

Sex(uality), #47, #54, #80, #85, #92

Shakespeare, William, #77, #86

Shane, Harold, #76

Shanghai, #62

Shame, #51

Shaming, #95

Shaping Our Schools, Shaping our Future, #40

Shapiro, Eliza, #67

Shaw, George Bernard, #86

Shew, Bobby, #36

Shinchi's Canoe, #43

Shi-shi-etko, #43

Shootings, #70

Shorthand, #82

Shulman, Lee, #15

Shumway, David R., #39

Siedentop, Larry, #76, #107

Sight, #100

Silence, #10, #37, #48

Silicon Valley, #86

Silverman, Kaja, #103

Simon Fraser University, #13, #67, #78

Simon, Roger, #2, #33, #42, #49, #50

Simon, Sidney, #61

Simpson, David, #57, #91

Sin, #81

Singer, Natasha, #26

Singular(ity), #37, #104

Sinner, Anita, #34, #35, #37, #39

Sioux, #13

Sir Alexander Mackenzie School, #95

Sir John Franklin School, #95

Situatedness, #94

Situation, #25, #26, #37, #38, #52, #55, #91

Skepticism, #102

Skills, #53, #59, #60, #63, #68, #70, #76, #77, #84, #89, #97

Skills-programs, #22

Skinner(ian), B.F. #23, #24

Sky, #92

Slavery, #24, #47, #76, #101

Anti- #105

Slaves, #50, #81

Smith, Bryan, #18

Smith, David Geoffrey, #37, #87, #90, #91

Smith, Goldwin, #81

Smith, Joseph, #105

Smith, Liesa Griffin, #80, #87

Smits, Hans, #35

Sneider, Leah, #47

Snowber, Celeste, #100

Sobriety, #80

Social (the), #75, #89

Attitudes, #84

change, #76, #82, #92, #98

control, #83, #85

Darwinists, #103

engineering, #23, #26, #86

improvement, #85

justice, #32, #42, #46, #50

problems, #85

science(s), #37, #39, #43, #56, #85

theory, #79

Social Credit, #83

Socialist, #83

Socialization, #24, #56, #58, #70, #80, #83, #85

Social science(s), #84, #86, #93

Social Studies, #25, #46, #52, #54, #60, #61, #77, #78, #84, #86, #94, #95, #97, #102

Society, #85, #86, #91, #94, #103, #106

Organic, #104

Socio-constructivism, #21, #26

Socio-economic status, #92

Socio-genesis, #89

Sociology, #52, #74

Sodomy, #47

Soldiers, #81

Solidarity, #93, #95

Solitude, #100

Somtochukwu, Ani Kayode, #98

Song(s), #44, #45, #47, #56, #58, #103

Sound, #100

South Africa, #49, #83

Southwold, Ontario, #47

Sovereignty, #36, #57, #88

Soviet Union, #81, #85, #86

Space, #35, #39, #50, #81, #93, #96, #103, #106, #107

Spanish, #47, #84, #86

Special education, #101

Specialization, #80

Specificity, #11, #24, #38

Spector, Hannah, #92

Spelling, #81

Spence, Kevin, #18

Spencer, Herbert, #65, #70, #80, #82

Spinoza, Baruch, #104, #105

Spirit world, #6

Spirit(s), #6, #12, #37, #46, #48, #82, #103, #107

Spiritual(ity), #3, #5, #19, #29, #37, #38, #41, #46, #47, #51, #85, #88, #92, #94, #99,
#100, #103, #106, #107

 New age, #99

Spivak, Gayatri Chakravorty, #47

Spock, Benjamin, #82

Sport(s), #29, #47, #84

 Team, #86

Sputnik, #81, #85, #86

Squair, John, #84

Squamish Nation, #98

Stage (theory), #81, #89

St. Denis, Vera, #17

St. Marc-de-Figuery, #51

Stability, #34, #76, #86

Stability and Change in the Canadian Curriculum, #85

Stallo, J.B., #105

Standardization, #12, #16, #29, #42, #58, #60, #80, #84, #86, #88

Standards, #63, #75, #83, #86, #89

Stance, #99

Stanley, Carleton, #84

Stanley, Darren, #42

Stanley, Timothy, #49

Starvation, #48

State (the nation-), #104, #106

Statistics, #47

STDs, #47

STEM, #56, #65, #80, #81, #85, #100

Stenhouse, Lawrence, #59

Stepsure Letters, #106

Stereotype(s), #8, #19, #32, #33, #58, #88

Stewardship, #88

Stewart, Kristian, #49

Stigmatisation, #19

Stimson, Adrian, #47

Stimulation, #104

Stoicism, #107

Story, #10, #11, #12, #16, #17, #20, #33, #36, #37, #38, #41, #43, #44, #45, #46, #47, #49, #50, #51, #56, #94

Storyteller(s), #37, #38, #41, #47, #100

Storywork, #10, #41, #103

Strachan, James, #105

Stranger(s), #10, #37

Stratford Festival, #85

Stratification, #88

Stress, #76

Strong-Wilson, Teresa, #35, #39, #96

Structure(s), #85, #98

Student-centered(ness), #21, #26

Student newspapers, #84

Student point of view, #86

Students on Ice (the program), #93

Study(ing), #10, #22, #23, #26, #30, #52, #64, #83, #85, #92, #107

Subject (the human), #40

Subjection, #98

Subjective, #60, #62

 Idealism, #107

Subjectivism, #104, #107

Subjectivity, #37, #38, #47, #50, #89, #98, #100, #104

Political, #98

Textual, #100

Subjugation, #47

Subjunctive, #103

Sublime, #37

Subordination, #82

Success, #86, #92

Suffering, #33, #98

Black, #101

Sugiman, Pamela, #48

Suicide, #32, #93

Sumara, Dennis, #35

Sunday school(s), #82

Superior Council of Education, #22, #23, #26, #28, #31, #85

Supervision, #90

Surprise, #37, #43, #44

Surveillance, #71

Survival, #15, #16, #20, #34, #35, #39, #43, #76, #80, #81, #83, #85, #86, #93, #97, #104

Survivance, #20

Survivor(s), #10, #49, #50, #51

Sustainability, #29, #46, #88, #98

Sutherland, Erin, #47

Sutherland, Neil, #84, #85

Suzuki, David, #46

Swedish, #82

Syllabus, #80

Sylvan, David J., #39

Symbol(ism), #11, #47

Synoptic text, #80

Synthesis, #106

Systematicity, #89

Taba, Hilda, #83

Talking circles, #92

Talmud Torah School, #85

Tanaka, Michelle, #18

Tarc, Aparna Mishra, #43, #45

Tardif, M., #22

Task analysis, #80

Tatonetti, Lisa, #47

Taubman, Peter Maas, #47, #81, #90

Taylor, Charles, #6, #20, #23, #34

Taylor, Frederick Winslow, #80

Taylor, L.K., #50

Teacher-centeredness, #21, #85

Teacher education, #74, #81, #86, #91, #92

Teachers College (Columbia University), #84, #85, #86

Technicians, #25, #86

Technique(s), #59

Techno-capitalism, #24

Technologization, #26, #28, #41, #76, #83, #86, #87, #107

Technology, #8, #16, #23, #24, #26, #29, #32, #42, #47, #65, #75, #76, #77, #86, #87, #91, #97, #100, #104, #105, #107

Teenagers, #86

Teleology, #107

Hegelian, #107

Television, #15, #67, #85

Temperance, #80, #81, #82, #84

Temples, #76

Temporality, #25, #89, #94

Tending the Fire, #47

Tengan, Ty P. Kāwika, #47

Tenochtitlan, #47

Tension(ality), #37, #94

Territoriality, #98

Terrorism, #37

Testimony, #10, #23, #33, #43, #44, #45, #49, #50, #89, #94, #102

Testing, #83, #84, #85, #86, #100

Texas, #86

Text, #100

Textbook(s), #14, #18, #19, #29, #54, #66, #80, #81, #83, #84, #85, #86, #100

Thatcher, Margaret, #78, #80

The Big Chill (1983), #75

The Bulletin of Political History, #27

The Gazette, #27

The Globe and Mail, #27, #30

The History and Social Science Teacher (HSST), #60

The Meaning of History, #21

The New York Times, #54

The Open Court, #104

Theologian(s), #103, #105

Theology, #80, #103, #106

Theory, #59, #65, #67, #74, #84, #96

The Process of Education, #85

The Shocking Truth about Indians in Text Books (1974), #15

Theoretical and Practical Pedagogy, #22

The Vanishing Adolescent, #85

Thinking, #53, #65, #73, #76, #106

Critical: see critical thinking

This Magazine Is About Schools, #85

Third space, #40

Thomists, #104

Thoreau, Henry David, #100

Thorndike, Edward Lee, #82, #83, #84

Thought, #11, #37, #10, #104, #107
Independent, #84

Throat-singing, #93

Thunder Bay, #104

Time, #11, #32, #37, #50, #59, #76, #87, #92, #93, #94, #96, #98, #100, #102, #103,
#104, #105, #106, #107
Indigenous view of, #104
Management, #100

Timeliness, #54

Toews, John, #26

Toffler, Alvin, #76

Tokenism, #16

Tolerance, #4, #104, #106
Intolerance, #85

Tom, Alan R., #65

Tomkins, George, #16, #22, #34, #35, #76, #79, #80, #81, #82, #83, #84, #85, #86

Tönies, Ferdinand, #88

Topography, #34

Toronto, #81, #84, #86, #101, #106

Toronto Joint Committee, #85

Toronto Normal School, #81, #84

Toronto Star, #85

Tory, #105

Totten, Mark, #47

Toulouse, Pamela, #32

Tower of Babel, #23

Trace(s), #94

Tracey, Frederick, #82

Trade, #107

Free, #107

Trading posts, #93

Tradition and Education: Towards a Vision of Our Future, #14

Tradition(s), #11, #14, #15, #16, #20, #32, #34, #37, #38, #39, #46, #47, #80, #83, #88, #94, #104

Tragedy, #85

Transcendence, #104, #106, #107

Translation, #8, #40

Transmission, #26, #31, #96

Transposition, #26

Transversal, #25, #31

Trauma, #43, #50

Intergenerational, #93

Traverso, Enzo, #96, #102, #104

Treason, #105

Treaties, #11, #18, #36, #44, #45, #94, #98

Trent University, #46

Triangulation, #101

Tribalism, #104

Triggs, Valerie, #35

Trigonometry, #81

Trilling, Lionel, #80

Trinity College School, #85

Trott, Elizabeth, #35, #79, #80, #81, #104, #105, #106, #107

Trudeau, Justin, #56

Trudeau, Pierre, #85

Trueit, Donna, #6, #11, #37, #76, #87, #90, #103

Trump, Donald J., #67, #83, #104

Truro, #106

Trust, #9, #32, #33, #41

 Distrust, #90

Truth and Reconciliation Commission (TRC), #5, #32, #43, #49, #51, #86, #87, #88, #92, #95, #96, #98

Truth(fulness), #11, #30, #32, #37, #46, #48, #49, #63, #85, #87, #89, #92, #105, #106, #107

 Conceptual, #107

 Objective, #93

 Personal, #87

 Post-truth, #37

 Theories of, #107

Tsimilano, #41

Tsleil-Waututh Nation, #98

Tunnganarniq, #16

Tupper, Jennifer, #11, #18, #48

Turner, Shirley, #13

Twenty-first century, #100

Twentieth century, #76, #77, #85

Two Solitudes, #35, #82, #104

Two Spirit people, #47

Two-thousand eight (2008) apology, #98

Tyler, Ralph W., #52, #65, #71, #77, #83, #85, #86

Tyler Rationale, #26, #52, #86

Tyranny, #80, #105, #107

Uncertainty, #85

Ukraine, #87

Ukwehu:we, #47

Unconscious, #104, #107

Underhill, Frank, #85

Understanding, #2, #3, #5, #6, #7, #8, #9, #10, #11, #15, #18, #19, #25, #32, #34, #37, #38, #40, #46, #48, #49, #52, #55, #56, #59, #60, #63, #67, #70, #73, #74, #75, #85, #89, #90, #92, #93, #94, #96, #98, #102, #104, #105, #106, #107

Uniformity, #40, #80, #81, #83, #84, #85, #86, #94

Union Act (1840), #20, #22

United Church of Canada, #81, #105

United Empire Loyalists, #104

United Kingdom, #26, #87, #105

United Nations Declaration on the Rights of Indigenous Peoples, #46

United States Bill of Rights, #86

United States Education Department, #103

United States-Mexico-Canada Agreement (USMCA), #87

United States National Education Association (NEA), #80

United States of America, #72, #75, #76, #78, #79, #80, #81, #82, #83, #84, #85, #86, #87, #88, #91, #104, #105, #107

Unit Mastery Individualized Teaching Plan, #83

Universal(ity), #11, #37, #39, #88, #104

Universal Negro Improvement Association (UNIA), #101

Universals, #58

Universe, #103

Universities, #4, #8, #11, #15, #22, #35, #81

University of Alberta, #36, #74, #86

University of British Columbia, #6, #74, #86, #89, #94, #98

University of Chicago, #15, #42, #83, #84

University of Edinburgh, #106, #107

University of Glasgow, #106

University of Göttingen, #107

University Heidelberg, #107

University of Kansas, #32

University of Lethbridge, #37

University of Manitoba, #86

University of Montreal, #20

University of New Brunswick, #106

University of Ottawa, #40, #42, #51

University of Rhode Island, #86

University of Rochester, #106

University of Saskatchewan, #15, #47

University of Toronto, #80, #82, #84, #85, #86, #105, #106

King's College, #105, #106

Knox College, #105

University of Victoria, #18

Unrest, #85

Upper Canada College, #81

Uqausiliriniq, #16, #97

Urbanization, #76, #80, #82, #88

Urban life, #93

Ursino, Joanne M., #87

Usefulness, #70

Utes, #47

Utilitarian(ism), #21, #23, #80, #106

Utility, #56, #58, #67

Utopia, #76, #80

Vaccine skeptics, #87

Vallance, Elizabeth, #60

Value-free, #85

Value(s), #61, #80, #81, #87, #102, #107

Values Clarification, #85

van Belle, Jonathan, #100

Vancouver, #62, #75, #98, #102

Vanier Institute of the Family, #54

Vanier, Jean, #37

Van Manen, Max, #60, #85

Varzi, Achille C., #37

Velleman, J. David, #37

Veneration, #46

Verticality, #35

Victim(ization), #33, #48, #49, #51

Victoria, British Columbia, #37, #43, #81

Video, #15, #18, #50, #92, #100

Vikings, #104

Vincent-Arcand analysis, #19

Vinette, Roland, #22

Violence, #18, #33, #37, #43, #47, #48, #49, #50, #54, #86, #91, #98, #105

Antiblack, #101

Symbolic, #98

Virtue, #23

Vision(s), #16, #47, #97
Double, #96

Visualization, #64

Vitality, #7, #11

Vocation, #37, #86

Vocational education, #5, #57, #84, #85

Vocationalism, #20, #23, #24, #82, #83, #85, #86
Academic, #94

Voice(s), #4, #5, #6, #7, #19, #34, #36, #37, #48, #49, #88

Voiceless, #8

Volition, #107

Volunteerism, #97

Voyeurism, #93

Vygotsky, Lev, #89

Wagner, Richard, #105

Walking, #37

Walsh, Susan, #35

Wang, Hongyu, #40, #42, #47, #96

Wang, Lesley E., #87

Wang, Wanying, #33, #39, #46, #69

War Measures Act, #102

Warriorhood, #47

Washburne, Carlton, #83, #84

Watchfulness, #102

Waters, Anne, #103

Watson, John, #37, #80, #81, #82, #83, #104

Watt-Cloutier, Sheila, #8

Wayfinding, #34

Weariness, #17

Wearing, Judy, #2, #33, #68

Weber-Pillwax, Cora, #99

Weiler, Kathleen, #22

Weimar Republic, #40

Weir, George M., #83

Weiser, Benjamin, #50

Welcoming, #16

Welfare state, #83

Wellness, #16, #97

Werner, Walter, #85

West (the), #104

Westbrook, Robert, #58, #72, #82, #83

West(ern), #17, #45, #46, #47, #90, #92, #97, #101, #103

Western(ization), #81, #89, #94, #99, #103

Western and Northern Canadian Protocol (WNCP), #97

Westheimer, Joel, #40

Wetherell, J. E., #81

Wexler, Philip, #99

Whale hunting, #86, #88

What (as opposed to “how”), #76

What Culture? What Heritage? #52, #56, #59, #85

Where Are the Children?, #51

Whiggism, #66

White, Boyd, #35

White, E.T., #84

White, Hayden, #89

White supremacy, #39, #49

White(ness), #17, #47, #48, #98, #101
Supremacy, #98

Why, #76

Wildcat, Daniel, #103

Will (the), #106, #107
Free, #107

Williams, Dan, #61

Williams, Lorna, #1, #18

Williams, Miller, #100

Williamson, Ben, #26, #71, #73, #76, #81, #84, #100

Willinsky, John, #47

Willis, George, #60, #71

Wilson, Sir Daniel, #106

Wilson, Shawn, #38, #99

Winfield, Annie, #83

Winks, Robin, #83

Winnetka Plan, #83, #84

Winnicott, Donald, #50

Winnipeg, #1, #15, #79, #81, #82, #83

Winnipeg General Strike, #66

Wisconsin, #47

Wisdom, #6, #8, #39, #58, #65, #67, #88, #92, #101

Witness(ing), #9, #38, #45, #50, #102

Wittgenstein, Ludwig, #67

Wolfe, Loran de, #82

Women, #30, #32, #47, #80, #83, #84, #98, #104
Education of, #107

Women's Christian Temperance Union (WCTU), #82

Women's rights, #107

Women's Studies, #6

Wonder, #37

Woodworking, #86

Workers' rights, #107

Working class, #47, #66, #83, #106

Working Group on the Teaching of History, #20, #27

World Bank, #87

World Columbian Exposition (1893), #81

Worldview, #92, #93, #103

World War I, #58, #72, #76, #81, #82, #83, #84

World War II, #28, #36, #76, #81, #82, #83, #84, #85, #86, #87, #104

Worth Commission, #85

Worth Report (Alberta, 1972), #85

Wright, Richard, #13

Writing, #36, #37, #38, #39, #40, #47, #49, #50, #75, #82, #100

Wyatt, D. June, #1

Yale University, #86

Yang, Kwan R. #9

Yellowknife, #16, #36

Young, George Paxton, #81, #106, #107

York Harbour, 37

York University, #43

Young, Kelly, #42, #46

Young, Michael, #79

Youth, #77, #83, #85, #86, #93, #97, #100

YouTube, #35, #91, #104

Yu, Henry, #44

Yukon, #93

Zeus, #39

Zimmerman, Jonathan, #21

Zizek, Slavoj, #107

Endnotes

¹ Numerals refer to research briefs, not to page numbers.