

**Utilizing Teacher Experiences from the Past to Promote Reflection in Contemporary
Teacher Education: A Study Using the Techniques of Grounded Theory on the Project
Yesteryear Questionnaires of Robert S. Patterson**

by

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Abstract

By analyzing archival data of the responses of veteran teachers who worked in British Columbia in the 20th century, this project seeks to (a) determine the usefulness of this body of data in the instruction of 21st century teacher candidates; and (b) explore further insights into effective ideas to engage students with the history of education. This study builds on literature in the history of education and teacher education. Data came from the private archive of the late professor of educational foundations and former dean of the University of Alberta's Faculty of Education, Dr. Robert S. Patterson. Patterson surveyed retired teachers in Western Canada on numerous aspects of their educational careers, compiling an extensive archive of responses. Utilizing coding techniques espoused from constructivist grounded theory, I established three focused codes from my reading of the questionnaires titled: Teacher Education, Concern with Education, and the Grand Historical Narrative. My findings reveal that the questionnaire became a method for retired teachers to share their knowledge and expertise, and I argue that this sharing is of value to contemporary teacher candidates. One sees an ability to reflect on the part of the respondents. In this pattern of reflection, discussions regarding teacher education, critical responses to educational reform, and inclusion of experiences for the preservation of their knowledge arose. This pattern suggests that retired teachers used the questionnaire space to share their expertise with readers, many whom they thought would be teacher candidates. If 21st century teacher candidates can appreciate this reflection and engage with this data, they can begin to understand how the history of education can induct them into the profession. The stories the respondents share are an opportunity for current education students to learn of past events and their current impacts on education and engage with effective reflection on their own assumptions and practices as future teachers. In this manner, contemporary teacher candidates can effectively engage with the history of education, develop habits of reflection, and learn of issues that are still

prevalent in education today.

Preface

This thesis is an original work by Jason Robert Holmes.

Dedication

I dedicate this thesis to the Holmes family and the Hopkins family. The continued support of everyone in my family means the world to me.

To my parents Robert Bruce Holmes and Lori Jacqueline Holmes: the appreciation I have for the love and support you have given me throughout my life and education can never be overstated.

The foundation you have provided has allowed me to have amazing experiences, and my accomplishments thus far are truly a result of your love. Thank you for everything you have done and continue to do for me.

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Chapter One: Introduction

My Master of Education thesis began in a research assistantship contract under the supervision of Dr. Jonathan Anuik, beginning in September 2015. Anuik was interested in establishing why and how one teaches the history of education class in Canadian teacher education programs. Beginning with these questions, I was tasked with conducting a comprehensive literature review in the fields of the history of education, history education, and teacher education. The review process continued for four months until January 2016. Delving into the literature, I found a large amount of discussion and debate among historians of education and teacher educators regarding the place for the history of education in teacher education. In short, a decline in the history of education in teacher education programs is noted, as well as discourse on what the value of the discipline is for teacher education (Kerr, Mandzuk, & Raptis, 2011).

The decline and debate of value regarding the history of education was quite shocking to me. It should be noted that I come from a background in history, having completed my Bachelor of Arts degree three years prior with a major in the discipline. Through my degree, I had developed assumptions regarding the contributions historical analysis could have on one's education. I believed in the discipline's ability when taught effectively to develop critical analysis, writing, and argumentative skills in students. Further, I never questioned what the value of historical work was, for I had come to believe that if one engaged with historical data one would come to view personal circumstances in a different yet constructive manner. I assumed that by placing oneself in the shoes of the other this process would impart meaningful lessons. Furthermore, by grasping the various weaknesses of a society, one would become more aware of systemic issues that have permeated throughout history to our own contemporary time. By

conducting historical research one could develop a clearer picture of the contemporary landscape and be better equipped to comment and contribute to the issues of our time. Thus, it was surprising for me to find that the value of the history of education was debated and that it was struggling to find its place in teacher education.

After completing the literature review, Anuik granted me access to the archive of the late Dr. Robert S. Patterson. Patterson was a faculty member in the Educational Foundations department of the Faculty of Education at the University of Alberta, Canada, from 1967 to 1992 and served as dean of in the faculty from 1984 to 1992. Patterson's research interests in the history of education began with his doctoral dissertation on progressive education (Patterson, 1968) and by 1982, had developed into a long term research project titled *Project Yesteryear*. This project centered on collecting experiences from retired teachers in western Canada through detailed questionnaires mailed to thousands of participants who completed teacher education from 1905 to 1945 (Bracket, 2016). Patterson bequeathed the completed questionnaires to the Faculty of Education at the University of Alberta, where I encountered them.

Patterson was born in Fort Macleod, Alberta on June 8, 1937. He graduated from the bachelor of education degree program at the University of Alberta in 1959 and again in 1961 with a master of education degree. He taught for a few years as a sessional lecturer at the university before pursuing a doctorate in the History and Philosophy of Education at Michigan State University in East Lansing, Michigan, graduating in 1968 (Anuik & Betts, 2013). His PhD dissertation titled *The Establishment of Progressive Education in Alberta* studied the implementation of progressive education in Alberta. As previously noted, he began to teach foundations courses at the University of Alberta in 1967 until his appointment as dean of Education in 1984. He held that position until 1992. He left the University of Alberta in 1992 and

worked as a visiting scholar and eventual dean and director of Brigham Young University.

Patterson worked during his time at Brigham Young on a new format for “teacher education and he and his colleagues would propose a new model that would bring students, faculty, and in-service teachers together to exchange knowledge on effective practice” (Anuik & Betts, 2013, p. 5). Patterson died on March 21, 2010 in Edmonton, Alberta, Canada.

Patterson’s work on Project Yesteryear began when he observed that documentation on the Calgary, Camrose, and Edmonton normal schools had failed to survive. He began this project in 1974-1975. During this time questionnaires were sent to retired teachers within Alberta and directed at those who had attended the normal schools. By 1982 he had expanded this project to western Canada and sent out thousands of questionnaires. He inquired at this point on: teacher preparation and training; employment; teaching conditions; living conditions; a typical school day; school-community relations; professional experiences; and educational reform. Patterson published little from this extensive research project, publishing only one study that focused on teacher experiences after they had left normal school (Bracket, 2016). Due to this gap, there is little work done with the Patterson archive, thus my thesis is in the realm of untapped territory (see also: Bracket, 2016 for other work with the Patterson archive). Thus, this bequeathed wealth of information fell to a few researchers to engage with, I being one of them.

Anuik directed me to immerse myself in the data collected in Patterson’s archive. I was graciously given freedom by Anuik to examine the questionnaires and report to him any findings that I deemed interesting. Shortly after beginning this process I decided on the route of completing a master’s thesis in partial fulfilment of the requirements for the Master of Education degree. It was through my literature review in the previous semester and access to Patterson’s archive that I formulated the following research questions: What is the usefulness of Patterson’s

archive for teacher candidates and what are further insights into effective ideas to engage students with the history of education? I recognized that Patterson's archive was ripe with teacher experiences from the past, and I desired to contribute to the discussions found in the history of education and teacher education literature.

My project began with the above experiences and goals, and the previous section provides context on Patterson and of the impetus for my project. As mentioned, Patterson mailed thousands of questionnaires across western Canada, and the returned questionnaires are a substantial component of his archive. Thus, before delving into my project further a brief description and rationale are needed as to my selection of respondents. Further, due to the historical nature of the data utilized for my project a brief overview of the historical landscape is needed. There is also some terminology used in my project that the reader may be unfamiliar with, so a brief inclusion of definitions will assist reader comprehension. As mentioned, my goal for my thesis is to contribute to current teacher education and the history of education discussions, not to provide 50 years of Canadian history on teacher education. It is necessary, however, to understand the importance of certain events and terms.

The Sample

Through my work with Anuk I read hundreds of completed questionnaires. As I read, however, I realized I would need to establish a clear sample rationale in order to make my project feasible. I chose to focus my efforts on retired teachers who taught in British Columbia for the majority or all of their careers. My choice was made due to my familiarity with the region and general curiosity about teacher experiences in British Columbia. For this study, I collected a total of 213 responses that fit this profile. I also collected further demographic information through my

analysis.¹ The vast majority of respondents completed their normal school education between 1920 and 1939, with the majority between 1920 and 1929. Of the 213 questionnaires analyzed for this study, 106 were identified as female, 32 were identified as male, and 75 were unspecified. As for the respondent's teacher education, the vast majority received teacher certification in British Columbia. Eight-nine retired teachers attended Victoria, British Columbia, Normal School, 27 attended Vancouver, British Columbia, Normal School, and 40 completed their teacher education also in Vancouver, at the University of British Columbia. The remainder of respondents received their teacher education outside of British Columbia with 23 in Alberta, and 21 in Saskatchewan. Four respondents indicated other, and nine were unspecified. However, all of the respondents taught in British Columbia for the majority or entirety of their careers.

The Historical Context and Terminology

Throughout my project, there is some terminology that the reader may be unfamiliar with. By introducing these terms, there is an opportunity to provide historical context to inform the reader further of the experiences of the respondents to the questionnaires. By gaining knowledge of terms and historical context the reader can fully grasp the data of my project.

The term “normal schools” is perhaps the most important for the reader to grasp. The term “normal school” originates from the French institutions *les écoles normales*, which were designed to prepare teachers in the standards of a profession that represented the values of the French Revolution (Bracket, 2016). Egerton Ryerson first established normal schools in Canada, and the institutions of teacher education moved west across the country as newcomers settled in different parts.

¹ See Appendix A.

Previously, I noted that Patterson's questionnaires were mailed to thousands of retired teachers across western Canada. I chose to focus my research on respondents who taught in British Columbia. The majority of these teachers also completed their teacher education in British Columbia. Thus, I was able to select a sample of Patterson's questionnaires that focused on this geographic area, and these responses constitute the data for my thesis. This section provides a brief history of teacher education in British Columbia for the readers' context.

Prior to 1901 there was no formal teacher education in British Columbia. After British Columbia entered Canadian Confederation in 1871, the only teacher qualifications that existed, until 1901, was a knowledge-based examination set by the Superintendent of Education of the Board of Education in Victoria, with standards roughly equivalent to completion of a high school diploma (Sheehan & Wilson, 1994). After 1901, the Department of Education opened the first normal school in the province in lieu of examinations, and the Department of Education set a licensing standard for those qualified to teach grade school education in the province (Calam, 1984). Training at this Vancouver normal school began as a short four or five month course. However, there was a demand for teachers during the First World War. In response, the BC government opened a second normal school in Victoria in 1915. By 1922, British Columbia had doubled the length of its teacher education programs (Innes, 1953) and by 1924, had established an education department at the University of British Columbia.

BC teacher education was to come under a large amount of criticism by the Putman-Weir Survey done at the behest of the provincial government in 1925. In short, this survey found teachers in the province had a number of problems. They lacked vision and pride; had deficits in their academic and professional qualifications; lacked experience; were unwilling to engage in professional development; and tended to change schools frequently (Macdougall, 1953; Sheehan

& Wilson, 1994). Due to the report, the provincial government sought to reform teaching and by the end of the Second World War, secondary school teachers needed to have a post-secondary degree followed by a one-year post-baccalaureate diploma in teaching. Elementary school teachers were required to take a one year course in a normal school. The one most substantial reform that was implemented during the interwar period was the progressive education movement. Patterson was keenly interested in collecting data on the progressive movement, thus his questionnaire design includes a large section that centers on progressivism's influences.

Progressive education developed during the interwar period and by the 1930s the influences of the initiative spread across Canada. During this time, progressivism was seen as a modern approach to education for an ever changing world largely due to increased urbanization and immigration in Canada (Christou, 2012). Progressive education was characterized by a focus on the individual learner's aptitudes and interests rather than upon a rigid curriculum; engagement of the learner actively in the construction of knowledge, a process prohibited by the memorization and examination of content; commitment to relating school life to the modern world and its concerns, not to the affairs of a world of the past. (Christou, 2016, p. 61)

Throughout the interwar years it was argued that due to the push for modernity and the increasing complexity of society, education should be able to respond to the fast-changing world (Christou, 2012). Thus, progressive education was seen as a response to societal demand and had far reaching effects on pedagogy, curriculum, and the lives of teachers. Patterson was very interested in the effect of progressive education, specifically in Alberta, although he sent questionnaires across western Canada.

This section provides the major terminology and historical context in which the respondents of Patterson's archive worked that is significant for my project. Patterson was keenly interested in normal school education and the effects of progressive education thus his archive is the result of his inquiry. The next section provides a brief overview of the remainder of my project to prepare the reader for discussions to come.

Overview of Thesis Chapters

The opening section of my thesis gives the reader background on the beginnings of my project. By understanding my rationale, the reader is more equipped to grasp the remainder of my project. As previously mentioned, the start of my project began with background in a literature review in the fields of the history of education, history education, and teacher education. Chapter two of my thesis provides the reader with the relevant literature that formulated the foundation of my research. By engaging with the literature in these areas, the reader can come to grasp the various issues surrounding the history of education in teacher training and how this project can contribute to the discussion. From this point establishing a methodological approach to engage with Patterson's archive was the next logical step. Chapter three of my thesis tells the story of how I decided to use a specific type of grounded theory, after contemplating various other possibilities. Examples are provided so the reader can understand my approach when analyzing the responses to Patterson's questionnaire. Chapter four centers on data presentation and analysis. The analysis chapter establishes patterns and categories that were found through the analysis process, and provides quotations from respondents in each section. In chapter four, the reader will begin grasp the educational significance of the work done for my project. Chapter five centers on discussion and answers my research question. The discussion chapter is the

culmination of the work for my project and seeks to make a meaningful contribution to my investigation of the history of education and its role in teacher education.

There is a delimitation of my study that must be discussed before progressing further into my project. There is a clear distinction between history education and the history of education, and for the scope of this project I focused on the history of education. History education focuses on the K-12 system of education, specifically, Social Studies education and the education for those teachers who wish to teach this subject. The history of education is included in all teacher education, regardless of individual subject selection and specialization. This is an important delimitation, as it limits the body of academic literature included in my project to a manageable and relevant amount.

The introductory portion of my master's thesis provides the reader with the knowledge and background needed to engage with the remainder of my work. The brief biography on Patterson provides a glimpse into the researcher who collected the data for my thesis and the archive that is still largely underutilized in educational research. It is my hope that by providing information on Patterson, readers may seek out his work and desire to engage with his many contributions to educational history. By establishing the historical landscape and the terms that are the most important to grasp Patterson's work, the reader is well equipped for the discussions that follow. As mentioned, chapter two reports on the discussions found in the scholarly literature in the areas of the history of education and teacher education. This provides the reader with insight from the scholarly work and the areas my thesis seeks to contribute to.

Chapter Two: Literature Review

The impetus for this project began due to my graduate research assistantship position with Dr. Jonathan Anuik. Anuik was interested in researching how one teaches the history of education in Canadian teacher education programs. Furthermore, he sought to establish why one teaches the history of education in teacher education programs. My inquiry into the literature began with a search for answers to these questions. Through my analysis, I began to notice a large amount of discussion regarding the role of the history of education in teacher education. It was clear that there was an overall emphasis on the decline of the history of education and debate regarding instruction and methodology by historians, teachers, and educational scholars. This debate often asked what the value was of the history of education in teacher training, and how to impart effectively this knowledge to students. It was from this research and my subsequent introduction to Robert S. Patterson's private archive that I arrived at my research question and sought to contribute to the ongoing debates found in the literature. I asked the following questions: what is the usefulness of Patterson's archive for teacher candidates and what are further insights into effective ideas to engage students with the history of education? Grounded in the literature fields of educational foundations, with an emphasis on the history of education, and teacher education, this literature review identifies questions from the literature, observes points of consensus among scholars, and notes areas where academics disagree. By providing this foundation, the reader is better equipped to grasp the need for research in these areas.

To begin this review, it is important to establish terminology in order to give context to readers should they choose to explore literature in the aforementioned areas. While the history of education and its role in teacher education is the focus of this literature review, history of education is grouped under foundational studies or foundational courses in education faculties.

Foundational areas of knowledge in teacher education include history, philosophy, and sociology of education (Kelly, 2013; Kerr, Mandzuk, & Raptis, 2011; Thomas & Hirschhorn, 2015). There are exceptions, however, as some scholars divide the history and philosophy of education in one category, the sociology of education in another, and such fields as ethical and moral education in another (Calam, 2006; Crocker & Dibbon, 2008). What is important for the reader to understand is that in all cases analyzed for this study, foundational studies is defined to include the history of education. Scholars may discuss the foundations of education while not explicitly referring to the history of education, and others may refer to the discipline directly. However the usage, foundations or foundational studies, includes the history of education, although scholars vary on their usage of direct references to the discipline. This brief definition is important moving forward as there are many discussions focusing on the role of foundational studies in education. Specifically, there is a large amount of debate on the decline of foundations courses in teacher education curricula, as I discuss in the next section.

The Decline of the History of Education

When reviewing the literature on the history of education, and by necessity foundational studies, it is easily discernible that scholars emphasize the decline or suffering of foundations courses in pre-service teacher education. These programs and courses are deemed to be in crisis in recent years and are often the target of marginalization, unrealistic criticism, and lack of policy support in both Canada and the United States (Butin, 2005; Chinnery, Hare, Kerr, & Okshevsky, 2007; Christou, 2009; Christou & Bullock, 2013; Kerr, Mandzuk, & Raptis, 2011; Liston, Whitcomb, & Borko, 2009). In regard to the history of education, the discipline has been a fundamental component of teacher education for over 100 years with great value placed upon it in teacher education (Dewey, 1916). If the history of education has been such a long time staple

of teacher education, then why has it allegedly fallen out of favour in educational programs?

There is a clear rationale found in the literature that suggests why the discipline has struggled in recent years.

The history of education has seen decline due to the rise of the accountability movement or “performance based accountability²” (Bredo, 2005, p. 231). A perceived lack of accountability and evidence based policy resulted in reform initiatives that emphasized accountability, standardization, and reallocations of budgets in Canadian provincial educational systems (Howe, 2009). Christou (2009) suggests that the Ontario government’s mandated curriculum for students in the province’s elementary and secondary schools “demonstrates a desire to reach a level of accountability and transparency that emphasizes standardization and centralized control” (p. 572). The reforms are policy based from the provincial level and link funding and support of teacher education programs to the demonstration of measurable and observable competencies in their graduates. Christou (2009) argues further that the “scientific principles” of education research published by the U.S. National Research Council had a profound effect in both Canadian and American educational systems. Briefly described, this report views all social, physical, and life sciences studies in education as being guided by one set of fundamental principles linked to scientific inquiry. These principles emphasize empirical investigation, methods that permit direct investigation of problems, and replicability and generalizability of results and findings (Shavelson & Towne, 2002; Towne, Winters, & Wise, 2005). In recent years, these principles have had a large amount of influence on government policy makers, educational programs, and practices in schools (Slavin, 2002).

² Performance based accountability is defined by a need for “readily available, reliable, and easily interpretable data. As a result, decisions by senior administrators to allocate resources...would naturally be more transparent to students and to taxpayers” (Clifton, 2012, p. 6).

The principles of empirical investigation and replicability and generalizability assume a philosophy of positivism in educational research. Briefly defined: positivism seeks generalizable and absolute answers, utilizing statistical data and test based methods to achieve accurate research (Kincheloe & Tobin, 2009; Lees, 2007; St. Pierre, 2012). The influence of performance based accountability reforms and positivist research on education faculties is noted at the student and educator level. Crocker and Dibbon (2008) conducted a survey of 27 Canadian institutions of higher education, surveying 1,843 graduates of bachelors of education degree programs and 343 educational faculty. One of the purposes of the survey was to find the nature and value of teacher education program content. The authors report a ranking of foundations courses at the bottom of the importance scale by faculty and students. Furthermore, they report general support for “an increase in the practical, technical aspects of teaching and a reduction in the emphasis on more theoretical and philosophical aspects” (p. 107). Perhaps due to the rise of the performance based accountability movement in Canadian education, the history of education is seen as not providing the desired accountability outcomes by policy makers and curriculum designers (Bales, 2006). If there is a culture of fundamental scientific inquiry in educational policy and by extension teacher education, then traditional liberal arts disciplines are an easy target for policy makers and administrators when they need to reduce budgets.

Due to the rise of postmodernism and critiques of power and knowledge, foundations of education was further targeted for attack. Postmodernism theories specifically called into question any claims to “truth and objectivity in the production of historical accounts” (Clark, 2011, p. 46). Further foundations was criticized on the grounds of an apparent lack of voice for women, minorities, and international perspectives, with emphasis on relying too much on texts of “dead European white-men” (Christou, 2009, p. 573). But, is this targeting warranted? What is

the response of foundations scholars to these conceptions of educational research? What are the arguments for the history of education in teacher education curriculum? It was from these questions that the greatest amount of insight was gained as foundations scholars and historians of education sought to orient themselves in a hostile environment of accountability and standardization.

The Value of the History of Education

The goal of this thesis was never to formulate an advocacy piece for the history of education and foundations studies in teacher education curriculum. However, perhaps due to the criticisms previously noted, many scholars seem to structure their articles in this way. Scholars argue that foundations courses and components provide an essential learning experience for pre-service teachers (Liston, 2009; Reynolds, 1993). This perspective is also crucial for this project. As the goal of this thesis is to find value in Patterson's historical archive for teacher candidates and an effective approach in which they may engage with historical data, delving into literature on the history of education is a must.

Cox (2007) argues that the history of education no longer focuses on study of the "great educators" of the past and the policies and legislation that celebrated state sponsored education from the 19th century (p. 4). Furthermore, historians of education are drawing on perspectives from sociology, anthropology, cultural studies, and much more in their analyses and teaching. Perhaps as a direct response due to the criticisms Christou (2009) reports, scholars in the history of education and other fields in the foundations have needed to articulate the value of these disciplines in teacher education. This emphasis on value, in conjunction with the decline of the discipline previously noted, inspired the need for this project. What did the scholars of foundations and the history of education view as the value of the discipline to pre-service

teachers? This question guided the next portion of my literature review, and is of significant importance for the reader to grasp the need for this project.

Christou (2009) notes the criticism that the history of education focuses too much on the study of texts by “dead European white men,” whilst ignoring the voices of many. Cox (2007) rejects this idea and is not the only scholar to do so. Kerr, Mandzuk, and Raptis (2011) argue that “history reveals a complexity or messiness that is a more accurate picture of the realities of schooling” (p. 128), and suggest that teacher candidates must examine historical systemic inequalities and the discourses and practices that perpetuate them. In doing so, teacher candidates are more likely to examine inequality that they may encounter in their careers. Thomas and Hirschhorn (2015) argue that the history of education is utilized in teacher education to develop “knowledge and understanding of students' distinct cultural, ethnic and language background and [apply] it to anti-oppressive teaching practices” (p. 395). Other historians of education argue that by having a critical perspective of the social, economic, and political lessons of the past one can apply these lessons to current educational structures, which may challenge conventional beliefs and practices (Bruno-Jofré, 2014; Hasinoff & Mandzuk, 2015; Levin, 1994; McCulloch, 2011; Murphy, 2011). Although the injustices of the past cannot be changed, individuals can confront them in the present and seek to build a better and more just future. In this way we can reshape the history of education into one that has more practical use for beginning teachers, one that connects to their interests and professional concerns. Students who engage with the history of education have the opportunity to evaluate different accounts of the past and explore various implications on the present. Scholars also espouse another value of the history of education that challenges students to engage with history in a meaningful way. Whilst the history of education allows us to

be critical and learn from past educational structures and norms, it also allows us to be reflective on our own educational practices and beliefs (Christou & Sears, 2011).

Reflection became a key part of the work for this project as my analysis of Patterson's questionnaires became more focused. Originally, I strictly sought to find educational value from this large amount of archival data. What became apparent at the end of my analysis was that the retired teachers from this data expressed a deeply ingrained ability to reflect on their educational experiences in a meaningful way. As I continued to explore the literature in foundations and the history of education, I found that scholars in these areas often emphasize the significance of reflection. Further, they argue that instruction in the history of education, specifically, may provoke this ability in teacher candidates.

The desire to find practicality in the discipline has clearly driven scholars in this area in recent years (Christou, 2009; Christou & Bullock, 2013; Clark, 2013; Depaepe, 2001; Johnston, & Bruno-Jofré, 2014; Sandwell & Von Heyking, 2014). The search for practicality is to fit the discipline within the performance based accountability standards mentioned earlier. What is clear from these discussions on the practicality of the history of education is that they all emphasize the goal of learner reflection. Clark (2013) argues that the history of education gives teacher candidates a sense of understanding of the impermanence of "curriculum, pedagogy, institutional settings, cultural contexts, societal expectations, and student characteristics [and this] will help teacher candidates to become intelligently critical of their own and others' practice" (p. 34). Moving beyond the formulaic study of texts by "dead European white men," this sense of reflection allows teacher candidates to consider broader educational issues, as well as personal ones. It asks them to develop a position in contemporary educational debates. By studying the history of education, teacher candidates may be presented with experiences that run contrary to

their own, which in turn enables critical reflection on their educational practices and beliefs (Christou, 2009; Kliebard, 1995).

Drawing on teacher candidates' experiences is key to the reflective goal for teacher educators who teach the history of education. Lemisko (2013) suggests that the history of education should play a prominent role in Canadian pre-service teacher education. Teacher educators should ask their students to "recover, or re-think, their own past thought to compare what they thought then with what they think now, and to judge the similarities and differences in their thinking" (p. 46). By doing so, Lemisko hopes that teacher candidates will see more clearly into their present situation and develop strong critical and reflective habits of mind. This challenge to one's suppositions is an important and integral part of learning to be a teacher because many students who enter teaching programs bring with them their own histories, preconceptions, and expectations of learning, teaching, and teacher education (Cole, 1999). Challenging these students to create instead of memorize and repeat may assist them when they face diverse problems in the school atmosphere. As Christou and Bullock (2013) state: "those without a sense of the history of education in Canada are less able to recognize problems in both their practice and with new initiatives in education" (p. 26).

Reflection as a learning outcome for history of education courses and components is a compelling concept that many scholars seem to support. Reflection on social and political inequalities in the past may help pre-service teachers prepare for future problems, and reflection on one's own assumptions about teaching and learning may help foster more informed educational praxis. By engaging with the history of education, scholars argue that teacher candidates are able to develop this habit of reflection, and that it will serve them well throughout their careers as educators. It was from these arguments that the question was asked: is reflection

in teacher training emphasized in teacher education literature and if so, why would it be emphasized? The succinct answer is, yes, greatly so, specifically because teachers should strive for constant future improvement and reflection assists in teacher development.

Reflection

It was my original intention to include all of the literature on the educational significance of reflection in the discussion chapter of this thesis. Through my revisions of this literature review, however, I realized it would be illogical to introduce new literature in this manner. Thus this section's goal is to introduce the reader to the concept of reflection as it is presented in the teacher education literature, and establish that it is a sought after goal of educators of pre-service teachers.

Reflection, specifically in teacher education, is an important and highly emphasized aspect of pre-service teacher development. The concept of reflection and its importance to teaching stems from John Dewey (1916, 1933). He believed that reflection involved one's willingness to engage in "active, persistent and careful consideration of any belief or supposed form of knowledge" (Dewey, 1933, p. 6). Today, many educators still believe in the principles Dewey presented, and are attempting to implement his philosophies in new and creative ways in teacher education (Henniger, 2004). Schön's (1983, 1987) work shared similar concepts with Dewey's ideas on reflection, and Schön was credited with introducing the concept of a reflective practitioner. Schön suggested the need for a reflective practicum, where experiences can offer students new insight and knowledge into their teaching practices under the supervision of a trained practitioner. But what is involved in the reflective practice of pre-service teachers? Hartman (2010) defines reflective practice as a process of introspection where one is "analyzing and critically assessing past, current, and/or future thoughts, attitudes, and actions, the teacher

strives to attain insight and improve future performance” (p. 1). While definitions vary, scholars tend to emphasize the use of reflection in personal growth and that there is a need to dedicate aspects of teacher education toward developing reflection as a skill (Benander & Refaei, 2016; Denton, 2011; Moore, 2004; Pollard & Anderson, 2008). We see that reflection is tied to an individual's growth and in the educational context this definition means improving one's praxis as an educator. Masui and De Corte (2005) argue that reflection is a key aspect of teacher education and that educators need to change their role from those who transmit knowledge to those who guide students' learning by creating stimulating learning environments. It has been noted in this literature review that scholars argue that reflection is an achievable outcome of instruction in the history of education (Clark, 2013; Lemisko, 2013). As a tool for fostering creativity in educators, reflection on the history of education provides insight into one's teaching practices, and a method in which to positively develop as an educator.

It was my goal in this section to introduce briefly the concept of reflection without overwhelming the reader with an expansive review of the concept. Reflection has been emphasized in teacher education for quite some time (Dewey, 1933; Schön, 1983, 1987), and it is feasible to construct an entire literature review on the topic. The goal of this chapter is to affirm the role of the history of education in teacher education and discuss the discipline's value in teacher education, not provide an extensive overview on reflection in teacher education. It would be negligent, however, not to connect the ideas of reflection mentioned in the history of education and other educational foundations literature with that of teacher education as a whole. The development of reflective practice is cemented in a larger educational discourse as a necessary component in pre-service teacher education. The final inquiry, however, one that connects the history of education, teacher education, and reflection, is the following: how do we

teach reflection, specifically, within the history of education context? If historians of education can develop the practice of reflection and if development of reflective knowledge and skill are sought after objectives in teacher training, then how can this goal be achieved? With these questions in mind, let us turn now to the final the final section of the literature review.

Engaging Students with the History of Education in a Meaningful Way

In this review it has been noted that components of history of education courses are valuable to pre-service teachers in the development of a critical and reflective practitioner. Reflection as an outcome of teacher education has also been discussed. In order for the history of education to have a practical purpose in teacher education, there must be a method to engage students with history that is above engaging with the texts of “dead European white men” (Christou, 2009). There is one method in particular that scholars in this area advocate for.

The history of education cannot be seen or presented as a disconnected body of knowledge with little to no practical application for contemporary teacher candidates. In actuality, the history of education abounds with personal stories of educators. Learning from the lives and experiences of past educators offers a unique perspective to future teachers. Students have a right to a “usable past,” one that fosters reflection, a critical mindset, and a conceptual lens in which to view teaching and learning (Kerr, Mandzuk, & Raptis, 2011). This usable past is achievable by students critically examining past educational experiences and connecting how historical conditions affected educational systems and the lives of teachers. Engaging students with primary historical documents is one possible method to connect them with the observations from their predecessors’ past educational experiences. Primary historical documents, or primary sources, are firsthand accounts composed by an individual(s) who recorded a specific time in

history. Some examples of primary sources are as follows: biographies, letters, journals, eye witness accounts, and logs.

Utilizing primary sources to foster a usable past that connects students with educators in a meaningful way is referred to as “doing history” (Christou, 2010; Hasinoff & Mandzuk, 2015; Sandwell & Von Heyking, 2014). Doing history involves educators urging students away from passive listening toward active investigation. Students investigate and analyze historical texts and find connections and meanings with their own lives (Kolodny, Zoino-Jeannetti, & Previte, 2009; McCulloch, 2011). As previously discussed, this connection with meaning can allow students who engage with the history of education to reflect on their own histories and assumptions about education and develop a strong sense of critical reflection on various educational experiences. Christou (2010) suggests that “the reading of stories or memoirs can lead to...points of controversy [that] can encourage engagement with personal or professional questions about teaching and learning” (p. 65). The study of stories is an opportunity for future educators to interpret historical experiences and reflect on their implications in a contemporary educational setting.

By engaging with the stories of past educators, students can position themselves within the complexities of the educational system in a meaningful way. Students are then more prepared for such eventualities in their careers as reform initiatives, shifts in goals for public education, and changing expectations in their roles as teachers (Christou, & Sears, 2011). Kolodny, Zoino-Jeannetti, and Previte (2009) conducted a study which fostered education student engagement with historical archives of the first state-formed normal school in the United States. Their findings suggest that students gained perspective on themes in teacher education that have persisted throughout history, such as increasing diversity and the ever changing role of the

teacher in society. The authors find that students made their own inquiries with the data and reflected on how the material related to them “historically, personally, and in comparison with contemporary education” (p. 134). A study such as this demonstrates how teacher candidates can develop their expertise in analysis and reflection through engagement with a historical text. Whilst “doing history,” students are presented with beliefs contrary to their own ingrained ideals of education, and, in turn, the history of education can enable critical reflection on educational practices and beliefs (Dewhurst & Lamb, 2005). It is through this process of “doing history” that students can develop reflective practice. By grasping the trials and tribulations of “the other” and by engaging with material in a critical, analytical, and reflective way, students are able to grasp the significance of historical data in a meaningful way. Much more than engaging with texts of “dead European white men,” the approach of using records kept by teachers and others within the educational system can create a practicality to the history of education. This approach relies on historical evidence and asks students to place themselves outside their contemporary views into the mindset of the retired teacher. By doing so, teacher candidates become more versed in reflection.

By conducting this literature review, my hope was to illuminate the major issues regarding the history of education in teacher education for the reader. The literature presented was done so in such a manner in hopes of challenging any preconceived notions of the discipline the reader may have about the value of historical data in teacher education. I have noted the decline of educational foundations studies and the history of education in teacher education. Foundations scholars have responded and sought to revitalize the history of education in a new and meaningful way for students. Reflection is proclaimed to be both an outcome of the history of education and an objective of teacher education in general. By directly engaging with primary

historical texts, students are able to grasp the nuances of the discipline and the lives of educators who taught before they did. The history of education is more than dates and dead Europeans but instead allows for the drawing of parallels between one's experiences and historical texts (Christou, 2009).

Patterson's private archive is one such body of primary historical texts in which there is value to be found for teacher candidates. The work with Patterson's archive informed this literature review as analysis of the questionnaires developed a pattern of reflection from the respondents. Coding this data and presenting it in a manner that is accessible to the reader requires a specific and thought out approach. Grounded theory was deemed to be the most effective way to achieve this goal and is the focus of the next chapter of my thesis.

Chapter Three: Methodology

Data for this project came from the private archive of the late Dr. Robert S. Patterson. Patterson researched the history of teacher education, the influence of progressive education on teachers, and the history of teaching in western Canada. He surveyed teacher respondents across western Canada, ranging from both rural and urban settings, all of whom taught within primary and secondary schools. He developed a questionnaire titled *History of Canadian Education* and asked retired teachers to answer it. Patterson's questionnaire consists of a seven page document with a variety of questions. The questionnaire is divided into nine sections titled: Biographical Data; Teacher Preparation and Training; Employment; Teaching Conditions; Living Conditions; Typical School Day; School-Community Relations; Professional Experiences; and Educational Reform. Anuik wanted to know what use the questionnaires could have in 21st century teacher education programs.

Project Yesteryear

For the purpose of this project, I refer to the term "questionnaire" as Patterson did: to mean a document with written questions that seek a response of "yes" or "no," as well as containing open-ended questions. To better grasp the data source for this project, I must briefly describe the questionnaire format for reader context. Therefore, I will describe the questionnaire design and divide the questions by four overarching themes. I have grouped the sections together in this manner to be as concise as possible for the reader.

Biographical data of the respondent is asked at the outset of the questionnaire and is topic one. Data of this type is of particular relevance to this project as Patterson's archive is substantial, and selecting questionnaires to focus my project on was necessary. While initially working through the responses, I was able to focus on those individuals who had the majority of

their teaching assignments within the province of British Columbia. I made a subjective choice due to my familiarity with the region. Patterson's archive is extensive enough that Saskatchewan or Manitoba may yet prove to provide substantial information on retired teacher experiences. For the scope of this project, however, I had to select a manageable sample size, thus teacher experiences in British Columbia were utilized. I was able to focus my efforts for this project, establishing which questionnaires I would analyze.

Topic two of the questionnaire focuses on teacher preparation, employment, and teaching conditions. These questions asked the respondents how valuable their teacher training experience were, what their experiences were with their new appointments after graduation, and what type of support they received once appointed. This section provided the most insight into the actual teaching of the respondents, with detailed accounts of experiences in the classroom environment. I found that this section provided insights into the various positive and negative teaching experiences respondents had throughout their careers.

Topic three found within Patterson's questionnaires centers on teacher living conditions, what a typical school day involved, and the relationship the teacher had with the community. These questions pertain to the teacher's lodging and expenses, student experiences and discipline, and the teacher's relationships with parents and other community members. These questions provide a glimpse into the often complex relationships teachers form with parents and others in a community, as well as pay. These questions are a window to view teachers' compensation, daily handlings of student behaviour, and the teacher's role as participants and mediators in the school community.

The final topic looks at inspector reports and educational reform.³ Patterson was clearly interested in the lingering influence of progressive education and thus focused the latter portion of his questionnaire on educational development and reform initiatives. This section serves as the most compelling as many retired teachers used the space to comment on a variety of developments and reforms, as well as include their opinions and expertise on such subjects.

As this chapter unfolds, this section provides a brief overview of *Project Yesteryear*. In doing so, it provides context to the reader of Patterson's initial work and my subsequent discussion and analysis. Selecting a methodology for this data was a daunting task, and it is to this discussion that we now move.

Finding a Methodology

Data for my thesis were collected from Patterson's private archive. The questionnaire data he compiled covers a wide range of educational experiences from retired teachers who generally taught between the late 1920s until the early 1970s. Shortly after my initial introduction with Patterson's archive I formulated the research questions for this project: what is the usefulness of Patterson's archive for teacher candidates and what are further insights into effective ideas to engage students with the history of education? Selecting a methodology from what initially seemed as numerous possibilities was the first step in attempting to answer my research question. In this section, I will briefly discuss the journey to my methodology, and the merits, shortcomings, and lessons I learned from my survey of research methods.

Narrative inquiry. Narrative inquiry was the first methodology that drew my attention as a possibility for this project as I sought to utilize the archive to provide some value for

³ Inspectors served the department of education and were tasked with assessing teachers on their praxis. Further, they investigated how well the school followed government policies and how effectively it was managed (Broom, 2011).

contemporary teacher candidates. The emphasis of narrative inquiry on understanding participant experience initially drew my attention (Clandinin, 2013). I thought that if I could understand the experiences of the respondents as teacher candidates and teachers, then I could transfer my understandings to contemporary teacher education programs. By drawing parallels between the veteran teachers' experiences and contemporary teacher education, I would find relevance of the past for the present crop of teacher candidates.

Narrative inquiry is a study of the ways humans experience the world and an engagement with individuals' lives (Connelly & Clandinin, 1990; Clandinin, 2007). Narrative is defined as spoken or written text giving an account of an event or action and insight into people's thoughts, emotions, and interpretations of events and actions (Czarniawska, 2004; Chase, 2005; Leggo, 2008). While there are different areas where a researcher could focus, the objective is to reorganize stories into a general type of framework (Creswell, 2007). Key to this framework is the concept of restorying. After collecting data, also known as field texts, the researcher seeks to analyze this data (Creswell, 2012). The researcher retells or re-stories the experiences of the participants utilizing their thoughts, emotions, and interpretations (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002). Thus, researchers provide a retold narrative, which identifies the themes found in the field texts. These themes serve as the "so what" to the research and are used to discuss social, cultural, etc. issues and solutions.

The *Project Yesteryear* questionnaires are ripe with experiences as many of the respondents commented on various aspects of their careers in great detail. Many gave deep insight into their daily lives and experiences. Therefore, I felt narrative inquiry would be an ideal methodology to distill themes from this data. However, I discovered that narrative inquiry literature emphasises the necessity of participant communication with the researcher (Clandinin,

2006; Clandinin & Connelly, 2000; Connelly & Clandinin, 1990; Creswell, 2007). Participant voice is the key to restorying experience, and research requires the creation of a relationship with participants through ongoing collaboration. Scholars argue that validity is established through this process. The respondents to Patterson's questionnaire were retired when they responded to it in the 1970s. Therefore, it is unlikely any of the respondents are still alive. Therefore, it would be impossible for me to form a relationship with the respondents and restory their experiences according to narrative inquiry methods. Due to these noted constraints I established that narrative inquiry would not be a useful method for analysis of the *Project Yesteryear* questionnaires.

This experience was helpful and provided a needed lesson. Although narrative inquiry was not a suitable method for analysis of this data, scholars' emphasis on participant experience was invaluable to me. A narrative inquirer uses participants' experiences to reflect on broader issues, and finds value in their stories (Clandinin, 2013). I felt that there was value in learning from the experiences of the retired teachers, and began to search for themes across the stories. My review of the literature on narrative inquiry led me to search for a method that would not rely on interaction with living participants, but one that would still search for themes and value in the stories presented. It was through my discovery of grounded theory that this search was deemed possible, and this methodology frames the remainder of this project.

Grounded Theory: What Works and What Does Not

Grounded theory was first introduced to me through my master's coursework and initially was of interest due to its emphasis on moving from observations to theory creation. Grounded theory takes a "bottom up" approach and does not involve the traditional formulation of a hypothesis and subsequent tests against a set of data. The researcher begins instead with observations, detects patterns, and formulates a theory from the data (Merriam, 2009). In order to

undertake data analysis of the *Project Yesteryear* questionnaires, my first challenge was establishing a clear methodological path to ensure rigour for my project. Initially, aligning my research with a particular theorist(s) and designing my study accordingly was necessary. By establishing the strengths and weaknesses of particular seminal authors to the reader, I can provide needed insight into grounded theory. The subsequent section addresses how grounded theory methods are used with particular data sets, and elaborates on the design of the study.

Established by Glaser and Strauss (1967), grounded theory centers on generating conceptual categories from evidence found in the data. Their work emphasized discovering a theory found in the data; where one's "initial decisions are not based on a preconceived theoretical framework" (p. 45). Glaser (1992) writes that "grounded theory looks for what is, not what might be" in a set of data (p. 67). Early in my research in Patterson's archive, I did not have a preconceived notion of what I would find as I delved into reviewing the data. I was given free range from my supervisor and spent the initial months reading and taking notes on what I deemed to be interesting points. During my initial review in the winter of 2016, I began to ask the following questions: what use did Patterson's archive have for teacher education; and what was an effective approach to engage students with historical data? When I settled on these questions for my masters thesis, my absence of preconceived notions with Patterson's data seemed to fit with the basic tenets of research with grounded theory methodology. I assumed at this point that utilizing Glaser and Strauss' (1967) teachings would be sufficient as they designed the methodology and are widely cited. What I found, however, was that various types of grounded theory methods had formed since their initial writings and that Glaser and Strauss themselves argued over various coding practices and philosophical assumptions (Evans, 2013).

My assumptions on grounded theory were that there was a clear methodological practice in place, one that emphasized letting the data “speak for itself.” I also assumed that there was no debate between Glaser and Strauss about grounded theory methods. This assumption was quickly proven wrong. The debate between authors became problematic as I recognized the need to align with a specific seminal author, and a particular alignment could change the method I would use. Reviewing the differences between Glaser and Strauss and establishing if either author was suitable for my data and my research question became a daunting task.

Thus, I set out to define what the project truly needed. Firstly, it was the acceptance of historical data in the methodology. Glaser and Strauss (1967) agree that any form of qualitative data can be used with grounded theory methodology (Glaser, 1992, 1998; Corbin & Strauss, 2008). I had learned from my experiences with narrative inquiry that not all methodologies value historical data. Grounded theory did not have this constraint as noted, thus the problem of acceptance of historical data was solved. Secondly, I had to establish the schools of thought of grounded theory, note differences, and establish which methods could fit with Patterson’s data. Initially, this meant differentiating between interpretivist/constructivist and positivist/objectivist grounded theory paradigms. In short, constructivist grounded theory is set in the interpretivist tradition, which allows for interpretation, does not seek causality, and gives priority to showing patterns and connections in research (Charmaz, 2014a). Objectivist grounded theory, however, lies within the positivist tradition, which maintains an unbiased and objective researcher whose findings are replicable by others and generalizable to like situations (Glaser, 2002; Kincheloe & Tobin, 2009; Lees, 2007; Slavin, 2002; St. Pierre, 2012). As with narrative inquiry, analysis into these differences provides the reader with insight into the processes that went into my research. Both theories are vastly different perspectives on ways of knowing (epistemology), thus selection

would dictate the methods of my entire project. Thus, establishing where Glaser and Strauss oriented themselves in the various grounded theory methodology was paramount. Therefore, examining which, if any, of the grounded theory paradigms was an essential component of my project and I now turn to discuss the major findings and subsequent conclusions from this examination.

Glaserian grounded theory is strongly oriented toward fundamental principles of scientific inquiry and positivism, which value replicability and generalizability of results and findings (Glaser, 1978, 1992, 1998). Concepts in the Glaserian tradition are seen abstract of time, place, and people and are therefore generalizable theories (Glaser, 2005). Glaser (2005) states: “grounded theory procedure is to stop preconceived forcing based on discipline, supervisors...and unwarranted hunches” (p. 3). I recognize positivist research as having value, as it emphasizes replicability and generalizability. In theory, positivist research can be applied by others and distill lessons applicable to other research projects. It is Glaser’s emphasis on coding families that created a crucial problem for my research.

Briefly described, the researcher creates coding families that are “a process whereby analysts have a great variety of theoretical concepts at their disposal to structure the developing categories and the emerging theory” (Kelle, 2007, p. 198). This process demands training in sociological concepts and awareness of a vast range of theoretical codes (Glaser, 1992). In this way I would need training in a variety of different schools of thought, various terminology, and knowledge of possible pre-existing relationships to utilize Glaser’s coding families.

The work of Glaser and his specific type of grounded theory is widely cited, and his contributions to research literature is substantial. His positivist viewpoints on research and training in sociological concepts presented a clear conflict early on in my research. As mentioned

in the introduction of this project, Patterson's archive is extensive, containing thousands of questionnaires. I believed that I would have to analyze the entirety of Patterson's archive to support any claim of generalizability and/or replicability. The scope of my project does not lend itself to analysis of the entirety of Patterson's archive, thus I deemed Glaserian grounded theory as impractical. Further, my reading of Glaser's work provided no clear insights into how I would answer my research questions. Thus, I continued my analysis of grounded theory with the other author who created the methodology.

The most logical continuation after Glaser's work was to investigate the other most prolific writer in grounded theory methodology, Strauss. There are some key distinctions to be made here regarding Straussian grounded theory, notably, the inclusion of axial coding and the coding paradigm model (Strauss, 1987; Strauss & Corbin, 1998). Axial coding is a procedure in which data is reformed in a new way, utilizing a coding paradigm that involves "conditions, context, action/interactional strategies and consequences" (Strauss & Corbin, 1998, p. 96). Once initial categories are formed, axial coding and the coding paradigm model are utilized to link sub categories to categories (Seale, 1999; Strauss & Corbin, 1990). Much like Glaser's coding families, the paradigm model "carries a broad and general understanding of action [by the researcher] which is compatible with a wide variety of sociological theories" (Kelle, 2007, p. 203). Extensive knowledge of sociological theories and linkages with *Project Yesteryear* and the history of education was deemed impractical in regards to the scope of my project and my research question. Furthermore, axial coding and the paradigm model have, since their introduction in the literature, become less of a set of directives and more of a tool to the inclination of the researcher (Corbin & Strauss, 2008; Urquhart, 2013).

As with Glaserian grounded theory, issues arose with Strauss' method. Specifically, the coding paradigm that lent itself to sociological theory was, once again, problematic with my goals for this project. I did not seek to link respondent's answers with established sociological theories. Instead I desired to find value for teacher candidates to engage with the data, specifically in the history of education. Thus, Straussian grounded theory was deemed impractical.

Through analysis of both Glaserian and Straussian grounded theory, issues were noted in utilizing these authors as my chief methodologists for my thesis. These issues were largely the emphasis on generalizability, replicability, as well as training and theoretical knowledge of a large amount of sociological theories. I continued my search outside of the two major authors on grounded theory. Corbin and Strauss (2008) acknowledge other approaches to grounded theory, and it was Charmaz (2000, 2006) and her interpretivist/constructivist approach that was found to fit as a method for analysis of my data. The subsequent section discusses this approach, its differences from the Glaser and Strauss approaches, and its suitability for analysis of the *Project Yesteryear* questionnaires.

Arrival at Methods; Initial Coding

Considering the major authors of grounded theory was necessary as there has, is, and will be much debate regarding the methodology (Charmaz, 2014b). There have been many shifting paradigms within grounded theory since its inception in 1967. Kathy Charmaz has been at the forefront of one of these shifting paradigms, one that has become more prominent in the last 20 years. Charmaz (1995, 2000, 2014a) takes a constructivist approach, which falls within the interpretive tradition. Interpretive theory calls for "imaginative understanding of studied phenomenon" (Charmaz, 2014, p. 126). Writing on grounded theory, Charmaz (2000) seeks to

reclaim grounded theory “from [its] positivist underpinnings to form a revised, more open-ended practice of grounded theory,” and to “use grounded theory as flexible, heuristic strategies” (p. 510). This strategy means having no desire to prove or disprove a preconceived hypothesis, while relying on the experiences of participants to gain knowledge (Charmaz, 2006; Charmaz & Bryant, 2007).

The goal of my thesis is to find usefulness of Patterson’s archive for teacher candidates and suggest an effective approach to engage students with historical data. I believe that Charmaz’s (2000) constructivist viewpoints correspond best with the goals of my study. A constructivist approach recognizes that theory is the result of interpretation (Bryant, 2002; Charmaz, 2000, 2002). Researchers interpret meaning, and theory depends on the researcher’s view. Prior to this study, I had no preconceived notions about the value of Patterson’s questionnaires but I did believe that there was value to be found that could contribute to instruction in the history of education. Further, as the data for this project is historical in nature, it was difficult to find direct reference to the use of historical sources in the works of Glaser and Strauss. Glaser (2001) acknowledges that “all is data” (p. 145). However, due to issues of replicability and generalizability, traditional positivist grounded theory was not deemed viable for this project. Charmaz (2006) does, however, refer to historical data and she discusses it in detail. She refers to “extant texts” (p. 35) as documents the researcher had no input in shaping. These extant texts can consist of archival data from a figure or era. She notes that researchers seek to explore the purposes behind and glean insights from extant texts, and argues for using these historical texts as objects for analytic scrutiny (Charmaz, 2006). This scrutiny of historical documents can give a researcher insights into perspectives, practices, and events of individuals in

the past. I did not have any input in Patterson's questionnaire design, and the data were already collected when I began this project.

I found the greatest alignment with the goals of this project in Charmaz's work (2000, 2006), and an established method corroborated by other notable literature on grounded theory (Saldana, 2016). A large deciding factor in this selection was with Charmaz's definition of "theory" and the contrasting objectivist definition. Charmaz (2006) refers to theory as depending on the researchers views and argues that it cannot stand outside of it (p. 130). Conversely, objectivist theory maintains that "data represents objective facts about a knowable world" and that "the data already exist in the world; the researcher finds them and discovers theory from them" (Charmaz, 2006, p. 131). As a large nature of my project centres on student reflection and finding usefulness for Patterson's archive, I believe that the Charmazian definition of theory aligns with my project the most. I believe that the objectivist position is impossible to implement with the research questions I asked, as another researcher may find unique usefulness after conducting their own study. I turn now to discuss and demonstrate how data were collected utilizing the methods of Charmaz's grounded theory. Different types and levels of coding are paramount to grounded theory, and a discussion of the characteristics of each coding technique will inform the reader of my process.

Initial and in vivo coding. Grounded theory coding has a variety of types, as well as varying terminology, depending on the author one reads (Saldana, 2016). What is agreed upon, however, is the importance of coding to grounded theory (Bryant, 2003; Charmaz, 1983, 2015; Corbin & Strauss, 2008; Glaser, 1978; Saldana, 2016). While the purpose of this chapter is not to present detailed and explicit data presentation and findings, it is to discuss my justification and usage of specific types of coding that formulate my method. Thus, this section demonstrates the

initial coding that devises this study, and provides examples from the data collected. With insight into grounded theory methods, Patterson's private archive, and some of the preliminary results of coding, the reader is well equipped for discussions in subsequent chapters.

Discussion on open coding or initial coding is present in all of the predominant grounded theory literature (Bryant & Charmaz, 2007; Charmaz, 2000, 2006; Corbin & Strauss, 2008; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987). Charmaz's (2006) term "initial coding" will be used for the purposes of this project. During initial coding, the researcher stays "open to all possible theoretical directions indicated by...readings of the data" (Charmaz, 2006, p. 46). Coding involves breaking data down into distinct parts, close examination of each part, and naming each word, line, or segment of data (Charmaz, 2006; Strauss & Corbin, 1998). Key to the process is the researcher interacting continually with the data. The researcher must constantly compare new codes with previously reviewed data (Charmaz, 1995, 2003, 2006; Glaser, 1978). The goal is to create categories through more complex coding methods (Bryant & Charmaz, 2007).

From the outset of my thesis, initial coding methods were adopted to engage with the *Project Yesteryear* questionnaires. I began reading the questionnaires with no preconceived notions on what they would provide, and began establishing codes by word and line and linked subsequently idea to idea. In vivo coding was a coding method I found useful after I had initially gone through a large amount of data. In vivo codes "serve as symbolic markers of participants' speech and meaning" (Charmaz, 2006, p. 55), and "the terms used by participants themselves" (Strauss, 1987, p. 33). They are used to honor participant voice and can be used in conjunction with several other coding methods congruent with grounded theory (Saldana, 2016). This coding method was incorporated once I noticed respondents who were using some of the same language

to discuss various experiences and perspectives they had. Examples of some of the in-vivo codes that I used are: “hope”, “regret”, and “lack.” This continual interaction and constant comparison was the key to analysis at this initial level.

Patterson’s questionnaires are individually numbered, and I refer directly to each questionnaire with these numbers. I have included the responses with the question asked in the questionnaire to provide the reader with context. The goal of this subsequent example is to provide the reader with examples of the data used for this project, as well as the methods I utilized. The examples in this section serve as a fragment of all coding completed.

Project Yesteryear Questionnaire #1687

How valuable was your teacher preparation program in preparing you for the types of experiences you eventually had in the classroom? Were you well prepared?

The sheltered [safe], impractical training [not useful] at Normal School was not sufficient to withstand the demands of the one-room rural school. I was certainly not well prepared. [work experience]

Respondent #1687 noted that the teacher education at normal school was not sufficient for “the demands” of the teaching placement. This pattern is found throughout the questionnaires for this study and offers insight on teacher training, as candidates tended to value practical experiences over instruction in theory.

Project Yesteryear Questionnaire #1691

How did this new methodology [progressive education] affect the overall quality of education? Did instruction in the basics suffer? If so, how and why?

Written work of the graduating youngster today is far below [decline] old standards. I think there is a lack [lack: in vivo] of respect in today’s students for

authority [discipline problem], pride in doing a job well [decline], and of position. On the other hand, today's pupils have more self-confidence, worldly knowledge and the know-how to attack a problem [growth], than former students. I think the greatest need of today's students is to learn to live so that the world is a better place [goals for the future] because they passed this way. [desire for further growth]

Respondent #1691 offered insights into decline in education from his/her perspective. Written work is included in "the basics" or "three R's," which are arithmetic, writing, and reading skills. A pattern throughout respondent contributions is that the basics were suffering due to reform initiatives and negligent teaching practices. This respondent however offered a hopeful glance to the future.

Project Yesteryear Questionnaire #1696

What things were neglected in your preparation?

Too much theory rather than subject material [not useful] and practical application [work experience] (children and human beings can't be counted on to respond according to the book). [predictability]

Once again respondent #1696 reports that the teacher education lacked practical experiences that would assist in teaching. Notably, this respondent stated that textbook learning does not lend itself to education as individuals are unlikely to respond as reported.

Here we see inclusion of extra material in "random thoughts" to Patterson.

[Section titled "Random Thoughts" on the last page].

Perhaps education is reflecting society [reflection] in that today everyone has rights but no one has responsibilities. Unless we return to a more reasonable approach [lack of

logic] in which morals, character training, ethics play some part, society, as we have known it, is doomed and we take the route of the Roman Empire [decline]. The schools are the only hope [hope: in vivo] but time is running out. My sympathies lie with the current teachers and students [concern for future teachers]--a colossal task is theirs. Methods of the 1930's-1960's worked--some great men and women were produced in these years but the next fifteen years brought forth some very odd concepts [desire to return to old system].

This respondent utilized the final blank page of the questionnaire to reflect on the state of education as he or she viewed it. He or she was perhaps a bit too hyperbolic with the comment on current (at the time of writing) society following the decline of the Roman Empire. However, this individual tasked future teachers to prevent such disaster.

This individual offers insight into what he views as the necessary traits of a successful educator.

Project Yesteryear Questionnaire #1727

I think I have not been of too much help [help: in vivo] regarding the new progressive education. Personally, I think there will be a reaction [negative result/decline] against a whole lot of it. One problem that has not been solved: the "drop-out" [educational issue]. A good teacher is one who has some essential inherent qualities [inherent qualities: in vivo]. He must have lots of vitality; possess a sense of humor and use lots of tact. He should be honest and sincere and have a good sense of moral values. He should be fair and just in his discipline [advice for future teacher/qualities]. When I was a teacher, I had a motto. "Nobody will ever go to sleep in my classroom." In my 34 years, nobody went to sleep. I never sat down in my classroom. No philosophy or progressive education can

make you a teacher [work experience can]. Incidentally, I am a world war one veteran. I served in France and Belgium. I did my university work when I came back from overseas. I hope [hope: in vivo] you got something out of this. Another incidental: I have been retired 18 years. I am 83 now and enjoying life. I am looking forward to planting my garden.

This respondent predicts a negative reaction to reform (specifically progressive education) and suggests that no reform initiative can make a successful teacher. After being retired for 18 years, this respondent is able to reflect on education and suggest a great deal of insight into the issues of reform and successful teacher traits. Identifying as a World War One veteran adds a personal voice to his contribution, one that may resonate with some readers due to personal family history.

This previous section sought to provide the reader with insight into the initial coding process that was undertaken with a portion of the *Project Yesteryear* questionnaires.

Questionnaires were read line by line. Data was broken down into distinct parts and examined and named utilizing the techniques of grounded theory data analysis (Charmaz, 2006; Strauss & Corbin, 1998). This section provides a glimpse into the initial processes of my analysis.

The advantage of initial and in vivo coding is that it is an empirical study of the participants' experiences and a method for construction of more complex codes (Charmaz, 2006). By empirical study, I mean drawing on participant created artifacts. This method forced me to investigate the data in a new and unique way and shaped the outcomes of this project. By interpretation of participant responses, relationship forming is possible at later stages of analysis. The key to effective use of grounded theory methods is moving beyond the initial level into a more focused inquiry of data, and this process will now be discussed.

Focused Coding

Focused coding is a second cycle analytic process, taking place after the initial coding process (Saldana, 2016). The goal is to develop categories of data found through initial coding methods. This method allows for the researcher to synthesize larger amounts of data. Focused coding utilizes the most significant or frequent codes found through the initial coding process (Charmaz, 2006). In this way the researcher builds and clarifies concepts, compares segments of data with other segments, and begins to conceptualize a definition of each category (Bryant & Charmaz, 2007; Charmaz, 1983, 2015). In doing so, data is grouped into categories that begin to formulate patterns and themes in the analysis. Focused coding involves the constant reworking of codes and inclusion of new codes into analysis (Saldana, 2016). As with the previous section, I include a brief presentation of data in order to demonstrate this method and its usage with this project. Additional focused codes are discussed in length in the subsequent data presentation chapter.

Category: desire to be a part of the historical narrative. As mentioned, focused coding emphasises compiling codes from the initial process into a defined and clarified concept or category. Throughout my review of the *Project Yesteryear* questionnaires I noticed that many participants included large amounts of supplemental material with their returned questionnaires. By extra material, I am referring to anecdotes focusing on the education system, personal stories and experiences, and other seemingly random material not part of the initial questionnaire design. For example, respondent #1625 included a personally written document on the history education on Salt Spring Island, British Columbia. The document focuses on the years of 1915 until 1939 and discusses topics such as pupil numbers, teacher pay, classroom management, and teacher education.

Throughout the initial coding process three codes stood out and were eventually labeled: hope, regret, and desire to please. In their inclusion of this material, participants referred to a hopefulness that their contributions were meaningful. This reference was interpreted as a desire to please Patterson in such a way that he would include their contributions in his publications and other products on the subject. Regret was also noted. Participants expressed that they were apologetic that they could not include more data, whilst often actually including a large amount of extra material. Both forms suggested that some participants wanted their contributions to be meaningful to Patterson and to possibly have historical significance. Thus the category the Grand Historical Narrative was formed.⁴ I now briefly demonstrate this category using the same format as I did with the initial coding data.

Project Yesteryear Questionnaire #1768

This respondent included a great deal of detail in his or her response, completing Patterson's questionnaire to its fullest.

[Excerpt of note written on the reverse of the questionnaire].

Thank you. I've enjoyed doing this questionnaire, and I hope [hope: in vivo] that I've helped [desire to please] in some small measure with your research into the history of Canadian schooling. It sounds like a fascinating topic [interest in historical narrative]. At the moment I can't put my hands on any old report cards, etc. but I do know I have some. If I can locate them I'd be happy to let you use them. [extra material]

⁴ Stanley (2006) defines "grand historical narrative" as: "giving voice to a particular interpretation of the past... [which] is premised on a series of exclusions...[and] often fails to represent events within the contexts that actually produced them" (pp. 34-45). This definition acknowledges historical interpretation, which is useful for my project. I do not use the term as Stanley does, however, as I made no relevant exclusions and included as much context as possible for this project.

Included on the reverse side of the questionnaire was a personal note to Patterson. This individual was clearly interested in *Project Yesteryear* and sought a meaningful contribution to Patterson's work. Individuals such as respondent #1768 are indicative of retired teachers who felt that their experiences were of some value, either to Patterson or in a historical setting.

Project Yesteryear Questionnaire #1771

This participant included numerous other material from his or her time as an educator.

I am pleased to do what I can to assist you [desire to please/help] in your project of the History of Education research....You may keep these [the documents] which I hope [in vivo: hope] may be of some assistance to you in your research....I have answered your questionnaire as well as my memory would provide [expresses effort]. With best wishes to your project yesteryear.

Copies of certificates, letters of praise and recommendation, and a two page written letter addressed to Patterson were attached to the questionnaire. As with respondent #1768, this retired teacher desired greatly to contribute as much as possible to Patterson's project. However, this individual went above and beyond the limitations of the questionnaire to provide as much insight into his or her perspectives on education and experiences.

Project Yesteryear Questionnaire #1778

[Excerpt of letter written to Patterson on the reverse of the questionnaire].

I am sorry [regret] that I have kept this so long but I kept it, hoping [hope] that I would have time to look up some snaps of children in my first country school, and also to have Inspectors' Reports to send you. [inclusion of extra material] If you would still like such material would you let me know.

As with previous responses, a pattern of desire to contribute to Patterson's project is noted. This respondent wrote directly to Patterson and expressed the desire to contribute further value to his research. As with the other respondents noted in this section, this individual completed Patterson's questionnaire in great detail, offering insights into his or her experiences.

Project Yesteryear Questionnaire #1792

[Excerpt of letter written to Patterson on the reverse of the questionnaire]

Professor Patterson: I am sorry [regret] I cannot contribute [desire for meaningful contribution] too [sic] much of your survey. I have some inspector's reports, however I hesitate to enclose as I feel I was overrated. Good luck with your survey. I shall be interested in your final analysis. [expecting to be included in the historical narrative]

This respondent did include the inspector reports discussed in the excerpt. Clearly, he or she did not hesitate and wait for Patterson to make contact and ask for the reports. I believe this individual desired to be included in Patterson's history and, indeed, to view the final project. A great amount of information was included in this respondent's questionnaire contribution, as well.

The previous section on the Grand Historical Narrative and included quotations is representative of the process undertaken to establish a pattern in the questionnaire data. Through the process of initial coding discussed previously, responses were grouped by theme into a focused code. Respondents in the Grand Historical Narrative code included a large amount of material, often including letters and other documents with their completed questionnaires. The process of focused coding was applied to numerous codes established in the initial coding process, and three categories were formed titled: Teacher Preparation, Concern with Education, and the Grand Historical Narrative. By completing focused coding the last stage of grounded theory analysis can take place, and a brief overview is necessary to finalize the methods chapter.

Theoretical coding and memos. Theoretical coding is the process that “accounts for all other codes and categories formulated thus far in grounded theory analysis” (Saldana, 2016, p. 223). By specifying relationships between categories and finding the theme of the research, the researcher creates what is called the core category (Charmaz, 2006; Saldana, 2016). The central or core category establishes major conflicts, obstacles, problems, issues, or concerns of the participants (Stern & Porr, 2011). Throughout the initial and focused coding processes, three major categories developed, titled: Teacher Preparation, Concern with Education, and the Grand Historical Narrative. These codes form the foundation for the formation of a central category and, in turn, the significance of my thesis. This process and evidence requires more detail than can be provided in this chapter, thus it will be fully discussed in the subsequent chapters of my thesis.

Any grounded theory chapter would be incomplete without inclusion of a memo discussion. Memos are an integral component of the grounded theory process (Glaser, 1992). Glaser and Strauss (1967) argue that memos should “blur and intertwine continually, from the beginning of an investigation until the end” (p. 43). The purpose in memo writing is to reflect on the process of coding and identify emerging patterns, themes, and categories in the data (Charmaz, 2006; Saldana, 2016). Memos are an integral part of the grounded theory method and they “root the researcher in the analyses of the data while simultaneously increasing the level of abstraction of his/her analytical ideas” (Bryant & Charmaz, 2007, p. 245). There is no formality in memo writing although the purpose is to facilitate the analytic process by describing data found through coding (Glaser, 1972). The memo work was insightful as the write-up for this project was underway. This process was undertaken throughout data collection and continued through coding and analysis stages. The collection of memos serves to track my process of analysis throughout my reading of the *Project Yesteryear* questionnaires, and the memos have

evolved drastically. Memos began with purely descriptive writing and evolved into analysis and coding. Including the most valuable memos here is not necessary, but they will be incorporated with the data presentation and analysis in subsequent chapters.

This chapter has outlined the methodology and methods that I have utilized for this project. Grounded theory has a variety of different paradigms and coding procedures. I have demonstrated which of the most prevalent authors fit and those who do not with this project. Further discussion on the specifics of the data collection and the subsequent analysis will demonstrate this process of analysis fully.

Chapter Four: Data Presentation

Through my reading of grounded theory literature, it became clear that there are many different forms of the methodology that one could utilize in research. After extensive reading into both Glaserian and Straussian grounded theory (1967), the views of these two scholars were deemed too reliant on a philosophy of positivism. Further, both were too heavily reliant on sociological theory to be useful to answer my research question. Subsequent investigation into grounded theory literature resulted in the discovery of the work of Charmaz (2000, 2006). Her constructivist/interpretivist approach and discussions regarding one's use of historical data are the approaches that are feasible for this project. The techniques of coding she espouses were utilized in the analysis of Robert S. Patterson's *Project Yesteryear* questionnaires.

The techniques of grounded theory described in the previous chapter resulted in category creation from Patterson's questionnaire data. I created categories to answer my research questions, which are as follows: what is the usefulness of the questionnaires for current teacher candidates; and what are further insights into effective ideas to engage students with the history of education? This chapter is thus a presentation and analysis of the categories created through the coding processes of grounded theory. As previously discussed in the methodology chapter, I utilized the techniques of grounded theory in order to code the questionnaire data into categories. The initial coding process involved establishing codes line by line, linking idea to idea. Subsequently, focused coding was undertaken with the goal of developing categories of data. Categories are meant to clarify concepts, compare segments of data with other segments, and conceptualize a theme or theoretical code of research (Bryant & Charmaz, 2007; Charmaz, 1983, 2015). The goal of this chapter is to present the reader with the most valuable and significant categories created, whilst providing my analysis and rationale for category creation. In doing so,

it is my hope to demonstrate the usefulness of the data found in the questionnaires for teacher education. This, in turn, answers my research question.

Before discussing the findings of my research, the reader must be made aware of a typology created for respondent inclusion in this section. Typology refers to a classification according to general types, and in this case, there were four types of respondents found in Patterson's questionnaires. A typology was necessary as certain responses were deemed more valuable than others.

Type one is categorized as participants who did not complete or barely completed any of Patterson's questionnaire. They returned either a blank questionnaire or short one word answers to the questions. This type was deemed not usable as they offered no new information toward answering my research questions.

Type two is categorized as participants who completed all of Patterson's questionnaire but did so with the bare minimum of effort. Contributing largely "yes" or "no" responses, these responses were also unusable for this project. They may be of use for a different project, however, this possibility is discussed in a future research section in the subsequent chapter.

Type three is categorized by participants who engaged fully with Patterson's questionnaires. These respondents contributed to the open-ended responses, often completing lengthy responses within the confines of the document. Participants of type three were deemed valuable as they provided personal and insightful experiences into their teaching practices, as well as commentary on topics such as reform and teacher education.

Type four is categorized by respondents who engaged fully with the questionnaire, as with type three, however, type four included extra material. Respondents in this category attached extra material with their lengthy responses and returned the document to Patterson. Type

four respondents offered the most insight into the experiences of the retired teachers, often providing information on their daily lives, the lives of those in their school communities, and memorable moments in their careers. Type four was the most valuable type of response as it contextualized the respondent's experiences and offered a wealth of data to explore. Types three and four were utilized in the coding process and contributed to the formation of the core category for my project.

Through my analysis of the questionnaires, numerous categories were created. These categories were created in accordance with grounded theory techniques, with the goal of establishing a core category. Each category is defined by a set of subcategories that were created through focused coding. It is my goal to guide the reader through each category and provide examples from the data in the questionnaires that illustrate my findings. In order to assist the reader, only the most cogent quotations will be provided in text, all others will be referenced by call number and placed in Appendix B for viewing at the reader's convenience. The inclusion of Appendix B is due to the sheer volume of questionnaires analyzed for my study. However, I desired to include further evidence that retired teachers voiced like-minded responses, thus I chose to include supplementary quotations. Including these quotations in text would distract the reader from the discussion. The inclusion of Appendix B serves as an effective alternative.

As mentioned in my methodology chapter, theoretical coding and a core category are essential components of grounded theory. I have established a core category and a theme from this data, one that provides the educational significance of my research. By presenting the data from category to category, I hope to illustrate to the reader what the significance of the data are, and conclude this chapter with the core category and theme. The subsequent discussion chapter will address the significance of this process.

Teacher Preparation

After the initial section of Patterson's questionnaire addressing demographic information is a section on teacher preparation and schooling. The teacher preparation section of the questionnaire is referred to directly in the coding process and my category creation. The subsequent categories were created through the focused coding process. The teacher preparation section did provide a great amount of information on the retired teachers' reflections on the effectiveness of the education they received at normal school. I deemed this section valuable as teacher education is a principal component of my research questions. Throughout my analysis of this section a number of recurrent themes were found in respondents' answers, thus these themes formulate the subcategories of this section. This section will discuss the subcategories that define this category on teacher preparation, and provide examples from the questionnaires that illustrate each one.

Expertise came from classrooms. Perhaps of no surprise to modern educators, retired teachers reported that a great deal of their educational prowess came from actual classroom experience. These teachers felt that their teacher education programs did not prepare them sufficiently for the demands they faced in the classroom and they were quite blunt in reporting as such. As one respondent stated, "the sheltered, impractical training at Normal School was not sufficient to withstand the demands of the one-room rural school. I was certainly not well prepared" (#1687). From this response we see a lack of experience that was deemed necessary to be prepared for the demands of the school house and as another reported, there was "insufficient training for actual experiences" (#1779). Numerous other retired teachers commented on the apparent failure of the normal school program of study to prepare them sufficiently to teach (#1642; #1784; #1785). Often a recurring comment throughout the questionnaires analyzed for this project, this theme

was established early on in my coding process and continued to be noted throughout the analysis of the questionnaires. From this observation, the following question was asked: what reasons, if any, did the retired teachers provide for this apparent lack of preparation? Subsequent interactions with the data and further coding revealed a possible answer to this question.

Too much theory, not enough practice. Retired teachers generally attributed their lack of preparation and overall insufficient experience to an emphasis on too much theory and inadequate practical training in their education at normal school. The respondent to Questionnaire #1701, for example, stated that there was “too much theory rather than subject material and practical application. Children and human beings can’t be counted on to respond according to the book.” This view was corroborated by numerous respondents with #1787 reporting that there was “more theory than necessary, more observation would have been better and actual work with children. Experience was lacking!” The trend found from the respondents in this subcategory was that theory was not very useful in their classroom experiences and that practical teaching would have been much more useful (#1645; #1715). The respondent #1696 stated that practical day to day experience was neglected and that there was not enough of it, however, what little practice there was very beneficial to their future teaching.

From these responses it became clear that the retired teachers, most who completed their normal school education some 40 to 50 years prior to responding to Patterson’s questionnaire, had strong opinions about teacher education. Generally, they identified a deficit in their programs of study. Many of the respondents noted provided advice (the inclusion of more practical training in teacher education) without the elicitation of Patterson’s questionnaire. One more extreme example suggested that the Canadian system be modeled after the United Kingdom

apprenticeship model (#1717), with years of pre-service classroom experience.⁵ One respondent stated that his or her own memories of great teachers were more useful than the actual education received in regard to classroom management (#1732).

It was through Patterson's questionnaire that these teachers reflected on education that was decades prior. Respondents largely reported the same experiences regarding lack of practical preparation. Retired teachers generally noted their education was insufficient due to too much emphasis on theory and lack of practical experiences. In regard to this project and my research questions, I found perspective on a glimpse into a possible trend in teacher education valuable to my project. Furthermore, the ability of veteran teachers to reflect on their teacher education programs and note clearly shortcomings decades later was a concept that guided my subsequent analysis. With this perspective and the category of teacher preparation defined by the subcategories of "expertise came from the classroom" and "too much theory not enough practice" established, I re-examined the data to develop further categories. What became evident was that the veteran teachers were more than reflecting on the shortcomings of their own educational experiences but also on that of the educational system as a whole.

Concern with Education

Previously mentioned was Patterson's interest in the lingering effects of the progressive education movement and reform initiatives that took place within the educational system of the early to mid-20th century. Using the space provided, and often attaching long letters addressed directly to Patterson, respondents took the opportunity to lament about their concerns with the education system. It is here that we see a different type of practitioner. These individuals' deep

⁵ From 1911 onward teacher candidates required three years of degree work and one year of professional training. By 1920, one year post-graduate training had become the norm for teaching in secondary schools. See: Aldrich (2004).

concern for the educational system extends beyond the perceived gaps and failing in their own teacher education experiences to a commentary on the Canadian K-12 system of education. This category thus centres on what these retired teachers felt the main concerns were regarding education. The respondents also provided ideas on how to address such concerns.

Lack of the basics. Overall, the retired teachers expressed concerns that instruction in “the basics” was suffering in the school system. “The basics” is defined as knowledge in the “three Rs” or arithmetic, reading, and writing skills. Instruction in the basics is development of student proficiency in the each of the three skills. The three Rs were of great concern to the respondents, and I refer to instruction in the basics as defined above for the remainder of my thesis.

Respondents suggested that continual neglect in instruction in the basics by teachers was detrimental to students’ intellectual development and had farther reaching effects on stakeholders in education. As one respondent wrote: “I resented taking too much time from the basics. Today, even though retired, I still feel a definite need for them and the background accompanying them” (#1785). Respondents also felt passionately that the lack of instruction of basics in the curriculum resulted in more than the academic failure of students. Instead, it represented larger more systemic issues. Respondent #1742 commented on the neglect of instruction in the basic subjects largely due to the progressive education movement, stating:

the emphasis on basic skills, academic excellence, internal and external formal examination, regular attendance, and homework all decreased. As a result I feel that students, parents, teachers, and school administrators have suffered along with the rest of our society.

Retired teachers made a point of noting their stances on the necessity of emphasis on instruction in the basics early in a child’s schooling, often linking lack of instruction in the basics with

broader issues either academically or socially (#1621; #1779; #1787). Some teachers placed blame on the progressive education movement as a whole, but, in large, many placed blame on other teachers or parents. The respondent to Questionnaire #1630 wrote the following: “instruction in the basics suffered because some teachers and parents felt that it did not matter if the child could spell or if he knew his multiplication facts.” Some respondents suggested that under the guise of being “progressive” some teachers took advantage of this freedom and taught nothing, largely at the cost of basic instruction (#1760). The lack of instruction in the basics is largely noted throughout the questionnaires analyzed for this study.

With the overwhelming opinion about the lack of instructional time in the basics in the school system numerous questions arose during the coding process. The goal of this project was to find value in the respondents’ answers for 21st century teacher education. It was not to trace the decline of the three Rs apparently reported by retired teachers at the time of their responses to the questionnaire. Thus, after noting that the respondents saw a decline in the value of instruction in basics in schools, I conducted further analysis of this code to examine its possible usage in contemporary teacher education. This process produced intriguing results.

Thinking through the trends. Initially, it seemed clear that the retired teachers were looking to pass the blame for lack of emphasis and instruction in the basics to almost anyone other than themselves. The progressive education movement, parents, other teachers, and administrators, all appeared to be valid targets. Further analysis, however, produced a more nuanced approach to addressing the issues found in the school system and the reported lack of instruction in the basics. During the careers of many of the respondents, progressive education reform was implemented, and large revisions to curriculum and instruction took place (Sandwell & Von Heyking, 2014). Speaking on such reform practices, respondent #1788 stated:

I felt that I needed to modify to suit my own personality and convictions. I needed to glean from the new ideas the things that I could work with comfortably. Some of the methods presented at workshops, etc. appealed to me and I used them as presented.

From this quotation, we see a teacher who notes that not all “new ideas” work best for some educators. Instead of disregarding ideas completely, this individual suggests extracting the methods that would work best in the classroom and implementing them. Speaking to fears that instruction and emphasis on the basics were suffering, #1630 suggested the following as a strategy: “I think that good teachers have kept the best parts of the old systems but worked them into the newer progressive system so that no one recognized them as something old.” From these quotations we can see that some retired teachers suggested teachers take a more reflective approach when they see change, one that involves adaptation and compromise.

Instead of blindly adopting a new educational trend, many retired teachers suggested being critical of new ideas and implementing what they could effectively. A stark warning was found in the questionnaires by these respondents, which suggested one not teach outside of one’s competencies due to pedagogical reform. As such, #1779 reported the following outcome: “instruction...did suffer where the new methodology was followed too closely.” Another while referring to progressive education reform stated: “in the hands of the less competent teacher... [student] competence in basic skill suffered” (#1615). From these quotations, we see respondents exhibiting the traits of reflective practitioners. They were responsive to new educational reform but unwilling to sacrifice what they conceptualized to be the fundamentals of a good education. Instead they recommended not teaching outside of their means by being critical of the new reform and their own praxis.

“From the ground up.” Retired teachers criticized the implementation of progressive education and noted the lack of instruction in the basics as a huge detriment to elementary and secondary education. What became more insightful through the coding process was that individuals did not generally place blame on administrators or educational researchers but instead looked to teachers as responsible. They did not disregard progressive education as a trendy methodology. However, they warned of adopting blindly such methods without being critical beforehand. One participant stated that “like most other things of this world this new methodology worked for improvement unless carried to extremes” (#1795). In this way we see an openness to new praxis but a warning against blind adoption. As the respondent to Questionnaire #1667 stated: “many teachers showed adaptability and resourcefulness and improved the whole learning situation in their classes. The quality of education depends on the quality of the teacher.” What was found to be insightful was that it was the teacher's responsibility to be reflective of one's praxis and adapt accordingly. Adopting new reform initiatives did not require sacrificing the basics. However, one needed to be receptive to new ideas that may be effective and beneficial for students' learning. Speaking about teacher dedication and successful implementation of theory, one respondent (#1627) asked rhetorically: “doesn't it all come down to the teacher?”

Through my analysis we see evidence of reflective practitioners, ones who are elevated above lamentations of lack of practical training or imposed methodological systems from administrators or academic circles. These teachers saw themselves as responsible for the education of the students in their classrooms, as well as their professional development. They took responsibility for change and addressed issues “from the ground up.” It was through this revelation that the final category emerged that addressed a different kind of reflection. While not referring to a specific concern like the lack of basics, there was instead an emphasis on hope.

This hopeful outlook resulted in the most unique and lengthy responses from retired teachers, which were often addressed directly to Patterson. Respondents in this category had a clear desire to be included in a grand historical narrative.

The Grand Historical Narrative

Patterson's work centered on the desire to preserve "the Canadian schooling heritage...making it available for others to enjoy."⁶ He also emphasized that respondents' contributions would add to enhancing, understanding, and appreciating the past. From these statements it is easy to see that Patterson was placing a great deal of importance on the details in the responses to the questionnaires, and respondents were eager contribute. For some this meant filling out the questionnaires to the best of their ability, to others it was a simple one word answer or sentence. There was another type, however. This type of respondent wrote and attached long letters addressed to Patterson, regarding educational concerns and caveats regarding various aspects of teaching. Respondents retold stories from their careers, provided accounts of hardships they faced and successes they experienced, or drew attention to specific individuals. Respondents told a historical narrative of their experiences. These individuals were categorized by a desire to please Patterson as they provided as much information as possible. They often expressed feelings of hope that their contributions would perhaps enhance knowledge of the past. Often explicitly, these respondents hoped that their contributions would be of use thus recounted their experiences as teachers in great detail.

Hope. The largest section of respondents that expressed hope did so after providing information about their teaching experiences in great detail. These individuals attached extra pages to their completed questionnaires and often also included report cards, inspector reports, newspaper

⁶ Letter enclosed by Patterson with the questionnaires for participants. See Appendix C.

clippings, etc. to supplement their stories. These stories contain a great amount of detail and provide a glimpse into the lives of the respondents. However, distilling the idea of hope found in the questionnaires is essential to my research.

The concept of hope found in the retired teachers' responses expressed a different kind of reflection. Instead of reflecting on their teacher education programs, or how to address influences of reform and methodology on education, the hopeful individuals sought to continue to educate. By sharing stories often crowded with tales of great successes and equally as great failures, these individuals concluded with a hopeful glance to the future. By painting their lives as such and providing as much detail as possible, these individuals sought inclusion in the sharing of heritage objective that Patterson mentioned in his letter. Questionnaire respondent #1768 wrote: "I feel I must recount these events in my struggle...in the hope that it may help some of the young ones to appreciate how much easier it is to become educated now." This individual provided a plethora of information, writing what was essentially a six page memoir of his or her educational experiences. He or she hoped to be included in Patterson's historical narrative and to be able to impart lessons to a future generation of educators.

Another participant stated: "I hope that the publication of the findings of these questionnaires does something to clarify what went on long ago and...so it can contribute to the guidance of present-day education" (#1667). Again we see a retired teacher reflecting on his or her experience and suggesting to Patterson that the experiences he or she gained could in some way contribute to the improvement of teacher education. By Patterson including this individual's response in the historical narrative, he or she hopes to impart this knowledge. Further, speaking to Patterson about his or her contribution in response to the questionnaires, respondent #1768 writes the following lesson.

A good teacher...must have lots of vitality; possess a sense of humor and use lots of tact.

He should be honest and sincere and have a good sense of moral values. He should be fair and just in his discipline. I hope you got something out of this.

Speaking to Patterson, this individual hopes to recommend what constitutes a “good teacher” as if again speaking to a future generation of educator.

These hopeful individuals imparting their lengthy stories to Patterson feel clearly the need to do so. They desire to be included in the grand historical narrative, whilst suggesting they have more to contribute than a simple recollection of their education or a reflection on the influences of progressive education. Their hope was instead that they could have some influence on future readers of Patterson's work, likely future educators. The contributions the retired teachers made is of value to 21st century teacher candidates as responses in this category provide the most insight into educational experiences and retired teachers reflections. Often highly personal in nature, these responses offer the most effective choice for contemporary teacher candidates to engage with historical data.

The Reflective Pattern

Throughout this chapter, in line with grounded theory methodology, the goal was to create a theoretical code or the theme of the research. From this discussion and the analysis presented, I argue that the retired teachers of this study demonstrated the traits of a reflective practitioner. This pattern of reflection constitutes the theme or core category of this research. From the outset we saw retired teachers able to reflect on their teacher education experiences decades prior and point out obvious flaws with their education. This far reaching analysis of their own education established teachers who were able to think critically of the shortcomings from their training and suggest clear improvements to the overall process. From here, we see retired

teachers commenting on reform initiatives, and new methodologies introduced during their careers. We saw warnings against blind adoption of methodology without first critically assessing its worth, while also acknowledging one's strengths and weaknesses as a teacher. Finally, these hopeful teachers saw their responses and inclusion in the historical narrative as useful to new teachers and the future readers of Patterson's study. When answering the research questions set out for this study: what is the usefulness of Patterson's research for teacher candidates in the 21st century and what are further insights into effective ideas to engage students with the history of education, respondent reflection suggests intriguing results.

Reflection is an integral part of teacher education, and becoming a reflective practitioner takes practice and a critical lens (Benander & Refaei, 2016; Denton, 2011; Moore, 2004; Pollard & Anderson, 2008; Schön, 1983, 1987). If teacher candidates can engage with historical data that speaks to hardship and success and reform and hope, they can learn how to reflect on their own praxis and possibly challenge their worldviews of education. For example, if a 21st century teacher candidate felt underprepared due to lack of perceived practical training, Patterson's respondents suggested that they were able to cope and adapt to the classroom experience. Also, if the stories of the respondents can be engaged with, perhaps teacher candidates can establish how important it is to be critical of reform and new methodology introduced during their careers. By taking the advice of the retired teachers, contemporary teachers may reflect on their own teaching practices and effectiveness before blindly following a new method. The hopefulness of the respondents, the concern they demonstrated for the education of future teachers, could also serve as a tool for reflection as teacher candidates learn from respondents' extensive experiences.

This reflective pattern serves as the foundation of this study and is the end result of the coding processes of grounded theory. The ability to reflect on the past, current, and future state of

education, instead of purely reporting the history of one's career, is the central theme of this thesis. The significance of this finding and limitations of this study will be examined further in the final discussion chapter.

Chapter Five: Discussion

Through the techniques of grounded theory elaborated in methodology chapter two, coding of Patterson's questionnaires took place. Through the coding process I established three categories: Teacher Preparation, Concern with Education, and the Grand Historical Narrative. The final result was a theoretical code, deemed the reflective pattern. The goal of my thesis was to find usefulness of Patterson's archive for teacher candidates and propose an effective approach to engage students with historical data. I believe this project produced intriguing results and met my goals. This discussion chapter provides the final piece of my thesis, where the results from my coding and analysis will be discussed for relevancy. In doing so, I provide implications for this project for pre-service teacher education and the history of education. I also wish to acknowledge the limitations of my study and future work that can be done utilizing Patterson's questionnaires.

What is the significance of the reflection found in Patterson's questionnaires, and how is the archive "useful" for teacher candidates? Reflection in teacher education in scholarly literature is described as being extremely beneficial to one's growth as an educator and indeed a necessary skill that educators should develop (Julien, 2016; Rodgers, 2002; Schön, 1987; Zeichner & Yan Liu, 2010). Julien (2016) argues that reflective practice allows "practitioners to think critically about their careers [and allows] them to enhance their own awareness, energize their thoughts and thus, be able to approach issues from a different perspective" (p. 236). By becoming a reflective educator, teachers are able to become more insightful about themselves, challenge their own assumptions about teaching and learning, make more productive decisions, and avoid less sensible ones. Schön (1983, 1987) makes a distinction between reflection-in-action and reflection-on-action. Reflection-in-action refers to practicing critically and describes unconscious

behaviour. This behaviour equates to being adaptable and responsive to situations as they arise in an educational setting (Ghaye, 2011). Reflection-on-action occurs after an event has taken place, where one reflects on what occurred, judges how successful he/she was, and decides whether changes should be made for future situations. Being reflective thus has great benefit for teachers, and Schön's work on the topics has had a large international influence. Scholars agree that dedicating aspects of teacher education to promote reflection is necessary, however, there is debate surrounding how to best implement this goal (Benander & Refaei, 2016; Denton, 2011; Moore, 2004; Pollard & Anderson, 2008). Scholars of the history of education have sought to contribute a meaningful means to achieve this goal in teacher education.

The history of education is a discipline in which scholars argue that teacher reflection is a tangible outcome if students engage directly with historical data and are "doing history" (Christou, 2010a; 2010b; Hasinoff & Mandzuk, 2015; Kerr, Mandzuk, & Raptis, 2011; Kolodny, Zoino-Jeannetti, & Previte, 2009; McCulloch, 2011; Sandwell & Von Heyking, 2014). By structuring instruction in history of education courses to engage students with historical sources, students gain insight into valuable perspectives that may help shape their understandings of problems they may face as educators. In this way students also view the history of education as more than a repetitive memorization of dates and engage more meaningfully with the course and components of the subject. These historical sources draw the student into "the minds of a community of teachers whose experiences and feelings paint vivid and accessible scenes of the otherwise forgotten, past, and distant" (Christou, 2010b, p. 174). This project has sought to provide evidence that Patterson's archive is one such source of historical data where respondents engage reflectively on their experiences and offer insight into the teaching profession. In this manner, the archive demonstrates usefulness for teacher candidates.

Implications

The reflective pattern demonstrated in chapter four is defined by three focused codes. Each focused code or category provides evidence of reflection demonstrated by the retired teachers on a different aspect of education. These codes are titled: Teacher Preparation, Concern with Education, and the Grand Historical Narrative. I propose that if teacher candidates were to engage with Patterson's archive, they may connect with comparable responses that were utilized to establish the coding categories. Engagement such as this may result in reflection on their own experiences and assumptions regarding education. The value of each of the coded categories to teacher candidates is where this discussion now moves.

The category titled Teacher Preparation contains perspective on historical teacher education experiences at a personal level, as many retired teachers were eager to share their views regarding teacher preparation. Overall, responses emphasized that due to the lack of practical experiences in teacher education, new teachers felt unprepared for the classroom. Respondents attributed their feelings of unpreparedness to lack of practical experience and too much theory in teacher education. For a contemporary teacher candidate this perspective is relatable. In their cross Canada study of graduates of teacher education programs, Crocker and Dibbon (2008) asked: "how well did your teacher education prepare you for teaching?" (p. 72). Overall, 60% rated their teacher preparation programs as excellent or good at preparing them for the classroom. However, the most common open-ended response to the above question was the need for more classroom experience.

It is not possible nor within the scope of this study to survey the state of graduate preparedness for teaching. It is, however, to suggest that by relating to the experiences of the questionnaire respondents, teacher candidates can reflect on their own presumptions regarding

their teacher education programs. Patterson's respondents were clearly able to adapt to their perceived lack of experience and had lengthy careers. Retired teachers were able to reflect on their education and adapt and improve with the demands of their teaching position. The ability of respondents to reflect and improve is an example of Schön's (1983, 1987) reflection-on-action concept, which suggests reflection on past events and improvement for future situations. Retired teachers reflected on their education after it occurred, and made suggestions for improvement in the future. By engaging with Patterson's historical data regarding teacher preparation, contemporary teacher candidates may reflect on their own experiences and any perceived shortcomings in their education. In doing so, candidates may become more aware of any weaknesses found in their teacher training thus far and take action to address the shortcomings. If contemporary teacher candidates can relate to the trepidations felt by the respondents, they can in turn feel more confident to enter the teaching profession. By engaging with the questionnaire data and reflection-on-action of the respondents, teacher candidates may find value in Patterson's archive. Schön reports that reflection-in-action is also an important aspect of teacher reflective success. This type of reflection involves critical practice in the elementary and/or secondary classroom and adaptability to demands in various educational settings.

The category titled Concern with Education has insight into how one adapts to face educational issues. Respondents to the questionnaires in this category reported progressive education reform caused large revisions in curriculum and instruction. This reform was seen as detrimental to foundational aspects of students learning (the basics) as retired teachers believed that new teaching practices were blindly adopted by some educators. Subsequently blind adoption caused instruction in the basics to suffer, and respondents linked this lack of basic instruction to larger educational issues. Respondents emphasized adaptability in adopting a new

reform initiative and that success in the classroom relied on the teacher, not a new pedagogical approach deemed appealing. Modification of progressive education reform was emphasized as the most successful approach, as some respondents recognized that teachers needed to be aware of their strengths and weaknesses as educators. This perspective has valuable insight for contemporary teacher candidates on how best to adapt in an educational setting due to outside influences such as policy reform. Just as Schön (1983, 1987) advocates for reflection-in-action, teachers must think critically on situations as they arise in educational settings. Christou (2010b) argues that historical stories should help “teacher candidates to develop interpretive tools that enable them to reflect deeply on implications of the setting and situation in which education happens” (p. 176). Patterson’s questionnaires and the code Concern with Education offer valuable suggestions on how to react and adapt to educational reform. If teacher candidates can engage with the stories present in the questionnaires, specifically, those that retell of shifts in instructional practices, future teachers may be more prepared for shifts in the educational landscape during their careers.

The two examples of the coding categories that defined partially the theoretical code of reflection are but two interpretive possibilities for teacher candidate value and engagement with Patterson’s archive. The third category created, the Grand Historical Narrative, offers a wealth of stories and experiences that are useful to students of the history of education and can foster reflective practice. As mentioned, many retired teachers desired to contribute something they deemed meaningful to Patterson’s work. To achieve this objective, they often went “above and beyond” completion of the questionnaire and included a great deal of extra material. Often writing long personal anecdotes, these respondents hoped their contributions would be distinct. Thus, there is a wealth of perspectives on numerous educational experiences too large to cover in

my thesis. However, utilizing the experiences of teachers who contributed in this lengthy manner to engage students in reflection is possible. Topics like gender relations, multiculturalism, and student-teacher-parent relationships may be probed with these sources, which are part of Patterson's archive. Thus, the hopeful retired teachers' desires to contribute to the grand historical narrative may yet prove achievable. However, instead of being of use to Patterson, these experiences may yet prove useful to contemporary teacher candidates.

The implications discussed in this chapter sought to provide answers to my research questions: what is the usefulness of Patterson's archive for teacher candidates; and what are further insights into effective ideas to engage students with the history of education? Throughout this discussion, I believe I achieved the goal I formulated at the beginning of my thesis. Patterson's archive offers insight into teacher education, critical responses and strategies for educational reform, as well as a plethora of experiences and desire to communicate with a captive audience. This historical data serves as a tool to engage teacher candidates with doing history, an objective espoused by scholars in the history of education field (Christou, 2010a; 2010b; Hasinoff & Mandzuk, 2015; Kerr, Mandzuk, & Raptis, 2011; Kolodny, Zoino-Jeannetti, & Previte, 2009; McCulloch, 2011; Sandwell & Von Heyking, 2014). These scholars suggest that the history of education enables teacher candidates to develop understandings of situations that substitute for actual lived experiences, and to understand how the current educational landscape came to be. By demonstrating the value of Patterson's questionnaires and suggesting that teacher candidate reflection is possible by engaging with the archive's wealth of information it is my hope that a meaningful contribution has been made to the history of education and teacher education. There are, however, limitations to my study, and lessons learned through my thesis

process. Noting the lessons and limitations of my thesis leads into areas where future research on this topic may be possible.

Lessons, Limitations, and Future Research

Early on, selecting a methodology that fit with investigation of the *Project Yesteryear* questionnaires in Patterson's archive was a clear challenge. Narrative inquiry proved unsuitable for this project as the methodology relied on participant/researcher interaction and collaboration. Grounded theory provided the coding structure that created the categories and themes of this research, utilizing the interpretivist views of Charmaz (2006). I believe that Glaserian or Straussian grounded theory could be utilized with Patterson's archive if time was dedicated to the sociological theories emphasized in both perspectives. By doing so, the generalizability and replicability suggested in the objectivist grounded theory paradigm may be possible.

Patterson's archive is extensive and could offer unique findings to another researcher. The reflective pattern I established in analysis of the retired teachers' responses provided evidence of the value of Patterson's historical data for contemporary teacher candidates who study the history of education. However, as mentioned throughout this project, Patterson's questionnaires address various aspects of teacher experience. Thus, another researcher may choose a different topic to investigate, such as day-to-day teacher experiences or teacher-community relationships. I believe that the findings from such studies would differ vastly from my own. These limitations and the process undertaken for my thesis has resulted in a number of areas for future research. Providing this discussion elevates my thesis to future projects and discussions.

Future research. Firstly, it has been noted throughout my thesis that Patterson's archive is extensive and largely underutilized. A subsequent project would be to analyze a large amount of

completed *Project Yesteryear* questionnaires from western Canada and test the responses to see if the respondents displayed a reflective pattern that resembled the one from the largely B.C. sample. Extensive analysis could provide some level of generalizability if respondents from provinces other than B.C. proved to demonstrate reflection in the same manner as I have noted in my thesis. The categories created by my project could be used as a framework for future unread questionnaires and could guide a researcher in establishing reflections found in other samples.

Reflection is the theme of my research and noted to be found throughout the respondents to the questionnaires. Further, insights into teacher training, reform practices, and a wealth of personal stories and experiences were noted in my project. Future research could be conducted that would test 21st century teacher candidates engagement and lessons learned from Patterson's archive. A study could be created that would engage teacher candidates with Patterson's archive. This study could utilize the archive in a classroom setting, hoping to foster and develop reflective habits in teacher candidates by engagement with the retired teacher's perspectives, experiences, and advice. Also, the categories created by utilizing grounded theory could be tested in this manner to ascertain if current teacher candidates did indeed find the perspectives of Patterson's respondents of value. Studies structured in the above manner are perhaps the most meaningful contributions that could be made in future work. Such studies could contribute to the discussions found in the scholarly literature regarding "doing history" as a reflective practice.

Conclusion

My master's thesis project began in 2015 and continued throughout my degree. Under the supervision and guidance of Dr. Jonathan Anuik, I was immersed in an extensive archive that proved fascinating. The archive of Dr. Robert S. Patterson proved to be of deep complexity and offered me insights into the lives of retired teachers. My project began with a desire to contribute

to the discussions found in teacher education and the history of education literature. I asked: what the usefulness was of Patterson's archive for current teacher candidates, and what are further insights into effective ideas to engage students with the history of education? Through the coding methods of grounded theory, three main categories were established, titled: Teacher Preparation, Concern with Education, and the Grand Historical Narrative. A theoretical code was established that noted reflection in the respondents to the *Project Yesteryear* questionnaires on the specific categories mentioned. My research questions were answered by suggesting that teacher candidates would find value in the perspectives and reflections retired teachers had on a variety of topics. Because of this value contemporary teacher candidates may be able to engage with Patterson's historical data. There are truly numerous interpretations of the thousands of questionnaires. Research into Patterson's work is by no means complete and future work with the plethora of data found in the archive may provide more insights into how best to teach the history of education in teacher education. My project has sought to provide grounded and tangible lessons from a small portion of historical data and hopefully, provides others with the motivation to seek their own historical analyses.

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Appendix A: Demographic Information of Respondents

<i>Demographic Information of Respondents</i>	
Date of Teacher Certification	
1900-1909	1
1910-1919	14
1920-1929	118
1930-1939	66
1940-1949	4
1950-1959	5
Unspecified	5
Total	213
Gender	
Female	106
Male	32
Unspecified	75
Total	213
Teacher Education Location	
Vancouver Normal School	27
Victoria Normal School	89
University of British Columbia	40
Edmonton Normal School	1
Calgary Normal School	10
Camrose Normal School	10
University of Alberta	1
Saskatoon Normal School	17
Regina Normal School	4
Outside of Western Canada	4
Unspecified	9
Total	213
Total questionnaires read = 213	

Appendix B: Respondent Quotations Quotations in Order of Appearance

Page 56, Questionnaire Respondent 1642: “I think that too much theory, and too little practical experience have created enormous problems. One student teacher said, after practicum, ‘I have learned more in four weeks here than in two years at university.’”

Page 56, Questionnaire Respondent 1784: “I don’t think I was well prepared but I certainly learned a good deal in the short time. There was not enough teaching practice. Except for one week the experience was one lesson at a time. No complete handling of a class.”

Page 56, 59, Questionnaire Respondent 1785: “Experience was the best teacher. [There was a lack] of actual classroom experience.”

Page 57, Questionnaire Respondent 1696: “Practical day to day practice in a classroom. But one learns. Really enjoyed practice teaching but there was not enough of it.”

Page 57, Questionnaire Respondent 1645: “[E]nough adequate practice teaching [was neglected] in actual conditions that we met in the field. Teacher preparation at Victoria Normal School were of very little practical value, I would say I learned as I went along.”

Page 57, Questionnaire Respondent 1715: “The Victoria normal school gave much better training and background than the courses in secondary Ed. taken at U.B.C. The staff had normal actual experience in the classroom. Only one professor at U.B.C. that I took courses from had any classroom experience.”

Page 57, Questionnaire Respondent 1717: “The apprenticeships of years in the classroom for prospective teachers in Scotland in the closing decade of the 19th century--of which my mother told me would have been a wiser type of training.”

Page 58, Questionnaire Respondent 1732: “Most valuable preparation to aid me were the memories of my own experiences while attending school, especially the difficult ones. They enabled me to empathize with the children.”

Page 59, Questionnaire Respondent 1621: “We find university professors complaining that their first year students are lacking in basic skills which should have been acquired at the elementary and secondary level.”

Page 59, Questionnaire Respondent 1779: “Instruction in the basics did suffer...I believe it largely ruined the system and we are reaping the results.”

Page 59, Questionnaire Respondent 1787: “Education--nowadays--what’s that? Basics suffered! Definitely! And students are complaining--they’ve been cheated.”

Page 60, Questionnaire Respondent 1760: “My own feeling about the ‘basics suffering’ may not be valid. I feel that there are too many teachers who take advantage of their freedom. Under the guise of being “progressive”. They teach virtually nothing.”

Appendix C: Letter From Patterson

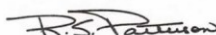
1. Would you please complete the enclosed questionnaire and return it in the accompanying stamped, self-addressed envelope? I will not be able to interview all retired teachers, so I would like to ensure that as many as possible have the opportunity of recording their experiences and recollections.

2. Would you please let me borrow any old pictures, snapshots, photographs, report cards, inspector's reports, etc. in order that I might have them duplicated? I assure you that these materials will be safely and promptly returned to you, as I would not want you to part with such possessions and special memories.

I cannot tell you how important it is to have your cooperation in this undertaking. Any contribution, no matter how small or insignificant it may appear to you, is important. Please join with me in preserving our Canadian schooling heritage and in making it available for others to enjoy. These materials will serve to enhance our understanding and appreciation of our past.

I look forward to hearing from you.

Sincerely,



Robert S. Patterson, Professor
History of Canadian Education
Faculty of Education
Edmonton, Alberta

RSP/mf
enclosure

P.S.

The British Columbia Retired Teachers' Association is interested in Project Yesteryear and considers it worthy of your support in the ways indicated above. Some who receive this letter will be the beneficiaries of former teachers rather than retired teachers. If you are such a person, you are welcome to participate by answering the questionnaire, by describing any of your recollections of early school-related experiences and/or by loaning any photographs, documents, etc. for duplication.

Appendix D: Sample Questionnaire

1686

421-1575 Begbie St
Victoria

RESEARCH QUESTIONNAIRE*
HISTORY OF CANADIAN EDUCATION

Biographical Data:

Name: [REDACTED]
(not necessary, if you wish to remain anonymous)

Teacher Preparation or Training:

Location	Dates	Certificates
Victoria High School	1926	2nd Class
" Normal "	1926-1927	1st Class (Perm)
" College + U.B.C.	1927-1935	Junior Ind Arts
Vancouver Vocational School	1941-1950	Professional Advanced

Teaching Assignments: (if there are numerous experiences to record, group them as rural or urban, approximations are sufficient)

Location	Dates	Grades and/or Subjects
Moberly BC	1926-27	1-8
North Sooke BC	1927-29	1-8
Luxton BC	1929-39	5-8
Prince George BC	1939-41	Industrial Arts + Gr. 5
Victoria-Saanich BC	1941-1969	" Arts
Administrative Experiences (if any):		Special Class 1959-1969

Location	Dates
Principal Happy Valley	1929-1939
Supervisor Special Class	1959-1969
Victoria	

Schooling and Teacher Preparation:

- Did you complete high school prior to entering teacher preparation?
yes Senior Matric.
- What motivated you to select teaching as a career?
[REDACTED] Suggested I be a Teacher.
(Math Teacher) (I do not know why?)
- How valuable was your teacher preparation program in preparing you for the types of experiences you eventually had in the classroom?
Were you well prepared?
I did not see the inside of an ungraded school until I stepped into my own. I was unprepared.
What things, if any, were neglected in your preparation?
Curriculum, methods, use of texts, preparation of lessons, but apparently I had had excellent Teachers.
Were some of your teacher preparation experiences more valuable than others? If so, what ones and why?
I think most of my preparation was learned by the excellent example given me by my Teachers Grade 1 to Grade 12. Basics in English, Maths, Art, History, Geography.
*Please use the back of these questionnaire sheets and/or attach extra pages if the space is inadequate for your answer.
Etc. were a most valuable preparation.

- 2 -

Employment:

1. Did you have difficulty in obtaining employment as you entered teaching? anytime during your career? If so, why was there difficulty?

No

2. How did you proceed to gain employment when you first sought a teaching position?

I wrote five letters of application and was accepted in three positions.

3. What qualities were looked for or deemed important in prospective teachers by those doing the hiring?

Looks-a-picture was always asked for. Ability to write a letter - if one had enough money. Teaching Conditions: to pay his way 'till the end of September.

1. What were some of the class sizes and the range of grades that you taught in the pre-1945 years? Give two or three examples to illustrate.

*Grades 1-8 - 8 pupils Shop classes - 15 to 60 pupils
" 5-8 20 "
" 9-12 40 "*

2. Did you face serious limitations in library or equipment? If so, how did you attempt to compensate?

yes I carried my own library at my own expense.

3. Did such conditions as isolation, planting or harvest time or extreme weather conditions affect the length of the school year and/or the regularity of attendance? If so, how? Did these conditions seriously impair the quality of education?

Not in any of the schools in which I taught

4. Did attendance or truant officers play a very prominent part in encouraging school attendance?

I suppose some but I had little difficulty in attendance or truancy.

5. Did you face any special teaching problems as a result of ethnic, religious or language conditions? If so, what were the problems? How serious were they? and how did you deal with them?

I seem to "get along" with any race religion or language so I had no problems.

6. From your experience can and will you make a judgment about the comparative quality of rural and urban schooling in the pre-W.W.II years?

As for basics I think there was very little difference. Our rural pupils missed much of the social life of the schools but concentration was (over)

- 3 -

Living Conditions:

1. Were you well paid as a teacher? Please give approximate or exact examples. Did your salary enable you to live a satisfactory quality of life?
- No. — 1926 — \$102.00 per month \$60 for board + room
1943 \$120.00 " " married.
1969 \$1290.00 " "*

2. Were you ever paid in kind rather than in cash? Describe.

- No. but have had to wait for the Government cheque many times*
3. Was your salary ever in arrears? If so, did you eventually receive full or partial payment?

No. never more than three weeks

4. Did you live in a teacherage? with families of students? How satisfactory were your living arrangements?

*No. with a childless couple
watching
married*

5. How did you and the students go back and forth to school?

Walked up to three miles over a trail

Typical School Day:

1. Did sudden weather and/or climatic changes affect school experience? If so, give examples.

*Not in the interior of B.C.
On the coast a sudden snow storm
may close a school*

2. What experiences were especially appealing to students?

*Visitor's day Christmas Concerts
Hikes*

3. What did students do at recess and lunch time for recreation?

*Weather permitting play games, outside (no equipment)
" poor inside amused themselves or read.*

4. Was it necessary to spend much time disciplining students?

*I never seemed to have trouble with discipline
once the pupils found out where I stood, strict discipline*

5. If you taught multiple grades, how did you organize your time and methodology so as to successfully deal with the condition? *but seldom used a trap*

(over)

6. Did you and your students plant and care for school gardens? Why?

*No. - no room - no time.
in rural school*

- 4 -

7. What was generally considered to be the major purpose of the school?

- teaching basic skills
- character and personality development
- teach morality
- vocational training
- university preparation

*Teaching basic skills
with preparation for university
even at grade 8 level*

Did the main purpose change during your career? If so, to what and when?

Yes. With the introduction of Junior High School & Senior High School (over)

School-Community Relations:

1. Did you need to pay much attention to parents and the community in the way you performed your duties as a teacher?

Very little

2. Did the community pay much attention to and exert much influence on your private life? If so, in what way? For instance, were you to be non-religious? non-political? the paragon of virtue? abstainer?

In one school I was accused of being political by all three parties.

The teacher was respected and must set an example.

3. Were parents generally interfering? cooperative? supportive? indifferent? Provide illustrative experience(s).

Very supportive. Almost any request was granted to the best of the parents' ability.

4. Were trustees generally interfering? cooperative? supportive? indifferent? Provide illustrative experience(s).

In my first school two trustees were illiterate and the third ran the board.

5. Did you and your students spend much time preparing and presenting concerts, special programmes, etc.? Describe.

Yes. The Christmas concert was the high light of the year for the whole community.

6. To what extent and in what ways were your schools used as community centers?

Almost everything centered around the school Dances, Fairs, Sports, church etc

Professional Experiences:

1. How did you regard inspectors? What was your opinion of their contribution to your development as a teacher?

In the early days as a joke,

(over)

The expression of a Colleague of mine + myself
 "Let's take two ⁵ days of hell a year + then do
 as we please"

2. How did the inspectors function in your classroom?

Some did not know the score. (Political appointments)
 Some had an idea to put forth
 Some had a job to do + tried to do it

3. Did any of them have pet themes, ideas, activities or methodologies they promoted?

Yes. Promoting their own books + ideas

One Inspector asked are you using a certain Grammar
 Educational Reform: book I said no was criticized.
 I found out later it was his book.

1. What do you regard as the three most important educational developments which have occurred during your years as a teacher?

Industrial + Vocational Education (positive)
 The Junior Senior High idea (negative)
 The rapid advance of University training

2. What were the two most serious educational problems faced by students and teachers in the 1930's?

Isolation of some school districts
 Financial problems faced by pupils.

3. To what extent did the ideas of "progressive education" (the new education, Enterprise, the ideas stemming from John Dewey) permeate the overall philosophy of education in your province during the 1920's - 1940's?

Like all "new ideas" most
 educationalists grasped at the idea. Many now wished
 they had not

4. Did you hear about or experience the Dalton or Winnetka plans in your training or teaching? If so, describe the nature of the experience.

5. Were you a supporter of "progressive education"?

No absolutely not!

6. How did you learn of this new idea?

normal school
 teacher conventions
 summer schools ✓
 in-service ✓
 Department of Education
 publications

inspectors
 other teachers
 teacher organization's magazine ✓
 professional reading ✓

7. How well prepared were you to employ the philosophy and methodology of "progressive education" with your students?

I was not prepared
 (over)

- 6 -

8. Who were some of the leading proponents of "progressive education" in the system(s) and province(s) where you taught?

9. To what extent did the normal school instructors seem to catch the spirit of "progressive education" or the Enterprise method and support it?

In my day. It was too new for them to grasp the idea

10. In your opinion how did each of the following groups react to the new education:

- a) teachers? *Have tried to accept but in most cases have apparently failed.*
 b) pupils? *Because of lack of discipline pupils lack interest.*
 c) parents and public? *The public today apparently realizes mistakes have been made.*

- (ex) *Colleges claim pupils know no language or maths*
 11. What were some of the major difficulties faced by teachers as they attempted to utilize the philosophy and methodology of "progressive education"?

Lack of knowledge or even belief by their instructors.

12. How did this new methodology affect the overall quality of education? Did instruction in the basics suffer? If so, how and why?

The quality in my way of thinking deteriorated to the point of extinction. I believe the turning point of a true education changed with ideas stemming from John Dewey.

Today's "permissiveness" I believe, is the direct result, stemming from "progressive education". Discipline so necessary to the nation has disappeared as a result.
 (over)