Victorian Education

April 27 – 30, 2017

Coast Coal Harbour Hotel

Vancouver, B.C.

A joint conference of the
Victorian Studies Association of Western Canada
and the Victorian Interdisciplinary Studies Association
of the Western United States

Conference at-a-glance

Thursday, 27 April

Editors' Workshop for Emerging Scholars

9:00	"Top 10 Tips from Two Editors"
12:00	Lunch meeting for registered delegates
1:00	Individual meetings with workshop leaders

Friday, 28 April

8:00	Registration opens (Fourth Floor Foyer)
9:00	1.1. Queer Identity as Site of Instruction (Cypress) 1.2. Teaching the Victorians I (Grouse) 1.3. Learning [and] Feeling (Seymour)
10:30	Coffee Break (Fourth Floor Foyer)
11:00	2.1. Learning and Disability (Cypress) 2.2. Teaching the Victorians II (Grouse) 2.3. Nerve Knowledge (Seymour)
12:30	Lunch (Fourth Floor Foyer, Grouse & Seymour)

Conference at-a-glance

1:30 3.1. Digital Pedagogy Workshop (Cypress)
3.2. Sensational Learning (Grouse)
3.3. Fin-de-Siècle Ethical and Religious Movements (Seymour)

3:00 Coffee Break (Fourth Floor Foyer)

3:30 4.1. Digital Pedagogy Workshop Continued (Cypress)
4.2. Economic Education for Women (Grouse)
4.3. Military and Colonial Worlds (Seymour)

5:15 McMaster Plenary Lecture (Coal Harbour B)
Janice Schroeder, Carleton University:
"A Thousand Schemes": Education and Boredom

6:45 Reception, sponsored by *Victorian Review* (Coal Harbour B)

Saturday, 29 April

9:00 5.1. Learning the Body (Cypress)
5.2. Girls and Boys I (Grouse)
5.3. Ethics and the Value of Education (Seymour)

10:30 Coffee Break (Fourth Floor Foyer)

10:50 6.1. Measuring Apprehension (Cypress)
6.2. Girls and Boys II (Grouse)
6.3. Art Education (Seymour)

12:20 Lunch and AGMs (Fourth Floor Foyer, Grouse & Seymour)

1:50 7.1. The Working Classes and Education (Cypress)
7.2. Knowing Food (Grouse)
7.3. Object Lessons and Experiential Education (Seymour)

3:20 Coffee Break (Fourth Floor Foyer)

3:40 8.1. Knowing Animals and Nature (Cypress)
8.2. Learning Sex (Grouse)

Sunday, 30 April

9:00 - 12:00 Editors' Workshop for Emerging Scholars (Canoe Room) (for registered participants)

Thursday, 27 April

Editors' Workshop for Emerging Scholars
(Canoe Room)
Led by Lisa Surridge and Mary Elizabeth Leighton
University of Victoria

9:00 "How to get published": Top 10 Tips from Two Editors
All delegates welcome to attend the presentation

12:00 Lunch meeting for registered workshop participants

1:00 Individual meetings with workshop leaders

Friday, 28 April

8:00 **Registration Opens** (Fourth Floor Foyer)

9:00 **1.1. Queer Identity as Site of Instruction: The Housman Family (Cypress)**
Chaired by Diana Maltz, Southern Oregon University

Veronica Alfano, Delft University: *Formal Education: The Queer Lyricism of A Shropshire Lad*

Lorraine Janzen Kooistra, Ryerson University: *Clemence Housman's The Were-Wolf as a Site of Gender Instruction and Transformation*

Kristin Mahoney, Western Washington University: *Queer Activism and Sex Education: Lawrence Housman Editing A.E. Housman*

9:00 **1.2. Teaching the Victorians I (Grouse)**
Chaired by Andrea Korda, University of Alberta

Katherine Voyles, University of Washington, Bothell: *'Stories that Surround You': the Long Victorian Novel in Today's Classroom*

Karen Bourrier, University of Calgary: *Hyper Attention and Deep Attention in the Victorian Studies Classroom*

Sonja Nikkila, University of Toronto, Scarborough: *'In Silent Revolt against their Lot': Finding Contemporary Voices for the Brontë Sisters in the University Classroom*

1.3. Learning [and] Feeling (Seymour)
Chaired by Joanna Devereux, Western University

Samantha MacFarlane, University of Victoria: *Poetic Irony and the Novel of Education in Augusta Webster's Lota (1867)*

Denae Dyck, University of Victoria: *Learning to Work and Working to Learn: Embodied Education in George Eliot's Adam Bede*

Tiffany Humble, University of British Columbia: *Learned Helplessness, Mastery, and Perceived Control in Emily Brontë's 'The Night is Darkening Around Me' and Wuthering Heights*

10:30 **Coffee Break** (Fourth Floor Foyer)

11:00 **2.1. Learning and Disability (Cypress)**
Chaired by Vanessa Warne, University of Manitoba

Kylee-Anne Hingston, St. Thomas More College, University of Saskatchewan: *The 'Lessons' of Disability in Early Volumes of Good Words*

Jonathan Franklin, New York University: *'Too Feeble; Too Sickly: Disability, Social Mobility, and the Pupil-Teacher System*

Nadine LeGier, University of Winnipeg: *The Education of Laura Bridgman: An Experiment of Isolation*

2.2. Teaching the Victorians II (Grouse)
Chaired by Victoria Abboud, George Brown College

Lisa Surridge and Mary Elizabeth Leighton, University of Victoria: *Teaching Victorian Illustration*

Susan Jaret McKinstry, Carleton College: *Digital Victorians: Drawing the Line*

11:00 **2.3. Nerve-Knowledge (Seymour)**
Chaired by Kristin Mahoney, Western Washington University

Bruce Wyse, Wilfrid Laurier University: *Automatic Writing and Occult Education in The Martian*

Anne Stiles, Saint Louis University: *Anne of Green Gables as New Thought Novel*

Rebecca Sheppard, University of British Columbia: *'The Tyranny of [her] organization': Educating Victorians through Satire in Elizabeth Burgoyne Corbett's New Amazonia: A Forecast of the Future*

12:30 **Lunch** (Fourth Floor Foyer, Grouse & Seymour)

1:30 **3.1. Digital Pedagogy Workshop (Cypress)**

Run by Marcelle Kosman (University of Alberta) and Colette Colligan (Simon Fraser University), with support from the Digital Humanities Innovation Lab at Simon Fraser University

3.2. Sensational Learning (Grouse)
Chaired by Samantha MacFarlane, University of Victoria

Anna E. Clark, Iona College: *Sensational Developments: The Woman in White as Bildung Burlesque*

Louise Creechan, University of Glasgow: *Reading, Writing, and Idiocy: The Sensation Novel and Uncovering Textual Dominance*

Christine Myers, Monmouth College: *Victorian Violence in the College Classroom*

1:30 **3.3. Fin-de-Siècle Ethical & Religious Movements (Seymour)**

Chaired by Neil Hultgren, California State University, Long Beach

Heather Marcovitch, Red Deer College: *The Jewish Education of the Yellow Book: Henry Harland and Ethical Humanism*

Richa Dwor, Douglas College: *Teaching Faith: Lily Montague's Jewish Socialism and Liberal Judaism*

Diana Maltz, Southern Oregon University: *Magpie and Moralist: Competing Ideologies in Olive Schreiner's From Man to Man*

3:00 **Coffee Break** (Fourth Floor Foyer)

3:30 **4.1. Digital Pedagogy Workshop Continued (Cypress)**

4.2. Economic Education for Women (Grouse)

Chaired by Anna E. Clark, Iona College

Kristen Guest, University of Northern British Columbia: *Horsemanship for Ladies: Gendered Education in Victorian Riding Manuals for Women*

Tiffany Chan, University of Victoria: *Mediating between Object, Virtue, and Self in The Lady's Toilet*

Arlene Young, University of Manitoba: *'What shall we do with our daughters?': Educating the New Working Woman*

3:30 **4.3. Military and Colonial Worlds (Seymour)**
Chaired by Sonja Nikkila, University of Toronto Scarborough

Richard Fulton, Western Washington University: *Did School Texts Contribute to a Working-Class Military Culture in Late-Victorian England?*

Erika Behrisch Elce, Royal Military College of Canada: *Study Aboard!: Qualifying Assistant Surgeons in the Royal Navy*

Oliver Lovesey, University of British Columbia – Okanagan: *Examining George Eliot: The Victorian Imperial Examination System and the Cambridge Assessment*

5:15 – 6:30 **McMaster Plenary Lecture (Coal Harbour B)**
Janice Schroeder, Carleton University:
"A Thousand Schemes:" Education and Boredom

6:45 **Reception**: Sponsored by *Victorian Review*

Saturday, 29 April

9:00 **5.1. Learning the Body (Cypress)**
Chaired by Genie Babb, SUNY, Plattsburgh

Terri Doughty, Vancouver Island University: *'Inside Passengers': The Limitations of Physiology Instruction for Girls*

Neil Hultgren, CSU, Long Beach: *Medieval French Poetry as Physical Education: Robert Louis Stevenson*

Kimberly O'Donnell, Simon Fraser University: *'Recondite Matter': Affective Knowledge in H.G. Wells' The Time Machine*

9:00 **5.2. Boys and Girls I (Grouse)**
Chaired by Kylee-Anne Hingston, St. Thomas More College, University of Saskatchewan

Janice Niemann, University of Victoria: *What Mary Knew, or, How The Secret Garden Taught Mary Lennox about Female Sexuality*

Emily Morris, St. Thomas More College, University of Saskatchewan: *The Education and Discipline of Boys and the Governess as a Father Figure in Charlotte Mary Yonge's The Clever Woman of the Family*

Jessica Shafer Goodfellow, Saginaw Valley State University: *'Hurtful to Body as well as to Mind': Education, Performance, and Gender in Charlotte Yonge's The Daisy Chain*

5.3. Ethics and the Value of Education (Seymour)
Chaired by Veronica Alfano, Delft University

Christopher Keep, Western University: *Machines, Mechanical Learning, and the Idea of the Humanities*

Amy Coté, University of Toronto: *John Henry Newman's Loss and Gain: Religion, Realism, and the Campus Novel*

Heidi Kaufman, University of Oregon: *Diary Writing, Novel Reading, and A.S. Lyon's Literary Education*

10:30 **Coffee Break** (Fourth Floor Foyer)

10:50 **6.1. Measuring Apprehension (Cypress)**
Chaired by Diana Maltz, Southern Oregon University

Genie Babb, State University of New York, Plattsburgh: *'A Sound Training in Mathematical Analysis': Contingency and Statistical Competence in H.G. Wells's The Wheels of Chance*

Angie Minh Ah Park, University of Victoria: *Redeemed by the Sounds of 'the Past, the Present, and the Future': Soundscapes and Moral Education in A Christmas Carol*

Rose Morris, University of Victoria: *A Criminal Education: The Strand Magazine and the Reader as Amateur Sleuth*

6.2. Boys and Girls II (Grouse)
Chaired by Terri Doughty, Vancouver Island University

Ashley Carlson, University of Montana Western: *Sarah Stickney Ellis's School for Girls*

Mallory Cohn, Indiana University: *Quarantining the Precocious Child in Victorian Boarding Schools*

Constance Fulmer, Pepperdine University: *Edith Simcox: Advocate for Victorian Education*

10:50 **6.3. Art Education (Seymour)**
Chaired by Katherine Voyles, University of Washington, Bothell

Joanna Devereux, Western University: *'Frightening the 'smatterers' away': Louisa Gann and Women's Art Education in the Late Nineteenth Century*

Paisley Mann, Langara College: *'Rainy Days should be devoted to galleries and musuems': A Victorian Guidebook Education*

Annael Jonas-Paneth, Boston University: *'Individuation without Borders': Exercises in Character Delineation in Ruskin's The Elements of Drawing and Brontë's Villette*

12:20 – 1:50 **Lunch and Annual General Meetings**
Lunch available in the fourth floor foyer. Please take your lunch and attend either **VISAWUS AGM (Grouse)** or the **VSAWC AGM (Seymour)**

1:50 **7.1. The Working Classes and Education (Cypress)**
Chaired by Lisa Surridge, University of Victoria

Robert O'Kell, University of Manitoba: *Victorian Newspapers and the Education of the Body Politic*

Kate Lawson, University of Waterloo: *Taught by Suffering: Education in Mary Barton*

Robert Pasquini, McMaster University: *Extinction in Praxis: Socializing Darwinism for the Non-Specialist Masses*

1:50 **7.2. Knowing Food (Grouse)**
Chaired by Sarah Bull, University of Cambridge

Liam Young, University of Alberta:
The Books of Nature: Towards a Reading of Nineteenth-Century Vegetarian Cookery and Cookbooks

Kailey Fukushima, University of Calgary: *Educating the Victorian Palate: Food, Drink, and Literary Consumption in The Posthumous Papers of the Pickwick Club*

Don Lepan, Broadview Press: *'Torture in the way of business': How Household Words Educated Readers about Food*

7.3. Object Lessons and Experiential Education (Seymour)
Chaired by Susan Hamilton, University of Alberta

Andrea Korda, University of Alberta: *Objects and Images in Victorian Education: Lessons on Objects by Elizabeth Mayo, John Frost, and David Salmon*

Ann Gagné, George Brown College: *Ethics and Experience: Ruskin's Education Values*

Peter A. A. Bailey, University of the Bahamas: *Oscar Wilde and the Pedagogy of Loss*

3:20 **Coffee Break** (Fourth Floor Foyer)

3:40

8.1. Knowing Animals and Nature (Cypress)
Chaired by Liam Young, University of Alberta

Jessica Straley, University of Utah: *'Objects in the Mirror are Closer than they Appear': Animal Ethics and the Object Lesson*

Susan Hamilton, University of Alberta: *'A Wandering and Unhappy Life': Lethalisation, Euthanasia, and the Education of the Late-Victorian Dog Owner*

Victoria Abboud, George Brown College: *Re-Creation through Recreation: Learning the Self through Nature, 1847-1911*

8.2. Learning Sex (Grouse)
Chaired by Ann Gagné, George Brown College

Tara Thomas, University of California, Santa Cruz: *Michael Field's 'Sapphic Passion': The Idea of Pederasty in Fin-de-Siecle Women's Education*

Sarah Bull, University of Cambridge: *'Sex Ed by the Numbers': What Classified Advertisements can tell us about How and What Victorians Learned about Sex*

Justin O'Hearn, University of British Columbia: *The Role of the Victorian Boarding School in Same-Sex Desire and Identity*

Sunday, 30 April

9:00 – 12:00 Editors' Workshop for Emerging Scholars (Canoe Room)

Workshop Participants:

Brianna Beehler (University of Southern California)
Mallory Cohn (Indiana University)
Louise Creechan (University of Glasgow)
Leigh Dyrda (Norquest College)
Janice Niemann (University of Victoria)
Kimberly O'Donnell (Simon Fraser University)
Elizabeth Macaluso (Binghamton University)
Liam Young (University of Alberta)

Victorian Review
AN INTERDISCIPLINARY JOURNAL OF VICTORIAN STUDIES

Hamilton Prize

Victorian Review invites submissions for the annual Hamilton Prize for the best graduate student essay in the field of Victorian studies.

Essays should be 20–25 pages in length and must not have been previously published. The winner will receive an award of $250 CAN and publication of the essay in the Spring issue of *Victorian Review*. The journal will also publish the names and essay titles of up to two runners-up in the Spring issue. The deadline for submissions is June 30, 2017.

The winning essay will be selected according to the following criteria:

1. Contribution to Victorian studies;
2. Quality and originality; and
3. Style and clarity.

The award will be judged by a team of the journal's Advisory Board members.

Victorian Education

Victorian Education is generously sponsored by Douglas College, the University of the Fraser Valley, the Victorian Studies Association of Western Canada, the Victorian Interdisciplinary Studies Association of the Western United States, and *Victorian Review*.

Conference Administration

Conference Conveners:

Heather McAlpine and Ryan Stephenson

Conference Assistant:

Amy Coté

Conference Planning:

Executives of the Victorian Studies Association of Western Canada and the Victorian Interdisciplinary Studies Association of the Western United States. Special thanks to Mary Elizabeth Leighton, Kristin Mahoney, Diana Maltz, Lisa Surridge, and Vanessa Warne.

Program:

Diana Maltz

Program Design:

Amy Coté