

## Clio to the Rescue: In Search of the Owen Sound Collegiate and Vocational Institute's War Dead

David Ross Alexander  
*Owen Sound, Ontario, Canada*

IT WAS A QUEST that began over three decades ago when I began teaching at the Owen Sound Collegiate and Vocational Institute (OSCVI) in 1984. The school had a long, storied history dating back to 1856 when it first opened its doors to students from Owen Sound and the surrounding area.<sup>1</sup> Famous Owen Sound Collegiate Institute (OSCI) alumni included mobile blood bank pioneer Doctor Henry Norman Bethune, the first woman elected to Canadian Parliament Agnes Campbell Macphail, and First World War flying ace William Avery “Billy” Bishop. I was assigned a teaching timetable that included history and geography. As a teacher of a survey course in Canadian history for grade 10 students, I endeavored to highlight the connections to the school and our community when we discussed Macphail, Bethune, and Bishop. This was their shared history. I always sought ways to connect our local history to Canadian and world history, but was limited by resources and time, given that I was a new teacher. Achievement of this goal would dramatically change in the future, especially with the advent of new teaching methodologies and access to resources on the Internet.



Figure 1: The Owen Sound Collegiate Institute Great War Memorial Tablet. OSCVI Remembers Image Inventory.

The OSCVI had not been immune to the larger currents of global history, as two former teachers and a student were killed during the Boer War.<sup>2</sup> Four hundred seven students served during the Great War, with fifty-six making the “Supreme Sacrifice” (see **Figure 1**).<sup>3</sup> Eighteen of the above volunteered as nursing sisters. The number of participants greatly expanded during the Second World War, as over one thousand female and male former students performed duties with the Merchant Navy, Royal Canadian Navy, Royal Canadian Air Force (RCAF), and the Canadian Army. Sixty of these students lost their lives or were killed in action (see **Figure 2**).<sup>4</sup> Researching and documenting the experience of the OSCVI’s war dead would offer an engaging way to learn history and a window into the Historical Thinking Project’s six Historical Thinking Concepts.<sup>5</sup>

The impressions and ideas expressed in this article are derived from a shared experience. Even though the lens of this article is focused on the First and Second World War dead from a school in a small Ontario city, there are larger themes and ideas to be gleaned from our method. Fortunately, I have not been on this journey by myself, as numerous veterans, students, community members, colleagues, and historians have joined us. Teaching colleagues



Ryan McManaman and Maureen Radbourne were at the forefront of many of the initiatives that will be described in this article. A timely confluence of pedagogy, collaboration with the world of academia, and availability of historical evidence allowed us to search for the OSCVI's war dead in a more meaningful and impactful way. Clio, the Muse of History, has been good to us.

### **“Engaging students as active agents”: Pedagogical Improvements in History Education**

While some may dismiss the study of history as a frivolous pursuit in this era of science, technology, engineering, and mathematics education, there are innumerable intangible benefits to learning the craft of the discipline. We needed to move away from the traditional method of teaching history through Socratic lessons with factoid-driven questions and answers, watching the requisite topical video, and then regurgitating this gobbledygook in some sort of paper and pen or keyboard task. The late Professor Emeritus Peter Seixas of the University of British Columbia's Department of Curriculum and Pedagogy questioned the efficacy of this type of learning: “Though factual knowledge is a building block for students' understanding of the past, the memorization of a catalogue of facts is clearly inadequate, by any standards, as a meaningful goal for history education.”<sup>6</sup> For many of us, the learning of history at the secondary school level had become a mind-numbing if not painful experience. Most students crave to be challenged by what they are learning. “As well, scholars and teachers who advocate developing students' capacities for historical thinking are committed to engaging students as active agents in understanding not only historical materials but also the processes and deliberations that shape those materials,” added Professor Emeritus Alan Sears of the University of New Brunswick's Faculty of Education.<sup>7</sup> Why not let the student take more control and ownership of their learning?

Peter Seixas has been at the forefront of revolutionary changes in history education with the introduction of the Historical Thinking Concepts (HTCs).<sup>8</sup> The HTCs mimic the craft of the historian as the student becomes the primary investigator and interpreter of the past. Teacher-centric narratives are given less prominence in the classroom as the student is confronted by the historical evidence and must piece



together a narrative based upon their own investigation. Ontario's Canadian and World Studies curriculum championed this style of learning by including "the concepts of disciplinary thinking, inquiry process, big ideas [and] framing questions."<sup>9</sup> The HTC's provided the foundation for the "concepts of disciplinary thinking" within the history component of the Canadian and World Studies curriculum. In essence, the HTC's for the learning of history are the equivalent of the scientific method for the learning of science. We—that is, both the student and the teacher—were now better equipped with an approach to learn, research, and portray this rich history associated with our school's war dead.

### **"This could get messy": Pursuing Meaningful Professional Development**

Teachers crave meaningful professional development opportunities that will be consequential in their practice. Fortunately, a phenomenally successful professional development model that focused on Canada's First and Second World War experience was being pioneered by the University of New Brunswick's (UNB) Gregg Centre for the Study of War and Society and the Laurier Centre for Military Strategic and Disarmament Studies. What was then the Cleghorn War and Memory Study Tour, now known as The War and the Canadian Experience Teachers Professional Development Program, brought together educators and historians on location in Belgium and France for an immersive two-week professional development experience.<sup>10</sup> "History teachers and historians constitute two related and overlapping communities of practice, and productive 'boundary practices' between them could help move teachers toward the core of historical practice and help historians become better teachers" was the underlying rationale for this professional development model.<sup>11</sup> Teachers would benefit from the discussion of current research trends by knowledgeable historians on location where the battles were fought and the history unfolded. They would be introduced to the HTC's and how they could be applied in their classrooms. Renowned Canadian military historian Terry Copp has "insisted that one could not draw meaningful conclusions about the Canadian military efforts in Northwest Europe or the Mediterranean without having studied the ground."<sup>12</sup>

As part of our commitment to the tour, each participant researched a serviceman who had lost their life as a result of war. We initially accessed their personnel or service files from Library and Archives Canada (LAC) to create a rough sketch of a life once lived. To embellish this primary source evidence, war diaries, period news reports, regimental histories, official histories, memoirs, and other pertinent documents were accessed to further contextualize their military service and deaths. In some cases, contact was made with surviving families to obtain photos and lore about these individuals. A tribute or biography was fashioned from this historical evidence and delivered graveside or by a memorial by the teacher-researchers. Many of the HTC's were addressed by this type of investigation, including using the evidence, identifying continuity and change, and analyzing cause and consequence.<sup>13</sup> It was a powerful method of historical inquiry that was modeled after Blake Seward's Lest We Forget Project that teachers could use with their students.<sup>14</sup>

Operational historian Lee Windsor provided needed perspectives and insights into the history of the First and Second World Wars that debunked the preconceived notions many teachers held, largely fostered by the textbooks they used in their classrooms.<sup>15</sup> Windsor asked: "Was the Somme Offensive necessarily a futile battle of attrition? Was the nation of Canada born on the slopes of Vimy Ridge? Should we characterize the Dieppe Raid as a disaster? Is the Battle of Normandy overshadowed by the actions of D-Day?"<sup>16</sup> Windsor challenged the participants to consider these questions and the multinational efforts required to fight a global conflict. The Canadian Corps did not achieve victory at Vimy Ridge by itself, nor was the largest amphibious invasion known to humankind—D-Day, June 6, 1944—accomplished by one nation's troops. There was an evolutionary professionalism seasoned by battle experience that developed within the Canadian Corps during the First World War, and the First Canadian Army in the Second. Windsor's discussion touched upon the HTC's of establishing historical significance and taking historical perspective.<sup>17</sup>

We became more conscious of alternative narratives that are missing or hidden from the historical record. "What about the civilians? How were they affected by war?" queried historian Cindy Brown.<sup>18</sup> Popular and academic histories tend to overlook this important aspect. Our perception of D-Day and the Battle of Normandy revolved around

Allied soldiers fighting a fanatical foe with little appreciation of how artillery shelling or carpet bombing would destroy homes, businesses, and infrastructure necessary for everyday existence. How would the Allied armies aid the liberated French citizens? Luckily, Brown was able to awaken our sensibilities to the suffering and devastation war would wreak on a civilian population as it unfolded on their doorstep.<sup>19</sup> Our textbooks were simply devoid of such narratives.

Well-established misconceptions and myths that many of us adhered to were challenged in situ, making us aware that there were alternative narratives of these events that must be considered to deeply appreciate what happened in the past. It was time for the closers of this impressive lineup of historians and educators to enter the discussion and debate. Alan Sears and Blake Seward challenged us on how to apply these new ideas and current research in a classroom context. Seward asked: "Do we need to know this? How is this relevant to the student?"<sup>20</sup> Sears pointed us to the most current research in pedagogy and history education. A wave of doubt washed over us as we grappled with myth, conflicting narratives, and contested history—Dieppe being a case in point. There were not necessarily straightforward and simple answers to explain what happened on these battlefields and sites of history. It defied the textbook narratives we often shared with our students. As Seward affirmed, "This could get messy."<sup>21</sup>

In 2017, I participated in the War and the Canadian Experience Program in the Netherlands, organized by UNB's Gregg Centre for the Study of War and Society with support from John and Lucinda Flemer and Veterans Affairs Canada. Historian Marc Milner superbly guided us through the closing stages of the Second World War and the Liberation of the Netherlands, while Alan Sears led a discussion around pedagogical issues. Appropriately, Milner began our deliberations near a surviving German pillbox from the Second World War located on the Leopold Canal (see **Figure 3**). The surrounding topography and cement encasement had not changed much over the intervening seven decades since the Regina Rifles and Royal Montréal Regiment were ordered to cross the canal and capture the feature. Milner challenged us to contemplate this courageous feat. How did the infantrymen achieve this daunting goal? After encountering this same battlefield remnant thirty-seven years earlier, Terry Copp was inspired to pursue a new direction of historical investigation:



**Figure 3:** Pillbox on the Leopold Canal, on the Dutch-Belgium border. OSCVI Remembers Image Inventory.

We arrived at the Leopold Canal on a fittingly cold, rainy morning. I was stunned by the terrain, which was little changed from 1944. On subsequent battlefield study tours, I have told students that much of my research agenda developed that morning, standing on the large pillbox dominating the section of the canal that the Regina Rifles and Royal Montréal Regiment were ordered to capture on 6 October 1944. It seemed like an impossible task, and I needed to know why it had been attempted and what happened to the men involved. I now knew that battlefield terrain was a vital primary source for military history, and I decided I would walk the ground before I wrote about any part of the campaign.<sup>22</sup>

Like Copp, we were similarly awestruck as we pondered the task of crossing the canal and securing the pillbox under hostile fire. We could better appreciate the plight of the foot soldier and the human costs of achieving such military objectives in battle.<sup>23</sup> This discussion was a prime example of the HTC of understanding the ethical dimension of a past event.<sup>24</sup>



Our examination of the Battle of the Scheldt continued as we surveyed the Breskens Pocket, South Beveland, and the Causeway approach to Walcheren Island. Sears led us in a decision-making exercise—a model that could be used in our classrooms—regarding the controversial decision to breach the Westkapelle dike on October 3, 1944.<sup>25</sup> Our decision was to be made in real time without the benefit of hindsight considering the implications of this action on the local civilian population. Seawater would inundate the interior of Walcheren Island, devastating their homes and livelihoods. A lively debate ensued as the study groups revealed their choices. Standing on this ground provided the perspective necessary for better informed discussion and debate.

An appeal had been made to Milner and Sears on the closing day of the tour to visit the grave of Flying Officer Clarence Long. Long hailed from Owen Sound and was a former student of the OSCVI. On the night of February 19, 1943, Stirling BF378 LS-T took flight from RAF Bourn, Cambridgeshire, United Kingdom for an attack on Wilhelmshaven, Germany.<sup>26</sup> FO. Long was on his first operational sortie when BF378 LS-T was intercepted by German night fighters based at Leeuwarden and was shot down in the Wadden Sea.<sup>27</sup> A few days later, Long's body washed ashore, and he was later interred at Westdongeradeel (Wierum) Protestant Churchyard. It was a moving experience to be able to visit a former student of the school where you taught. This boundary work of collaborating with knowledgeable historians enriched our understanding of this history. Not only would our students benefit from this process, but we were now better equipped with methods of research, including suggestions to access new resources.

### **The Custodians of History: Gathering the Historical Evidence**

Fortunately, a digital revolution was occurring regarding the availability of secondary and primary sources on the world wide web. As of September 2020, web historian Ian Milligan estimated:

The Internet Archive alone currently has somewhere around nine hundred billion web pages and more than sixty petabytes of unique data (a petabyte being one thousand terabytes). Compared to a traditional library or archive, the Internet Archive represents a sheer accumulation of information the likes of which we have never before seen as a society.<sup>28</sup>

In our project, we have used the Internet Archive to access online regimental histories. In his recent work, Milligan recognized “the implications of the size and scale of digital sources, which amount to more information than historians have ever had at their fingertips, and many of which are by and about people who have traditionally been absent from the historical record.”<sup>29</sup> A new world of resources was becoming available to us.

Many of these online sources allowed us to further contextualize the military service and death of these men and women. Canadian Expeditionary Force (CEF) War Diaries can be accessed through the online viewer of the Canadian Great War Project.<sup>30</sup> Canadian War Diaries associated with D-Day and the Battle of Normandy can be accessed through the Laurier Military History Archive.<sup>31</sup> Project '44 features interactive maps and war diaries for units of the First Canadian Army from June 6, 1944 through to May 31, 1945.<sup>32</sup> Some American, British, and German units are also included. Operational Record Books (ORBs) are available through the United Kingdom's National Archives for both RAF and RCAF squadrons of the Second World War. Daily entries were made of a squadron's activities and records of the individual aircraft and aircrew sent on operations.<sup>33</sup> The person of interest may not be specifically mentioned in the ORBs or diary entries, but the researcher can piece together the broader contemporary movements and actions of their unit or squadron.

The Commonwealth War Graves Commission's (CWGC) database is an invaluable record of every servicewoman/man who lost their life in either the First or Second World War. The powerful search engine allows for sophisticated queries about our country's war dead. Not only can the place of commemoration be found for our war dead, but it is possible to search larger phenomena such as numbers of fellow Canadians who perished on the same day or the number of Canadians contained within a cemetery or listed on a memorial.<sup>34</sup> Maps and grave or panel references are provided for visitors to memorials and cemeteries. These were especially useful for our quest to find the OSCVI war dead in or on CWGC cemeteries and memorials. It is possible to search one's own community for the location of CWGC graves. There may be a hidden or lost history in your own backyard. Alternatively, it is useful to search Veterans Affairs Canada's Canadian Virtual War Memorial (CVWM) for your person of interest.<sup>35</sup> The entries for Canada's war dead allow viewers to upload images or

period newspaper articles regarding the individual. We have obtained numerous images of the OSCI/OSCVI war dead from the CVWM. As Milligan has demonstrated, the availability of online resources, including images, regimental histories, memoirs, diaries, letters, after action reports, official histories, and other pertinent documents for this type of research, is ever expanding at a staggering rate.

A wealth of information regarding the OSCI/OSCVI war dead existed in our own community. How was it to be mined? Fortunately, the OSCVI was blessed by some driven custodians of history who collected and organized artifacts and documents related to the school's 160 years of existence. Tragically, fire "gutted" the older collegiate structure in 1952, destroying many of the school's Great War artifacts, but enrollment registers, yearbooks, photographs, special event programs, Literary Society notes, and memorabilia were still available in the OSCVI's Heritage Room.<sup>36</sup> As we sifted through this trove, much evidence related to the war dead's formative years as students was unearthed. Photos existed for the OSCVI Second World War dead, period entries were found for many of the former students in the school's yearbook, *The Auditorium*, and, most significantly, a collection of documents related to the funding and building of a Second World War Memorial was discovered. This extensive collection included the original handwritten list compiling the school's war dead, correspondence with alumni, government documents granting permission to issue tax receipts for donations, and design considerations for the proposed memorial. Not only were individual stories emerging for the former students, but as one read through these sources, it was becoming apparent that there was a collective narrative of their shared school and war experience, as well as how they would be commemorated after the war. An appeal was made through our Digital Preservation Days to the public to bring artifacts and historical documents related to those who served during the First and Second World Wars to the Branch 6, Royal Canadian Legion, in Owen Sound.<sup>37</sup> Student volunteers created a digital record by scanning or taking pictures of these precious items, of which a copy would be kept by us. A surviving nephew of FO. Clarence Long shared personal letters and pictures of his uncle's wartime experience (see **Figure 4**). With permission of the owner, we keep these digital images in cloud-based storage so they can be easily retrieved for future research projects. The historical record



**Figure 4:** Picture of FO. Clarence Long scanned at Digital Preservation Day. OSCVI Remembers Image Inventory.



for the OSCVI war dead continued to be enriched as we added new information obtained from our community.

Revolutionary changes had occurred within our history curriculum with a greater emphasis on critical thinking, including the adoption of the Historical Thinking Concepts that resulted in meaningful learning outcomes. We had benefited from boundary work with gifted historians through immersive professional development opportunities, which made us more cognizant of their craft and approaches to chronicling Canada's war experience. The relationship did not end in the field, as they were more than willing to advise and consult with us on projects we initiated in the school. Meanwhile, an extensive repository of historical evidence had been gathered related to our school's war dead. How would we put this into action?

**“What we seem to forget is that he was not always a soldier”:  
Student-Led Searching for the War Dead Through  
Meaningful Learning Initiatives**

Donald Haken Moore was only seventeen years old when he left the OSCVI in 1940. Two years later, he enlisted for military service in November 1942 and then trained in Canada for the next ten months before proceeding overseas to the United Kingdom.<sup>38</sup> In February 1944, Acting Corporal Moore embarked for Italy, where he was attached to the First Special Service Forces (FSSF), the combined Canadian American elite combat unit. Moore landed with the FSSF at Anzio and helped repel a determined German attack:

Artena was occupied on the 27<sup>th</sup> [of May], but stiff resistance by the Herman Goring Panzer Division, which Kesselring had hurriedly thrown into the Valmontone sector, stopped further advance and put the 3<sup>rd</sup> [United States Infantry] Division on the defensive for the next three days. Special Service Force forward troops threw back armoured counter-attacks at dusk on the 28<sup>th</sup> and early on the 30<sup>th</sup>.<sup>39</sup>

Private Moore was killed in action on May 28, 1944, and subsequently interred at Anzio Beach Head War Cemetery.<sup>40</sup> Moore's student biographer, Melanie Pledger, lamented, “What we seem to forget is that he was not always a soldier, but a man who had family, a job and a life. Donald Moore's life is not only defined by how he died, but also by who he was whilst living.”<sup>41</sup> Pledger noted that Moore attended church regularly and was apprenticing as a draftsman at William

Cohort	Female	Male	Unknown Gender	Total
First World War*	18 or 4.4%	389 or 95.6%	nil	407 or 100%
Second World War**	65 or 6.4%	943 or 93.2%	4 or 0.4%	1,012 or 100%

\* The Owen Sound Collegiate Institute Great War Memorial Plaque.

\*\* Book of Remembrance, *OSCVI 125th Anniversary Auditorium*, 68-70.

**Figure 5:** OSCI/OSCVI Students who served during the First and Second World Wars, by Gender.

Kennedy and Sons Foundry in Owen Sound when he “witnessed his mother’s death, and [saw] his brother go off to war” before enlisting.<sup>42</sup> To better appreciate his previous existence, she visited his boyhood home in Owen Sound, which had not changed much since he lived there.

There is immense educational and historical value of assigning a student the responsibility of researching an individual who had served in the military and, in many cases, lost their life during the First or Second World War. Like Pledger, our students relished the challenge of putting together the random puzzle pieces of evidence of a life once lived and subsequently fashioning a narrative. We modeled our research on the Lest We Forget Project, where the students accessed service files, war diaries, and memoirs. Many went beyond by contacting surviving family members or seeking other pertinent sources. In the case of Donald Moore, Melanie Pledger consulted Lt.-Col. G. W. L. Nicholson’s *The Canadians in Italy 1943-1945* (1957) to further contextualize his death by noting the intense fighting during this phase of the Italian Campaign. She realized the 1<sup>st</sup> Canadian Corps was fighting in a multinational effort in Italy that would pay dividends to the upcoming invasion of France.<sup>43</sup> Evidently, this was the first time in decades that someone had delved into his fate. Fresh eyes were examining historical evidence that was seventy years old.

An approach we pursued in the classroom to convey Canada’s First and Second World War history was through the experience of previous generations of students who attended the school. **Figure 5** portrays the female and male cohorts who participated as active members of Canada’s armed forces during the wars. There was a two-and-a-half-fold increase in participation by students from the First to Second World

Cohort	Interred	Memorialized	Total
OSCI First World War Dead*	40 or 71%	16 or 29%	56 or 100%
OSCVI Second World War Dead**	47 or 78%	13 or 22%	60 or 100%

\* “Dum Vivimus Vivamus,” Appendix VII: Where They Lie Today: Postwar Interment and Memorialization of the OSCI First World War Dead.

\*\* “Dum Vivimus Vivamus,” Appendix VI: Where They Lie Today: Postwar Interment and Memorialization of the OSCVI Second World War Dead.

**Figure 6:** OSCI/OSCVI First and Second World War Dead.

Wars, including a significant increase by females from 4.4 percent to 6.4 percent. Our focus turned to the school’s war dead, as they were a smaller group and we could access more historical evidence for them. It should be noted that no female students lost their lives as a direct cause of war, but if we looked beyond the war dead, we could examine the experience of the eighteen women who volunteered as nursing sisters during the First World War. These personnel files were readily available. Student Gillian Wagenaar researched and wrote a biography on Nursing Sister Luella Euphemia Denton. Denton served with the Canadian Army Medical Corps during the Great War and wrote several letters home while being posted overseas. As Wagenaar noted:

Denton and the other nursing sisters worked tirelessly and many times through the night, “Can you picture me now, 2.50 a.m., a long low tent—rows of beds down each side, black low cots with brown blankets. In the centre is a small coal stove and a table (where I am writing). A screen separates me from the ward. The orderly at the opposite side of the stove is asleep in his chair.”<sup>44</sup>

Unfortunately, given the restricted access to Second World War service files, it is more difficult to investigate the experience of the Second World War female cohort.

**Figure 6** depicts the OSCVI’s war dead for the First and Second World Wars. Only four more students lost their lives in the Second World War cohort as compared to the First. Although there were no Indigenous students, a greater racial and ethnic diversity was prevalent among the Second World War cohort as opposed to the First.<sup>45</sup> Given the range of military experience among the OSCI/OSCVI war dead, sets of sailors, aircrew, or soldiers would be selected to capture

Surname	Given Name	Rank	Battalion/ Unit	Date of Death	Memorial Location	Date of Birth	Age at Death	Height (in.)	Trade or Calling
Bishop	William Alan	Private	CFA 7 <sup>th</sup> Brigade	26/9/1916	Vimy Memorial	3/8/1891	25	64	Student
Ferris	Ernest Lyon	Captain	49 <sup>th</sup>	16/9/1916	Vimy Memorial	21/8/1883	33	67	Broker
Grindley	George Henry	Private	CAMC 5 Fd. Am.	17/9/1916	Vimy Memorial	8/8/1892	24	68	Laborer
Kerr	Frank Lyons	Private	58 <sup>th</sup>	20/9/1916	Vimy Memorial	15/6/1893	23	69	Teacher
Lang	Burnie	Sergeant	15 <sup>th</sup>	7/9/1916	Vimy Memorial	6/11/1887	28	69	Lineman
Porter	Clarence Russell	Private	20 <sup>th</sup>	15/9/1916	Vimy Memorial	13/8/1896	20	67	Clerk

**Figure 7:** OSCI War Dead Killed During the Somme Offensive. Data gathered from their Library and Archives Canada Personnel Files.



different aspects of war in the air, at sea, or on the ground. The Great War dead could be sorted by battle, such as those who perished at the Somme, Vimy Ridge, Passchendaele, or the Hundred Day Campaign. Data was collected from personnel files to develop charts to compare physiological attributes, socio-economic characteristics, and military service.<sup>46</sup> **Figure 7** contains the six OSCI war dead who were killed in action during the Somme Offensive.<sup>47</sup> Even though it is a small sample, it triggers several probing questions. Why did these men all die during the month of September 1916? Why are most of them privates? How did they die? Where did they die? Why are they so young? Why are they all memorialized on the Vimy Memorial? Do they not have graves? A collective narrative began to emerge as we addressed these questions. The Canadian Corps first entered the Somme sector in September of 1916, with their first action occurring at Courcellette on the fifteenth.<sup>48</sup> Many died close to this date as they were attached to units that were included in the order of battle for this action, performing duties at the sharp end as riflemen, a stretcher bearer, and a platoon leader. A geography of the Battle of the Somme was portrayed, with the locations of their actions mapped on Google Earth. Since they went missing or their bodies were unrecoverable and they have no known grave, they were commemorated on Canada's Vimy Memorial in France. Even though the Vimy Memorial is located over thirty kilometers from the Somme Battlefields as the crow flies, it was determined that Canada's Great War soldiers who have no known grave in France would be commemorated on it.<sup>49</sup>

In turn, our discussions lead to even bigger questions related to the historical themes of technological development, international diplomacy, grand strategy, and the construction of memory: Why did the Somme Offensive begin on July 1, 1916? Why were there so many casualties? What role did the Canadian Corps play in this battle? Was it a futile battle of attrition? How do we remember this battle? Why is it so sacred to Newfoundlanders? It was amazing what could be distilled from this rudimentary analysis of six soldiers. A powerful learning initiative resulted in a better understanding of the fate of the OSCI war dead. Similarly, the Second World War dead could be sorted by the Battle of the Atlantic, the Air War over Europe, the Dieppe Raid, Italian Campaign, D-Day and the Battle of Normandy, the Battle of the Scheldt, or the Liberation of the Netherlands, and subjected to this type of scrutiny.



**Figure 8:** Former OSCVI students Private Ernest Gilbank and Paratrooper Clarence Lapiere. OSCVI Heritage Collection.

Our research of the Second World War dead unearthed stories that had gone missing from the historical record. Student-researcher Nick Moore revealed the tragic story to Ernest Gilbank’s family that Ernest had been murdered as a Prisoner of War during the Battle of Normandy (see **Figure 8**). Rifleman Gilbank, who was attached to the Regina Rifle Regiment, was fatally shot by his interrogator while being questioned.<sup>50</sup> His surviving niece and nephew were unaware of these tragic circumstances: “They explained that their family was a ‘private family’ and Ernie’s parents probably did not wish to pursue further details of their son’s death.”<sup>51</sup> The HTC of understanding the ethical dimension figured prominently in Nick’s analysis of this tragic event: “Ernest Gilbank was one of 156 Canadian soldiers murdered as a prisoner of war by the Nazi 12<sup>th</sup> SS Panzer division in Normandy... The perpetrators of many of these crimes were never brought to justice.”<sup>52</sup> In 2009, during a war and memory tour to Normandy for the 65<sup>th</sup> Anniversary of D-Day and the Battle of Normandy, Nick read a graveside tribute to Ernest Gilbank at Bretteville-sur-Laize Canadian War Cemetery (see **Figure 9**).



**Figure 9:** Student Nick Moore graveside by Rifleman Ernest Gilbank at Bretteville-sur-Laize Canadian War Cemetery. OSCVI Remembers Image Inventory.

Travis Manning researched and wrote a story of a young Black Canadian of the 1<sup>st</sup> Canadian Parachute Battalion, who died from wounds on June 7th, 1944. Paratrooper Clarence Lapierre, who had been adopted at birth, proved to be a popular athlete at the OSCVI, earning the nickname “Dude” (see **Figure 8**).<sup>53</sup> Manning wrote: “Long time Owen Sound resident Clare Christie remembered watching Lapierre roller skate in Owen Sound’s arena and was quite impressed by his skill.”<sup>54</sup> Travis relied upon the HTC of cause and consequence to explain Lapierre’s death:

British units would secure the bridges over the Orne River and Canal while the Canadians were assigned the task to blow up bridges further to the east that would limit the access of the Germans and hinder their ability to send further reinforcements into the Normandy region. Clarence David Lapierre would land early on June 6 in the drop zone east of Caen.<sup>55</sup>

Lapierre died as a consequence of these actions. During a war and memory tour to Normandy on the 70<sup>th</sup> Anniversary of D-Day and the Battle of Normandy in 2014, OSCVI students gathered around the grave of Clarence Lapierre at Ranville War Cemetery to pay tribute to him. Not only were meaningful learning opportunities being created, but we were also researching and writing narratives for the OSCVI war dead.

### **“He is not dead; He is just away”: Finding the War Dead**

Our students had viewed the televised Ramp Ceremonies of Canada’s war dead being repatriated from Afghanistan. Often, families were featured in these images as they bore witness to their loved ones being carried off a Royal Canadian Air Force aircraft in a coffin at Canadian Forces Base Trenton. We discussed these solemn ceremonies with our students in class and paid tribute to the Afghanistan war dead on Remembrance Day. Even though numerous former students of the OSCVI served in Afghanistan, none had been killed. This principle “that the bodies of all Canadian military personnel who die abroad will be returned to Canada” contrasted with the “burying where they fell” policy for earlier wars.<sup>56</sup> We would have to travel overseas to visit our school’s war dead.

Since our inaugural battlefield tour in 2004, we have led eight more tours to Europe and participated in several professional development



<b>Cemetery or Memorial Location Former OSCI Students (21 ct.)</b>	
<i>Belgium</i>	
Menin Gate Memorial	John Cowan, Jon Davey, Jaffray Eaton, Melville Henry, Edward Kennedy, Harvey Minion, Frederick Price, Frederick Read, and Charles Roche
<i>France</i>	
Aubigny Communal Cemetery Extension	Donald McKinnon, Harold Scully, and James Sloane
Canadian Cemetery No.2	John Heyd
Écoivres Military Cemetery	James Robb
Vimy Memorial	Alan Bishop, Ernest Ferris, George Grindley, Frank Kerr, Burnie Lang, and Clarence Porter
Vis-en-Artois British Cemetery	John Dobie

**Figure 10:** Finding the OSCI First World War Dead.

programs led by expert historians. Our school tours revolved around major commemorative anniversaries of First and Second World War battles and were also reflective of our local history as we sought opportunities to visit the war dead from our community. The professional development programs afforded additional opportunities to visit them. **Figure 10** itemizes the OSCI war dead we have commemorated in situ to date. Tribute was paid to fifteen of the school’s First World War dead just by visiting the Menin Gate and Vimy Memorials alone. As observed in the earlier analysis, the very fact that their names are listed on a memorial speaks to their war experience. No doubt, a pilgrimage to the grave or memorial commemorating a serviceman or servicewoman is an impactful experience, especially when the person of interest has roots in your community and has been researched by a student who delivers a tribute.

During our Great War tours of Northern France, we often stopped at Écoivres Military Cemetery, Mont-Saint-Éloi, where Lieutenant James Thompson Robb was interred after being killed in action



**Figure 11:** Students pay tribute to Lieut. James Thompson Robb at Écoivres Military Cemetery, France. OSCVI Remembers Image Inventory.

on April 9, 1917, the first day of the Battle of Vimy Ridge. Upon arrival, we allowed the students time to explore the cemetery. Since Écoivres Military Cemetery includes the burial of French soldiers, the students can compare the style of grave markers—the French having stone crosses, the British and Canadian having headstones. Commonwealth War Graves Commission cemeteries contain a Cross of Sacrifice and a Stone of Remembrance, which are featured prominently at Écoivres. The headstones for British war dead usually have their names, ranks, regimental crests, date of death, and an epitaph engraved upon them. The Canadian markers are very similar, except for the ubiquitous maple leaf that adorns the headstones of Canada’s war dead. Archival and community research that took place back in Canada takes on another dimension as the students explore these public spaces of commemoration. Experiential learning at its best. The dates of death and regimental affiliations they read on the headstones at Écoivres Military Cemetery correlate with the phases of the four-day battle fought on nearby Vimy Ridge. The

students develop an even deeper empathy for this history as they are confronted by this compelling physical evidence of the human cost of a war fought well over a century ago.

Lieut. Robb hailed from Owen Sound and enlisted with the 147<sup>th</sup> Grey Overseas Battalion on February 9, 1916.<sup>57</sup> Upon arrival in the United Kingdom in November 1916, Robb was transferred to the 4<sup>th</sup> Canadian Infantry Battalion. On January 1, 1917, he was sent to France to join the unit in the "field."<sup>58</sup> In early April, the 4<sup>th</sup> Battalion was billeted in Écoivres before moving to its "assembly area prior to the attack."<sup>59</sup> Upon hearing the news of Robb's death in Owen Sound, the flag was flown half-mast on the town hall in honor of the OSCI graduate who had "proved himself to be as popular as he previously was on the field of sports."<sup>60</sup> Many of our students have paid homage to Lieut. Robb in graveside tributes, which they read aloud and followed by a moment of silence (see **Figure 11**). The epitaph on his headstone reads: "He is not dead; He is just away." The students contemplated the life of a former student of their school who was killed in action. Lieut. James Robb's death provided us with a unique local lens through which to view this famous battle.

Like Canada's Great War dead, the vast majority of the OSCI war dead lost their lives performing duties in Belgium, France, and the United Kingdom.<sup>61</sup> There was a dramatic shift in this pattern of death during the Second World War as the OSCVI war dead fought in twelve countries spanning four continents.<sup>62</sup> Consequently, we have traveled farther afield to visit our school's war dead from this war. **Figure 12** depicts the location of the war dead we have paid homage to, some of them being right in our backyard. Leading Aircraftman George Lee was killed in a flight training accident near Ottawa on February 21, 1941 and interred near his home in Chatsworth, Ontario.<sup>63</sup> Sergeant Frank Schwan was piloting an aircraft that crashed near Cobourg, Ontario during an electrical storm on June 19, 1942 and was later buried in Owen Sound.<sup>64</sup>

This also enabled us to complete related in-class research projects focused on the war dead, who we visited in the United Kingdom, France, Germany, Italy, and the Netherlands, and the associated phase of the Second World War. Numerous times, the student who completed the research would deliver a graveside tribute to the fallen serviceman. Their biographies may have also been published in the *Owen Sound Sun Times* or posted on a supporting website.

<b>Cemetery or Memorial Location</b>	<b>Former OSCVI Students (29 ct.)</b>
<i>Canada</i>	
Chatsworth (Shiloh) Cemetery	Lloyd Lee
Owen Sound (St. Mary's) Roman Catholic Cemetery	Cyril Schwan
<i>France</i>	
Bayeux Memorial	William Slumskie
Beny-sur-Mer Canadian War Cemetery	James Cameron
Bretteville-sur-Laize Canadian War Cemetery	Ernest Gilbank
Rainville War Cemetery	Clarence Lapierre
<i>Germany</i>	
Reichswald Forest War Cemetery	John Donaldson, John Macintyre, and George Menzies
<i>Italy</i>	
Cassino War Cemetery	Lloyd Lyons
Coriano Ridge War Cemetery	Gordon Davie
Cesena War Cemetery	Robert Grier and Alastair McLeod
Moro River Canadian War Cemetery	Douglas Anderson
<i>The Netherlands</i>	
Bergen-Op-Zoom Canadian War Cemetery	Leslie McGregor and Hugh Webber
Groesbeek Canadian War Cemetery	John Gibbons
Holten Canadian War Cemetery	Daniel Campbell, John Campbell, and Donald Mackenzie
Westdongeradeel (Wierum) Protestant Churchyard	Clarence Long
<i>United Kingdom</i>	
Brookwood Military Cemetery	Curwood Armstrong, Donald Currie, Robert Garvie, William Middlebro, Edward Petty, Benjamin Sussman, Harry Tucker, and Joseph Watson

**Figure 12:** Finding the OSCVI Second World War Dead.

Every Remembrance Day, Memory Markers are erected in Jervis Bay Memorial Park that pay tribute to our local war dead and are based on student research.<sup>65</sup> These war and memory projects have morphed into other innovative learning initiatives.

### **Collaborative Student Curatorial Learning: The Liberation Spring Peace Project**

“There is much value to sitting down to hear the experiences of those who have come to Canada in search of a better life,” declared student-curator Lindsay Elliot, “and the people who put their lives on the line to protect us every day. Especially during this time of uncertainty, we are so fortunate to have such resources at our fingertips.”<sup>66</sup> Lindsay and a group of seven other students curated the Liberation Spring: 75 Years of Peace Project.<sup>67</sup> Their historical reference point was the liberation of the Netherlands by the First Canadian Army in this closing phase of the Second World War in Europe. They would compare this experience to that of recent newcomers to Canada, offering an opportunity to delve into the HTC of continuity and change. It was a model of collaborative curatorial learning between the Billy Bishop Museum, Owen Sound District Secondary School, Arden Language Centre, and Bluewater District School Board (DSB). The Bluewater DSB sponsored this initiative through its Teaching-Learning Innovation Fund.<sup>68</sup>

The key concept was “peace” and what it meant to various members of our community. The student-curators developed a template of questions and interviewed several groups and individuals in our community to garner their perspectives on peace. It was a diverse group who ranged from age six to one hundred and five. It was an opportunity to explore varied perspectives on war from those who survived it during the Second World War, those who were more recently forced to flee from it, and those who have been called upon to end it.

One-hundred-five-year-old veteran Charles Fisher, who was present when the First Canadian Army liberated the Netherlands during the Second World War, reflected on bringing peace to the Dutch people seventy-five years ago: “More or less a wonderful feeling of freedom, the liberation of the war people was indescribable, they danced with joy [and] any Canadian soldier was welcomed.”<sup>69</sup>





**Figure 13:** Students interview the De Witt family, civilian survivors of the occupation of the Netherlands during the Second World War at the Billy Bishop Museum. OSCVI Remembers Image Inventory.

Ewold de Witt and Stien Nelson (Ewold’s sister), who were civilian survivors of the occupation of the Netherlands, added their thoughts on war, liberation, and peace (see **Figure 13**):

When you go through a war, you find out what war is, and when the end of war comes, it is a feeling that is very hard to describe. Because when you are liberated, the Canadians come right through the streets and everything you know what I mean. It’s a wonderful feeling, I’ll tell you that. You could talk about anything you want. You did not have to worry about that somebody said the wrong words.<sup>70</sup>

As historian Cindy Brown had advocated, this project examined the civilian experience of war.

Veteran Steve Lehman of the Canadian Armed Forces, who has been deployed in Somalia, Bosnia-Herzegovina, and Afghanistan, offered a more pragmatic perspective on peace: “Free from threat, you really have to look out for every guy that’s carrying a large bag,

you know every guy that looks like he has shifty eyes and he's upset at the world. There's no real inner peace now as you're always on guard."<sup>71</sup> When asked, "What makes you feel at peace?" a group of newcomers to Canada from war-torn locales such as Afghanistan, Syria, Iraq, and Eritrea answered, "When people understand me... [being] safe...feeling secure...listening to worship...driving [and even] tobogganing."<sup>72</sup> This diversity of perspective made the students realize that many components of peace remain the same for humanity, such as the fundamental freedoms of expression, association, and movement, while the nature and geography of conflict have changed since the end of the Second World War. A student-videographer created a video entitled the "Liberation Spring Peace Project" as the culminating piece to this exhibit. Student-curator Vanessa Weight summed up the essence of this undertaking:

The Peace Project has been a beneficial experience because it allows us insight on people's lives who have lived through conflict firsthand. It is much more valuable to learn history from members of our own community who have experienced these events because it deepens the understanding and appreciation we have for the peace in our country. Learning from these people reminds us how real war is and how fortunate we are to be Canadians.<sup>73</sup>

### **Conclusion: "How will we support them in understanding Canada's History?"**

In his recent monograph, *The Fight for History: 75 Years of Forgetting, Remembering, and Remaking Canada's Second World War*, historian Tim Cook delivered a ground-breaking examination of the memory constructed around Canada's Second World War experience. In the closing chapter, Cook included an image of three young Canadians laying a wreath at the Menin Gate in Ypres, Belgium, and posed the question: "How will we support them in understanding Canada's History?"<sup>74</sup> A valid question, given the way we have approached teaching the history of the World Wars in the past. Perhaps the methods described in this article addressed Cook's query.

Changes in history education, with an emphasis on critical thinking by embedding the Historical Thinking Concepts into our curriculum, introduced students to the craft of the historian. They gained agency in their learning by becoming the primary investigators of the fate of

the OSCVI's war dead. Teachers became better practitioners through their boundary work with historians by discussing methodology and gaining perspectives on history they simply could not garner from textbooks. They could better dispel myth, separate fact from fiction, and include overlooked or forgotten narratives in their teaching. Given the evolving digital revolution of historical resources on the web, a wealth of information is readily available for anyone, providing they have access to good broadband. Finally, we have unearthed resources in our community, enriching the historical record of the OSCVI's war dead and the understanding of conflict.

Their names may be written on a scroll or etched on a dusty plaque, but perhaps a more fitting way to commemorate the war dead is to have a student research and write about them. Once again, their names are spoken aloud, long-forgotten family members and friends are mentioned, and their wartime experiences recounted in moving tributes and biographies. Pilgrimages were made to visit them where they are interred or memorialized. They live on in the minds of young Canadians. What better way is there to resurrect this lost history? Indeed, Clio, the Muse of History, has been good to us.<sup>75</sup>

## Notes

1. J. Earl C. Smith, ed., *Owen Sound Collegiate and Vocational Institute: 125th Anniversary Auditorium* (Owen Sound, Canada: Stan Brown Printers, 1980), 12-13. After 160 years of operation, the OSCVI was closed in 2016 due to declining enrollment.

2. Smith, *Owen Sound Collegiate*, 29. A memorial plaque was later erected in their honor.

3. Smith, *Owen Sound Collegiate*, 41. The fifty-six war dead are highlighted in the middle panel of the Great War Plaque.

4. Smith, *Owen Sound Collegiate*, 68-70. These names were listed in the OSCVI's Book of Remembrance, which was soon penned after the Second World War. A memorial plaque was subsequently erected for the war dead.

5. Centre for the Study of Historical Consciousness, "Historical Thinking Concepts," The Historical Thinking Project, <<https://historicalthinking.ca/historical-thinking-concepts>>.

6. Peter Seixas, "Assessment of Historical Thinking," in *New Possibilities for the Past: Shaping History Education in Canada*, ed. Penney Clark (Vancouver, Canada: University of British Columbia Press, 2011), 140.

7. Alan Sears, "Historical Thinking and Citizenship Education: It Is Time to End the War," in *New Possibilities for the Past: Shaping History Education in Canada*, ed. Penney Clark (Vancouver, Canada: University of British Columbia Press, 2011), 347.

8. Seixas, "Assessment of Historical Thinking," 141-142. Seixas identified six Historical Thinking Concepts, including: establish historical significance, use primary source evidence, identify continuity and change, analyze cause and consequence, take historical perspectives, and understand the ethical dimension. For further details, see Peter Seixas and Tom Morton, *The Big Six: Historical Thinking Concepts* (Toronto, Canada: Nelson Education, 2012).

9. Ministry of Education, *The Ontario Curriculum Grades 9 and 10: Canadian and World Studies* (Toronto, Canada: The Queen's Printer of Ontario, 2018), 7-8. The HTC's are also incorporated in the grade 11 and 12 Canadian and World Studies curriculum.

10. Blake Seward, Cindy Brown, Alan Sears, and Lee Windsor, "Crossing Boundaries on the Battlefield: The Possibilities of Teacher Study Tours for Substantial Professional Learning," *Canadian Military History* 22, no. 1 (Winter 2013): 75-76. I was fortunate to be chosen as a participant for the Cleghorn War and Memory Tour in 2012. From 2012 to 2014, the UNB-WLU program was supported by John and Patti Cleghorn. Since 2015, UNB donors have sponsored teacher and student participants in the War and the Canadian Experience Program, including John and Lucinda Flemer, the CGOV Foundation, Anne Baker, the Hill 70 Project, and the RCR Trust, along with Veterans Affairs Canada. Since this tour, I have been a participant in The Second World War in Italy Tour in 2018 and the Operation Husky: Sicily 1943 Can/Am Staff Ride and Professional Development Program in 2019. These programs were organized by the Gregg Centre for the Study of War and Society, guided by Cindy Brown, Lee Windsor, and Blake Seward.

11. Seward, Brown, Sears, and Windsor, "Crossing Boundaries," 74-75.

12. Geoffrey Hayes, Mike Bechthold, and Matt Symes, eds., *Canada and the Second World War: Essays in Honour of Terry Copp* (Waterloo, Canada: Wilfrid Laurier University Press, 2012), 3.

13. Seixas and Morton, *The Big Six*, 46, 76, and 104.

14. Seward developed the Lest We Forget Project, which was adopted by Library and Archives Canada as an exemplar for researching Canada's war dead. See the Lest We Forget Project at <<https://library-archives.canada.ca/eng/collection/engage-learn/podcast/pages/lest-we-forget-project.aspx>>.

15. Seward, Brown, Sears, and Windsor, "Crossing Boundaries," 77-78.

16. Dave Alexander, "The Cleghorn War and Memory Tour Field Notes" (unpublished typescript, July 2012), 10.

17. Seixas and Morton, *The Big Six*, 14 and 138.

18. Dave Alexander, "The Cleghorn War and Memory Tour," 11.

19. Seward, Brown, Sears, and Windsor, "Crossing Boundaries," 79.

20. Blake Seward was a recipient of the Governor General's History Award for Excellence in Teaching in 2006. See <<https://www.canadahistory.ca/awards/governor-general-s-history-awards/award-recipients/2006/blake-seward>>.

21. Dave Alexander, "The Cleghorn War and Memory Tour," 12.

22. Terry Copp, "Workers and Soldiers: Adventures in History: Terry Copp in His Own Words," TerryCopp.com, <<https://www.terrycopp.com/about/>>.
23. The Regina Rifle Regiment and the attached company from the Royal Montréal Regiment suffered 280 casualties during this action, including fifty-one fatalities. See Colonel C. P. Stacey, *The Victory Campaign: The Operations in North-West Europe 1944-1945: Vol. III, Official History of the Canadian Army in the Second World War* (Ottawa, Canada: The Queen's Printer and Controller of Stationary, 1960), 395.
24. Seixas and Morton, *The Big Six*, 170.
25. Stacey, *The Victory Campaign*, 375-376.
26. "CLARENCE ROY LONG," R112 30849, Service Files of the Second World War – War Dead, 1939-1947, Library and Archives Canada, Ottawa. To access service files for Canada's Second World War dead, see Library and Archives Canada, "Second World War Service Files – War Dead, 1939 to 1947," <<https://recherche-collection-search.bac-lac.gc.ca/eng/help/kia>>.
27. "Archive Report: Allied Forces 19/20.02.43 No. 15 Squadron Stirling BF378 LS-T F/O. Bernard Verdun Crawford," Aircrew Remembered, <<https://aircrewremembered.com/crawford-bernard.html>>.
28. *Canada's History's* Joanna Dawson interviewed Ian Milligan. See Joanna Dawson, "The Past is Now Digital: Historians Grapple with the Scale and Scope of the Online World," *Canada's History*, September 21, 2020, <<https://www.canadashistory.ca/explore/books/the-past-is-now-digital>>.
29. Ian Milligan, "History in the Age of Abundance: How the Web is Transforming Historical Research," April 2019, IanMilligan.com, <<https://www.ianmilligan.ca/publication/history-in-the-age-of-abundance/>>.
30. University of Victoria, "War Diaries Viewer," Canadian Great War Project, <<https://canadiangreatwarproject.com/diaries/>>, offers a user-friendly application that allows for easy navigation through the CEF war diaries.
31. Laurier Centre for Military Strategic and Disarmament Studies, "Canadian War Diaries of the Normandy Campaign Collection," Laurier Military History Archive, <<https://lmharchive.ca/canadian-war-diaries-of-the-normandy-campaign/>>.
32. For a useful tool to research the broader and finer battle strokes of the First Canadian Army during the Second World War, see Canadian Research and Mapping Association, "The Road to Liberation," Project '44, <<https://map.project44.ca/>>.
33. Digital copies of operational record books can be accessed through the United Kingdom's National Archives, "Royal Air Force Operations Record Books 1911-1963," <<https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/royal-air-force-operations-record-books-1911-1963/>>.
34. Commonwealth War Graves Commission, "Find War Dead with our War Graves Search Tool," <<https://www.cwgc.org/find-records/find-war-dead/>>.
35. "Canadian Virtual War Memorial: Start your Search," Veterans Affairs Canada, <<https://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial>>.
36. "Old Collegiate Building Guttled," *Owen Sound Sun Times* (Owen Sound, Ontario), May 12, 1952, 1.



37. Rob Gowan, "War History Preserved," *Owen Sound Sun Times* (Owen Sound, Ontario), November 4, 2018, <<https://www.owensoundsuntimes.com/news/local-news/war-history-preserved>>.

38. "DONALD HAKEN MOORE," RG 24 26643, Service Files of the Second World War – War Dead, 1939-1947, Library and Archives Canada, Ottawa.

39. Lt.-Col. G. W. L. Nicholson, *The Canadians in Italy 1943-1945, Vol. II: Official History of the Canadian Army in the Second World War* (Ottawa, Canada: The Queen's Printer and Controller of Stationary, 1957), 457.

40. Melanie Pledger, "Soldier Tributes: Moore Fought with the 'Black Devils' as they Attempted to Secure the Mussolini Canal," OSCVI Remembers, <<https://sites.google.com/a/oscv.com/oscv-remembers/home-1/soldier-tributes>>.

41. Pledger, "Soldier Tributes." Melanie was recognized for her work as the 2015 recipient of the Lieutenant Governor's Ontario Heritage Award for Youth Achievement. See "Melanie Pledger (2015 Recipient of the Lieutenant Governor's Ontario Heritage Award for Youth Achievement), Owen Sound," Ontario Heritage Trust, <<https://www.heritagetrust.on.ca/en/index.php/myontario/stories/melanie-pledger-2015-recipient-of-the-lieutenant-governors-ontario-heritage-award-for-youth-achievement>>.

42. Pledger, "Soldier Tributes."

43. A major strategic goal of the Italian Campaign was to draw German divisions away from France to Italy in time for Operation Overlord. See Lee Windsor, "Overlord's Long Right Flank: The Battles for Cassino and Anzio, January-June 1944," in *Canada and the Second World War: Essays in Honour of Terry Copp*, ed. Geoffrey Hayes, Mike Bechthold, and Matt Symes (Waterloo, Canada: Wilfrid Laurier University Press, 2012), 219-237.

44. Gillian Wagenaar, "Luella Denton and the CAMC," They Served For Us, <<https://sites.google.com/a/oscv.com/they-served-for-us/servicemen-and-women/l-e-denton>>.

45. David Ross Alexander, "Dum Vivimus Vivamus: The Lost Identity of the Owen Sound Collegiate and Vocational Institute Second World War Dead" (M.A. thesis, University of Waterloo, 2017), 67-68.

46. This idea was suggested by Terry Copp during a talk at a Canadian Military History Colloquium. His undergraduate classes had carried out similar analyses.

47. Library and Archives Canada digitized over 620,000 personnel files of the nursing sisters, chaplains, and soldiers who were members of the Canadian Expeditionary Force (CEF), making them available online. See Library and Archives Canada, "Personnel Records of the First World War," <<https://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/personnel-records/Pages/personnel-records.aspx>>. Circumstances of Death Registers for the First World War are available for those who died while serving with the CEF. See Library and Archives Canada, "Circumstances of Death Registers, First World War," <<https://www.bac-lac.gc.ca/eng/discover/mass-digitized-archives/circumstances-death-registers/Pages/circumstances-death-registers.aspx>>.

48. See Colonel G. W. L. Nicholson, *Canadian Expeditionary Force 1914-1919* (Ottawa, Canada: The Queen's Printer and Controller of Stationary, 1962), 160-200, for the chapter on the Somme.

49. After the Great War, it was debated as to where Canada's missing should be listed. Ultimately, the missing in France were listed on the Vimy Memorial. See Tim Cook, *Vimy: The Battle and the Legend* (Toronto, Canada: Allen Lane, 2017), 204-206.

50. Nick Moore, "Gilbank Murdered by 12th S.S.," *Owen Sound Sun Times* (Owen Sound, Ontario), June 6, 2009, sec. A, 5.

51. Moore, "Gilbank Murdered."

52. Moore, "Gilbank Murdered." Moore relied on the research carried out by Howard Margolian. See Howard Margolian, *Conduct Unbecoming: The Story of the Murder of Canadian Prisoners of War in Normandy* (Toronto, Canada: University of Toronto Press, 1998), x.

53. Travis Manning, "Local Paratrooper Dies of Injuries Sustained on D-Day," *Owen Sound Sun Times* (Owen Sound, Ontario), June 5, 2009, sec. A, 5.

54. Manning, "Local Paratrooper Dies."

55. Manning, "Local Paratrooper Dies."

56. Pat Sullivan, "Return Of The Fallen," *Legion Magazine*, March 1, 2003, <<https://www.legionmagazine.com/en/2003/03/return-of-the-fallen/>>. During our war and memory tours, we include stops at French, German, American, and British war cemeteries for on-site investigations. Students note how these countries commemorate their war dead, including the different styles of grave markers, memorials, and design of the cemeteries.

57. "ROBB, JAMES THOMPSON," RG 150, Accession 1992-93/166, Box 8316 - 36, Personnel Records of the First World War, Library and Archives Canada, Ottawa.

58. "ROBB, JAMES THOMPSON."

59. "War Diaries - 4th Canadian Infantry Battalion," April 1917, War Diaries of the First World War, Library and Archives Canada, Ottawa.

60. "Lieut. James T. Robb Killed in Action: Popular Owen Sound Officer Make Supreme Sacrifice," *Owen Sound Sun Times* (Owen Sound, Ontario), April 17, 1917, 1.

61. Alexander, "Dum Vivimus Vivamus," 90-91.

62. Alexander, "Dum Vivimus Vivamus," 93.

63. "L.A.C. GEO. LEE IS FATALLY HURT: Dies of Injuries Received in Crash Near Metcalf, Ont.," *Owen Sound Sun Times* (Owen Sound, Ontario), February 21, 1941, 1.

64. "Pilot Frank Schwan Killed When Plane Crashed at Cobourg: Owen Sound Airman Was Ferrying Planes for R.C.A.F.," *Owen Sound Sun Times* (Owen Sound, Ontario), June 20, 1942, 1.

65. Owen Sound District Secondary School, "About the Project," They Served For Us, <<https://sites.google.com/a/oscv.com/they-served-for-us/about-1>>. Another website, OSCVI Remembers, details some of the earlier projects undertaken by the students. See <<https://sites.google.com/a/oscv.com/oscv-remembers/home-1>>.

66. Dave Alexander, "Students Delve into Liberation of the Netherlands, Create Exhibit for Museum," *Owen Sound Sun Times* (Owen Sound, Ontario), May 1, 2020.

67. For an outline of the project, see Billy Bishop Museum, "Peace Project," Liberation Spring: 75 Years of Peace, <<https://www.liberationspring75.com/peace-project>>.

68. Alexander, "Students Delve into Liberation of the Netherlands."

69. "Liberation Spring Peace Project," Billy Bishop Museum, July 8, 2020, video, 26:09, <<https://www.youtube.com/watch?v=2bn7OWyC6QQ>>.

70. Billy Bishop Museum, "Liberation Spring Peace Project."

71. Billy Bishop Museum, "Liberation Spring Peace Project."

72. Billy Bishop Museum, "Peace Project."

73. Alexander, "Students Delve into Liberation of the Netherlands."

74. Tim Cook, *The Fight for History: 75 Years of Forgetting, Remembering, and Remaking Canada's Second World War* (Toronto, Canada: Allen Lane, 2020), 435.

75. A postscript: After retiring from teaching, I had the good fortune to return to school at the University of Waterloo, where I had the opportunity to work with Professor Geoffrey Hayes. Prof. Hayes was the advisor for my thesis, "Dum Vivimus Vivamus: The Lost Identity of the Owen Sound Collegiate and Vocational Institute Second World War Dead," available through UWSpace: Waterloo's Institutional Repository at <<https://uwspace.uwaterloo.ca/handle/10012/12825>>.

