

History Research Paper:
Changing Punishment: The Evolution of Discipline in Canadian Schools

Submitted By: Margaret Barber, Catherine Carnegie,
Jessica Jonkman, Liam Reilly, Amanda Winter

Submitted to: Prof. Theodore Cristou

History 335 section 002

November 19, 2012

Introduction

The progression of Canadian culture has led to the altering of disciplinary actions in schools from harsher, more abusive responses to individualized behaviour programs. Historical responses to inappropriate behaviour have often included corporal punishments, which is defined by the Merriam-Webster's dictionary as "of relating to, or affecting the body."¹ This type of punishment arguably stripped students of their human rights and also their access to a safe learning environment. Conversely, current norms surrounding punishment in schools have resulted in more protection for students, however, there are also several flaws in the current system as well. Although there were many factors affecting discipline in schools, this paper will argue that it was the changing social and political ideals both nationally and internationally that brought on this change away from corporal punishment towards more individualized plans. This will be argued by exploring the history of discipline in schools and the contexts surrounding these changes.

Discussion and Analysis of Sources

Throughout this paper, many different resources are consulted to obtain a proper, multi-faceted understanding of the evolution of discipline throughout the 20th century. Primary sources are used to get a first hand account of the discipline from the past to the present. Also, secondary sources are consulted both to explain the social factors effecting discipline in schools and to obtain a greater understanding of punishment in classrooms and its effect on the students and teachers. This paper will also use images when needed to help aid in descriptions and provide

¹Merriam-Webster's Dictionary, online Ed., s.v. "Corporal"

more insight to this topic of punishment in classrooms. Using these multitude of sources, hopefully a broader understanding of this topic will indeed be achieved.

a. Primary Sources

In this paper, several first-hand accounts of the education system in the early 1900s have been obtained, either through letters found in books or through interviews with people who attended school in that time. People were interviewed to obtain an oral history of past discipline practices, in an effort to draw personal accounts. This was necessary because most research regarding discipline practices from the Ministry of Education has not been archived. Therefore, oral history is vital for this paper, but there some written first hand accounts were consulted as well. Specifically, in the text *Chalk Dust*, there are many accounts of students in the immediate Kingston, Ontario area who have examples of varying degrees of punishment and reception to punishment. For example, one woman named Helen Richards Campbell recounts that although the teacher lined up all the boys and administered the “strap” to each, not one of them “squealed” on their classmates for a minor disobedience (breaking a blind on a window)². Additionally, in an account by a man named Lorne Lawson from Montreal Quebec, Lawson states “These straps [of my teacher] were never allowed to get musty from disuse but were used freely and energetically on the slightest provocation.”³ It is interesting to note that in the past, although punishment was more severe than it is now, the degree to how effective it was varied, which is just the case with

² Alice E. Hogeboom, *Chalk Dust: History of Kingston Township Schools*, Kingston: Frontenac County Board of Education, 202.

³Hogeboom. 184.

the forms of punishment used today.

In addition to first hand accounts of school experience from the past, several documents from the government and schools have been reviewed for the purposes of this paper. Included are the Ontario Education Act and the Safe Schools Amendments brought forth recently by the Ministry of Education. These documents are useful especially to help understand the more recent changes in our schools regarding education. The Ontario Education Act outlines the expectations of students, parents, teachers, principals and school boards in ensuring children get the best education experience, which includes outlines and rules for punishing misbehaviours. In this act, it is stated that the ultimate goal of punishment in schools is to provide a safe, positive and inclusive environment for all students and staff; whether for better or for worse, this is clearly a change from the discipline used in the past.

A very interesting primary source that was consulted for this paper was a “fact sheet,” made by the Ontario Ministry of Education, designed for the parents of students. In this document, published in 2009, it is stated that Ontario has shifted away from an approach that is solely punitive towards progressive discipline.⁴ This is a great resource to help understand two important things. First, this source helps to explain what the Ministry of Education is focusing on in regards to discipline in schools and second, it helps to explain what the Ministry wants to achieve from their discipline practices.

b. Secondary Sources

⁴Government of Ontario, Making Ontario’s Schools Safer: What Parents Need to Know, *Safe Schools*, <http://www.edu.gov.on.ca/eng/safeschools/pdfs/saferSchools.pdf> (accessed 30 October 2012).

It is necessary to examine additional secondary sources to help explain the context of the primary sources mentioned above. Many of the secondary sources are used to help understand the changing social, political and social context, which in turn also help to understand the affects these changes were having on education. Several text books involving history in the 20th century helped to outline the important events that shaped the world, Canada, and also Ontario specifically. These were the events shaping how people viewed and acted in the world of that time, an in order to understand how discipline in education changed throughout the 20th century, this broader historical context should not be ignored.

In addition to studying the context, an overview of the progression of schools in Ontario was consulted. By focusing on the progression of the schools, a background of the students, the teachers, the administration and even religious and political motives can be studied. A result from studying the progression of schools in Ontario is that discipline in the schools can be better understood by connecting these motives and factors in the school to how discipline was administered.

c. Images and Media

It was necessary for the purposes of this paper to obtain information not only from texts and oral histories, but also through images and media. There are a few figures in this paper that are pictures taken at the Frontenac County School Museum, which are excellent tools to gain perspective and an understanding of what it would actually be like being disciplined in school in the early 20th century. In addition to these pictures, a newscast from the CBC was used in the *Broader Historical, Political and Social* section of the paper to obtain an understanding of

feelings and experiences during that time. By using these sources, a more personal touch is given to the research for this paper and therefore a greater understanding of the overall topic can be achieved.

The Historical Record

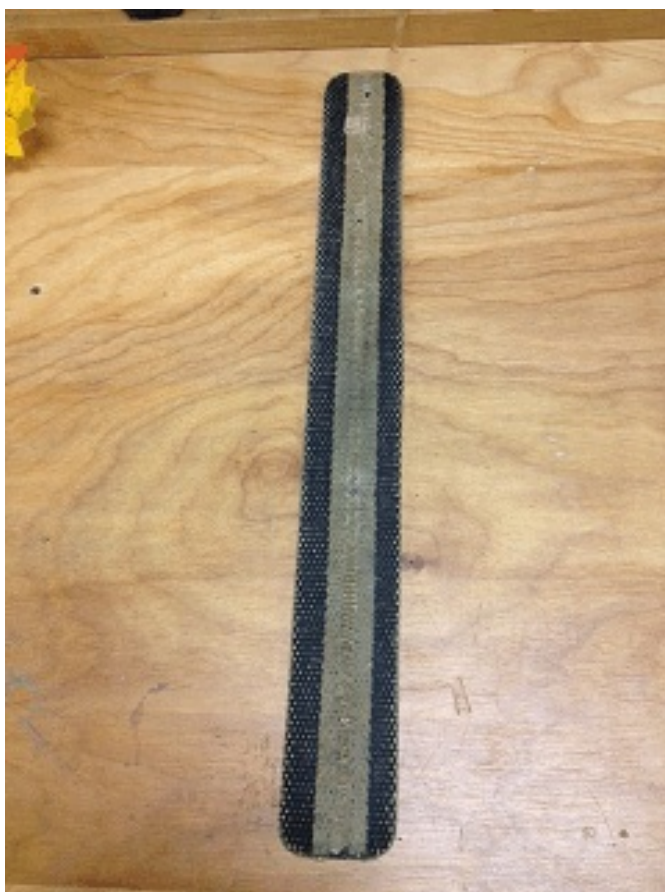
The Ontario educational system has developed over time, where children were once viewed as objects to be molded from a standardized treatment of teacher preparation programs, academic texts, curriculum, and classroom management. Today, students are seen as distinct models for which their own treatment is to be determined upon their needs and capabilities.⁵ Within this realm of education, as the view of children has evolved, so too has discipline and classroom management over the course of modern history. From the strict days of the early 1900s in a one-room schoolhouse, to a no-touch policy at the beginning of the 21st century, this section will shed some light on the changes made in education, with respect to classroom management.

From the early period of the 20th century, schools in Ontario were comprised of small class sizes and an overall strict atmosphere. The teachers, quite young themselves, sought order through physical intimidation, going to an extreme in an attempt to get one standardized form of behaviour from all students. As Lorne Lawson recalls during his time spent in a country schoolhouse in the early 1900s, most of his public education was learned from the corner in the teacher's "Captain's Chair," a technique to embarrass and single out a misbehaving student.⁶ He added that this teacher would "walk up and down the aisles with a leather strap in one coat

⁵ Chad Gaffield, *History of Education*, <http://www.thecanadianencyclopedia.com/articles/history-of-education>

⁶Hogeboom,, 185.

pocket and a rubber one for the more severe cases in the other pocket.”⁷ It can be argued that these severe methods were not only used to establish authority, but to set the student apart from the others, and force them to see that it is preferable to assimilate during periods of learning.



An Example of the discipline tool known commonly as ‘the strap’

Frontenac County School Museum.

⁷ Hogeboom, 184.

Additionally, these extreme methods of discipline in the Ontario classrooms were used for an exorbitantly wide area of deemed crimes or offenses. As found in the Frontenac County School Museum archives, there was a much higher chance for a student to be guilty of doing something wrong in the educational system, hence making a higher opportunity to encounter the strap or other methods. The figure below provides this list, which included many types of behaviour deemed ordinary today from ‘boys playing with girls’ to ‘calling each other liars.’⁸

Punishments	Lashes
Boys and Girls Playing Together	4
Fighting at School	3
Quarreling at School	3
Gambling or Betting at School	4
Playing at Cards at School	10
Climbing for Every Foot Over Three Feet Up a Tree	1
Telling Lies	7
Telling Tales Out of School	3
Giving Each Other Ill Names	3
Swearing at School	3
For Misbehaving to Girls	10
For Drinking Spiritous Liquors at School	3
Making Swings and Swinging on Them	7
For Wearing Long Finger Nails	2
Misbehaving to Persons on the Road	4
For Going to Girls Play Places	3
Girls Going to Boys Play Places	3
Coming to School With Dirty Faces and Hands	2
For Calling Each Other Liars	4
For Wrestling at School	4
For Wetting Each Other Washing at Daytime	2
Truffling at School	4
For Going and Playing about the Mill or Creek	6

Frontenac County School Museum

While these methods were in fact severe, it seems that they only worked to instill fear for as long as they were used in a frequent and ongoing method. As Robert Cumberland illustrates, these types of physical punishments were less common as time progressed. “It was commonly

⁸ *Schoolroom Exhibit*, (Frontenac County School Museum: 414 Regent Street, Kingston ON).

believed that ‘teacher’ had a ‘gad’ for the unruly, and indeed, she had a strap which could inflict pain on a bare hand, but the lighter and more common punishment was a slap with a ruler or the penalty of ‘staying after school’.”⁹ As a result, schools must have experienced more students thought to be unruly, in their attempt to classify students under one standard category of behaviour.

This type of classification was further seen in the 1920s, when schools developed standardized formatting such as IQ tests, which did not reveal individual students capabilities.¹⁰ However, as education evolved and teachers began to study these acts of misbehaviours, an understanding of these students developed, and led teachers to inflict less harsh punishments as a result, hence the historically known dissolution of common harsh physical disciplines like the strap.

The end of World War Two marked another turning point in education, hence an evolution from discipline to classroom management. According to the Canadian Encyclopedia, there was an expansion of post-secondary institutions that “provided a new way of sorting different students into different programs.”¹¹ At this point, it seems that education became a way to channel unique interests, therefore seeing students as people of unique behaviour. As Bob and June Robertson recall during their time in secondary school in the 1950s, the strap was an element of punishment that had started to phase out. While both of them never observed the strap used, there was a possible threat of its presence to students who misbehaved. “By the time you

⁹ Hogeboom, 190.

¹⁰ Gaffield.

¹¹ Gaffield.

reached high school, you had automatic respect for the teacher. At home, you had been taught to respect your elders, or you'd get a slap across the head."¹² When asked if he supposed the respect for a teacher was linked to a subconscious expectation of a physical punishment at school as well for misbehaviour, Robertson agreed that students might have assumed the same "slap on the head" from a superior within the educational institution. However, this lack of actual occurrence arguably symbolizes a turning point in the treatment for discipline. At this time, members of the educational community began to come forward to protest the use of corporal punishment.

Toronto Trustee William Ross was an example of such a figure, moving that Toronto schools "refrain from administering corporal punishment at all times," as he himself felt that he had previously misused the strap.¹³ Clearly, people were starting to come forward to make changes in this area.

By the early 1970s, while the strap may have been used in elementary schools to establish authority early on in students' lives, more physical punishment was limited. As Tracey Jonkman recalls of her high school computer class, a teacher once slapped her fingers for looking down at the keyboard. "The teacher was shocked herself by what she had done, but she was of old school methods. I grabbed the ruler and hit her right back, which also shocked her."¹⁴ By this time in education, it's clear that students were more permitted to truly develop themselves and act on their own interests and personality, and they reacted to this type of punishment. While it was still technically legal in this scenario to use the strap, protests from the community at large was

¹² Bob Robertson, telephone conversation with author October 30th, 2012.

¹³ Paul Axelrod, *Banning the Strap: The End of Corporal Punishment in Canadian Schools*, (Canadian Education Association: 2012).

¹⁴ Tracey Jonkman, telephone conversation with author October 30th, 2012.

enough to create a stigma that prevented teachers from being comfortable being physical with their students.¹⁵ Ms. Jonkman also felt that in a small town, this teacher had not progressed from the older methods of teaching, physical discipline being one of them. Therefore, as education and teaching methods in Ontario progressed, physical punishment became a thing of the past. Ms. Jonkman also asserts that, by the changing social and political environment of the 80s, students began to know their rights, and lawsuits backed the intent of fighting the old corporal punishment.¹⁶

As protests continued, the only remaining advocates of the strap were in favour of keeping it as a “last resort,” and would restrict “cruel and unusual punishment.”¹⁷ This argument continued for the remainder of the century, as foundations like the Canadian foundation for Children fought to amend the use of force by way of correcting a child’s behaviour, with new studies proving that children would then learn to respond to frustration through acts of physical aggression.¹⁸ While corporal discipline still existed, it was not commonly used, and education had evolved from its previously close-minded practices.

Broader Social, Political, and Economic Context

a. In Ontario, the significant increase in the province’s population after the Second World War would prove to be most noteworthy. Before this growth in immigration, the majority of the

¹⁵ Axelrod.

¹⁶ Axelrod.

¹⁷ Axelrod.

¹⁸ Canadian Foundation for Children, Youth and the Law v Canada Attorney General, *Reasonable force provision upheld*, Education Law Reporter 12 (2000): 25.

province's population was British and French. In Ontario, Canada's first Fair Employment Practices Act was implemented to accommodate this upsurge in immigrants to the province and more specifically, their occupation opportunities in their new country. From the 1970s to the 1990s, Ontario's immigrant communities continued to pressure politicians to prevent discrimination. Immigration in Ontario, as well as the rest of Canada, would prove to be an important factor in the history of the fight for human rights. This recognition of universal human rights would be pivotal in the transformation of discipline approaches in the classroom, changing the way that children were viewed, treated, and taught.

During this post-war time period, Toronto became the highlighted business centre for the province, as well as the country. This was due to a number of factors, one of the most important being the immigration to industrial cities in Canada. This shift in city population took the business power away from Montreal and put more recognition on Ontario as a province. This shift also meant less recognition for the French language population in Canada. Toronto was, and remains somewhat today, a primarily English-speaking city. This fact would have an influence on a number of newcomers to the city.

b. As a country, Canada would flourish from the 1950s to the new millennium. Youth activism started to make a large impact in the 60s and 70s, after many adolescents witnessed high death tolls during the Second World War. As Pierre Trudeau came into political power, he introduced an anti-war movement to Canadian culture.¹⁹ This would prove to be popular with Canada's growing community. Trudeau also made an impact around the World during his

¹⁹ Ian Hundey et al., *Canadian History: Patterns & Transformations* (Toronto: Irwin, 2003), 428.

political reign, visiting places like China in order to sign peace treaties.²⁰ Pierre Trudeau as a political power of Canada would prove to have a substantial influence in the country's shift in attitudes towards traditionalism. This youth activism facilitated the rise to Canadian recognition of youth, and more specifically their rights and preferences. This mentality would have made its way into the classrooms of that time and therefore it could be argued that this recognition of youth's rights influenced this change in discipline.

The increase in immigration to Canada would give Canadians some fresh viewpoints on how to deal with new situations. Unfortunately, violent acts still occurred and visible minorities had to protest in order to gain equal rights. However, without this influx of immigrants to Canada, many conservative Canadian tendencies may still have been present today. With Canada's main cities slowly growing as cultural mosaics, Canadian citizens had to learn new skills of adapting to living with people from all over the world. With the 1996 census showing Canadians identifying more than 70 languages as their mother tongues, it became clear that the man of European descent was no longer the norm.²¹ With many new cultures coming onto Canadian soil, major uprisings could have occurred, but due to the increasing passivity in Canadian culture, Canada became an even more popular culture for immigrants.

With an influx of baby-boomers in Canada following the Second World War, Canadian values took a drastic change. Trudeau, with the sway of protesting youth, withdrew previous

²⁰

David Halton, "The National," *CBC Television*, November 1, 2012. <http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeepers-and-peacemakers-canadas-diplomatic-contribution/1983-trudeau-on-peking-peace-mission.html>

²¹ Ian Hundey et al., *Canadian History*, 397.

restrictions on sexual freedoms claiming “the state has no place in the bedroom of the nation.”²²

Attitudes of the majority would continue to become more liberal and this affected Canadian politics, economy and social constructs, including schools.

One of the most obvious examples of Canadians’ new stance was the Constitution Act of 1982, which included the Canadian Charter of Rights and Freedoms. This Charter would declare what Canadian citizens are free to do as human beings and what rights they have. Such freedoms included: “the freedom of conscience and religion; freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of peaceful assembly; and the freedom of association.”²³ The Canadian Charter of Rights and Freedoms is tangible confirmation that Canadian citizens can refer to any time in order to clearly argue their rights as human beings. This charter would be a springboard for transformations in many areas, including the classroom.

c. The formation of the United Nation was an example of prosperity and a hope for peaceful times ahead for numerous parts of the world.²⁴ The United Nations as a whole formed to maintain stability between different countries in the world. Its focus was derived towards the upholding of Peace & Security, Development, Human Rights, Humanitarian Affairs, and

²² Ian Hundey et al., *Canadian History*, 401.

²³ “Department of Justice Canada: Constitution Act 1982,” Department of Justice Canada, accessed October 31, 2012, <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

²⁴ Miriam Greenblatt and Peter S. Lemmo, *Human Heritage: A World History* (Columbus: McGraw-Hill, 2004), 621.

International Law.²⁵ This change from a focus of war to a building of a world community is a clear representation of a movement. This movement would definitely impact the education systems across many countries.

Communist powers like Stalin and Mao rose to supremacy in the East during the cold-war period. It wasn't until 1989 when the uprising in Tiananmen Square in Beijing took place that the World had seen the Chinese population show a strong fight for democracy.²⁶ This is a clear demonstration that humans all over the world were adhering to the change in lifestyle and the fight for their rights to be acknowledged.

Another clear example of the fight for freedom from oppression can be viewed in the history of the developing nations. If one takes India for example, which gained independence from Britain following WWII, one would see it's not always necessary to use violence in order to be heard. Mahatma Gandhi, an Indian leader, believed that civil disobedience was unfair but that violence was not the clear solution for discipline.²⁷ This new approach would cause much debate, but in the end would reflect on new ways of solving problems without violence. Gandhi's influence on the world was very significant, and in a broad, national sense, his actions could arguably be associated with the shift away from corporal punishment in the classroom.

North America experienced a different shift from that of the East during the 50 years discussed. There was the view of the West as a prosperous place and the immigration influx during the 1970s was only the tip of the iceberg. After a conservative period during the 50s, the

²⁵ "Who We Are: About the UN Foundation," The United Nations Foundation, accessed November 7, 2012, <http://www.unfoundation.org/who-we-are/>

²⁶ Miriam Greenblatt et al., *Human Heritage*, 621.

²⁷ Miriam Greenblatt et al., *Human Heritage*, 634.

60s and 70s were a time of rebellion and protest among young North Americans. The youth of North America started to become active in politics in fear of another war with the Eastern half of the world.²⁸

When looking at the broader context of this specific time period in today's schools, it is possible to see a major shift from the old way of dealing with inappropriate behaviour. There is a shift away from strict discipline and use of violence or humiliation as a form of punishment toward the idea of counseling and correcting poor behaviour. The attitudes and interests of the students are also taken into account, and procedures have become a provincial regulation in order to protect the interests of students.

Educational Reform of Discipline

When Bill 212 was passed in 2007, Progressive Discipline was introduced, and became the foundation for punishing misbehaviours. The introduction of Progressive Discipline represented a shift away from disciplinary measures that isolated students who displayed inappropriate behaviour toward a new form of discipline that helps correct and council students who misbehave. This new form of punishment focused more on reforming the behaviours of students who behave poorly by involving parents and support professionals.²⁹ Bill 212 also replaced the previous mandatory suspension model with a model based around the discretions of teachers and principals. This helps authoritarians within the school system to decide the most effective ways of reforming misbehaviours so that they will not occur again, rather than simply

²⁸ Richard Goff et al., *The Twentieth Century: A Brief Global History* (New York: McGraw-Hill, 2002), 410.

²⁹ *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

punishing the student. There is also a new focus on alternative suspension programs based around restorative practices to help with student success, rather than student punishment. This includes a focus on social and emotional skill development to help with conflict resolution, anger management, critical thinking and problem solving, communication skills and the help and support of a part-time child youth worker where necessary.³⁰

With the introduction of Progressive Discipline, the purpose of punishment is centred more around concern for the student's well-being and personal success. Parents are informed of misbehaviours more quickly and have an opportunity of being involved; students have a greater chance to learn from their mistakes; principals are able to almost customize disciplinary actions in order to meet the needs of each student and more resources are used by the school boards to offer support and counseling to students.³¹ With this new system the main concern becomes the student rather than management of misbehaviours and problem children.

Part XIII of the Education Amendment Act that was passed in June of 2009 and outlines the standards of practice for responding to inappropriate behaviour that will lead to suspension or expulsion. Not only is the purpose of this document to intervene and provide support for those students who are misbehaving, but also to provide support for those students who are impacted by another student's misbehaviour such as bullying. The ultimate goal of this section is to provide a safe, positive and inclusive environment for all students and staff.³² The guidelines outline specific ways in which misconduct should be handled, which all focus on the care of the

³⁰ "School Law and Policy: Module 3," PROF-180. Ontario Ministry of Education, Queen's University Faculty of Education at Duncan McArthur Hall. April 2013.

³¹ Government of Ontario, (accessed 30 October 2012).

³² *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

student: the process must be done in a timely manner; the principal (investigator) should not reveal more personal information of the student than necessary and the parents of the student are only to be notified if the principal believes that it is the best interest of the child, and won't put he or she at risk.³³ These policies and guidelines are put in place to make sure that incidents are handled correctly, evenly and fairly across the province.

Incidences that may lead to suspensions and expulsions are listed in the document, again to ensure consistency province-wide. Because schools are trying to have a more inclusive and safe environment, tolerance has increased compared to past years. More serious offences result in suspension: Uttering a threat to inflict serious bodily harm on another person; possessing alcohol or illegal drugs; being under the influence of alcohol; swearing at a teacher or at another person in a position of authority; committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school and bullying.³⁴ The document also includes incidences that will result in suspension, and possible expulsion: possessing a weapon, including possessing a firearm; using a weapon to cause or to threaten bodily harm to another person; committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner; committing sexual assault; trafficking in weapons or in illegal drugs; committing robbery; giving alcohol to a minor and bullying.³⁵

³³ *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

³⁴ *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

³⁵ *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

Finally, a code of conduct has been created that should be followed by students and staff province-wide. Additional rules may be added by any board, primary codes of conduct are provided by the Ontario Ministry of Education. These rules are applicable on school premises, buses and school events. They ensure that there will be a consistent way of addressing safety and discipline across Ontario.³⁶ If the codes of conduct are being redeveloped or revised, input is sought out from staff, parents, community members and even students.³⁷ By providing students a consistent code of conduct they are able to take responsibility for their own actions. This way students know what is expected from them.

Ontario's new protocol for punishing and reforming students allows them to take more responsibility for their actions, and to allow themselves to be reformed. By adding resources to help with discipline and reform (including the parents and counseling services), it is believed that the students best interest is always kept in mind, and is the main focus of all disciplinary actions.

Conclusion and Discussion

As evident, the changes in disciplinary actions in schools have evolved over many decades. With the introduction of the Charter of Rights and Freedoms, students became more aware of their rights and discipline in schools began to shift away from corporal punishment. The implementation of the Violence-Free School Policy in 1994 and the recent zero-tolerance policy have emphasized the importance of contemporary discipline methods. The adjustments have been a response to awareness of children's rights and needs, as well as societal norms, an

³⁶ *Education Amendment Act*, RSO 1990, c.E-2, s. XIII.

³⁷ "School Law and Policy: Module 3," April 2013.

emphasis on human rights, and a focus on individualized, safe learning environments. These evolutions resulted in a changing learning environment for students. Child-centered approaches and plights against child abuse now dominate the school systems. Students are able to study in safe learning environments where intimidation, fear, and corporal punishment are abandoned for catered learning plans, behaviour-altering programs, and personalized counseling or coaching. Teachers used alternate discipline means to ensure that classrooms are open, non-judgmental, and a safe place for students to share ideas. When their behaviour becomes inappropriate, they can feel secure in the fact that teachers will respond with personalized action plans that are catered to the students. These new policies led to a transformation in the classroom that benefitted the entire learning process.

Have there been other side effects to the no-touch policy in school environments, however? Have these policies also resulted in changes unrelated to discipline? Teachers, more conscious of the laws in place to protect the students, are more restrained from activities that could be considered inappropriate in some contexts. For example, most teachers have experienced a student crying and asking for a hug at some point in their careers. They may also encounter students wanting high-fives when answering questions correctly. These types of things can put teachers in difficult situations because, while they don't want to discourage the students, they also don't want to cross the boundaries that are in place for good reason. "In the early years of the twenty-first-century, many teachers, parents, and, indeed, numerous students, covet the idea of the classroom order and quietness of bygone years. But implementation is a challenge. Living in a society where a raised voice may be considered abuse, and the Charter of Rights and

Freedoms is solidly entrenched, few tactics are available to teachers.”³⁸

Some teachers have questioned whether or not there can be a happy medium in place that balances the protection of students, while still allowing well-meaning teachers to encourage their students with a high-five or allow them to accept hugs from their graduating seniors at convocation. Such a balance may seem ideal, but achieving this can be much more confusing in reality. For example, if there are no lines drawn, everything becomes situational and subjective. This can be problematic in the school system because it leaves everything up to perceptions. Some hugs are appropriate, but some are not, so how do these things get determined?

As expressed, there are no easy answers to the questions that remain in contemporary Canadian schools surrounding discipline. Although the changes that have taken place have resulted in safer learning environments for students and protection from abuse, they have also traveled from one extreme to the other and can give teachers reservations about encouraging their students with a high-five. Future research that looks at the effects of this in the classroom may be beneficial. This may be where the professionalism of teaching comes into play, especially when teachers must make judgement calls about appropriate discipline and student contact. For now, there is a consensus that the changes that have taken place in Canadian schools have allowed students and teachers alike to be protected and foster an appropriate learning environment. Teachers, seeking the best interest of the students, have a whole realm of possibilities open to them when inappropriate behaviour arises. These possibilities encourage students to be the best learners and individuals they can be, which, after all, is a main devotion of many teachers.

³⁸ Vera C. Pletsch, *Not Just the Strap: Discipline by Control in Ontario Schools: 1900-1960* (New York: iUniverse, Inc, 2007) xi.

Bibliography

Primary Sources:

“Department of Justice Canada: Constitution Act 1982,” Department of Justice Canada, accessed October 31, 2012, <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>

This source was primarily used to obtain information from the Charter of Rights and Freedoms, which is mentioned and discussed several times throughout this paper. The Charter was a very important document for Canada in general, but also specifically for the evolution of discipline in schools. This is because the Charter outlines rights of individuals, including students, which directly relates to corporal punishment in the classroom.

Education Amendment Act, RSO 1990, c.E-2.

This is an Ontario government document by the Ministry of Education titled the Ontario Education Act. This document outlines the expectations of students, teachers, principals, school boards and parents in ensuring children get the best education experience. Section XIII was specifically focused on as it outlines the rules and regulations for punishing misbehaviours.

Frontenac County School Museum. “Schoolroom Exhibit.” (414 Regent st, Kingston On). Visited Thursday, 27 Sept 2012.

From this exhibit, information was gathered that allowed for a first hand experience of what schools were like during the time in question of this essay. The picture of the ‘strap’ as well as the list of offences and the number of lashes accompanying those offences were from this museum. This was an excellent source to obtain a general background information and to actual see what schools were like in the past.

Government of Ontario, “Making Ontario’s Schools Safer: What Parents Need to Know,” *Safe Schools*, <http://www.edu.gov.on.ca/eng/safeschools/pdfs/saferSchools.pdf> (accessed 30 October 2012).

This primary resource’s purpose was to inform the parents of students with a ‘fact sheet’ about the change toward discipline in schools. It discusses all aspects of the Ministry of Education’s discipline model that the parents of students could be concerned about. this source helps to explain what the Ministry of Education is focusing in regards to discipline in schools and second, it helps to explain what the Ministry wants to achieve from their discipline practices.

Halton, David. "The National," *CBC Television*, November 1, 2012.

<http://www.cbc.ca/archives/categories/war-conflict/peacekeeping/peacekeepers-and-peace-makers-canadas-diplomatic-contribution/1983-trudeau-on-peking-peace-mission.html>

This is an archive news piece on Trudeau, specifically about trying to keep peace with China. Trudeau is an excellent leader to study for this paper in terms of the broader social and political context. The paper's argument is that he was a key leader in Canada that helped the nation move away from harsh discipline, in the form of war, to peaceful resolutions. This historical context is extremely important and from this information, the move from more severe 'hands-on' punishment to more regulated punishment can be better understood.

Hogeboom, Alice E., *Chalk Dust: History of Kingston Township Schools*. Kingston: Frontenac County Board of Education, 1971.

In this text, there are many letters written by people who attended school in Kingston, Ontario during the early 20th century. In this text, there are many accounts of students who have examples of varying degrees of punishment and reception to punishment. This was a very useful source and provided an account of schooling in the immediate Kingston area, which was a great addition to this paper and added a needed connection to the community of Kingston to the research question.

Jonkman, Tracey. Telephone conversation with author October 30th, 2012.

It was necessary to obtain some oral history for this report as this provides some unique, personal perspective to how discipline was observed and used in schools. Oral histories are an excellent tool for historians as they add that unique perspective, which in turn allows for a greater understanding of to topic being covered.

Robertson, Bob. Telephone conversation with author October 30th, 2012.

See above.

Secondary Sources:

Axelrod, Paul. *Banning the Strap: The End of Corporal Punishment in Canadian Schools*, (Canadian Education Association: 2012).

This was an excellent source for this paper as its topic was the slow phase away from corporal punishment due to the changing social norms during the 1900s. This was a central argument in this paper and this source gave a lot of useful background information.

Gaffield, Chad. "History of Education." *The Canadian Encyclopedia*. 2012. 3 Nov, 2012.
<http://www.thecanadianencyclopedia.com/articles/history-of-education>

This source provided a background of the students, the teachers, the administration and even religious and political motives throughout the progression of schools in Ontario. A result of studying this is that discipline in the schools can be better understood by connecting these motives and factors in the school to how discipline was administered.

Greenblatt, Miriam and Lemmo, Peter S. *Human Heritage: A World History*. Columbus: McGraw-Hill, 2004.

This is a broad textbook that studies World history. Its uses for this paper include the formation of the United Nations, the struggle for human rights and also Mahatma Gandhi. The connections made between these topics and discipline in education are important. The U.N. attempts to resolve world conflict without the need for war. Gandhi, gained India's independence from Britain without violence. From these examples it is clear that social and political ideals were changing in the world away from violence and this no doubt had an effect on discipline in schools.

Goff, Richard, Moss, Walter, Terry, Janice, and Upshur, Jiu-hwa. *The Twentieth Century: A Brief Global History* (New York: McGraw-Hill, 2002).

This is a textbook highlighting the historical marks of the world to the twentieth century. This paper focused on the youth counter-culture during the 1960s and their desire to change the ways of the past in terms of peaceful protests and a general way of life. With this counter-culture making such an impact in this decade spreading ideas of peace and love, it is possible that they influenced a change in discipline in schools away from the violent punishments in the past toward a more regulated and nonviolent form.

Hundey, Ian, Magarrey, Michael Evans, Rosemary and O'Sullivan, Brian. *Canadian History: Patterns & Transformations*. Toronto: Irwin, 2003.

This is a textbook covering the broader social, political and economic context of Canada during the time in question. A specific topic used in the paper is immigration and its effects on Canada and Canadian culture. Although in many countries throughout the world immigrants are met with violence and prejudice, for the most part Canada has been rather welcome. Connecting this to education, it could be argued that this Canadian mind set of inclusion and non-violence had a great impact on the discipline practices in the present day schools.

Pletsch, Vera C. *Not Just the Strap: Discipline by Control in Ontario Schools: 1900-1960*. New York: iUniverse, Inc, 2007.

This was a very interesting source as it discussed the difficulties of the new way of discipline used today and the problems that surround the no touch policy and the zero tolerance policy. It is important because it gave confirmation that the current system, and no system for that matter, is perfect and there are pros and cons to everything.

Reasonable force provision upheld [Canadian Foundation for Children, Youth & the Law v Canada Attorney General] *Education Law Reporter* 12.4 (Dec 2000): 25.

In this journal article, The Children's Foundation actions about section 43 of the criminal code of Canada was examined. The Children's Foundation went to the Supreme Court because they believed that section 43 was contrary to the Charter of Rights and Freedoms (the Charter), in particular, sections 7, 12 and 15(1). They argued that it was counter-intuitive to student needs, and were successful in their pursuit.

"School Law and Policy: Module 3," PROF-180. Ontario Ministry of Education, Queen's University Faculty of Education at Duncan McArthur Hall. April 2013.

From this lecture the different ways discipline is conducted in schools today was extracted. The argument this paper made was that discipline moved away from what was used in the past, corporal punishment, and toward a more individualized plan for each student, and therefore that information was extracted and used. It provided a lot of information on that topic and was very useful.

"Who We Are: About the UN Foundation," The United Nations Foundation, accessed November 7, 2012, <http://www.unfoundation.org/who-we-are/>

This source was used to gain more information on the United Nations and what they do. Specifically, it was used to obtain a definition of the purpose of the U.N., their goals, and the beliefs that they stand for.