

TABLE OF CONTENTS

Introduction

#1 Community

#2 Becoming Present by Bearing Witness

#3 A Fundamental Disconnect? Policy and Aboriginal Epistemology

#4 Gift

#5 Mediation

#6 Affirmation through Activation

#7 Decolonization, Animation, Knowledge Mobilization

#8 Aboriginal Learning Styles and Pedagogy

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

#10 Testimony, Witnessing, Representation

#11 The Ethics of Métissage

#12 Aboriginal Language Revitalization

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

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

#15 Universities' Culpability, Textbooks' Misrepresentation

#16 History and Nature of Inuit Education

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

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

#19 Representations of First Peoples in Québec Textbooks

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

#21 The 2006 Curriculum Controversy in Québec

#22 Québec Elementary-School Curriculum Reform 1861-1992

#23 The Presence of Culture Within the Curriculum

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

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

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

#27 The 2006 Québec Curriculum Controversy

#28 Catholicism, Secularism, and the Parent Report

#29 Québec Curriculum Questions, Histories, Scenarios

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

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

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

#33 Thoughtful Worrying

#34 Toward Canadian Curriculum Theory

#35 The Idea of Canadian Curriculum Studies

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

- #81 A Common Countenance? Part II
- #82 A Common Countenance? Part III
- #83 A Common Countenance? Part IV
- #84 A Common Countenance? Part V
- #85 A Common Countenance? Part VI
- #86 A Common Countenance? Part VII
- #87 Truth as Home, as Shared, as Community
- #88 A Global Perspective of Indigenous Education
- #89 The Development of Historical Thinking
- #90 Living Humanly
- #91 Teacher Education as Discourse
- #92 Ally-Building?
- #93 Students on Ice
- #94 Cultural Incommensurability
- #95 Residential Schools in the NWT and What is Now Nunavut
- #96 Ethnohistory?
- #97 Curriculum Development in Nunavut
- #98 Red Power
- #99 Reciprocity
- #100 On the Orality of Poetry
- #101 An Africentric School
- #102 Ethical Judgments about the Difficult Past
- #103 Centring Indigenous Research
- #104 Armour's Idea of Canada
- #105 Canadian Faces of Reason: Part I
- #106 Canadian Faces of Reason: Part II
- #107 Canadian Faces of Reason: Part III
- #108 Canadian Faces of Reason: Part IV
- #109 Canadian Faces of Reason: Part V
- #110 Canadian Faces of Reason Part VI
- #111 Canadian Faces of Reason Part VII
- #112 Canadian Faces of Reason Part VIII
- #113 Cultural Incommensurability in Jasper National Park
- #114 Indigenous Income Mobility in Canada
- #115 An Absence of Afrocentricity
- #116 Mental Health Interventions for First Nations, Inuit, and Métis Peoples
- #117 Energy Transition as an Opportunity for Reconciliation?
- #118 Concerning the "Critical" in Critical Pedagogy
- #119 Whiteness and Science?
- #120 Indigenous Curriculum Revival in Taiwan
- #121 Rewriting Canadian History in Service to Reconciliation?
- #122 Reclaiming Indigenous Voice and Vision
- #123 Black Refugee Students in Manitoba
- #124 Indigenous Research Methods
- #125 Historical Empathy

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

At this stage I am avoiding generalizations or conclusions, focusing instead on the summaries of the studies provided by the research assistants. (Their names are listed elsewhere on the website; seminar series coordinator, public forum moderator, and website co-manager Ying Ma reviewed and edited the briefs before posting them on the CSinC website. While these individuals’ work is invaluable, responsibility for these briefs and any books that follow is my alone. There are also a number of briefs based on reading and note-taking I did on my own: the Tengan edited volume on Indigenous masculinity for instance, on Tomkins’ history of Canadian curriculum, and those derived from Armour and Trott’s *The Faces of Reason*.) At some later date – I foresee several years devoted to the project - these studies might yield both generalizations and conclusions. I have reservations about “take-aways” that risk erasing nuance, detail, any sharp sense of the time during which the study was written, and the voice of the person who composed it. In an era when even senior scholars can be so rushed, they feel forced to focus on the question “what’s your point?” – often the appropriate question of course – I force myself to slow down, focusing on the singular study itself, copying citations to convey the language (and feeling) of the moment of formulation. Occasionally I make comments, including criticism. So, for now expect no take-aways; instead, read these “briefs” as invitations to linger, taking time to allow an impression to form, even one for which you may not at first have words. You might even read these “briefs” as testaments to other times and places, providing temporal and conceptual distance from an often voracious even all-consuming “now.” I encourage you to return to the original and read each study in its entirety.

Each research brief (several aren’t so brief) has a title, but one general enough to discourage focused searches. For those, I’ve added an index: see below. Allow me to advocate for exploring without a name or concept in mind. Arbitrariness interrupts instrumentality, or at least it can. Consider choosing a brief for no reason to see what you discover. For a short segment of time, study what does not interest you. I’m working that way too. While I started with the emergencies of the moment – the first research briefs are focused on Indigenous issues - now I’m selecting articles and chapters arbitrarily, seeing what I discover. Arbitrariness in the selection of topics acknowledges the arbitrariness in their sequencing on the website. Then there is the unfortunate fact that we cannot read everything published in curriculum studies during the last one hundred years. True, we have made efforts to review the scholarship of highly visible scholars, but it’s also true that I have asked research assistants to work their

way through each institution, recording the names of every faculty member, regardless of rank or reputation, who claims association with curriculum studies, so we might, if time and stamina allow, review her or his work. Invoking arbitrariness also serves a theoretical inclination, to structure the briefs as random rather than due to pre-set reasoning or conceptual system. Retrospective reasoning and systematization will come later.

Much later, as the overall structure of the project – in what order I will (eventually) juxtapose these “briefs” and what narrative threads will link them, what conclusions I draw - is also (well) beyond the present. One study I conducted - of curriculum studies in the United States, the co-authored *Understanding Curriculum* – was structured by the concept of “understanding,” conceptualizing curriculum as “text” (expansively defined, in keeping with the poststructuralist moment during which the research was conducted). Chapters included “understanding curriculum as historical text” and “understanding curriculum as racial text.” I concluded that there had been (during the 1970s) a “paradigm shift” in curriculum studies in the United States, moving from “curriculum development” as the field’s *raison d’être* to “understanding curriculum.” (In the 2014 *International Handbook of Curriculum Research* I suggested “internationalization” as a second shift in the U.S. field, one that extended and complicated “understanding.”) In my (shorter) studies (glimpses, really) of curriculum studies in Brazil, China, India, Mexico and South Africa, scholars spoke, narrating their intellectual life histories and subjective investments in curriculum studies, commenting as well on the state of their respective fields, explaining all this to others, essays and dialogues I studied in order to understand those fields, however tentatively. In the present study I’m proceeding from these past ways of working – emphasizing the voices of scholars themselves by copious citation - although I am resolved to do something else, something I trust will be consonant with curriculum studies in Canada.

Advice and criticism welcomed. - William Pinar. May 7, 2024.

INDEX¹

1907 Anti-Asian Riots in Vancouver, #102

1960s, #75, #80

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

A Nation at Risk, #23

Ajiiqatigünniq, #16

Abdou, Ehaab D., #112

Abdoulaye, Anne, #21

Abele, Frances, #7

Ability, #70, #92, #115

Abolitionist(s), #107, #125

Aboriginal, #1, #2, #3, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #17, #18, #19, #32, #33, #35, #36, #38, #43, #46, #56, #113, #116, #122

Culture, #122

Identity, #122

Language, #122

Non-Aboriginal, #5, #7, #9, #10, #15, #17, #18, #19, #116

Teacher Education Program [ATEP], #92

Title, #113

Aboriginal Healing Foundation, #47

About Schools, #86

Absence, #34

Absolute (the), #110

Abstraction, #81, #90, #107, #109, #110

Abundance, #37, #40

Abuse, #54, #95, #98

Emotional, #95

Physical, #95

Sexual, #47, #95

Acadia University, #104, #106, #108

Accessibility, #22, #23, #32

Accommodation, #20

Accountability, #75, #90

Relational, #99

Achievement, #70, #80, #85, #123

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

Action(s), #65, #73, #74, #100, #104, #106, #108, #109, #110, #118, #120, #122

Activism, #85

Acoustic, #11

Adams, Evan, #116

Adams, John, #84

Adaptation, #94, #123

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

Addiction, #116

Adjudication, #105

Adler, Mortimer, #112

Adolescence, #83

Adorno, Theodor, #11, #90, #106, #119

Adult education, #85

Advertising, #77

Advaak, #45

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

Affect(ive), #17, #44, #51, #58, #125

Affiliation, #70, #118

Affirmation, #20, #40

Affirmative action, #63, #92

Affluence, #86

Afghanistan, #47

Africa(ns), #47, #88, #98, #103, #115

African-Canadians, #83

African descent, #115

Africentric, #101

Afrocentricity, #115

Agamben, Giorgio, #64

Age, #80, #115

Agency, #17, #32, #36, #47, #50, #59, #76, #83, #94, #105, #112, #114, #118, #123

Aggression, #117

Agnostics, #85

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

Aklavik, #36

Alaska, #93

 Highway, #36

Alberta, #16, #22, #61, #76, #82, #83, #84, #85, #87, #93, #97, #104, #110, #113

Alberta Bill of Rights, #85

Alberta Teachers Association, #86

Alberta Teachers Federation, #83

Alcohol(ism), #47, #81, #120

Alexander, Hanan, #118

Alexander the Great, #105

Algonquin, #40

Algebra, #81, #82, #84

Algeria, #98

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

Aliens, #44

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

Allegory, #38, #103

Alliteration, #100

Allport, Gordon, #58

Ally, #92

 building, #92

 scholars, #94

Atayal (Indigenous, Taiwan), #120

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

Althusser, Louis, #98

Ambience, #58, #125

Amelioration, #118

American Association of Education Research (AERA), #35

American Civil War, #81

American Federation of Teachers (AFT), #86

American Indian, #88

Americanization, #80, #83, #85

Americans,

 Draft-dodging, #85

American Studies, #85

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

Amis, Martin, #37

Amnesia, #33

Amos, Québec, #51

Analogy, #111

Analysis, #112

 Conceptual, #112

 Linguistic, #112

 Thematic, #124

Antarctic, #93

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

Anderson, Kim, #47, #98

Anger, #17, #51, #98

Anglican, #106

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

Anglo-Saxon, #26

Anguish, #33

Angus, Ian, #20, #106

Animation, #7

 Animated, #103

Anishinaabe, #40, #47, #92

Anishinaabemowin language, #92

Anschluss, #104

Anselm, #58

Anthropocentric, #40

Anthropologists, #41, #122

Anthropology, #7, #74, #96

Anthropomorphic, #122

Anti-Americanism, #80, #81

Anti-Catholic, #83

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

Anti-colonial, #98

Anti-humanist, #21

Antiquity, #120

Anti-racism, #6, #10, #17, #19, #49, #94, #98, #101, #121, #125

Anti-Semitism, #50, #83

Antone, Bob, #47

Anxiety, #116

Aoki, Tetsuo (Ted), #2, #3, #6, #25, #26, #29, #32, #35, #36, #37, #40, #52, #55, #70, #71, #74, #76, #77, #79, #85, #87, #97, #100, #102, #103, #104, #105, #107, #110, #122, #124

AORO, #73

Aoksisowaato'p, #39

Apartheid, #44

Apathy, #80

Appeasement, #21

Appiah, Kwame Anthony, #124

Apple Corp., #42

Apple, Michael, #52

Application, #55, #94, #107, #122, #124

Apprenticeship, #80, #81

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

Apostolical succession, #105

Aquinas, Thomas, #105, #111, #112

Archibald, Jo-ann (Q'um Q'um Xiim), #10, #17, #41, #50, #99, #103, #122

Archilochus, #118

Architecture, #122

 Adobe, #122

Arctic, #93, #95

Arcus, Margaret, #54

Arendt, Hannah, #6

Argue, K. F., #83

Argument, #27, #112

Aristotle, #63, #74, #104, #105, #108, #109, #111

Arithmetic, #75, #81, #84

Armour, Leslie, #35, #37, #56, #79, #80, #81, #104, #105, #106, #107, #108, #109, #110, #112

Army, #104

Arnault, Brenda Bignell, #51

Arnold, Matthew, #81, #104

Arnold, Thomas, #81

Arsenault study, #19

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

Articulation, #85, #86

Artifact, #38

Art(s), #9, #23, #25, #29, #35, #37, #38, #41, #50, #56, #57, #58, #70, #72, #78, #81, #82, #83, #85, #86, #89, #92, #97, #103, #104, #114, #118

Industrial, #86

Literacy, #109

Artist(s), #85

Asante, #124

Assault, #122

Sexual, #122

Assembly of First Nations, #117

Asia, #85, #86, #88, #115

Asians, #103

Assessment, #3, #22, #26, #32, #60, #61, #70, #71, #77, #83, #84, #86, #87, #97, #109, #118

Industry, #109

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

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

Association of Universities and Colleges of Canada, #83

Astonishment, #46

Atheists, #85

Athens, #104, #105, #106

Athletic, #86

Atonement, #44

Attention, #22, #100

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

Attunement, #6, #37, #56, #107, #112

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

Audio-lingual teaching, #84

Augustine (St.), #36, #106

Augustus, Camie, #5

Anlajaaqtut, #16, #97

Australia, #81

Authenticity, #47

Autocracy, #104

Authorship, #97

Authoritarian(ism), #9, #14, #23, #31, #75, #85, #87, #109

Authoritative, #87

Authority, #8, #41, #64, #67, #74, #81, #83, #84, #86, #88, #98, #104, #113, #115

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

Autonomy, #8, #11, #16, #25, #55, #56, #89, #117, #118, #123

Ayukpachi, #122

Avatimik Kamattiarniq, #16

Avatittinnik Kamatsiarniq, #16

Awareness, #17, #21, #28, #37, #40, #49, #60, #76, #93, #107, #109, #113, #123
Cultural, #113

Awe, #46

Axelrod, Charles David, #60, #103

Axe People, #47

Axiology, #103

Ayim, Maryann, #53

Aztec, #47

Bacha bāzī, #47

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

Baergen, Patricia Liu, #102

Baffin, #16

Bagley, William C., #84

Baker, Jeff, #17

Balance, #6, #10, #23, #47, #50, #57, #99, #113

Balmaceda, Christian Sebastián, #89

Band (musical), #86

Baptist, #104

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

Barnhardt, Ray, #15, #99

Barresi, John, #103

Barriers, #114

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

Barton, Keith C., #125

Basics (the), #76

Basketball, #32

Bateman, Donald R., #37

Battiste, Marie, #6, #7, #8, #11, #14, #104, #122, #125

Baxter, Jamie, #117

Beauchamp, George, #65

Bauchemin, Jacques, #21

Bayle, Pierre, #111

Beauty, #37, #60, #100, #113

Natural, #113

Beaven, Catherine, #105

Beaven, James, #105, #106, #107, #108, #112

Becoming, #103

historical, #26

Bédard, L., #22

Bederman, Gail, #82

Beer, #104

Behavior(ism), #25, #76, #83, #85, #98, #115

Being, #22, #112

Being a Man, #47

Bélanger, Isabelle, #21

Belcourt, Loretta, #113

Bellegarde, Perry, #117

Belonging(ness), #32, #101, #103, #123

Benda, Julian, #105

Bentham, Jeremy, #105, #109

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

Benoit, Yvonne, #18

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

Berdache, #47

Berg, Maggie, #37

Bergman, Ingrid, #25

Bering Strait theory, #2, #121

Berkeley, George (Lord), #111

Berk, Laura, #71, #83

Berlin, #110

Berlin, Isiah, #118

Berliner, David C., #1, #23

Berry, Sara, #18

Berton, Pierre, #85

Bhabha, Homi, #40

Bible (the), #47, #80, #81, #84, #85, #104, #110, #120

Bickel, Barbara, #35

Bicultural, #9

Biddle, Bruce J., #1, #23

Big Data, #26

Big Head, Ramona, #39

Bildung, #80

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

Binarism, #103

Biography, #84

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

Biopolitics, #47, #80

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

Bisaillon, Robert, #26

Bitterness, #17

Black, #67, #81, #104, #115

 Schooling, #101

 Students, #101, #115, #123

 Studies, #6

 Working Group, #115

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

Blackness, #101

Blades, David, #86

Blatz, W. F., #83

Bleich, David, #57, #68

Blending (curricular), #6

Blewett, George, #104, #105, #110, #111

Block, Alan A., #15, #52, #55, #118

Bloom, Benjamin, #85

Bloom, Harold, #35, #36

Bobbitt, Franklin, #82, #83, #84, #85, #108

Bode, Boyd, #83

Body, #37, #46, #82

Boer War, #83

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

Bonding, #115

Book-centeredness, #84

Bookish, #83

Bookkeeping, #81, #82, #84

Borell, Phillip, #47

Bosanquet, Bernard, #109

Botany, #81

Bot(s), #76

Bouchard, Gérard, #20

Bouchard, Lucien, #26

Boundaries, #11

Bourassa, Henri, #20

Bourdieu, Pierre, #79

Bourgeoisie, #40

Bowdoin Prize, #110

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

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

Boyarin, Daniel, #81

Boyarin, Jonathan, #125

Boyer, Charles, #25

Bradley, F.H., #107, #109

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

Braidotti, Rosi, #104

Brain, #109

Bramwell, R.D., #58

Brandon University, #74

Brant-Birioukov, Kiera, #1, #11, #19, #32, #38, #39, #41, #51, #93, #122

Bravery, #92

Breathing, #37

Brennan, Teresa, #69

Brett, George, #107, #112

Bridge, #40, #87, #106

Briggs, William, #110

British (the), #88

British Columbia, #18, #44, #45, #48, #54, #61, #77, #81, #82, #83, #86, #94, #98, #102, #104, #113, #115

Ministry of Education, #102

British Columbia Teachers' Federation, #85

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

Britzman, Deborah P., #50

Brown, Thomas, #106

Bruner, Jerome, #85, #86

Brunet, M., #20

Bruno, Giuliana, #124

Bryce, George, #83

Buckler, Ernest, #84

Buffalo, #103

paskâwo-mostosw, #103

Burdick, Jake, #90

Bureaucracy, #104

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

Burns, James P., #111

Business, #24, #26, #32, #67, #80, #81, #82, #83, #87, #108

Education, #86

Business-University Forum, #23

Butler, Judith, #43

Bystanders, #48

Cacophony, #36

Caird, Edward, #109, #110, #112

Cajete, Gregory, #122

Caldwell, Gary, #23

Caldwell, William, #109

Calgary Normal School, #83

Calisthenics, #81, #82, #86

Calling, #37

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

Cambridge University, #110

Camera, #100

Cameron Royal Commission (Alberta), #86

Campbell, Nicola, #43

Canada Council, #85

Canada Firsters, #81

Canada Studies, #56, #57

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

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

Canadian Association of Foundations of Education, #74

Canadian Association of Science Educators, #86

Canadian Ballet Festival, #85

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

Canadian Council of Teachers of English, #86

Canadian courts, #45

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

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

Canadian Historical Association, #30

Canadianism, #83, #86

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

Canadian Journal of Education, #86

Canadian Journal of Mental Hygiene, #83

Canadian literature, #34, #57, #72

Canadian National Committee for Mental Hygiene, #83

Canadian National Federation of Home and School Associations, #83

Canadian Power Corporation, #21

Canadian School Boards Association, #12

Canadian Social Studies, #30

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

Canadian Studies, #56, #57, #85

Canadian Teachers' Federation, #32, #83

Canadian Writers' Union, #13

Canadian Youth Commission, #83

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

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

Capital(ism), #4, #15, #47, #58, #77, #85, #87, #98, #104, #106, #107, #124
Accumulation, #98

Cultural, #16
Exploitation, #98
Education as, #80
Human (see Human Capital)
Industrial, #107

Cappello, Michael, #18

Carbon, #117

Cardinal Principles of Education, #80

Care, #88, #123, #125

Cardinal, Raymond, #113

Career, #67

Caribbean, #85

Caring, #8, #16, #37, #125

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

Carson, Terry, #35, #68

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

Carter, Mindy R., #35

Cartesianism, #104

Casati, Robert, #37

Case, Roland, #121, #122

Casemore, Brian, #40

Castell, Suzanne de, #85

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

Castenell, Jr., Louis A., #6

Caswell, Hollis, #83

Catholic Church, #24, #28, #29, #95, #98, #111

Catholic(ism), #20, #25, #28, #80, #81, #83, #85, #86, #104, #105, #112

Caucasians, #83

Cauchy, Venant, #111

Causality, #69, #89

Cause, #89, #121, #125

Cecilia Jeffrey Indian Residential Schools, #51

Celhcelh, #18

Censorship, #86

Centralization, #84, #86

Ceremony, #6, #34, #38, #41, #47, #51, #92, #124
Pipe, #103

Certification, #86

Chacko, Mary Ann, #52, #55, #118

Challenge, #67

Chalmers, Thomas, #106

Chamberlin, J. Edward, #122

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

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

Change, #76, #85, #86, #98, #121

Chant Commission, #85, #86

Character, #5, #67, #81, #83, #84, #85, #110

Charbonneau, Jean, #104

Charity, #122

Carnegie Foundation, #84

Charters, W.W., #85

ChatGPT, #86, #104

Chauvinism, #79

Cheating, #86

Chemistry, #84, #86

Chen, H.H., #120

Cheng, Sheng Yao, #88

Cherokee, #104

Cherubini, Lorenzo, #3, #5

Chesterfield Inlet, #95

Cheyfitz, Eric, #125

Chiang Kai-shek, #120

Chief Simon Baker, #41

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

Child development, #22, #54

Childhood, #90

Child(ren), #66, #67, #73, #76, #77, #81, #86, #90, #100, #122

 Aboriginal, #122

 Black, #101

Child life, #84

Children's literature, #43

Childrearing, #82, #95

Child study, #81, #82

Child welfare, #80, #82

Chile, #89

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

Chinese, #81, #120

 Canadians, #44

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

Chodorow, Nancy J., #47

Choice, #67

Choir, #86

Cornet, Jules, #114

Coulthard, Sean, #85, #98

Christ, #81

Christendom, #104

Christian(ity), #6, #19, #38, #61, #80, #81, #82, #83, #84, #85, #92, #93, #104, #106,
#107, #107, #110, #112, #120

 Thought, #103

Christmas, #93

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

Chuatico, Georgina, #114

Chun, Wendy, #76

Church(es), #5, #23, #24, #33, #54, #76, #80, #83, #85, #92, #93, #104, #109

Churchill Vocational Centre, #95

Church of England, #80, #105

Church of Scotland, #106

Ciardi, John, #37, #100

Cinema, #124

Cisgender, #47

Citizen(ship), #18, #21, #25, #27, #28, #30, #51, #81, #82, #83, #84, #88, #89, #102, #118, #125

 Open-minded, #125

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

Civility, #58

Civilization, #11, #20, #47, #50, #60, #82, #84, #92, #104, #105, #108, #110

Civil War (U.S.), #105

Cixous, Hélène, #37

Clan, #122

 mothers, #3

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

Clark, Matthew, #74

Clark, Penney, #20, #81, #82, #94, #121

Clark, R. J., #60

Clarke, C.K., #82

Clarke, Fred, #80, #84

Class, #80, #85, #104, #107, #110

Lower, #114
Middle, #114
Upper, #114
War, #104

Classicism, #47

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

Class size, #75

Cleaver, Eldridge, #13

Clergy, #80, #81

Clifford, Patricia, #37

Climate change, #70, #117

Crisis, #93

Deniers, #87

Sciences, #93

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

Cochrane, Don, #61

Cockrell, Richard, #80

Coding, #26, #80, #103

Cody, H.J., #84

Coeducation, 81

Cognitive, #58, #76, #125

Cohen, Daniel, #80

Cohen, Morris, #112

Coherence, #81, #88, #106, #107, #109, #122

Incoherence, #109

Inner, #109

Social, #106

Subjective, #106, #110

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

Cole, Peter, #30

Coleman, H.T.J., #84

Collaboration, #11

Collaborators, #92

Collectivism, #103

College de la Fleche, #111

College des Jesuits in Quebec, #111

Collingwood, R.G., #107

Collusion, #92

Colonial(ism), #5, #6, #11, #13, #32, #33, #34, #35, #40, #42, #43, #45, #47, #48, #50, #51, #88, #92, #93, #98, #101, #103, #104, #111, #120, #123, #124
 Anticolonialism, #98
 Neo-, #121

Colonists, #120
 Japanese, #120

Colonization, #10, #16, #19, #24, #30, #38, #47, #88, #93, #94, #95, #99, #114, #117, #122

Colorado, Pam, #103

Color-blindness, #101

Columbia University, #83, #85

Comanches, #47

Comeau, Lisa, #5

Commemoration, #2

Commerce, #27

Commercialization, #41, #87

Commitment, #37, #69, #122

Commodification, #5, #33, #87, #114

Commodity, #87, #109

Common, Diane L, #64

Commonality, #34, #44

Commonplaces, #55

Common-sense, #106

Commonwealth, #106

Communal, #23, #24, #88

Communication(s), #12, #16, #22, #37, #46, #59, #77, #97, #124

Communion, #37

Communism, #104

Communists, #56, #85

Communitarian(ism), #88, #104, #105, #108, #109, #115

Community, #1, #4, #5, #7, #8, #9, #11, #14, #16, #17, #18, #19, #29, #32, #34, #35, #36, #37, #38, #42, #45, #46, #47, #50, #54, #58, #64, #70, #71, #76, #80, #87, #93, #97, #99, #100, #101, #103, #104, #106, #107, #108, #109, #110, #111, #112, #116, #117, #118, #122

 Building, #95

 Indigenous, #122, #124

Comparative education, #74

Compassion, #37, #46, #102

Compatibility, #69

Compensation, #92

Competence, #123

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

Competition, #104

Completeness, #122

Complexity, #26, #37, #54, #69, #85, #97
Theory, #76

Complicity, #93

Composer, #55

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

Composure, #37

Comprehension, #121

Comprehensiveness, #112

Computer(s), #29, #76, #78, #87
Literacy, #86

Comte, Auguste, #109, #112

Conciliation, #104

Conciliator, #104

Concrete (vis-à-vis abstraction), #109
Situation, #109
Universal, #109

Condescension, #16

Conditioning, #67

Conduct, #11, #109
Theory of, #109

Concealment, #87
Unconcealment, #87

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

Conflict(s), #66, #80, #85, #89, #94, #104, #120, #122

Conformity, #11, #44, #80, #83, #86, #104, #105, #106, #108, #109

Connectedness, #92

Connection, #93

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

Connoisseurship, #60, #118

Conquest, #21

Conquest of 1759, #20, #80

Conscience, #33, #104

Conscientização, #120

Consciousness, #3, #15, #21, #27, #34, #38, #46, #48, #50, #51, #89, #100, #107, #109, #110, #122

Canadian, #104

Critical, #120

Decolonized, #122

Double, #32, #52, #103

Environmental, #16

Historical, #11, #18, #38, #45, #48, #51, #89, #93, #94, #108, #125

Mass, #11

National, #72

Postmodern, #91

Social, #84

Consensus, #77

Consequence, #89, #121, #125

Consequentialism, #58, #106, #109

Conservation(ism), #24, #76, #109, #113

Conservatism, #21, #23, #75, #80, #82, #83, #85, #86, #109
Neo, #80

Conservative Party, #36

Consolation, #110

Constants, #58

Constitutionalism, #105
Jeffersonian conception of, #105

Contamination, #98, #122, #124

Contestation, #98

Constructivism, #25, #89, #103

Consultation(s), #28, #97, #113

Consumerism, #25

Consumers, #24

Consumption, #5, #117

Context(ualization), #89, #103, #112, #118, #125

Contextualism, #111

Contact, #8, #92
Post, #14, #92
Pre, #8, #47, #92

Contemplation, #37

Content, #92, #100

Continentalism, #57, #107

Contingency, #50

Continuity, #12, #16, #20, #22, #24, #83, #86, #88, #89, #94, #120, #121

Contractualism, #109

Contradiction, #86

Control, #23, #29, #66, #80, #81, #86, #88, #123

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

Convenience, #63

Convergence, #11, #88

Conversation, #11, #32, #37, #40, #41, #50, #67, #96, #124

 Complicated, #26, #32, #59, #64, #90

 Cross-cultural, #11, #96

 Method, #81, #124

Conviction, #37, #81

Cooperation, #76

Co-operative Commonwealth Federation (CCF), #83

Corbo, Claude, #23

Corbo Group, #21

Corbo Report, #23

Cormier, Jeffrey, #79, #86

Cornell University, #104, #108

Coronavirus, #67

Correlation, #69, #83

Corruption, #80, #99

Cortés, Hernán, #47

Cosmology, #92, #99

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

Cosmos, #103

Couldry, Nick, #42, #69

Council of Indigenous Peoples, #120

Council of Ministers, #86

Conant, James B., #86

Coulthard, Glen Sean, #88

Counselling, #54, #83

Counts, George S., #83, #85

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

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

Craft(s), #22, #92

Creation, #92, #122

Creationism, #86

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

Credibility, #94

Cree, #4, #8, #11, #34, #38, #93, #103, #124

Creighton, Donald, #105, #107

Creighton, James Edwin, #109

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

Crime, #81, #122

Crisis, #85, #104

Criticality, #118

Critical pedagogy, #55, #118

Critical Race Theory (CRT), #123

Critical rationalists, #118

Critical theory, #47, #98

Critical thinking, #16, #27, #32, #47, #50, #76, #86, #89, #92, #94, #97, #118

Criticism, #118

 Curriculum, #118

 Educational, #118

Critique, #34, #115, #118

Crococo, Margaret Smith, #22

Crow (the), #122

Crowley, Sue, #5

Crusades (the), #109

Cukor, George, #25

Culpability, #15

Culturally responsive teaching, #88

Cultural naturalism, #105

Cultural outlook, #107

Culture(s), #4, #5, #6, #7, #8, #9, #11, #12, #13, #14, #16, #17, #19, #20, #21, #22, #23, #26, #28, #29, #30, #32, #34, #36, #37, #38, #39, #40, #43, #45, #46, #47, #58,

#60, #65, #76, #78, #80, #81, #85, #88, #92, #93, #95, #97, #98, #100, #103, #104, #105, #107, #109, #111, #115, #116, #118, #120, #121, #122

as (mental health) treatment, #116

Camps, #116

Drinking, #120

Greek, #105

National, #105

Western, #121

Yoruba, #122

Curiosity, #37, #58, #109

Currere, #13, #37, #39, #40, #48, #69, #80, #91, #104, #106, #110, #124

Currere Exchange.com, #39

Customs, #122

Cutrara, Samantha, #121

Cwelelep, #18

Cyberspace, #35

Dagenais, Michèle, #27

Daignault, Jacques, #76

Dalhousie University, #80, #84, #106, #108, #109, #111, #112

Dalton Plan, #83

Dame school, #80

Dance, #56, #58, #100

Danger, #37

Danyluk, Patricia A., #17

Dart, Ron, #106

Dartmouth Conference, #86

Darwin, Charles, #80, #103, #104, #105, #108, #112

Darwinism, #80, #108

Social, #104, #108

Data(fication), #71, #76, #96, #120, #123

Daughters of the Empire (IODE), #83

Davies, Robertson, #85

Davis, Brent, #35, #76

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

Deagle, Greg, #113

Death, #37, #48, #54

Decadentism, #104

Decarbonisation, #117

Decay, #93

Decentralization, #85, #86

Deci, Edward L., #123

Decimation, #48

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

Decolonial thought, #98

Decolonization, #5, #6, #7, #11, #16, #17, #38, #43, #47, #50, #93, #94, #95, #98, #99, #103, #120, #121, #122, #124, #125

Decolonizing mental health programming, #16

Deconstruction, #40, #53, #118

Deer, Frank, #13

Defamation, #15, #123

Deferral, #40

Deficiency, #8, #98

De Gaulle, Charles, #111

Dehumanizing, #10, #108

Dei, George J. Sefa, #115

Deleuze, Gilles, #39

Delgamuukw v. The Queen (1997), #122

Deliberation, #52, #55, #98, #118

Delinquents, #81, #83

Deloria, Vine, #103, #122

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

Demagogues, #58

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

Democratic, #55, #56

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

Demers, Jerome, #111

Demographics, #104, #114

Dene, #34, #36, #98

Denial, #9

Dennis, Lloyd, #85

Dennison, George, #64

Dental, #80

Denver, #22, #59

Denver Plan, #59

Dependency, #4, #47, #117

Depersonalized, #60, #73, #104

Deportation, #83, #102

Depression, #116

Deprivation, #8

Derrida, Jacques, #40, #118, #123

Descartes, René, #105, #106, #111, #124
 Cartesianism, #109, #111

Desaulniers, Isaac-Stanislas, #111

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

Design for Learning, #85

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

Desmarais family, #21

Despair, #123

Destiny, #104, #122
 Cultural, #122
 Manifest, #104, #108

Determination, #108

Determinism, #27, #33, #47

Devastation, #46

Development(al), #26, #59, #65, #67, #73, #76, #85, #89, #109, #122
Economic, #122
Social, #122

DeVos, Betsy, #67

Devotion, #37

Dewey, John, #6, #11, #15, #22, #23, #26, #42, #46, #58, #63, #72, #81, #82, #83, #84,
#85, #107, #109, #118

Dialect, #115

Dialectics, #57, #89, #107, #110

Dialogue(s), #7, #19, #29, #39, #43, #51, #55, #60, #93, #94, #118, #122
Moral, #122

Diasporic, #115

Díaz, Bernal, #47

Dickason, Olive Patricia, #4

Dickie, Donalda, #83

Didactic, #22, #26, #37

Diderot, #111

Diefenbaker, John, #36

Différance, #40

Difference(s), #6, #10, #17, #22, #34, #38, #39, #88, #118, #122
Pedagogy of, #118

Differentiation (curriculum), #86

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

Dignity, #7, #90, #101, #122

Diltz, B.C., #85

Di Mascio, Anthony, #19

Diné (Navajo), #47

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

Disability, #8

Discourse, #47, #88, #91, #115

Discrimination, #15, #88

Discussion, #58

Disease, #47, #48, #122

Disembodiment, #15

Disengagement, #115

Disinformation, #19

Dislocation, #113, #122

Disparagement, #15

Displacement, #40, #93

Disposition, #99

Dispossession, #50, #98, #102, #113, #117, #122

Dissimulation, #25

Dissonance, #17, #18

Distant Early Warning (DEW), #36

Dittburner, Carolyn, #7

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

Indigenous, #92

Divorce, #54

DNA, #73

Documentary, #34, #35

Dogma(tism), #24, #94, #111

Dokis First Nation, #117

Doll, Mary Aswell, #73, #122

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

Domestication, #98

Dominance, #18, #37, #48

Domination, #7, #17, #43, #98, #118

Dominion Educational Association, #80, #82

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

Donald, Merlin, #100

Dorion, John, #9

Doukhobors, #104

Down-low, #47

Drama, #85

Drawing, #81, #82

Dray, William, #112

Dream(s), #47, #87, #122, #124

Dreaming, #112

Drill, #84

Dropping out, #115

Drugs, #75

Drum-dancing, #93

Dualism, #103, #122

Duckworth, Eleanor, #62

Dufour, Emmanuele, #19

Duggan, Robyn, #18

Dunlop, W.J., #85

Dupuis, N. F., #83

Durant, Sam, #13

Durham (Lord), #80

Durham Report, #20, #80

Dutch (the), #104, #120

Duty, #11, #61, #104

 Civic, #115

Dystopian, #118

Earth, #37, #40, #46, #47, #92, #110

 School, #15

East China Normal University, #81

Easter, #93

Eccentricity, #107

Ecojustice, #40, #46

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

Ecology, #88

 Social, #122

 Spiritual, #122

Economic(s), #16, #26, #65, #69, #75, #76, #83, #86, #87, #97, #98, #104, #117

 Liberalism, #105

 Theory, #87

Economism, #24, #60, #108

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

Ecotone, #37

Eder, Jeanne, #13

Edgerton, Susan Huddleston, #8

Edinburgh, #106

Edmonton, #52, #83, #85, #114

Education Act for Indigenous Peoples (Taiwan), #120

Education Ordinance of 1977, #16

Effectiveness, #65, #67, #70

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

 Industrial, #85

 Social, #76, #82, #83

Egalitarian, #39

Egan, Kieran, #37, #125

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

Eighteenth century, #111

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

Eisner, Elliot W., #60, #118

Elder(s), #3, #6, #7, #8, #12, #16, #32, #34, #38, #40, #43, #45, #46, #47, #51, #92, #94, #96, #97, #99, #103, #116, #120, #121, #122, #124

Elder Charlie Abraham, #113

Elder Gordon, #32

Elder Jerry Saddleback, #38

Elder Vincent Stogan, #41, #99

E-learning, #29, #32

Eliot, Charles W., #81, #82

Ellis, W. S., #83

Emancipation, #119, #120, #122

Emasculation, #47

Embalmed, #124

Embodiment, #100

Emerson, Godwin J., #63

Emotion, #21, #33, #37, #50, #51, #92, #93, #107, #110, #125

Empathy, #11, #38, #49, #51, #125

Empire, #87, #105

Empire Day, #83

Empiricism, #103, #112

Empowerment, #98

Encounter(s),

 Embodied, #93

Energy, #117, #122

 Renewable, #117

Shortages, #86
Transition, #117

Engineering, #65, #81, #85

England, #15, #34, #81, #104, #106, #108, #109

English, #12, #29, #34, #47, #56, #78, #83, #85, #86, #95, #97, #111, #123

English as an Additional Language (EAL), #123

Enlightenment, #94, #104, #119
 French, #94, #104

Ennis, Harold, #105

Ensor, Beatrice, #84

Enterprise, #83, #84

Enthusiasm, #123

Entrepreneurialism, #42, #76

Environment(al), #16, #29, #32, #40, #56, #66, #67, #104, #110
 Deterioration, #86
 education, #25, #44, #46
 science, #16, #93, #97
 studies, #85

Epicurus, #107, #111

Epiphany, #37

Epiphenomenalism, #105

Episteme, #4, #88

Epistemicide, #35

Epistemology, #3, #4, #6, #11, #19, #37, #38, #45, #50, #53, #89, #90, #94, #96, #103,
#107, #110, #118, #121, #124, #125

Eppert, Claudia, #50, #96

Epstein, Greg M., #80

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

Equalization, #83

Equity, #6, #32, #93

Inequity, #94

Erasure, #50

Ermine, Willie, #11, #93

Esu, #122

Eschatology, #64

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

Esson, Henry, #81, #105

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

Estrangement, #50, #93

Eternal life, #110

Eternity, #106

Ethics, #6, #7, #8, #11, #29, #33, #37, #38, #40, #43, #48, #49, #50, #51, #53, #58, #60, #61, #74, #82, #86, #89, #90, #92, #93, #96, #98, #100, #102, #103, #105, #106, #107, #108, #109, #110, #111, #112, #118, #121, #124, #125

Éthier, Lefrançois, and Demers study, #19

Ethnicity, #16, #27, #30, #61, #92, #118

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

Ethnography, #59

Ethnohistory, #96

Ethnomethodology, #52

Ethos, #58

Etymology, #107

Eucharist, #6

Eugenics, #83

Euro-Canadian, #92, #121

Eurocentric(ity), #1, #6, #7, #9, #17, #35, #38, #44, #58, #86, #88, #92, #93, #94, #96, #97, #98, #103, #113, #115, #121, #122, #123, #124

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

European Union (EU), #88

Eurowestern, #11

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

Event(s), #45, #50, #51, #110

Everyday, #93
 life, #25

Evidence, #89, #97, #103, #122, #123, #125
 British rules of, #122

Evil, #104, #109

Evolution, #21, #80, #86, #103, #104, #105, #108

Examinations, #84

Exchange, #99

Exceptionalism, #20
 Human, #103

Exceptionality, #86

Exclusion, #23, #35, #47, #49, #115, #117

Exercise, #83

Exhibition, #109

Existentialism, #47, #53, #112

Exorcism, #98

Exoticizing, #96

Experience, #67, #83, #85, #92, #93, #97, #100, #106, #107, #108, #109, #110, #111,
#113, #115, #118, #120, #125

 Indigenous, #113, #120

Experiential learning, #93

Experimentation, #118

Expertise, #76

Explanation, #106, #107

Exploitation, #87, #113

Exploring, #78

Expo (1967), #85

Exposing the Situation (1995), #23

Exteriority, #50

Extermination, #50

Externalization, #98

Extinction, #120

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

Extroversion, #73

Facebook, #35, #42, #91

Factory model, #81

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

Faculties of Educational Sciences, #23

Fahmy-Eid, Nadia, #21

Failure, #86

Faith, #82, #105, #109, #110, #112
Mystical, #109

Faith keepers, #3

Family, #16, #32, #36, #37, #38, #44, #47, #48, #54, #80, #82, #83, #95, #101, #103,
#122

Famine, #80

Fanning, Patrick, #47

Fanon, Frantz, #6, #47, #98, #116, #120, #124

Farley, Lisa, #43

Farm(s), #83, #84

Farsi, #47

Fascism, #118

Feasts, #92

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

Federal Technical and Vocational Assistance Act of 1960, #85

Feeling(s), #61, #80, #100, #109, #118, #125

Feminism, #47

Maternal, #82, #83

Feminist(s), #85, #107
Indigenous, #98

Feminization, #47

Fenian Brotherhood, #81

Festivals, #86

Fetish, #82

Fettes, Mark, #12

Fiction, #34, #47, #125
Nonfiction, #34

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

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

Findlay, L.M., #7

Finland, #4

First Nations, #2, #4, #6, #8, #9, #14, #15, #16, #17, #18, #19, #30, #32, #35, #36,
#39, #41, #44, #47, #48, #51, #88, #95, #98, #99, #104, #114, #115, #116, #121
Non-Status, #114
Status, #114

First Peoples, #19, #30, #34, #35, #43, #56, #57, #76, #77, #80, #81, #88, #98, #103,
#104, #113

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

Flexibility, #70

Florida, #84

Folklore, #56, #65

Fong, Denise, #44

Fontaine, Phil, #117

Food, #103

 shortages, #86

Foraging, #124

Force, #122

For Seven Generations, #7

Foreigners, #44

Foreshadowing, #109

Formalism, #82, #84, #86

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

Fort, #11, #38, #93

Fort Good Hope, #36

Fossil fuel, #117

Foucault, Michel, #47, #80, #91, #118

Fournier, Jacques, #21

Fourstar, Arthur, #51

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

Fragmentation, #104

Framework(s), #124

 Conceptual, #124

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

France, #20, #24, #31, #34, #57, #81, #88, #104, #111

 New, #80, #111

 pre-revolutionary, #111

Franco-European, #26

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

Frankfurt School, #11, #90

Frankl, Victor, #92

Franklin, Barry, #66

Franklin, Donna, #101

Franklin, Ursula, #34

Fraser Corridor Heritage Landscape Project (FCHLP), #44

Free Church College of Halifax, #106

Freedom, #11, #24, #37, #47, #60, #67, #70, #74, #81, #82, #104, #105, #107, #109, #110, #118

 Academic, #22, #70, #99

 Negative, #118

 Positive, #109, #118

Freeman, Kate, #92

Fregault, G., #20

Freire, Paulo, #37, #74, #90, #118, #120

French, #12, #19, #20, #23, #24, #29, #30, #34, #47, #78, #80, #81, #83, #84, #85, #86, #104, #105, #111

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

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

Friedenberg, Edgar A., #85

Friendship, #37, #41

 Centres, #32

Friesen, Sharon, #37

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

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

Fromm, Erich, #67

Frustration, #25

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

Fullan, Michael, #68, #69

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

Fundamentalist, #110

Fur trader, #113

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

Futurism, #87

Gabriel Dumont Institute, #9

Gabriel, Markus, #107, #109

Gadamer, Hans-Georg, #93

Gaiwiiio (the), #47

Gall, C. #113

Games, #83

Gao, Zhenyu, #53

Gardini, Nicola, #60

Garneau, François-Xavier, #104

Garvey, Amy, #101

Garvey, Marcus, #101

Garvin, John W., #84

Gas, #117

Gaslight, #25

Gassendi, Pierre, #112

Gates, Jr., Henry Louis, #122

Gathering, #113

Gathering Strength, #98

Gauthier, Clermont, #22, #76

Gay, #98

Gay, Geneva, #15, #17

Gaza, #109

Gemeinschaft (community), #88

Gender, #22, #39, #40, #47, #65, #80, #82, #84, #90, #92, #98, #115, #118

Gendzier, Irene L., #124

Genealogy, #42, #47

Generalizability, #103

Generalization, #58, #81, #94

Generation Energy (2017), #117

Generation gap, #90

Genetic engineering, #86

Genocide, #5, #9, #18, #33, #43, #44, #76, #80, #84, #88, #98, #103, #117, #118

Genome, #73

Genuine Education Movement (GEM), #75

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

Geometry, #81

George, James, #105, #112

George Paxton Young Memorial Fellowship, #110

Gérin, Léon, #82

German(y), #48, #81, #84, #86, #105, #108, #109, #110

Gesca newspapers, #21

Gesellschaft (society), #88

Ghettoization, #8

Gibbons, Maurice, #64, #67

Gibson, Lindsay, #102, #121, #122

Gibson, Susan, #35

Gifford Lectures, #109

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

Gifted, #83

Giinwaa, #92

Giinwi, #92

Gill, W.S., #105

Gilson, Étienne, 112

Girls, #80, #81

Gitskan-Wet'suwet'en, #45

Gladue, Laurian, #113

Glasgow, #104

Global Education Research Network, #42

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

De-Globalization, #87

Global perspective, #88

Global warming, #77

Gnosticism, #105

God, #53, #76, #85, #104, #106, #107, #108, #109, #110, #111

Goffman, Erving, #14

Goldring, C.C., #84

Goldstein, Dana, #84

Goldstein, Laurie, #50

Good (the), #11, #109

Common, #16, #104

Mind, #47

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

Google, #42, #86

Gordon Commission, #85

Gordon, Robert S. C., #33

Gordon, Walter, #85

Gospel, #80

Goudge, T.A., #112

Gould, Glenn, #35

Gouldner, Alvin W., #52, #124

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

Government, #12, #14, #16, #18, #21, #24, #29, #48, #56, #77, #80, #81, #86, #88, #117

Government of Canada, #98, #117

Government of the Northwest Territories, #16

GPTZero, #86

Grading, #80

Graduation requirements, #83

Graham, Katherine, #7

Graham, Simon, #116

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

Grant, George, #5, #6, #8, #11, #24, #25, #30, #37, #46, #57, #58, #79, #80, #92, #99, #100, #104, #105, #106, #107, #109, #110, #112, #113, #122

Grant, John N., #66

Gratitude, #46

Great Britain, #20, #34, #78, #79, #80, #81, #82, #83, #84, #86, #104, #105, #107, #109

Great Chain of Being, #80

Great Depression, #28, #83, #86, #108, #109

Great Disruption, #106

Greatness, #112

Great Spirit, #15, #18

Greek(s), #100, #107, #108
Ancient, #107
Metaphysics, #107

Green, Erica L., #67

Green, T.H., #106, #109, #112

Greene, Maxine, #29, #37, #53, #93, #122, #125

Greene, Naomi, #37

Greenland, #88, #93

Greenwashing, #40

Greer, Nancy R., #77

Grégoire Inc., Reginald, #31

Grief, #37

Grimmett, Peter P., #81

Growth, #67, #109
Personal, #110

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

Guardianship, #124

Guattari, Félix, #39

Guest(s), #122, #123

Guidance, #54, #83, #86

Guideline(s), #70, #86

Guilt, #33, #92

Gumbrecht, Hans Ulrich, #104

Guttek, Gerald, #83

Gymnastics, #81, #82

Haan, Michael, #114

Habermas, Jürgen, #6, #77

Habit, #81

Habitus, #50

Hadow Report(s), #83

Haida People, #113
 Totem Pole, #113

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

Hakujin, #48

Halifax, #106

Hall-Dennis Report, #85

Hall, G. Emmett, #85

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

Halperin, Sue, #109

Hamas, #125

Hamilton, Ontario, #82, #106

Hamilton, Sir William, #107, #112

Hamlet, #96

Hamm, Cornel, #67

Hampden-Turner, Charles, #59

Hampton, Eber, #9

Han, Byung-Chul, #47, #80

Handsome Lake, #47

Hangzhou, #62

Happiness, #80, #108

Haraway, Donna J., #39

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

Harlem Renaissance, #101

Harmon, Merrill, #61

Harmony, #10, #16, #17, #76, #98, #122

Disharmony, #118

Harootunian, H. D., #124

Harper, Stephen, #98

Harris, William Torrey, #80

Hart, Michael, #103

Hartman, Saidiya V., #125

Hartocollis, Amanda, #63

Harvard University, #62, #81, #82, #85, #86, #110, #111

Harvey, Julien, #23

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

Hatred, #43, #98

Haudenosaunee, #46, #47

Havelock, Eric, #100

Hawaii, #120, #122

Hawaiian thought, #47

Hawes, Jasper, #113

Hawthorn Report (1967), #14

Healing, #37, #51, #93, #104, #122

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

Insurance, #83

Mental, #32, #76

Psychological, #76

Heart, #37

Hébert, Louis, #104

Hébert, Yvonne, #12

Hebron, #93

Hedonism, #109

Ethical, #109

Hegel, Georg, #57, #104, #109, #110, #118

-Hegelianism, #105, #108, #109

-left-leaning, #118

Neo-Hegelianism, #112

-Hegelians, #104

Hegemony, #98, #118, #125

Heidegger, Martin, #37, #87, #122

Henchey, Norman, #29, #32

Henderson, James G., #80

Henderson, Youngblood, James (Sakej), 5, #122

Henry, Robert, #47

Henry, Tasha, #43

Hepburn, A.F.B., #84

Herbartianism, #82

Herbart, Johann Fredrich, #104

Herbert, John, #34, #72

Heringer, Rebeca, #123

Heritage, #8, #16, #21, #23, #36, #82, #88, #97, #115
Approach, #85

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

Hermes, #122

Herndon, James, #64

Hersom, Naomi, #68

Heterogeneity, #37, #39

Heteronormativity, #47

Heterosexuality, #85

Heyer, Kent den, #125

Hierosemy, #124

Hinton, Gregory, #104

Historian(s), #86, #89, #94, #122

Historical narrative, #98

Historical reasoning, #89

Historical thinking, #27, #30, #50, #89, #94, #102, #121, #125
UBC's Project, #94

Historicity, #20, #87

Historicization, #20

Historiography, #20, #27, #30, #38, #44, #89, #93, #94, #96, #121

History, #9, #10, #15, #16, #17, #18, #19, #20, #23, #27, #29, #30, #33, #35, #36, #38, #39, #43, #44, #45, #46, #47, #48, #50, #51, #53, #57, #59, #66, #72, #74, #75, #78, #79, #80, #81, #82, #83, #84, #86, #87, #89, #90, #93, #94, #96, #97, #100, #102, #104, #112, #115, #118, #121, #122, #125

Canadian, #102

Chinese, #120

Personal, #91

History and Citizenship Education, #27

History of Québec and Canada, #21

Hitler, Adolph, #108, #125

HIV, #47

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

Hodgins, J.G., #81

Hodgson-Smith, Kathy, #8

Hodson, John, #3

Hokowhitu, Brendan, #47

Holiness, #124

Holism, #103

Holistic, #92, #97, #103, #115, #122, #124

Holmes Group, #84

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

Holt, John, #64

Home, #87

Home-and-School movement, #86

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

Homeland, #93

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

Homer, #100

Homework, #86

Homicide, #47

Homiletics, #103

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

Homosexuals, #56

Honesty, #92, #109

Hoodless, Adelaide, #82

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

Horizontality, #35

Horkheimer, Max, #11, #90, #106, #119

Horlacher, Rebekka, #80

Hospitality, #40, #123

 Ethic of, #123

Host, #123

Hostel(s), #95

Houle, Terrance, #47

How, #76

Howard, Philip, #101

How We Think, #85

Ho, Yann-Ru, #112

Hoxie, Frederick E., #121

Huang, Kalley, #86

Hudson's Bay Company, #93

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

Hughes, Andrew, #69

Hughes, James L., #81, #82

Human capital, #24, #84, #90, #114
Theory, #107

Human-centric, #103

Human condition, #50

Human development, #86

Human Journey series, #54

Human predicament, #107

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

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

Humanitarian(ism), #107, #108

Humanistic, #60

Humanities, #23, #24, #37, #41, #56, #59, #79, #84, #85, #92, #103, #104, #106, #108,
#114

Humanity, #37, #76, #90, #91, #101, #103, #107, #118, #122, #125

Humanness, #49

Human relations, #86

Hume, David, #105, #106, #109

Hume, James Gibson, #106

Humility, #37, #92, #94, #122

Humor, #67

Hunger, #107

Hunting, #113, #116

Hurren, Wanda, #39

Hutcheon, Linda, #34

Hutchins, Robert, #15

Hutton, Maurice, #81

Hutterites, #58

Huxley, Thomas Henry, #112

Hybridity, #38

Hygiene, #84

Ibbitson, John, #30

Ibrahim, Awad, #35, #42

Iceland, #88

Idaho, #119

Idealism, #81, #82, #96, #105, #106, #107, #108, #109, #110, #112

British, #109
German, #107
Hegelian, #109
Subjective, #107

Ideas, #112

Identification, #125

Identity, #4, #6, #8, #9, #12, #13, #14, #16, #17, #20, #21, #23, #24, #27, #30, #34,
#35, #36, #37, #38, #39, #40, #47, #48, #49, #51, #72, #81, #88, #89, #93, #94, #96,
#97, #98, #101, #114, #116, #118, #119, #120, #122

Ideology, #37, #57, #81, #83, #86, #89, #104, #115, #121

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

Idolatry, #107

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

Ignored, #123

Illiberalism, #118

Illiteracy, #80, #82, #120

Image, #65, #100

Imagination, #37, #38, #50, #58, #122, #125

Immediacy, #11, #109, #125

Immersion, #125

Immigrants, #23, #27, #30, #83, #102, #104, #107, #121

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

Imperialism, #4, #57, #58, #81, #83, #92, #94,
American, #108
Cognitive, #6, #122
Cultural, #34, #82, #105

Impiety, #110

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

Impotential, #64

Improvement, #90

Improvisation, #35, #36

In-between, #35

Incest, #47

Inchauspé Group, #21, #23

Inchauspé, Paul, #23, #26

Inclusion, #34, #113, #117

Inclusive, #16, #115

Inclusivity, #115

Income, #114

 mobility, #114

Incommensurability, #4, #11, #94, #96, #97, #98, #99, #120, #122

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

 Canadian, #107

 Intellectual, #99, #106

 Political, #106

India, #52, #55, #88

Indian(s), #5, #10, #14, #15, #20, #66, #80, #81, #83, #105, #110

 Dialects, #111

 Non-Indian, #14

 Non-Status, #116

 North American, #122

 Plains, #122

 Status, #116

Indian Act (1876), #14, #18, #85, #114, #116, #117

Indian Band Councils, #36

Indian Brotherhood of the Northwest Territories, #36

Indian Control of Indian Education, #14

Indian Residential Schools Agreement, #116, #117

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

Indigenization, #92

Indigenizing, #92

Indigenous, #1, #2, #3, #4, #5, #6, #7, #15, #27, #32, #34, #38, #41, #42, #43, #45, #47, #48, #50, #51, #54, #56, #64, #80, #83, #85, #88, #93, #96, #98, #99, #101, #103, #104, #109, #113, #114, #116, #117, #118, #120, #121, #122

Australians, #88

Histories, #94

Knowledge(s), #122, #124

Languages, #92, #120, #122

Method(ologies), #113, #124

Non-Indigenous, #32, #41, #48, #50, #51, #80, #88, #92, #93, #96, #98, #99, #101, #114, #117

Northerners, #93

Research, #103, #124

Studies, #92

Vision, #122

Voice, #122

Ways of knowing, #116

Individual(ity), #55, #76, #104, #107, #110, #112, #118

Individualism, #104, #105, #108, #109

Industrialized, #104

Possessive, #104, #109

Individualization, #67, #85

Individuation, #88, #104, #109

Indoctrination, #53, #67, #83, #118

Industrial(ization), #76, #80, #82, #110
Revolution, #105

Industrial schools, #5

Industry, #27, #86

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

Inevitability, #87

Infiltration, #58

Infinity, #65

Influence(s), #37, #47, #66, #67, #86, #93, #118

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

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

Inhelder, Bärbel, #62

Inhuman, #90

Initiation, #118

Initiative, #13

Injury, #49

Injustice(s), #6, #44, #51, #92, #93, #98, #104, #117, #125
Colonial, #117
Social, #110

Inner

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

Innes, Robert, #47, #98

Innocence, #43

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

Involvement, #85

Inquiry, #17, #31, #37, #46, #53, #125

Empirical, #118

Insight, #86

Inspection, #81

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

Inspired Minds: All Nations Creative Writing Program, #47

Inspiring, #37

Instability, #86

Institut Canadien, #111

Institut d'Etudes medievales, #111

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

Instrumental(ism), #20, #23, #27, #42, #55, #56, #58, #65, #85, #88, #90, #98, #106,
#124

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

Integrity, #11, #41, #46, #88, #104, #125

Cultural, #98

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

Breakthrough, #103

Intelligence, #31, #67, #108

Artificial, #86, #104

Cognizing, #107

Disciplined, #80, #81, #85

Quotient (I.Q.), #83

Intelligibility, #109, #110

Intention(s), #108, #109

Intentionality, #112

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

Intercultural, #19, #72, #92

Interdependence, #37, #103, #109, #115

Interdisciplinary, #25, #86
Approach, #85

Interface Study (Ontario, 1977), #85

Interest(s), #67, #70, #75, #83, #104
Convergence, #123

Interiority, #50

Internalization, #47, #98, #120

International Convention for the Rights of the Child, #19

Internationalisation, #42

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

Internet, #29, #37, #91

Internment, #48, #56

Interpellation, #37

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

Interrelatedness, #39, #41, #92

Interrelationship, #76

Intertextuality, #124

Intersectionality, #92, #98, #101, #118

Intersex, #47

Interview(ing), #113, #115, #123

Interwoven, #92

Intimacy, #38, #49

Intrigue, #93

Introspection, #37

Introversion, #73

Intuition(ism), #65, #105, #112

 Ethical, #105

 Moral, #105

Inuit, #3, #4, #6, #8, #16, #17, #30, #35, #51, #83, #86, #93, #95, #114, #116, #121

Inuit Language Protection Act, 97

Inuit Qaujimagatuqangit, #16, #97

Inuit Tapiriit Kanatami (ITK), #93

Inuktitut, #15, #97

Inuqatigiit: The Curriculum from the Inuit Perspective, #16

Inuqatigiitsiarniq, #16

Inuvik, #36

Invention, #107

Invisibility, #88, #93

Inward(ness), #104, #124

Iqqaqqaukkaringniq, #16, #97

Ireland, #80, #81

Irish National Readers, #81

Irrational(ity), #26, #108, #109

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

Iseke, Judy, #38

Isolation, #104

Israel, #125

Israeli, #109

Israeli curriculum theory and practice, #55

Israeli Ministry of Education, #55

Italy, #85

Jacob, W. James, #88

Jackson, Philip W., #83

Jagose, Annamarie, #101

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

James Bay and Northern Québec Agreement of 1976, #8

James, Carl, #101

James Committee on Reconstruction, #83

James, F. Cyril, #83

James, William, #37, #46, #82, #105, #109, #112, #118

Japan, #86

Japanese, #120
 Canadian(s), #48, #56, #83
 Internment, #102

Jardine, David W., #37, #40

Jasper Indigenous Forum, #113

Jasper National Park, #113

Jay, Martin, #69, #82, #90, #106, #121

Jazz, #36, #86

JCT, #68

Jerusalem, #106

Jesuits, #80, #111

Jewell, Keala, #124

Jewish refugees, #56

Jewish thought, #103

Jews, #81, #83

Jingoism, #84

Johnson, Mary, #45

Johnston, Ingrid, #42

Johnston, Jason, #113

Johnson-Mardones, Daniel F., #90

Jonnaert, Philippe, #26

Joseph Bernier Federal Day School, #95

Journalism, #34, #80
 Yellow, #80

Journalist(s), #5, #37

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

Journey, #90, #99

Joy, #37, #46

Judaism, #6, #107

Judd, Charles, #84

Judeo-Christian, #7, #80

Jung, Carl, #73, #125

Judgement, #109, #111

 Reasoned, #109

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

Justice, #6, #12, #13, #22, #40, #44, #45, #107, #115

 Gender, #98

 Social, #92

 White, #98

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

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

Kaes, Anton, #119

Kaethler, Andrew, #106

Kafka, Franz, #122

Kamucwkalha, #18

Kane, Ruth, #81

Kant, Immanuel, #104, #106, #107, #108, #109, #110, #111, #112, #118

Kanu, Yatta, #1

Karmis, Dimitrios, #23

Karn, Sara, #125

Kat'i'a, #18

Katz, Michael, #84

Kaufman, Peter, #105

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

Kaupapa Ma'ori, #833

Keats, John, #86

Keith, Joan, #69

Kelly Lake Cree Nation, #113

Kennedy, John F., #24

Kenny, Douglas T., #86

Kenora, Ontario, #51

Kester, Grant H., #112, #115

Kichi Sibi, #40

Kierkegaard, Soren, #109

Kiinwa, #92

Kiinwi, #92

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

Kim, Julianna, #67

Kimmel, Michael, #81

Kincheloe, Joe L., #98, #103

Kindergarten, #81, #86

King, Andrew, #106

Kingdom of Tonga, #88

King, H. B., #83

King, Richard, #1

Kingston Chronicle, #80

Kingston Collegiate Institute, #83

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

Kinship, #5, #6, #18, #99, #103, #122

Kirkconnell, Thomas, #82

Kirkland, Thomas, #84

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

Kitigan Zibi Cultural Centre, #51

Kivel, Paul, #47

Kliebard, Herbert M., #35, #118, #124

Klohr, Mildred, #82

Klohr, Paul, #63, #82

Knowledge, #3, #4, #5, #6, #7, #8, #9, #10, #11, #13, #15, #16, #17, #18, #22, #23, #24, #26, #27, #28, #32, #38, #39, #41, #42, #43, #44, #46, #47, #48, #49, #50, #51, #53, #54, #55, #59, #65, #67, #68, #70, #71, #76, #80, #81, #84, #85, #88, #90, #93, #94, #102, #103, #107, #108, #109, #110, #112, #115, #118

Creation, #103

Economy, #87

Experiential, #98

Historical, #89

Inuit, #97

Indigenous, #92, #94, #95
Keepers, #92
Organization, #103
Personal, #115
Theories of, #107, #109

Knox, Shauna, #98

Koepnick, Lutz, #37

Kohlberg, Lawrence, #85

Kovach, Margaret, #99, #103, #124

Krall, Florence R., #37, #124

Kroker, Arthur, #34

Ku Klux Klan, #83

Kulnieks, Andrejs, #46

Kumar, Krishna, #118

Kumashiro, Kevin, #17

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

Kwakiutl nation, #36

Labaree, David F., #35

Labour, #66, #107
 Demands, #5
 Unions, #66

Labrador, #93

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

LaChance, Louis, #37, #104

Lacoursière, Jacques, #19, #20

Lac Ste. Anne, #113

LaFave, Kim, #43

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

Laidlaw, Linda, #35

Laloux-Jain, Geneviève, #27

Lamarck, Jean-Baptiste, #105

LaMDA, #86

Lampreau, G., #113

La Presse, #117

Land-based

 Knowing, #103

 learning, #92, #125

Land(scape), #3, #4, #8, #11, #16, #17, #32, #34, #35, #37, #41, #43, #45, #48, #50, #88, #94, #96, #98, #99, #103, #116, #121, #124

Land stewards, #117

Langer, Susanne, #100, #118

Language(s), #1, #6, #8, #9, #12, #14, #16, #17, #19, #20, #23, #24, #29, #32, #34, #37, #39, #40, #42, #45, #47, #52, #77, #82, #85, #86, #88, #91, #95, #97, #98, #100, #103, #104, #111, #120

 Chinese, #120

 English, #122

 Home, #115

Laplanders, #4

Las Casas, Bartolomé de, #47

Lasch, Christopher, #33, #87, #104, #107, #108

Latin, #24, #29, #60, #80, #81, #82, #83, #84, #100, #107, #108, #111

Latin America, #88

Latin American, #85

Latino, #67

Latour, Bruno, #107, #109

Latta, Margaret Macintyre, #6

Laughter, #37

Laurier, Sir Wilfred, #81

Laval (Bishop), #80

Laval-Montmorency, François Xavier, #111

Laval University, #20, #80, #111

Laville, Christian, #27, #30

Law (the), #11, #104, #122

Lawton, Ben, #122

Leach, William Turnbull, #105

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

Leake, Albert, #82

Lear, Jonathan, #8, #18, #122

Learning for the Future, #23

Learning Goals from Kindergarten to Secondary, #23

Learning styles (Aboriginal), #8

L'Ecole tout un programme, #26

Leddy, Shannon, #13

Le Devoir, #20, #21, #27

Lee, Lloyd L., #47

Lee, Nicole Y.S., #87

Left (the), #118

Legacy of Hope Foundation, #51, #95

Legal, #11

Legends, #16, #38

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

Leibniz, Gottfried Wilhelm (von), #111

Leisure, #86

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

Lekwungen and Liekwelthout pole carving, #18

Lemieux, Olivier, #21

Lenoir, Yves, #24

L'Enseignement Secondaire, #28

Le Pen, Marine, #83

Leroy Little Bear, #34

Lesage, M., #28

LeSueur, W.D., #108

Lesko, Nancy, #83

Létourneau and Laville, #19

Létourneau, Jacques, #20, #89

Levinas, Emmanuel, #118

Levine, Donald N., #15, #58

Lévi-Strauss, Claude, #26

Levstik, Linda S., #125

Lewis, Tyson, #64

Lewy, Arieh, #71

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

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

Liberal Conservative Party, #85

Liberal Party, #24, #28

Liberalism, #21, #85, #94

Liberation, #47, #76, #118

Liberty, #82, #110, #118
White, #98

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

Life, #110

Life adjustment education, #83

Life expectancy, #95

Life history, #59

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

Lilla, Mark, #105

Lil'wat, #1, #18

Linearity, #46, #89, #104

Ling, Sarah, #44

Lingering, #37

Lingis, Alphonso, #47

Linnaeus, #119

Lipari, Lisbeth, #122

Listen(ing), #10, #33, #37, #49, #50, #51, #100, #124

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

Literary, #60

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

 Chinese, #120

 World, #120

Little Bear, Leroy, #122

Living and Learning, #85

Livingston, Sir Richard, #85

Llewellyn, Kristina R., #44, #51

Local control, #8, #14, #15

Locality, #56

Location, #115

Locke, John, #109, #111

Lodge, R. C., #112

Logic, #37, #74, #100, #106, #110, #111, #112, #118

Logistics, #65

London, #80, #106

Loneliness, #47, #110

Longboat, Dan Roronhiakewen, #46

Longstreet, Wilma, #76

Lorde, Audre, #122

Lorenz, Chris, #121

Lotze, Hermann, #110

Louisiana, #20

Louisiana State University (LSU), #84

Love, #8, #37, #46, #90, #92, #106
Maternal, #76

Lynch's Lane, #37

Loyalists, #80, #105

Loyalty, #82

Luce-Kapler, Rebecca, #100

Lyll, William, #104, #106, #108

Lyotard, Jean-François, #104

Macdonald, James B., #52, #56

Macdonald, Jennifer, #34

Macdonald, John A., #5, #14, #85, #125

Macdonald, R.A., #70

Macdonald, William, #82

Macdonald-Robertson movement, #82

MacDougall, John, #83

Macfadden, Bernarr, #81

MacIver, Don, #72

MacKay, Alexander, #83, #84

MacKay Committee, #85

MacKay Report, #85

MacLennan, Hugh, #85, #104

MacMurchy, Helen, #82

Macpherson, C.B., #109

Magazines, #85

Mainstreaming, #86

Malebranche, Nicolas, #111

Maligait, #16

Malik, Kenan, #13

Malpractice, #123

Mamchur, Carolyn N., #73

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

Management, #77

 Scientific, #80

Manchester School, #105

Mandarin, #120

Mang-Benza, Carelle, #117

Manhood, #76

Manipulation, #53, #66, #67

Manitoba, #12, #61, #79, #81, #86, #103, #123

Manitoba Indian Brotherhood, #15

Manitoba Teachers' Society, #123

Manliness, #82

Mann, John Steven, #83, #97, #118

Māori, #47, #120, #122

Maracle, Sylvia, #47

Marean, Ada, #81

Marginalization, #34, #51, #57, #88, #92, #120, #125

Marker, Michael, #94, #96, #99, #121

Market (the), #87

Marois, Pauline, #26

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

Marsh Report, #83

Marshall, Bill, #104

Martell, George, #85

Martin, Raymond, #103

Marx, Karl, #98, #104, #110, #118, #122

Marxism, #79, #98, #103, #118

Neo- #118

Masculinity, #47, #81

Black, #101
Hyper, #47
Indigenous, #98
Toxic, #47

Maslow, Abraham, #24, #118

Mason, Courtney W., #113

Massey Commission, #85

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

Mastery, #31, #43, #83, #85, #123

Masturbation, #82

Materialism, #24, #84, #109, #110

Materiality, #3

Mathematicians, #57

Mathematics, #16, #17, #23, #25, #29, #53, #65, #77, #78, #81, #82, #83, #84, #85, #86, #87, #111

Mathews, Robyn, #104

Mato-Tope, #47

Matter, #109

Maturity, #73, #81, #104

Maynard, Fredelle, #84, #86

McArthur, Duncan, #84

McCausland, Jonathan D., #119

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

McCullough, J.J., #104

McGill University, #81, #82, #83, #105, #106, #107, #109, #110

McGlazer, Ramsey, #9

McGrath, William J., #35

McGregor, Catherine, #97

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

McGuffey Readers, #81

McKay, Matthew, #47

McKenna, Mary Olga, #74

McKnight, Douglas, #104

McLellan, J.A., #82

McLennan, Hugh, #35

McLuhan, Marshall, #34, #85, #88, #108

McMaster University, #110

McMurry, Charles, #84

McNally, G. Fred, #83, #84

Meaney, Geraldine, #47

Meaning(ful), #23, #24, #34, #37, #58, #85, #86, #92, #94, #98, #100, #104, #109,
#110, #125

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

Mediation, #104

Mediator, #5, #26

Medical, #80

Medicine Wheel, #92, #116
of the Plains Cree, #8

Medieval life, #104 *Mein Kampf*

Mein Kampf, #125

Mejias, Ulises A., #42, #69

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

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

Memory, #11, #36, #37, #38, #39, #41, #43, #45, #48, #50, #60, #81, #94, #100, #110,
#111

Men, #84, #116

Men's Work, #47

Mental discipline, #81, #82, #83

Mental health, #82, #83, #116
Interventions, #116

Mentorship, #116

Mercer, Kobena, #101

Messer-Davidow, Ellen, #39

Mestizo, #120

Metamorphosis, #122

Metaphysics, #105, #106, #109, #111, #112

Metaphor(s), #11, #32, #37, #38, #40, #124

Metaphysics, #53, #88, #99

Meter, #100

Methodist(s), #105, #110

Methodology, #94, #96, #107

Method(s), #86, #111

Métis, #3, #6, #9, #11, #17, #30, #35, #38, #39, #47, #51, #83, #88, #110, #113, #114, #116, #121

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

Métis Society of Saskatchewan, #9

Metric system, #86

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

Microsoft, #42, #86

Miel, Alice, #86

Migration, #44, #80, #88

Mi'gmaq, #117

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

Militancy, #86

Militarism, #92

Militarization, #86

Military, #36, #83, #85

Mill, John Stuart, #105, #107, #109, #112

Miller, Arthur, #106

Miller, Janet L., #59

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

Miller, John P., #6, #92, #103, #115, #122

Mimesis, #37, #56, #100

Mind, #82, #86, #104, #106, #107, #109, #122

Colonized, #122

Indigenous, #122

National, #105

Split, #122

State of, #107

Mindfulness, #55, #123, #124

Mineral rights, #88

Minister's National Working Group on Education, #14

Minor, Kimberly, #47

Minority, #15, #30, #85

Mirror(ing), #11, #118

Misconceptions, #92

Misery, #54

Miskâsowin, 124

Misogyny, #82, #98

Misrepresentation, #15

Missionaries, #14, #48

German, #93

Missions, #93

Moravian, #93

Mnemonic, #11

Mobility, #88

Mobilization, #7

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

Modernization, #80, #81, #120

Modern Language Association, #83

Moghtader, Bruce, #84, #87, #90, #91, #107, #114

Mohawk, #35

Elder, and Statesmen, Tom Porter, #46

Moir, Laura, #18

Money, #106

Monk, Ray, #67

Montage, #35, #37, #40

Montclair State College, #53

Montesquieu, #111

Montessori, Maria, #82

Montreal, #24, #107

Mood, #57, #86, #125

Moore, Alex, #26

Moore, G.E., #109

Moralism, #85

Moral(ity), #5, #22, #28, #29, #47, #53, #61, #65, #66, #70, #76, #78, #80, #81, #82,
#83, #84, #85, #96, #102, #106, #108, #109, #110

Theory, #107

Morcom, Lindsay A., #92

Moreness, #37, #107

Morgan, Margaret T., #75

Morgensen, Scott, #47

Mormons, #105

Morris, G. Barry, #76

Morrison, Henry C., #83

Morris, Marla, #112, #125

Mosaic, #80, #86

Mosques, #76

Mosse, George L., #125

Motherhood, #82

Mothers, #80

Motivation, #67

Motive(s), #109

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

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

Mourning, #33, #51, #122

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

Multiplicity, #34, #37

Muñoz, Natalia Albornoz, #89

Munro, Henry F., #83

Murder, #47

Murray, David, #107

Murray, John Clark, #105, #107, #108, #109, #112

Murray, Reverend Robert, #81

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

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

Musician, #55

Musil, Robert, #6, #104

Muslim, #47

Musqueam Nation, #98, #99

Mussio, Jerry J., #77

Mussolini, Benito, #85

Mutuality, #17, #115

Mystery, #37

Myth(ic), #11, #103

Mythology, #39

Nahachewsky, James, #42

Naismith, James, #32

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

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

Narcotics, #81

Narrative, #10, #11, #18, #20, #27, #32, #33, #35, #37, #42, #46, #47, #55, #89, #92,
#93, #94, #95, #96, #102, #103, #104, #121

Grand, #121

Master, #87

Meta, #104

Narrative inquiry, #59

Nation, #104, #106, #108

National Advisory Council on School Broadcasting, #86

National Cheng-Chi University, #120

National Committee for Mental Health, #83

National Committee for School Health Research, #83

National Conference of Canadian Universities, #83

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

National Council of Education, #83, #84

National Education Association (USA), #86

 Commission on the Reorganization of Secondary Education, #82

National Film Board, #83, #85

National History Project, #85

National Indian Brotherhood, #122

Nationalism, #20, #21, #23, #27, #30, #57, #80, #81, #82, #83, #85, #88, #104, #108,
#109

National Inquiry into Missing and Murdered Indigenous Women and Girls, #116

National Inuit Suicide Prevention Strategy, #93

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

Nationhood, #20

National Post, #27

Native, #94

 American(s), #13, #103

 Indian Brotherhood, #85

 Others, #94

Peoples, #36, #80, #85, #104
Spirit, #8
Studies, #6, #9

Naturalism, #112
Evolutionary, #112

Natural law theory, #106

Natural Resources Canada, #117

Natural Selection, #103

Nature, #34, #46, #80, #81, #82, #83, #84, #103, #104, #105, #109, #110, #112
-God Theory, #110
Human, #110
Nurture debate, #106
Study, #84

Naud, André, #111

Navajo Nation Council, #47

Nazis, #40, #104

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

Necessity, #110

Need(s), #64, #73
Assessment, #83

Negotiation, #99
Cultural, #99

Négritude movement, #101

Nêhiyaw, #103, #124

Neill, A.S., #64

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

Neo-Thomism, #24

Networking, #95

Neutrality, #103

Newbigging, William, #4

New Brunswick, #61, #81, #86, #115

New Democratic Party (NDP), #83, #109

New Education Fellowship (NEF), #84

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

New France, #20, #21, #83

Newland, Hubert, #83, #84

Newlon, Jesse H., #22, #59

Newmann, Fred M., #103

New Mexicans, #47

Newspapers, #85

New York, #47, #86, #104, #108

New York Review of Books, #71

New Zealand, #81, #87, #88

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

Niceness, #92

Nichol, Cynthia, #17

Niedzviecki, Hal, #13

Nietzsche, Friedrich, #98, #109

Nigeria, #98

Niinvi, #92

Nineteen eighties (1980s), #76

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

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

Nineteen nineties (1990s), #76

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

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

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

Nisei, #48

Noddings, Nel, #118

Non-coincidence, #98

Non-violence, #47, #96

Nooksack People, #104

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

Normativity, #98

 Grounded, #98

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

North Atlantic Treaty Organization (NATO), #87

North, Michael, #87

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

Norton, Ruth, #12

Nostalgia, #91

Nova Scotia, #61, #80, #81, #82, #83, #84, #104, #109, #115

Now, #40, #87

Nuclear holocaust, #86

Nuclear waste disposal, #86

Nudity, #47

Nuffield Science, #86

Numbed, #104

Numeracy, #78

Nunatsiavut, #93

Nunavik, #8

Nunavusiutit, #16, #97

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

Nunavut Department of Education (NDE), #97

Nunavut Education Act, #16, #97

Nunavut Settlement Agreement, #97

Nuns, #95

Nurture, #83, #106

Hutterites, #85

Obed, Natan, #93

Obedience, #81, #82

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

Objectification, #90

Objective(s), #3, #20, #22, #25, #54, #59, #60, #63, #67, #68, #71, #75, #77, #78, #80, #85, #110

Objectivity, #67, #103, #118

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

Obligation(s), #11, #43, #50, #70, #99, #104, #105, #109

Obliteration, #125

Observability, #69, #103, #109

OCAP® (Ownership, Control, Access, Possession), #113

Occupation, #114

Oceania, #88

Ocularcentrism, #35, #65, #69

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

Ohio, #84, #86

Qikiqtani, #95

Oil, #117

Oka Crisis, #19, #35

Oliver, Donald W., #103

Omission, #15

One-dimensionality, #90

Oneida, #47

Ong, Walter J., #15

Onishi, Norimitsu, #98

Online,

Materials, #92

Ontario, #12, #16, #18, #27, #29, #30, #34, #46, #47, #51, #54, #61, #74, #75, #80, #81, #82, #83, #84, #85, #86, #87, #104, #105, #106, #110, #117

Ontario Instrument Assessment Pool, #86

Ontario College of Education, #85

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

Ontario Curriculum Institute, #85

Ontario Department of Education, #81, #82

Ontario Green Energy and Green Economy Act, #117

Ontario Institute for Studies in Education, #85

Ontario Ministry of Education, #3, #40

Ontario Normal School, #82

Ontario Public School Act (1871), #81

Ontario Public School Men Teachers' Federation, #84

Ontology, #3, #37, #90, #110

OpenAI, #86

Openness, #93, #94

Oppressed (the), #120

 Pedagogy of, #120

Oppression, #17, #98, #101, #118, #119, #122, #125

 Anti-oppressive, #17, #101

Opulence, #110

Oral(ity), #8, #11, #12, #15, #16, #38, #39, #41, #43, #44, #45, #46, 48, #49, #50, #51, #77, #88, #96, #100, #120, #121

 Exams, #86

History, #44, #94, #103, #121
Traditions, #113, #120, #122

Orchestra, #86

Organic, #100, #104

Organization, #103, #104

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

Orthodoxy, #83

Orientalism, #104

Orsi, Robert A., #109

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

Other(ness), #20, #34, #37, #40, #49, #125
Othering, #96, #101

Ottawa, #8, #80, #84, #85, #86, #104, #111

Ouellet, G., #113

Ouimet, Gédéon, #22, #81

Outcomes, #31, #55, #59, #62, #63, #77, #97, #103, #122
Equitable, #122

Outdoor education, #82

Outrage, #98

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

Overcrowding, #81

Owen, Fr. Joseph, #112

Oxford University, #105, #110

Pacific (the), #86, #88

Pacific Islanders, #88

Pacifism, #105

Pain, #33, #46, #93

Painting, #67

Pakistan, #47

Palestine, #93

Palimpsest, #124

Panacea, #85

Pan-Canadian Framework on Clean Growth and Climate Change, #117

Pandemic, #67

Panic, #85

Papago (Tohono O'odham), #13

Papamihaw asiniy, #11

Paguet, Louis-Adolphe, #104

Paradox, #63, #86

Paras, Eric, #80

Parasitism, #112

Paraskeva, João M., #99

Parent, Bishop Alphonse-Marie, #24

Parent Report, #22, #24, #28, #29, #85, #111

Parents, #1, #3, #8, #9, #12, #14, #16, #22, #29, #32, #40, #54, #64, #67, #68, #70, #71, #75, #80, #82, #83, #84, #86, #90, #95, #97, #101, #115, #122

Parent-Teacher movement, #86

Paris Agreement on Climate Change, #117

Parizeau, Jacques, #23

Parker, Francis W., #81, #82

Parks Canada, #113

Particularism, #104

Particularized, #109

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

Parti Québécois, #21, #26, #104

Partnership, #92

Pasolini, Pier Paolo, #6, #33, #40, #98, #106, #110, #122, #124

Passion, #6

Past (the), #24, #27, #28, #33, #38, #40, #44, #46, #48, #50, #51, #56, #60, #84, #89,
#93, #94, #96, #98, #102, #112, #113, #125

Reactivating, #98, #104, #125

Pastoralism, #82

Paternalism, #105

Pathology, #37

Patience, #16, #32

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

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

Peace, #47, #107

Peacefulness, #109

Peacemaker, #48

Pearl Harbor, #102

Peers, #67

Peters, Randy Peg, #106

Pierce, Charles Sanders, #105, #112

Peking University, #69

Perlstein, Daniel, #83

Penis, #82

Penmanship, #81

Penney, James, #80

Perception, #111, #118

Performance, #123

Person, #65, #67, #74, #76, #92, #104, #105, #114

Personal, #25, #76, #114

 change, #76

 development, #25

Personality, #67, #73, #76, #86, #110

Personification, #37

Pestalozzi, #81

Phantasy, #10

Pharmakon, #4

Phelan, Anne, #74, #81, #111, #112

Phenomenology, #37, #42, #53, #79, #89, #91, #105, #111, #112

Philippines, #108

Philistines, #109

Phillips, Gary, #64, #67

Philology, #7

Philosophical Review, #109

Philosophy, #24, #34, #39, #46, #53, #80, #81, #89, #103, #104, #105, #106, #108

 Anishinaabe, #92

 Canadian, #106

 Christian, #112

 English-speaking Canadian, #105, #106, #107, #108, #109, #110, #112

 French, #111

 French-speaking Canadian, #111

 German, #111

 History of, #111

 Mental, #106

 Moral, #106, #108

 Natural, #81

 of education, #22, #53, #74

 political, #109

 scholastic, #111

 teaching of, #111

Photograph(y), #50, #100

Physical culture, #81, #82, #84

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

Physical fitness, #29

Physics, #81, #84, #86, #109, #111

Physiology, #81, #82, #84

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

Piché, Allison, #47

Picture books, #43

Pijitsirniq, #16

Pilgrim, #81

Pilimmaksarniq, #16

Piliriqatigiinniq, #16

Pin geb heb (split mind), #122

Piniaqtavut, #16

Pioneering, #48

PISA, #60, #109

Pity, #33

Place, #5, #11, #16, #34, #35, #37, #38, #39, #40, #42, #46, #48, #88, #93, #94, #98, #103, #105, #122, #124

Planet, #110

Planinc, Zdravko, #109

Plante, Jean, #28

Plasticity, #108

Plato, #104, #105, #106, #109, #110, #118

Play(ful), #37, #83

Pleasure, #100, #107, #109

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

Poetics, #37, #100

Poet(ry), #34, #37, #38, #47, #67, #81, #100, #104, #124
Strong, #42

Poiesis, #37

Polarization, #80, #104

Polemics, #57

Policy, #3, #7, #26, #38, #48, #61, #70, #83, #84, #86, #87
Indigenous, #120

Policymakers, #76, #86

Politeness, #92

Political correctness, #118

Political science, #83

Politicization, #86

Politics, #26, #29, #39, #40, #47, #51, #60, #65, #74, #74, #76, #80, #81, #83, #86,
#87, #88, #89, #90, #96, #104, #106, #107, #109, #111, #118
Cultural, #98
Identity, #98

Pollution, #37, #120

Polynesians, #104

Polyphonic, #37

Pomfret, Alan, #68, #69

Poor (the), #82

Pope Francis, #98

Popper, Karl, #118

Population explosion, #86

Population (school), #86

Populism, #58, #77

Portals, #24, #43

Porter, Catherine, #15

Positioning, #109, #125

Positivism, #91, #103, #112

Postcolonial(ism), #6, #19, #38, #40, #45, #87, #118

Postmodern(ism), #34, #35, #87, #91, #102, #118, #122

Postmodernity, #14, #104

Post-nationalism, #20

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

Potential, #67, #76, #78, #93, #109

Potlatch, #4, #104

Pouliot, Adrien, #28

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

Indigenous, #117

Power, #6, #14, #37, #47, #48, #49, #66, #67, #88, #90, #99, #105, #108, #109, #115,
#118, #122, #123

Aboriginal, #122

Red, #98

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

Powerless, #123

Powwow, #88

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

Practice(s), #87, #94, #99, #123

Communities of, #94

Pragmatic, #107

Theories, #107

Pragmatism, #105, #109, #112
 American, #112

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

Pratt, David, #65

Pratt, Yvonne Poitras, #17

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

Prayer(s), #47, #83, #85, #103, #124

Predergast, Monica, #37

Prejudice(s), #11, #37, #58, #85, #107, #121, #125

Premodernity, #104

Presbyterian, #106, #109
 Free Church, #106

Presence, #23, #34, #37, #40, #91, #122
 Being present, #2, #42, #51
 Colonial, #3
 Cultural, #115
 Subjective, #40, #45, #51

Present (the), #10, #24, #30, #31, #33, #38, #51, #56, #60, #93, #96, #102, #104, #107,
#125

Presentism, #10, #47, #93, #102, #125

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

Press (the), #12

Price, Reynolds, #87

Pride, #105
 National, #105

Priest(s), #80

Prince Edward Island, #12, #61, #86, #104, #108

Prince of Wales College, #108

Principles, #65

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

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

Private, #67, #85, #105
Enterprise, #87

Privilege(s), #6, #17, #32, #37, #40, #48, #88, #92, #104, #118
Colonial, #117
White, #92

Proceduralism, #79, #83

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

Professionalization, #81, #86

Profiteering, #42

Progress, #50, #76, #81, #104, #109, #111, #112, #121, #122
Scientific, #108

Progressive conservatism, #82, #84, #85

Progressive Education, #87
Association (PEA), #75, #83, #84

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

Project Canada West (PCW), #52

Projection, #110
Anthropomorphic, #110

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

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

Poka Laenui (Hayden F. Burgess), #122

Proletarianization, #98

Propaganda, #118

Prose, #100, #104

Prosperity, #88

Prosthesis, #40

Protection, #16

Protest, #98

Protestant(ism), #20, #29, #61, #80, #81, #82, #83, #84, #85, #86, #104, #105, #110, #111

Provoking Curriculum Studies Conference, #42

Prudence, #108

Psyche, #10, #98

Psychoanalysis, #47

Psychologist(s), #85

Psychology, #22, #32, #82, #89, #106, #107, #110

Adolescent, #82

Faculty, #81

Jungian, #7

Psychotherapists, #67

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

Pedagogy, #90

Pueblo(s), #47, #122

Punishment, #81

Punctuality, #82

Purpose(s), #83, #112

Puritanism, #104

Purity, #124

 Impurity, #124

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

Puzzlement, #53

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

Qallunaat, #16, #97

Qanuqtuurniq, #16

Québec, #8, #12, #19, #20, #21, #22, #23, #27, #28, #29, #30, #31, #34, #50, #53, #61, #74, #76, #80, #81, #82, #83, #84, #85, #86, #93, #104, #111

Québec Act of 1774, #80

Québec City, #8

Québec Curriculum Reform (1997), #26

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

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

Québec Elementary-School Curriculum Reform, #22

Québec History and Citizenship curriculum, #19, #21

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

Québec National Assembly, #21, #23

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

Québecers, #30

Québec's Catholic school system, #22

Québec's Padlock Act, #56

Québec's 1979 "Plan of Action," #85

Québécois, #20, #23, #24, #27, #30

Queen's Quarterly, #109

Queen's University, #81, #82, #83, #84, #92, #107, #109, #110, #112

Queen Victoria, #80, #83, #108

Queer, #101

 Theory, #101

Questioning, #22

Quocksister, Fabian, #18

Race, #11, #16, #17, #39, #40, #47, #61, #65, #81, #82, #84, #85, #92, #98, #107, #115, #118, #123

Racism, #7, #13, #17, #32, #39, #43, #48, #49, #58, #80, #81, #83, #85, #88, #98, #103, #105, #115, #121, #123

 Cultural, #122

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

Radical, #67, #97, #118

Radio, #83

Railway, #80

Rankin, John, #125

Rape, #47

Rapprochement, #39

Rascaroli, Laura, #37

Raths, Louis E., #61

Rational(ism), #94, #107

 Kantian, #108

 Order, #109

Rationality, #58, #65, #106, #108, #109, #112, #118, #121

 Instrumental, #119

Ratio Studiorum, #80

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

Rawls, John, #104

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

Reactivation, #7, #24, #47, #56, #93, #124

Reader-response theory, #57, #68

Reading, #75, #77, #81, #82, #84, #100, #120

Reaffirming the School, #23

Reagan, Ronald, #80, #81

Real estate, #98

Reality, #105, #107, #109, #110, #112, #120, #124 palimpsest

 Unreality, #109

Reappropriation, #47

Reason(ing), #61, #103, #104, #105, #106, #108, #109, #110, #111, #112, #118

 Dialectical, #118

 Public, #80

Rebuke, #110

Reciprocity, #4, #6, #15, #17, #18, #38, #41, #46, #88, #90, #99, #103, #113, #124

Recitation, #81, #83

Reckoning, #51

Reclamation, #7, #88

Recognition, #4, #16, #19, #44, #88, #93, #98, #99, #101, #120

Epistemic, #99

Politics of, #98

Recollection, #16

Reconceptualists, #52

Reconceptualization (the), #42, #76

Reconciliation, #10, #17, #30, #33, #43, #44, #46, #48, #49, #51, #77, #88, #92, #93, #95, #96, #98, #104, #113, #117, #121

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

Social, #18, #24, #26, #33, #48, #56, #76

Subjective, #6, #14, #18, #33, #46, #47, #48, #56, #98

Reconstructionism, #83

Recontextualization, #52, #55, #65

Recovery, #47, #122

Red Cross, #83

Redemption, #44, #50

Rediscovery, #122

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

Reductionism, #89, #98, #103, #110

Economic, #98

Reference group, #109

Reflection, #73, #74, #120

Reformation (the), #104

Refugees, #104, #123

Regan, Paulette, #48

Regeneration, #46, #47

Regional(ism), #56, #57, #104, #122

Regions, #34

Regressive, #84

Regret, #84, #87

Regulation Number One, #29

Reign of Terror, #104

Reis, Giuliano, #35, #42

Relatedness, #123

Relation(ality), #11, #18, #38, #51, #103, #109

 Ethical, #93, #99

 Organic, #96

Relationship(s), #2, #4, #6, #8, #10, #11, #14, #16, #17, #18, #24, #32, #34, #35, #37, #38, #39, #41, #42, #44, #46, #47, #48, #50, #51, #54, #56, #76, #81, #88, #90, #92, #93, #94, #99, #103, #121, #122, #124

 Colonial, #98, #117

Relativism, #94, #118

 Anthropological, #94

 Epistemological, #94

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

Religion(s), #20, #22, #23, #24, #28, #29, #30, #38, #53, #61, #70, #80, #81, #83, #85, #86, #92, #99, #104, #105, #106, #109, #110, #111, #112

 Indigenous, #120

 Religious, #88, #105

Relocation, #93

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

Remorse, #33

Remoteness, #93

Removal(s), #113

Forced, #113

Renaissance, #7

Renaud, Father André, #19

Renewal, #46

Renovating the Elementary and Secondary School Curriculum, #23

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

Repetition, #100

Rhythmic, #100

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

Representation(s), #4, #10, #19, #32, #40, #92, #104, #113, #115, #117, #118, #121

Underrepresentation, #120

Reproduction theory, #76

Republican Party (U.S.A.), #108

Repulse Bay, #95

Resentment, #98

Resettlement, #48

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

Resignation, #17

Resilience, #46, #51, #93

Resina, Joan Ramon, #96

Resistance, #87, #113

Resolve, #37, #46, #49, #108

Resource, #88, #113
 allocation, #88
 extraction, #113

Resourcefulness, #16

Respect, #4, #6, #10, #15, #16, #38, #41, #46, #49, #92, #93, #99, #113, #115

Responsibility, #4, #5, #9, #10, #11, #12, #15, #18, #32, #33, #37, #41, #46, #50, #51,
#56, #58, #64, #77, #81, #88, #90, #91, #92, #98, #99, #100, #106, #109, #112
 Collective, #122
 Communal, #115
 Social, #115

Responsive, #17

Restoration, #6, #46

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

Resurgence, #46, #117

Retardation, #82

Retreat, #11

Revelation, #87, #105, #110
 Divine, #111

Revenge, #98

Reverence, #41, #46

Revitalization, #12, #46, #120

Revolution, #104
 American, #104

French, #104, #111
Quiet, #20, #22, #24, #25, #29, #111

Reyhner, Jon, #13

Reynolds, William, #91, #111

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

Rhyme, #100

Rhythm(s), #89, #100

Ricardo, David, #105

Richards, Jr., William Kahalepuna, #47

Richardson, W.L., #84

Ricœur, Paul, #89

Riel, Louis, #104

Rights, #16, #22, #32, #36, #109, #122
 Individual, #115
 Group, #104
 Personal, #107

Right-wing, #77

Rimouski, #22

Risk, #49

Ritual, #6, #109

Robertson, James W., #82

Robinson, Norman, #75

Robitaille, Antoine, #21, #27

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

Rock music, #86

Rogers, Carl, #25

Rohdie, Sam, #122

Role, #22

Shock, #1

Roman Empire, #104

Romans, #105

Romantics, #104

European, #104

Rome, #104

Roosevelt, Franklin D., #108

Rootlessness, #105

Rorty, Richard, #42

Rose, W.J., #110

Rosenberg, Sharon, #50

Ross, George William, #27, #84

Roth, Michael, #5, #108

Rottmann, Jennifer, #35, #80

Rousseau, Jean-Jacques, #67, #109, #111

Rowell Sirois Commission, #83

Roy, Antoine, #111

Royal Canadian Mounted Police, #16, #98

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

Royal Commission on Aboriginal Peoples, #7, #9, #14, #98, #117

Royal Commission on Industrial Training and Technical Education, #82

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

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

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

Royce, Josiah, #105, #109

Royer, Denis, #26

Rugby, #47, #81

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

Ruitenbergh, Claudia W., #32, #40, #52, #53, #74, #123

Rupture(s), #22, #26

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

Russell, Bertrand, #110

Russell, Peter H., #35

Russia(n), #81, #86, #87, #109

Ryan, Alan, #23

Ryan, Richard M., #123

Ryerson Chair of Philosophy, #110

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

Ryerson Readers, #81

Ryerson University, #80

Sa'ah Naaghái Bik'eh Hózhóón, #47

Sacred(ness), #11, #38, #46, #48, #51, #93, #103, #111

Sadness, #47, #51

Said, Edward, #104

Salad bowl metaphor, #81

Salish, #4

Sameshima, Pauline, #35, #37

Sami, #4

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

Sandlin, Jennifer, #90

São Paulo, #120

Sartarelli, Stephen, #124

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

Sarup, Madan, #1

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

Saskatoon Correctional Centre, #47

Satia, Priya, #94

Saul, John Ralston, #88, #122

Scapegoating, #22, #85

Scarborough, Ontario, #86

Scarfe, Neville Vincent, #86

Scarrow, Jillian, #18

Schick, Carol, #17

Schism(s), #106

Schleiermacher, Friedrich, #103

School boards, #75

School Mathematics Study Group (SMSG), #86

Schurman, Jacob Gould, #104, #108, #109, #110, #112

Schwab, Joseph J., #15, #52, #55, #118

Schwartz, John, #84

Schweber, Nate, #50

Science, #6, #8, #9, #16, #23, #24, #28, #29, #37, #42, #65, #69, #70, #75, #77, #78, #80, #81, #82, #83, #84, #85, #89, #103, #104, #105, #107, #109, #110, #111, #112, #119

 Domestic, #83

 Education, #86

 General, #84

 in the Public Interest, #86

 Native, #119

 natural, #114

 Physical, #86

 Racist, #119

 Rural, #84

 Social, #86, #114

Scientific, #22, #82

Scientific Temperance Instruction (STI), #82

Scientism, #79

Scientist(s), #57, #85

 Educational, #83

Scope, #81, #97

Scopes Trial, #21

Scotland, #80, #81, #84, #104, #106, #107, #109

Scots, #105

Scott, Duncan Campbell, #104

Scott, Melville, #83

Scripture, #83

Seal hunting, #88

Sears, Alan, #121

Seath, John, #82

Seattle, #86

Sectarianism, #105

Sectionalism, #85

Secularism, #105

Secularization, #85, #109, #110

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

Security, #70, #76
 National, #85

Sedimentation, #11

Seeber, Barbara K., #37

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

Seguin, M., #20

Seixas, Peter, #11, #18, #89, #94, #102, #121

Self, #20, #33, #40, #43, #47, #48, #67, #76, #90, #94, #96, #103, #106, #109, #110,
#122, #123, #124
 -absorption, #85
 -advantage, #104
 -acknowledgement, #37

- affirmation, #111
- betrayal, #47
- communication, #110
- concept, #12, #34, #86
- confidence, #59, #105
- conscious, #85, #110
- constitution, #96
- construction, #37
- control, #7
- critique, #98
- culture, #64
- defense, #37
- definition, #47, #118
- direction, #67
- determination, #5, #9, #14, #15, #16, #32, #94, #95, #98, #122, #123
- determining, #110
- development, #106
- directed learning, #29, #46
- direction, #64, #67
- disclosure, #37
- education, #64, #67
- enclosed, #49
- enclosure, #44
- esteem, #25, #32, #47
- examination, #47
- expression, #37
- governance, #32, #47, #88
- government, #9
- hate, #122
- identification, #9
- identity, #12, #109
- improvement, #59
- interest, #87, #99
- interested, #69
- isolation, #12
- knowing, #37
- knowledge, #47
- location, #99
- made, #82
- mastery, #43
- modification, #91
- objectification, #110
- positioning, #10, #88, #124
- preservation, #70, #80, #81

- purification, #47
- questioning, #37, #98
- realization, #106, #109, #110
- recognition, #98, #109
- recordings, #100
- reference, #92
- referential, #49
- reflection, #37, #52, #91
- reflexivity, #101
- regulation, #123
- reliance, #81
- respect, #46
- segregation, #122
- shattering, #10, #98
- stripping, #4
- sufficient, #105
- taught, #67
- undermining, #44
- understanding, #2, #38, #41, #86, #91
- work, #91

Self-determination theory (SDT), #123

Selfhood, #109

Seminaire de Montreal, #111

Seminaire de Quebec, #111

Seminaire de St-Hyacinthe, #111

Seneca, #47

Sensationalism, #80

Sensibility, #11, #37, #38, #87, #122

Sensitivity, #13, #34, #61

Sensuous, #110

Separateness, #93

Separatism, #80

Sequence, #81, #97

Serenity, #109

Service learning, #17

Settler(s), #20, #36, #42, #43, #47, #48, #51, #84, #93, #101, #103, #117, #120

Seven Grandfather Teachings, #92

Seventh Fire teachings, #122

Sewing, #84

Sex education, #54, #82

Sexism, #61

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

Sexual orientation, #115, #118

Shakespeare, William, #77, #86

Shane, Harold, #76

Shanghai, #62

Shame, #51

Shaming, #95

Shaping Our Schools, Shaping our Future, #40

Shapiro, Eliza, #67

Shaw, George Bernard, #86

Shew, Bobby, #36

Shinchi's Canoe, #43

Shi-shi-etko, #43

Shootings, #70

Shorthand, #82

Shulman, Lee, #15

Shumway, David R., #39

Sidgwick, Henry, #109

Siedentop, Larry, #76, #107

Sight, #100

Silence, #10, #37, #48

Silicon Valley, #86

Silverman, Kaja, #103

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

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

Simon, Sidney, #61

Simpson, David, #57, #91, #112, #124

Signage, #113

Significance, #121

 Historical, #121

 Psychic, #86

Sin, #81

Sinclair, Murray, #117

Singer, Natasha, #26

Singular(ity), #37, #104, #125

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

Sioux, #13

Sir Alexander Mackenzie School, #95

Sir John Franklin School, #95

Situatedness, #94, #124

Situation, #25, #26, #37, #38, #52, #55, #91, #124

Skepticism, #102

Skills, #53, #59, #60, #63, #68, #70, #76, #77, #84, #89, #97, #125

Skills-programs, #22

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

Sky, #92

Slattery, Patrick, #111

Slavery, #24, #47, #76, #101
Anti- #105

Slave(s), #50, #81, #125

Smith, Bryan, #18

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

Smith Fullerton, Romaine, #117

Smith, Goldwin, #81

Smith, Joseph, #105

Smith, Liesa Griffin, #80, #87

Smits, Hans, #35

Sneider, Leah, #47

Snowball sampling, #123

Snowber, Celeste, #100, #109

Sobriety, #80

Social (the), #75, #89, #110

Attitudes, #84

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

control, #83, #85

Darwinists, #103

Difference, #115

Ecology, #122

engineering, #23, #26, #86

improvement, #85

justice, #32, #42, #46, #50, #118

order, #122

problems, #85

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

theory, #79, #118

Social Credit, #83

Socialism, #109, #118

Socialist, #83

Socialization, #24, #56, #58, #70, #80, #83, #85, #122

Social Sciences and Humanities Research Council of Canada (SSHRC), #124

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

Social Studies, #25, #46, #52, #54, #60, #61, #77, #78, #84, #86, #94, #95, #97, #102, #120, #121

Chinese, #120

Society, #85, #86, #91, #94, #103, #106, #109, #110, #111, #118, #122, #125

Civil, #109

Democratic, #118, #125

Hunter-gatherer, #122

Multicultural, #120

Organic, #104

Pluralistic, #117, #118, #125

Socio-constructivism, #21, #26

Socio-economic status, #92

Socio-genesis, #89

Sociology, #52, #74

Socratic, #111

Sodomy, #47

Solace, #109

Soldiers, #81

Solidarity, #93, #95

Solitude, #100

Somtochukwu, Ani Kayode, #98

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

Soul, #109, #112

Sound, #100

South Africa, #49, #83

Southwold, Ontario, #47

Sovereignty, #36, #57, #88, #122

Soviet Union, #81, #85, #86

Soyinka, Wole, #115

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

Spanish, #47, #84, #86, #120

Spanish-American War, #108

Special education, #101

Specialization, #80

Specificity, #11, #24, #38

Spector, Hannah, #92

Speech, #122

Spelling, #81

Spence, Kevin, #18

Spencer, Herbert, #65, #70, #80, #82, #108, #109, #112

Spinoza, Baruch, #104, #105, #110

Spirit(s), #6

 Ancestral, #120

 World, #6

Spirit(s), #6, #12, #37, #46, #48, #82, #103, #107, #112, #122, #124

Spiritual(ity), #3, #5, #19, #29, #37, #38, #41, #46, #47, #51, #85, #88, #92, #94, #99,
#100, #103, #106, #107, #109, #115, #124

 New age, #99

Spivak, Gayatri Chakravorty, #47

Spock, Benjamin, #82

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

 Team, #86

Sputnik, #81, #85, #86

Squair, John, #84

Squamish Nation, #98

Stage (theory), #81, #89, #118

St. Denis, Vera, #17

St. Marc-de-Figuery, #51

Stability, #34, #76, #86

Stability and Change in the Canadian Curriculum, #85

Stallo, J.B., #105

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

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

Stance, #99

Stanley, Carleton, #84

Stanley, Darren, #42

Stanley, Timothy, #49

Starvation, #48

State (the nation-), #104, #106, #109
control, #114

Statistics, #47, #114

Statistics Canada, #114

STDs, #47

Stelkia, Krista, #116

STEM, #56, #65, #80, #81, #85, #100, #109, #114

Stenhouse, Lawrence, #59

Stepsure Letters, #106

Stereotype(s), #8, #19, #32, #33, #58, #88, #113, #124

Stewardship, #88

Stewart, H. L., #112

Stewart, Kristian, #49

Stigmatisation, #19

Stimson, Adrian, #47

Stimulation, #104

Stoicism, #107, #109

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

Storyteller(s), #37, #38, #41, #47, #100, #122

Storywork, #10, #41, #103

Strachan, James, #105

Stranger(s), #10, #37, #122

Stratford Festival, #85

Stratification, #88

Stress, #76, #116

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

Structure(s), #85, #98

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

Student newspapers, #84

Student point of view, #86

Students on Ice (the program), #93

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

Subject (the human), #40

Subjection, #98

Subjective, #60, #62

Existence, #110

Idealism, #107, #110

Interiority, #109

Subjectivism, #104, #107, #110

Subjectivity, #37, #38, #47, #50, #89, #98, #100, #104, #118

Indigenous, #120

Political, #98

Textual, #100

Subjugation, #47

Subjunctive, #103

Sublime, #37

Submission, #109

Subordination, #82

Substance abuse, #116

Success, #86, #92

Student, #115

Suffering, #33, #98, #125

Black, #101

Sugiman, Pamela, #48

Suicide, #32, #93, #116, #122

Sulte, Benjamin, #111

Sumara, Dennis, #35

Sunday school(s), #82

Sun Moon Lake, #120

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

Supervision, #90

Supreme Court of Canada, #113, #121, #122, #125

Surprise, #37, #43, #44

Surveillance, #71

Survival, #15, #16, #20, #34, #35, #39, #43, #76, #80, #81, #83, #85, #86, #93, #97, #104, #108, #110

Survivalists, #119

Survivance, #20

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

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

Sutherland, Erin, #47

Sutherland, Neil, #84, #85

Suzuki, David, #46

Swedish, #82

Syllabus, #80

Sylvan, David J., #39

Sympathy, 125

Symbiosis, #112

Symbol(ism), #11, #47, #124

Synoptic text, #80

Synthesis, #106, #110

Systematicity, #89

System-building, #112

Taba, Hilda, #83

Taiwan, #120

Talking circles, #92

Talmud Torah School, #85

Tanaka, Michelle, #18

Tao, #122

Tápwé, #124

Tarc, Aparna Mishra, #43, #45

Tardif, M., #22

Task analysis, #80

Tatonetti, Lisa, #47

Taubman, Peter Maas, #47, #81, #90, #111, #112

Tautology, #125

Taxonomy, #119

Taylor, Charles, #6, #20, #23, #34, #112

Taylor, Frederick Winslow, #80

Taylor, L.K., #50

Taylor Lectures, #110

Teacher-centeredness, #21, #85

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

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

Technicians, #25, #86

Technique(s), #59

Techno-capitalism, #24

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

Technology, #8, #16, #23, #24, #26, #29, #32, #42, #47, #65, #75, #76, #77, #86, #87, #91, #97, #100, #104, #105, #107, #110, #117

Teenagers, #86

Teepee, #124

Teleology, #107, #110, #112
Hegelian, #107

Television, #15, #67, #85

Temperament, #109

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

Temples, #76

Temporality, #25, #89, #94

Ten Broeke, James, #110

Tending the Fire, #47

Tengan, Ty P. Kāwika, #47

Tenochtitlan, #47

Tension(ality), #37, #94

Territoriality, #98

Terrorism, #37

Testimony, #10, #23, #33, #43, #44, #45, #49, #50, #89, #94, #102, #111

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

Tewa, #122

Texas, #86

Text, #100

Textbook(s), #14, #18, #19, #29, #54, #66, #80, #81, #83, #84, #85, #86, #100, #120

Thatcher, Margaret, #78, #80

Thao people, #120

The Big Chill (1983), #75

The Bulletin of Political History, #27

The Forum, #108

The Gazette, #27

The Globe and Mail, #27, #30, #117

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

The Meaning of History, #21

The New York Times, #54

The Open Court, #104

Theologian(s), #103, #105, #112

Theology, #80, #103, #106, #109, #110, #111, #112

Liberation, #111, #120

Theory, #59, #65, #67, #74, #84, #96, #122, #123, #124

Postcolonial, #122

The Process of Education, #85

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

Theoretical and Practical Pedagogy, #22

The Vanishing Adolescent, #85

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

Critical: see critical thinking

This Magazine Is About Schools, #85

Third space, #40

Thomism, #111, #112

Thomists, #104

Thompson, Michael J., #109

Thoreau, Henry David, #100

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

Thought, #11, #37, #10, #104, #107, #111

Independent, #84

Medieval, #111

Throat-singing, #93

Thunder Bay, #104

Time, #11, #32, #37, #50, #59, #76, #87, #92, #93, #94, #96, #98, #100, #102, #103,
#104, #105, #106, #107, #109, #110, #113, #121

Frozen in, #113

Indigenous view of, #104, #121

Management, #100

Timeliness, #54

Toews, John, #26

Toffler, Alvin, #76

Tokenism, #16

Tolerance, #4, #104, #106

Intolerance, #85, #109, #110

Tom, Alan R., #65

Tomkins, George, #16, #22, #34, #35, #76, #79, #80, #81, #82, #83, #84, #85, #86,
#110

Tone, #125

Tönies, Ferdinand, #88

Topography, #34

Toronto, #81, #84, #86, #101, #106, #110, #114, #115

Toronto District Board of Education, #115

Toronto Joint Committee, #85

Toronto Normal School, #81, #84

Toronto Star, #85

Tory, #105

Totten, Mark, #47

Toulouse, Pamela, #32

Tourism, #113, #120

Indigenous, #113, #120

Tower of Babel, #23

Trace(s), #94

Tracey, Frederick, #82

Trade, #107

Free, #107

Trading posts, #93

Traditional Land Use Studies, #113

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

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

Tragedy, #85

Transcendence, #104, #106, #107

Translation, #8, #40, #125
Poetics of, #125

Transmission, #26, #31, #96

Transposition, #26

Transversal, #25, #31

Trauma, #43, #50, #116
Intergenerational, #93
Post-traumatic stress disorder, #116

Traverso, Enzo, #96, #102, #104, #121

Treason, #105

Treaties, #11, #18, #36, #44, #45, #94, #98, #117, #121

Treitschke, Heinrich von, #109

Trent University, #46

Triangulation, #101

Tribalism, #104

Tribe, #122

Tri-Council policies, #113

Triggs, Valerie, #35

Trigonometry, #81

Trilling, Lionel, #80

Trinity College School, #85

Trott, Elizabeth, #35, #79, #80, #81, #104, #105, #106, #107, #108, #109, #110, #112

Trudeau, Justin, #56

Trudeau, Pierre, #85

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

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

Truro, #106

Trust, #9, #32, #33, #41, #113

 Distrust, #90

Truth and Reconciliation Commission (TRC), #5, #32, #43, #49, #51, #86, #87, #88, #92, #95, #96, #98, #116, #117, #121

Truth(fulness), #11, #30, #32, #37, #46, #48, #49, #63, #85, #87, #89, #92, #105, #106, #107, #109, #112

 Conceptual, #107

 Objective, #93

 Personal, #87

 Post-truth, #37

 Telling, #115

 Theories of, #107

Tsimilano, #41

Tsleil-Waututh Nation, #98

Tunnganarniq, #16

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

Turner, Shirley, #13

Twenty-first century, #100, #122

Twentieth century, #76, #77, #85, #122

Two Row Wampum, #117

Two Solitudes, #35, #82, #104

Two Spirit people, #47

Two-thousand eight (2008) apology, #98

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

Tyler Rationale, #26, #52, #86

Tyndall, John, #112

Tyranny, #80, #105, #107

Ukraine, #87, #109

Ukwehu:we, #47

Uncertainty, #85

UNESCO, #120

Unconscious, #104, #107

 Collective, #125

Underhill, Frank, #85

Undermined, #123

Understanding, #2, #3, #5, #6, #7, #8, #9, #10, #11, #15, #18, #19, #25, #32, #34, #37, #38, #40, #46, #48, #49, #52, #55, #56, #59, #60, #63, #67, #70, #73, #74, #75, #85, #89, #90, #92, #93, #94, #96, #98, #102, #104, #105, #106, #107, #109, #117, #118, #120, #122, #123, #125

 Misunderstanding, #122

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

Union Act (1840), #20, #22

United Church of Canada, #81, #105, #109

United Empire Loyalists, #104

United Kingdom, #26, #87, #105

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

United States Bill of Rights, #86

United States Education Department, #103

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

United States National Education Association (NEA), #80

United States of America, #72, #75, #76, #78, #79, #80, #81, #82, #83, #84, #85, #86, #87, #88, #91, #104, #105, #107, #108, #109

Unit Mastery Individualized Teaching Plan, #83

Unity, #110

Universal(ity), #11, #37, #39, #88, #104, #109, #110

Universalized, #109

Universal Negro Improvement Association (UNIA), #101

Universals, #58

Universe, #103, #110

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

University College, #110

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

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

University of California at Berkeley, #109

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

University of Edinburgh, #106, #107

University of Glasgow, #106

University of Göttingen, #107

University Heidelberg, #107

University of Kansas, #32

University of Lethbridge, #37

University of London, #108

University of Manitoba, #86

University of Montreal, #20, #111

University of New Brunswick, #106

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

University of Rhode Island, #86

University of Rochester, #106

University of Saskatchewan, #15, #47

University of Toronto, #80, #82, #84, #85, #86, #105, #106, #110, #112

King's College, #105, #106

Knox College, #105

Pontifical Institute of Medieval Studies, #112

University of Victoria, #18

University of Winnipeg, #110

University of Wurzburg, #110

Unrest, #85

Upper Canada College, #81

Uqausiliriniq, #16, #97

Urbanization, #76, #80, #82, #88, #114

Urban life, #93

Ursino, Joanne M., #87

Usefulness, #70

Utes, #47

Utilitarian(ism), #21, #23, #80, #106, #109

Utility, #56, #58, #67

Utopia, #76, #80

Vaccine skeptics, #87

Vallance, Elizabeth, #60

Value-free, #85

Value(s), #61, #80, #81, #87, #102, #107, #110
 Transcendent, #118

Values Clarification, #85

van Belle, Jonathan, #100

Vancouver, #62, #75, #98, #102, #114

Vanier Institute of the Family, #54

Vanier, Jean, #37

Van Manen, Max, #60, #85

Varzi, Achille C., #37

Velleman, J. David, #37

Veneration, #46

Vermont, #110

Verticality, #35

Victim(ization), #33, #48, #49, #51, #122

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

Victoria College, #110

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

Vikings, #104

Vincent-Arcand analysis, #19

Vinette, Roland, #22

Violation, #118

Violence, #18, #33, #37, #43, #47, #48, #49, #50, #54, #86, #91, #98, #105, #118

 Antiblack, #101

 Symbolic, #98

Virtue, #23

 Signaling, #118

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

 Double, #96

Visualization, #64

Vitality, #7, #11

Vocation, #37, #86

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

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

 Academic, #94, #121

Voice(s), #4, #5, #6, #7, #19, #34, #36, #37, #48, #49, #88, #113, #117, #120
Indigenous, #113, #117, #120

Voiceless, #8

Volition, #107, #110

Voltaire, #111

Volunteerism, #97

Voyeurism, #93

Vygotsky, Lev, #89

Wagner, Richard, #105

Walking, #37

Walsh, Susan, #35

Wang, Hongyu, #40, #42, #47, #96, #118

Wang, Lesley E., #87

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

War, #109

War Measures Act, #102

Warriorhood, #47

Washburne, Carlton, #83, #84

Waste, #110

Watchfulness, #102

Waters, Anne, #103

Watson, John, #37, #80, #81, #82, #83, #104, #108, #109, #110, #112

Watt-Cloutier, Sheila, #8

Wayfinding, #34

Weariness, #17

Wearing, Judy, #2, #33, #68, #122, #125

Weber-Pillwax, Cora, #99

Weiler, Kathleen, #22

Weimar Republic, #40

Weir, George M., #83

Weiser, Benjamin, #50

Welcoming, #16, #123

Welfare state, #83

Wellbeing, #116

Wellness, #16, #97, #123

Werner, Walter, #85

Wesleyan University, #108

West (the), #104, #125

Westbrook, Robert, #58, #72, #82, #83, #118

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

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

Western and Northern Canadian Protocol (WNCP), #97

Westheimer, Joel, #40

Wetherell, J. E., #81

Wexler, Philip, #99, #110

Whale hunting, #86, #88

What (as opposed to “how”), #76

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

Where Are the Children?, #51

Whiggism, #66

White, Boyd, #35

White, E.T., #84

White, Hayden, #89, #112

White supremacy, #39, #49

White(ness), #17, #47, #48, #98, #101, #115, #119, #123
Supremacy, #98, #119

Why, #76

Wieman, Cornelia, #116

Wikwemikong, #117

Wildcat, Daniel, #103

Wilderness, #113

Wildlife, #113

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

Williams, Dan, #61

Williams, Lorna, #1, #18

Williams, Miller, #100

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

Willinsky, John, #47

Willis, George, #60, #71

Wilson, Sir Daniel, #106

Wilson, Shawn, #38, #99, #124

Winfield, Annie, #83

Winks, Robin, #83

Winnetka Plan, #83, #84

Winnicott, Donald, #50

Winnipeg, #1, #15, #79, #81, #82, #83, #110, #114, #123

Winnipeg General Strike (the), #66

Wisconsin, #47

Wisdom, #6, #8, #39, #58, #65, #67, #88, #92, #101, #122

Chinese, #122

Indigenous, #112

Witness(ing), #9, #38, #45, #50, #102, #122

Wittgenstein, Ludwig, #67

Wolfe, Loran de, #82

Women, #30, #32, #47, #80, #83, #84, #98, #104, #109

Education of, #107, #109

First Nations, #116

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

Women's rights, #107, #108

Women's Studies, #6

Women's suffrage, #108

Wonder, #37, #110

Woodworking, #86

Workers' rights, #107

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

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

World Bank, #87

World Columbian Exposition (1893), #81

Worldview(s), #92, #93, #103, #121, #122

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

World War II, #28, #36, #76, #81, #82, #83, #84, #85, #86, #87, #104, #108, #120

Worship, #120

 Ancestral, #120

Worth Commission, #85

Worth Report (Alberta, 1972), #85

Wright, Richard, #13

Writing, #36, #37, #38, #39, #40, #47, #49, #50, #75, #82, #100, #120, #122

 Non-alphabetic, #122

Wyatt, D. June, #1

Yale University, #86, #110

Yang, Kwan R. #9

Yellowknife, #16, #36

Young, George Paxton, #81, #106, #107, #108, #112

York Harbour, 37

York University, #43

Young, Kelly, #42, #46

Young, Michael, #79

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

YouTube, #35, #91, #104

Yu, Henry, #44

Yukon, #93

Zervas, Theodore G., #112

Zeus, #39

Zimmerman, Jonathan, #21

Žižek, Slavoj, #107, #109

Endnotes

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