**Sixth Reading Analysis**

**Growing Up Canadian: Citizenship Lessons at School**

In the article, *“Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955”, Mona Gleason* is focusing on two aspects of the nature and meaning of advice to parents in post war Canada. First, the advocates of psychologically sensitive parenting contributed to social construction of gender in a number of ways in their treatment of Canadian mothers and fathers. Second, the place of the family in a larger, more public context and the ways in which the public school and the public health systems incorporated psychological thinking into their dealings with the family and with children[[1]](#footnote-1). Exploring the writings of journalists in popular Canadian magazines, writings of Michel Foucault and the advice of professional child psychologists such as Dr. William Blatz and Dr. Samuel Laycock to encourage parents and teachers to adopt psychological thinking in their parenting and teaching techniques, the author is presenting convincing argument about normalizing childrearing, family life, and schooling practices in postwar Canada along the lines of traditional family and gender roles associated with men and women. The evidence that Gleason uses for her argument, the degree to which these disclosers were effective in changing parenting and schooling practices is a vital topic for historians to consider. She gives credit to the experts for teaching parents the proper physical care of babies and toddlers and for shaping and reshaping beliefs and attitudes towards the child’s place in the family and towards the parent’s role in determining that place.

In the article, *“Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal”* by *Tamara Myers* and *Mary Anne Poutanen*, their main focus is on the problem of lack of teachers in Montreal due to wartime emergency which led to many problems regarding youth, most importantly the dramatically rising juvenile delinquency rates. To tackle the supposed youth problem, the state and schools developed what were called “protective measures” directed at adolescents i.e. approaches to control young people[[2]](#footnote-2). The authors use sources like Jeffrey Keshen’s book “*Saints, Sinners, and Soldiers: Canada’s Second World War”* and other studies to give their argument about the mobilization and disciplining of children at school in Montreal during World War II. They explores many primary source documents to discuss the problem of delinquency during the Second World War and its solutions which makes their argument convincing. To understand the role of educational authorities in promoting the mobilization of children, they consulted minutes, annual reports, and correspondence of Montreal-island school boards which are supplemented with newspapers and institutional records including local home and school associations and the Quebec Federation of Home and School Associations, and annual reports of Neighborhood House. They say that the gestures towards protecting and promoting childhood contained both intimidating and caring methods to confine children during the war. This article serves a great chance to know deeply about the problems related to young children and solutions adopted to keep everything under control during the world war two in Montreal. Thus, I think that this article richly contributes towards the Canadian history.

**BIBLIOGRAPHY**

Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Histoire Sociale* 38, no.76 (2005): 367-398.

Gleason, Mona. “Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955,” in Sara Burke and Patrice Milewski (Eds.), *Schooling in Transition: Readings in the Canadian History of Education*, Toronto: University of Toronto Press, 2012: 357-375.

1. Gleason, Mona. “Disciplining Children, Disciplining Parents: The Nature and Meaning of Advice to Canadian Parents, 1945-1955,” in Sara Burke and Patrice Milewski (Eds.), Schooling in Transition: Readings in the Canadian History of Education, Toronto: University of Toronto Press, 2012: 357-375. [↑](#footnote-ref-1)
2. Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” Histoire Sociale 38, no.76 (2005): 367-398. [↑](#footnote-ref-2)