We'll Meet Again[1]: New Classroom Perceptions From Old Material

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ABSTRACT (Press Here for Sound)

This article reports on the evolution of a school-based project about Remembrance and World War Two. The focus of the project is the use of wartime era high school yearbooks. The use of digital technology by students to record and analyze prime source archival material, high school annuals, in concert with oral history, and local community study techniques, provides classroom students the opportunity to learn about World War Two from a far more realistic and personal perspective than can be achieved using standard textbooks. It also aids in the development of a greater understanding of the human toll, and a more critical understanding of source material concerning World War Two and other conflicts.

The Ghost of Students Past

On a dead-end Montreal street, a cul-de-sac in realtors' parlance, a building bearing the unmistakable architectural signature of an old school now fills a second vocation as a seniors residence. Unknown to almost all is the role the building and its continually changing occupants had played in local and world history. In addition to having housed three distinct schools in succession during its sixty-year pedagogical role, it also produced an array of famous individuals who made important contributions to the Canadian mosaic.

Originally named West Hill High School (1919-1951), it later became Westward Intermediate High School (1951-1955) and, finally, Monklands High School (1955-1979). Although sharing the same building, each school remained largely

unknown to the others. The history and fabric of each school community was unconnected—in fact they may as well have been three individual schools housed in separate buildings. In a manner of speaking they shared geography, but not history. The worn stairs and hallways spoke of thousands of prior footsteps, but there was no record of who these people were.

As historians, we were interested in both the story and the challenge that establishing a school history would provide. It seemed like elementary schools were among the most neglected segments of community histories. What would we discover as we started down this unexamined path? We started with our own limited personal knowledge of the last school (we chose the school we had both graduated from almost a decade apart) but were soon inexorably drawn towards the "unknown"—the history of the earlier schools.

Developing that history was quite a challenge. The paucity of resources available was dismaying. School board documents were sketchy in their coverage of specific school developments, and perusing local papers for information was a slow and rarely rewarding effort. Finally we were able to peel back the layers of history through the acquisition of first one and then many school yearbooks preserved by alumni who came forward when they heard of our work. These rare tomes provided a wealth of material and information carefully documenting each year's achievements. It also inspired the development of a new approach to engaging history in the classroom.

The yearbooks (known as the *WHHS Annual* from 1925 through 1951) finally revealed the individual students who had attended the school. Most appear in the pages as unassuming, and largely anonymous adolescents who stare out awkwardly or proudly in graduation photos. Some are triumphantly grouped around sports trophies and other markers of achievement. A small number are very recognizable—famous artists, athletes, writers, lawyers, politicians and judges in later life. The most compelling of the yearbooks, however, was the 1946 edition. Earlier 1940s Annuals proudly enumerated the students who had enlisted—each year's entry longer than the last. In 1946, a single "In Memoriam" tribute page listed the 128 West Hill High School alumni who had died in military service during World War Two. To those of us who had attended the same school in later years, this was a surprising and stark fact.

Culminating in the 1946 Annual, the school had produced a rich panorama of art, literature and opinion that told the story of a world conflict as seen from the perspective of youth in a small community. Perhaps, in some way, this was a means to

transmit their concerns and hopes to future generations. In fact, we were able to see this expressed in a poem written by a graduate, John Grant who was subsequently killed in action overseas in June 1942:

TO A STUDENT OF WEST HILL
A THOUSAND YEARS HENCE

I who am dead a thousand years,
And wrote this sweet archaic song,
Send you my words for messengers
The way I shall not pass along…

Since I can never see your face,
And never shake you by the hand,
I send my soul through Time and Space
To greet you. You will understand.

Fig. 1: "I send my soul through Time and Space"

"I send my soul through Time and Space" is a powerful line which recalled what Sonja Susut (2000) refers to as "the magic of reflection" (p. 28). The yearbook pages provided a backdrop that reflected a connectedness between students and the wider world. This wider school "family" shared its thoughts, feelings, and concerns in dedications, editorials, letters, poems, essays, artwork, and photographs about this unique time period. There was a rich, useful, important, and deeply personal voice to be appreciated in the content. Research with veterans has noted that seeing history through their eyes, and using the words of those who were there, supplies a significant source of knowledge through intergenerational communication. Their oral stories can be used by teachers to supplement the classroom curriculum with a focus on social solidarity and the attainment of group goals (Susut, 2000, p. 1).

However, these perceptions are not found on the pages of "dull" standard textbooks (Chick, 2006). Denenberg (2001) is harsher, stating that history textbooks are "deadly dull" and that "history is a story, and textbooks eliminate the story." The

WHHS Annuals, on the other hand, provided a personal approach to history that connects school students "then" with school students of "now." In this manner individuals were indeed sending their souls (and stories) through Time and Space to connect with those in the present. This has similar qualities to the "Bringing Heroes Alive" concept that Denenberg uses with elementary education students to "really enliven their (future) classroom." All of these rich Annual resources were the "voice" of the wartime student generation. We realized that there was perhaps no better way for present-day elementary or secondary readers to understand this time period. This would be more like an "experience in encountering history as historians do, rather than in predigested textbooks" (Martin et al., 2008). Denenberg (2001) promotes the concept for teachers in a quote from Will Rogers: "You can't teach what you don't know anymore than you can come back from where you ain't been."

It was a similar "voice" that Sonja Susut experienced while interviewing World War Two veterans. In their stories she found herself beginning to see history from a human position infused with "the anger, the anguish, and the excitement." She also added that many veterans viewed the conflict as a *world war*. Certain historians have labeled it a "necessary war." This prompted her to raise "issues that even grade four children are able to question—What causes wars? Which wars are justified and which wars are not? Are any? Regardless for the reasons for war, the process itself robs society of its youth and it robs the youth of their innocence" (Susut 2000, pp. 20, 28), and this process was being revealed in the school yearbooks.

The Year of the Veteran

In 2005, the Canadian government declared the 60th anniversary of the ending of World War Two as the "Year of the Veteran." Following on the personalized information/experiences we had learned from West Hill's participation in World War Two, we conceptualized a classroom project for elementary and/or secondary school students to guide them in a more personalized and meaningful approach to commemorate this historic anniversary (Milligan, Cross, & Allison, 2005). Ours was a modest project focusing on the concept of memorial plaques and Rolls of Honour and the individual names inscribed on them located in older schools and other local community sites. Many present-day schools that were operating during the time period still have such commemorative plaques on display.

Research in Support of Inclusion of World War Two in the Curriculum

Unknown to us at the time was the research of Sonja Susut, a grade four elementary school teacher from Saskatchewan who explored how to effectively incorporate the stories of Veterans (from World War Two, Korea, Vietnam, and peace-keeping operations) into the elementary curriculum in support of a peace education program (Susut, 2000).

She maintains that if the elementary school curriculum is concerned with teaching the prevention of war between nations, then "who better to question than those who have experienced the battlefield." Her research also focuses on the elementary educational experiences of the veterans themselves. What did they learn and what was important to them? Did any of these experiences prepare them for going to war? In what ways was the battlefield an educational experience? Did their war experience impact the aspirations of their own children, and, could their grand-children, given the present educational system, "go to war" in the same manner they did? (Susut, 2000, p. 16)

Susut's major research tool was the use of "oral history and interview tech-niques." She quickly became aware that through "caring" for the veterans' contribu-tion during a time of war, and "caring" for "the enlisted men who did not return from battle," elementary students could become active in the promotion of peace (pp. 16–17). She concluded that children can be taught about peace, "but it must begin in kindergarten and grade one" (p. 33).

Based on the oral history stories and interviews with veterans she discov-ered "a fountain of wisdom for her classroom children" (p. 30). This enabled her to design a year-long (grade four) curriculum. The 10-month-long units were divided into Self, Peace, International Conflict, Security, Conflict Resolution, Cooperation, Changes, Responsibility, and Togetherness (pp. 31–32).

At the high school level others have motivated students to serve "as active discriminating seekers of information" in order to produce "classroom newspapers" about the Second World War (McMurray, 2008). Mraz (2008) looked at students using personal diaries while Hutchinson (2005) used letters of soldiers for his students to gain a better understanding of the American Civil War where using the "dynamic process of **real people** and **not simply facts**" (our emphasis) included "the everyday struggles, concerns, passions, fears, and convictions held by many of the soldiers." Hutchinson reports that as many of the civil war letter-writers were the same age as the present-day students, the letters of those who did not return home were the "pri-mary sources that seemed to touch [the students] most deeply" (p. 320).

There is additional research that focuses on various ways to include themes associated with war (Kirkwood-Tucker, 2006); and, "international conflict and peace making" (Rossi, 2003, p. 156) into the school curriculum. Potter (2005) uses army enlistment records to search for a famous person, a relative, or other who enlisted in the American army between 1938 and 1946 and, "make meaning out of them" (p. 120). Similarly, electronic records about individual Japanese Americans relocated during World War Two contain detailed data that enable students to analyze the data, draw conclusions and write about the Japanese American experience. At the elementary level, Haas (2008) offers a bank of possible appropriate questions elementary students can ask grandparents when learning about World War Two that would be consistent with Susut's view.

There is also a respectable body of children's literature devoted to topics and themes associated with global and regional conflicts.[2] Fertig (2005) suggests how biography can be used as a focus on issues of fairness, democracy, and social justice, as well as, being a springboard for children about other times, places, and issues—all in an effort to teach elementary students how to discover and interpret the past. Denenberg (2001) achieves this by using "Heroes for Kids" in the classroom.

Support for a Technological Input in the Social Studies Classroom

There is ample current research addressing the myriad of new technical skills (Internet, digital imagery, and digital prime source material usage) classroom teachers need to integrate into the school curriculum for the new century (Risinger, 2008a; Risinger, 2008b). Others like O'Brien (2008) support the potential of technology as an "essential part of students' preparation for life in a digital society" (p. 383).

Others report on a host of exciting Internet-based "digital" resources and activities for use in the social studies classroom. Risinger (2005b) notes some elementary Internet resources concerning "real individuals" and "their times," including additional information about those lives in "specific historical eras." Isaacs and Potter's (2008) designed "Digital Vaults" as an innovative spinoff of the American National Archives "Public Vault" of thousands of primary sources for visitor exploration. The "Digital Vaults" feature 1,200 selected primary resource documents, photographs, posters, artifacts, sound recordings, and moving images divided into useful categories for school children. Among the selection are people and items connected with World War Two.

Lee and Clarke (2004) had students create a "digital story" of a local 19th century Georgia family based on the discovery of local community primary source historical documents and artifacts. The students utilized this digitized material as "a telescope into the past [to gain] a deeper understanding of the past."(p. 203). Ferster, Hammond, and Bull (2006) see the creation of digital documentaries to achieve student engagement with primary sources in the social studies classroom.

Renewed Enthusiasm for Oral History and Local Community History in the Social Studies Classroom

There appears to be a resurgence in the use of oral history techniques and local community study in elementary and secondary schools. Most recently in North Carolina, Walbert (2002) states academic disciplines are enriched by "oral sources and the perspectives on the past and on human interaction that can be gleaned from (them)." She continues to praise the technique claiming it provides "benefits that no other historical source provides [by enriching] historical knowledge; enhanc[ing] research, writing, thinking, and interpersonal skills; [it] gives students a connection to the community; and helps all students feel included" (Walbert, 2002, p. 764). Putman and Rommel-Esham (2004) demonstrate an integrative approach that investigates change in the community based on the analysis of photographs, documents and newspapers to heighten students' interest and understanding of the past (p. 204).

Others (Chick, 2006, p. 1) see great value for elementary pupils in using shared family and community history to provide an "intimate view of the past human experience." Lattimer (2008) presses for student ownership of historical understanding in a history/social studies classroom through an "essential question" strategy to encourage the recognition of "multiple perspectives" to consider causes and consequences, and to avoid "present-mindedness" by understanding the historical context during which events unfold" (p. 328).

Even younger elementary pupils (Alleman & Brophy, 2003) hold ideas about the past coloured by "presentism" or viewing the past through the lens of hindsight and thus contrasting it (unfairly) with the present. They suggest that "presentism" can be countered by teachers in helping students "develop historical empathy: the ability and disposition to view past lives and events through the eyes of the people who lived them" (Alleman & Brophy, 2003, p. 108). Morris (2006) suggests that this may also be achieved in the elementary school via a walking tour of the local town to visit common but often overlooked sites such as the town square, local history museum and the cemetery. These tours connect elementary students to their community (p. 131).

Risinger (2005a) takes the concept a technological step further, suggesting the use of "Virtual Field Trips" on the Internet where students combine their digital photography and computer skills to create their own virtual fieldtrip of a local historical site (p. 194). We view such virtual fieldtrips as an important information-gathering tool for our school project.

Playing Fields to Battlefields: A Nine-Step School Memory Project

What follows are project steps outlined for classroom teachers to help commemorate Remembrance especially during the Year of the Veteran. It reflects the concept of "sending souls through Time and Space" (hence, our choice of the title "We'll Meet Again"). The initial focus started with commemorative World War Two plaques or Honor Rolls in local schools or other community venues. Teachers were free to modify the steps according to their own grade level needs. The steps were made available on the Internet, and participants were requested to submit project results.

Step 1. Identify a source plaque. The plaque can be in your school (see Fig. 2), local place of worship (see Fig. 3), town hall, local cenotaph (see Fig. 4), community centre, library, or Legion Hall. Remember some old community companies (stores) may have commemorative plaques of employees who served and died during war. Take a digital photograph of your chosen plaque and the names it contains (see Fig. 5).

Fig. 2: 1939-1945 — In Memory of former pupils of Westmount High School who made the supreme sacrifice (Photo: C. Milligan)

Fig. 3: Honour Roll WW1 Cedar Park United Church, Pointe Claire, Quebec. (Photo: C. Milligan)

Fig. 4: The Westmount, QC Cenotaph (WW1 & WW2) across from the Town Hall (Photo: C. Milligan)

Fig. 5: The above are close-ups of two of the five panels of names on the Westmount High School memorial. Each individual listed has an individual story to tell that includes school days at Westmount. (Photo C. Milligan)

Step 2.   Produce a list of the names exactly as they appear on the plaque or Honor Roll as a reference record.

Step 3.   Each Canadian who died in battle in WW2 (and WW1) can be identified at the Commonwealth War Graves Commission (CWGC) Web site.[3] Identify the CWGC information for the individual reference record above. Follow the instructions at the site to identify any additional information about each individual on the plaque. You may electronically copy and paste this information to your project (see Fig. 6). Remember to indicate the CWGC source of this information.

In Memory of
Gunner ALBERT ELBRIDGE SARGENT

D/175702, 6 Field Regt., Royal Canadian Artillery
Who died age 21
On 21 July 1944

Son of Albert Elbridge Sargent and Rosalie Julia Burbidge Sargent, of Montreal, Province of Quebec.

Remembered with Honour

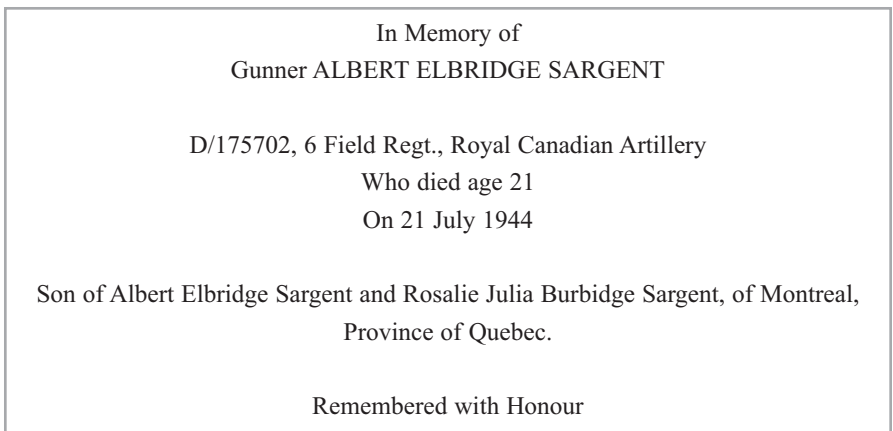Fig. 6: In memory of gunner Albert Elbridge Sargent

Step 4.   Each Canadian who died during war is listed in the Books of Remembrance. With the year of death of the individual found in Step 3 locate the Remembrance memorial entry for each individual. Download an electronic copy of each relevant JPEG page (see Fig. 7). Remember to indicate the Books of Remembrance as the source of this information.
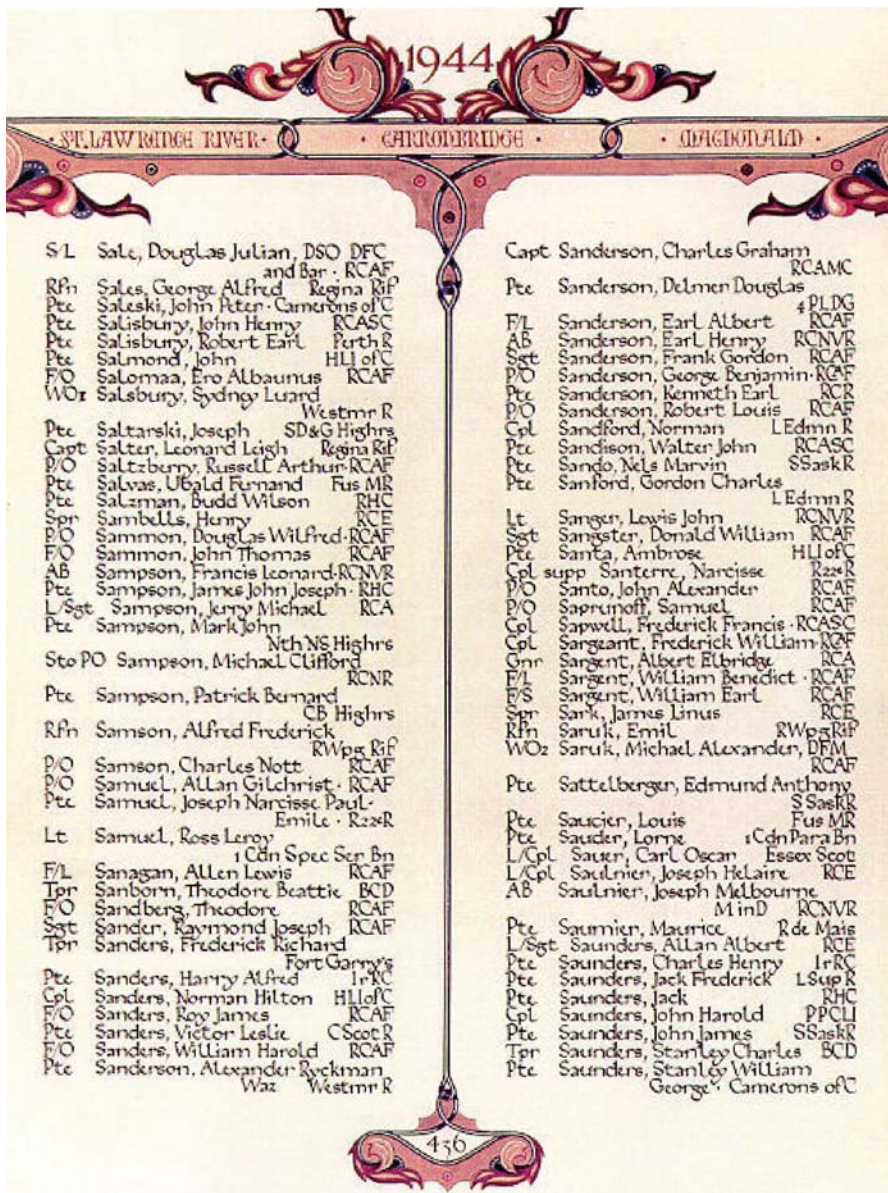
1944

· ST. LAWRENCE RIVER ·   · CARRODBRIDGE ·   · MACDONALD ·

S/L Sale, Douglas Julian, DSO DFC
    and Bar · RCAF
Rfn Sales, George Alfred   Regina Rif
Pte Saleski, John Peter · Camerons of C
Pte Salisbury, John Henry   RCASC
Pte Salisbury, Robert Earl   Perth R
Pte Salmond, John   HLI of C
F/O Salomaa, Ero Albaunus   RCAF
WO1 Salsbury, Sydney Luard
    Westmr R
Pte Saltarski, Joseph   SD&G Highrs
Capt Salter, Leonard Leigh   Regina Rif
P/O Saltzberry, Russell Arthur· RCAF
Pte Salvas, Ubald Fernand   Fus MR
Pte Salzman, Budd Wilson   RHC
Spr Sambells, Henry   RCE
P/O Sammon, Douglas Wilfred· RCAF
F/O Sammon, John Thomas   RCAF
AB Sampson, Francis Leonard· RCNVR
Pte Sampson, James John Joseph · RHC
L/Sgt Sampson, Jerry Michael   RCA
Pte Sampson, Mark John
    Nth NS Highrs
Sto PO Sampson, Michael Clifford
    RCNR
Pte Sampson, Patrick Bernard
    CB Highrs
Rfn Samson, Alfred Frederick
    RWpg Rif
P/O Samson, Charles Nott   RCAF
P/O Samuel, Allan Gilchrist · RCAF
Pte Samuel, Joseph Narcisse Paul-
    Emile · R22eR
Lt Samuel, Ross Leroy
    1 Cdn Spec Ser Bn
F/L Sanagan, Allen Lewis   RCAF
Tpr Sanborn, Theodore Beattie   BCD
F/O Sandberg, Theodore   RCAF
Sgt Sander, Raymond Joseph   RCAF
Tpr Sanders, Frederick Richard
    Fort Garry's
Pte Sanders, Harry Alfred   Ir RC
Cpl Sanders, Norman Hilton   HLIofC
F/O Sanders, Roy James   RCAF
Pte Sanders, Victor Leslie   C Scot R
F/O Sanders, William Harold   RCAF
Pte Sanderson, Alexander Ryckman
    Waz   Westmr R

Capt Sanderson, Charles Graham
    RCAMC
Pte Sanderson, Delmen Douglas
    4 PLDG
F/L Sanderson, Earl Albert   RCAF
AB Sanderson, Earl Henry   RCNVR
Sgt Sanderson, Frank Gordon   RCAF
P/O Sanderson, George Benjamin· RCAF
Pte Sanderson, Kenneth Earl   RCR
P/O Sanderson, Robert Louis   RCAF
Cpl Sandford, Norman   L Edmn R
Pte Sandison, Walter John   RCASC
Pte Sando, Nels Marvin   S Sask R
Pte Sanford, Gordon Charles
    L Edmn R
Lt Sanger, Lewis John   RCNVR
Sgt Sangster, Donald William   RCAF
Pte Santa, Ambrose   HLI of C
Cpl supp Santerre, Narcisse   R22eR
P/O Santo, John Alexander   RCAF
P/O Saprunoff, Samuel   RCAF
Cpl Sapwell, Frederick Francis ·RCASC
Cpl Sargeant, Frederick William·RCAF
Gnr Sargent, Albert Elbridge   RCA
F/L Sargent, William Benedict · RCAF
F/S Sargent, William Earl   RCAF
Spr Sark, James Linus   RCE
Rfn Saruk, Emil   RWpg Rif
WO2 Saruk, Michael Alexander, DFM
Pte Sattelberger, Edmund Anthony
    S Sask R
Pte Saucier, Louis   Fus MR
Pte Sauder, Lorne   1 Cdn Para Bn
L/Cpl Sauer, Carl Oscar   Essex Scot
L/Cpl Saulnier, Joseph Helaire   RCE
AB Saulnier, Joseph Melbourne
    M in D   RCNVR
Pte Saumier, Maurice   R de Mais
L/Sgt Saunders, Allan Albert   RCE
Pte Saunders, Charles Henry   Ir RC
Pte Saunders, Jack Frederick   L Sup R
Pte Saunders, Jack   RHC
Cpl Saunders, John Harold   PPCLI
Pte Saunders, John James   S Sask R
Tpr Saunders, Stanley Charles   BCD
Pte Saunders, Stanley William
    George· Camerons of C

456

Fig. 7: Entry for Albert Elbridge Sargent in the Book of Remembrance,[4] Ottawa

Step 5. Choose any individual from the plaque or Honor Roll for a more "detailed personal history" (DPH) treatment/study.

Step 6. Locate copies of local school annuals the DPH choice attended between 1939 and 1945. Try to locate the graduation year annual, if possible. It may be necessary to check pre-war Annuals. Scan any such photograph(s).
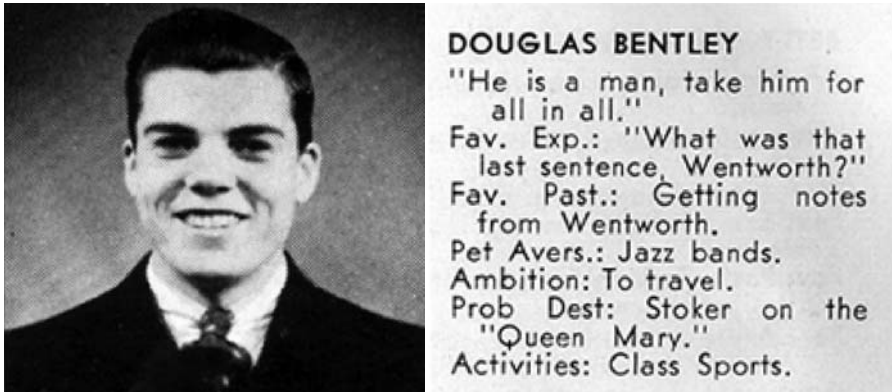

DOUGLAS BENTLEY
"He is a man, take him for all in all."
Fav. Exp.: "What was that last sentence, Wentworth?"
Fav. Past.: Getting notes from Wentworth.
Pet Avers.: Jazz bands.
Ambition: To travel.
Prob Dest: Stoker on the "Queen Mary."
Activities: Class Sports.

Fig. 8: Douglas Bentley

Above is the West Hill High School 1938 graduation photograph and biography of Douglas George Bentley. Where possible locate a picture of the DPH choice in uniform from the Annuals.

Fig. 9: Junior basketball team

Fig. 10: Horace Baittle

Note: To locate old annuals, check the school library, the School Board archives, or communicate with older members of the community to see what they can find in their archives. A request for old annuals can be placed in the local newspaper or requested on the local community cable TV service. It may also be worthwhile using Internet resources.

Step 7. Using old annuals, try to locate any of the DPH individuals on School teams, or school functions. What kind of students were they? What subject(s) did they like, dislike? Did they play on any school teams? Play in the band? Did they write poetry or a short story in the school Annual? Did they take a photograph or produce a piece of art work (see Fig. 12) used in the Annual?

From the Annual we learn that Horace played on the basketball team at West Hill High School. In 1938 the Junior Basketball Team won ten straight games to win "yet again" the Junior City basketball championship. Horace Baittle (in Grade 9) wrote the article to accompany the junior basketball team. In 1939 he played on the West Hill High School Senior Basketball team. The team finished fourth in a six-team league and took comfort in the fact that it was one of the highest scoring teams in the league. Horace and three others were noted for having "played stellar roles" that season. Interestingly, teammate Graham Bower also became a casualty of World War Two one year after Horace died.

Step 8. Check the archives at the local library or local newspaper(s) for an obituary. Are there any other articles about the DPH individual.

Step 9. Finally, try to locate a living relative of a DPH individual, or maybe a former school friend who remembers the DPH individual. Try to gather as much detailed personal information for a personal history of this former student.

At left is the memorial placed by present-day family members of Douglas Bentley that appeared in the Thursday, November 11, 2004 Remembrance Day edition of *The Montreal Gazette* (p. E7).

Fig. 11: In memoriam — Fo. Douglas G. Bentley

TO A STUDENT OF WEST HILL
A THOUSAND YEARS HENCE

"I who am dead a thousand years,
  And wrote this sweet archaic song,
  Send you my words for messengers
  The way I shall not pass along."

I care not if you realize
We who have gone before do pay;
But there down noisy halls, Time cries,
Win *Labore et Honore.*

But have you masters staunch and true,
Like those of mine, though changed the day?
Forever may they implant in you,
Win *Labore et Honore.*

How shall you conquer? Be like men,
Remember this to be the way,
It will not harm to tell again,
Win *Labore et Honore.*

O friend unseen, without a name,
Though I'll be gone yet this I'll say,
Play up! Play up! And play the game!
Win *Labore et Honore.*

"Since I can never see your face,
  And never shake you by the hand,
  I send my soul through Time and Space
  To greet you. You will understand."

JOHN GRANT.

*John Grant was killed in action overseas in June, 1942. This
poem, which he wrote while a student at West Hill, appeared
in the 1937 Annual.*

Fig. 12: *To a student of West Hill a thousand years hence*

BAITTLE, Horace David.
September 27, 1942. Royal Canadian Air Force. Star basketball player of the YMHA Junior team of 1940. Killed in action over Belgium. Always remembered by his teammates. Les Liverman and Mickey Davine.

Fig. 13: Obituary of Horace David Baittle

Similarly, Horace Baittle was remembered in 2004 by his teammates Les and Mickey as a star basketball player from 1940. *The Montreal Gazette*, Nov. 11, 2004. p. E7).

We believe that the preceding project steps taken by present-day elementary and secondary students to view World War Two through the eyes and personal memories of former students of their schools would be a fitting Remembrance Day tribute. It would help generate a more meaningful understanding of this tragic period in world history. Using war experiences and other related materials reported in the high school annual would assist students in gaining a more detailed, human and personal understanding of World War Two at a level not covered in standard history textbooks.

Conclusion

In this article we have reported on the evolution of a school-based project about remembrance and World War Two. In identifying individuals named on historical plaques and Rolls of Honor, and using wartime high school annuals, classroom students are able to undertake more detailed personal histories of these fallen heroes. With the yearbooks past students are able to share their "voices," thoughts, feelings, and concerns through their dedications, editorials, letters, poems, essays, artwork, and photographs about their period.

This approach provides a far more personal, meaningful and realistic experience with World War Two that connects the souls and stories through "Time and Space" of students "then" with students "now." The project uses local and community study techniques, and is augmented by classroom and Web technology. The project allows students an opportunity to learn about World War Two with a more realistic, critical, and personal perspective than could be achieved using standard classroom textbooks. It is suggested by Susut (2001, pp. 16–17) that by studying and caring about those who experienced the battlefield, elementary students could learn to care

about the promotion of peace in their own lives. This fits in well with the current elementary social studies and citizenship curriculum of Quebec's Ministère de l'Éducation, du Loisir et du Sport (MELS).

The underlying concept of this school-based project became the framework for a similar project in the B.Ed teacher education program. The Elementary Social Sciences methodology course used the idea of researching a fallen World War Two hero of McGill University under the title, The McGill Remembers Project.[5] For these students it permits for a more critical understanding of prime source material and the impact this and other personal material have on the content and delivery of classroom curricula. As Denenberg (2001) maintains, when heroes are brought to life in the elementary classroom the effect "enlivens" the social studies classroom.

Notes

1. The song "We'll Meet Again" was released in 1939 and originally performed by Vera Lynn, with lyrics by Hughie Charles and music by Ross Parker. For more information on the song, please see:
    http://en.wikipedia.org/wiki/We%27ll_Meet_Again_(song). To hear Vera Lynn singing it accompanied by a wartime montage, please visit:
    http://www.youtube.com/watch?v=cHcunREYzNY

2. For a "sampling of children's books dealing with military conflicts," please visit:
    www.education.mcgill.ca/edee282b-cm-w09/AppendixA.htm

3. For more information, please visit the Commonwealth War Graves Commission Web site at: www.cwgc.org

4. The source department of this JPEG image is Veterans Affairs Canada. This non-commercial reproduction is taken from the following page of its Book of Remembrance Web site:
    http://www.vac-acc.gc.ca/content/collections/books/bww2/ww2436.jpg

5. For more information, please visit:
    http://www.education.mcgill.ca/edee282b-cm-w09/mrap2009.htm

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