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SPOTLIGHT CANADA

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J. Bradley Cruxton
W. Douglas Wilson

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Left cover image:

Painting by Don Connolly of
Canadian World War I ace Billy
Bishop in a typical engagement
with German Albatros "scouts"
during the Spring of 1917.
Bishop was flying a Nieuport
17 biplane with #60 Squadron,
Royal Flying Corps.

Connolly is a well known
Canadian aviation artist of

long standing with many works in major aviation
museums and numerous private collections. He is a
founder and past President of the Canadian Aviation
Artists Association and recipient of many awards in
his field.



Right cover image:

Mobile Servicing System—
Canada's contribution to the
International Space Station
(ISS)—which will be used to
assemble and maintain the
Station during the early stages
of assembly and throughout its
lifetime. Image courtesy
Canadian Space Agency ©1999,
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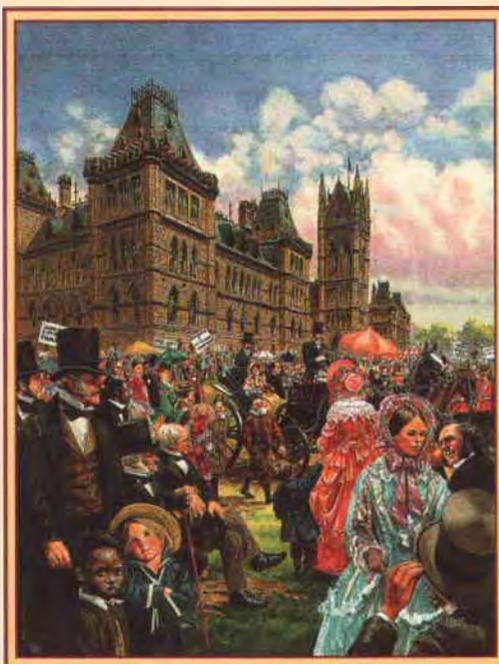
The Road to the Twentieth Century



Confederation Day

On July 1, 1867 fireworks lit up the skies and guns roared a salute from Sarnia in the west to Halifax in the east. It was the day that Canada became a nation. Four British colonies—Ontario, Quebec, Nova Scotia, and New Brunswick—joined to form the new Dominion of Canada. On the crowded streets of Ottawa, people cheered as John A. Macdonald was sworn in as Canada's first prime minister. George Brown, another prominent politician, announced:

"With the first dawn of this summer morning, we hail the birthday of a new nation. A united British America [Canada] takes its place among the nations of the world."



Today, it is hard to imagine Canada as a country with only four provinces and a population of just 3 million. Canada in 1867 was certainly much smaller than it is today. In just 33 years from 1867 to the turn of the twentieth century, however, the country grew at an astonishing pace. New provinces and territories were added, and the population increased to 5.3 million.

In those years between 1867 and 1900,

Canada was taking the first steps toward forging its own identity. The characteristics that began to define Canada by 1900 were ones that would continue to shape the country's identity throughout the twentieth century.

1. Brainstorm characteristics that you think might define a country's identity.
2. What characteristics do you think defined Canada in 1867?

First Peoples, Early Settlements

Aboriginal peoples were the first inhabitants of what we call Canada today. In the 1860s, the population was estimated at about 100 000 spread across the continent. They lived as independent nations with their own governments, laws, traditions, and distinct cultures. The French arrived on the shores of the East Coast in the early 1600s and established the first French settlements. In 1759, the British defeated the French at the Battle of the Plains of Abra-

ham and established the colonies and territories of British North America.

What contacts did the North American colonies have with one another in the 1860s? They had stronger ties to Britain and even the United States than they did to each other. Transportation was mainly by water over seas, rivers, and canals. Railways were beginning to be built, but travel over land was mainly by horse and cart over dirt roads. Over 82 per cent of the people in the colonies lived on farms or in small villages. Most people did not venture very far from their homes.



The Push to Nationhood

What brought the colonies together? In the 1860s, a number of issues were brewing that eventually led to the birth of Canada.

1. The Threat of American Takeover

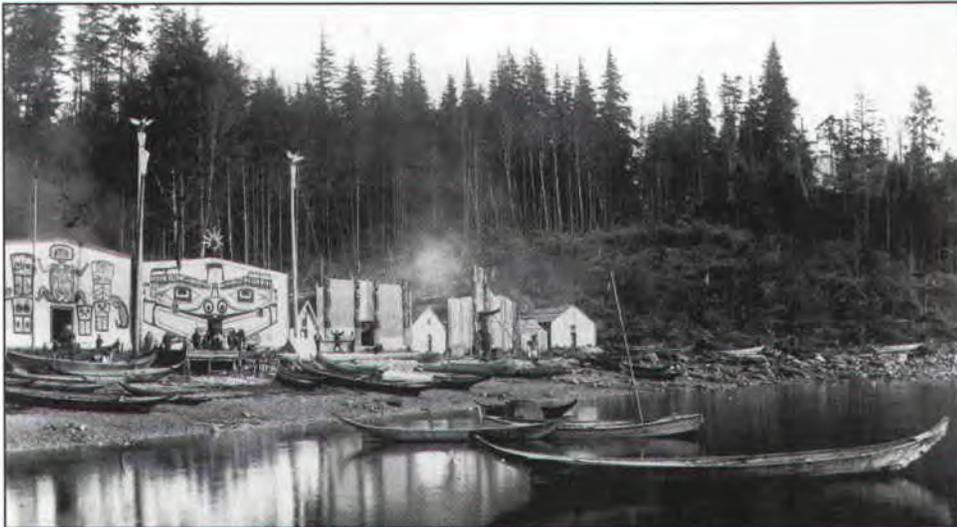
The threat of an American takeover was very real. During the American Civil War between the Northern and Southern states, Britain appeared to support the Southern states by supplying them with warships. When the North won the war in 1865, the British North American colonies worried that the Northern armies might take revenge on Britain by attacking them. American politicians and newspapers were also talking about Manifest Destiny — the idea that it was natural the United States would one day control all of North America. In 1867, the United States bought Alaska from Russia. British Columbia was hemmed in to the north and south by the United States. Would the United States take over the vast open plains east of British Columbia next?

2. Changing British Attitudes

The colonies had been seen as a source of wealth and power for Britain, but by the 1860s some people in Britain felt the colonies were too big a drain on the home country's finances. Suddenly, the colonies could no longer be sure that Britain would defend them in case of attack from the United States. The colonies were vulnerable. If they united, they could pool their resources and better defend themselves.

3. The Need for New Trade Links

Britain was also less willing to provide the colonies with special trading privileges. Before 1846, the colonies could ship wheat and flour to Britain at a very low tax. In 1846, that trade preference ended when Britain announced free trade. The British North American colonies then worked out a reciprocity (free trade) agreement with the United States in 1854. Certain goods could pass over their borders tax-free, but the US ended the agreement in 1865. The colonies began to realize that they had to develop better trade links among themselves.



Aboriginal peoples, like these Kwakwaka'waku on the West Coast were the first inhabitants of what we call Canada today.

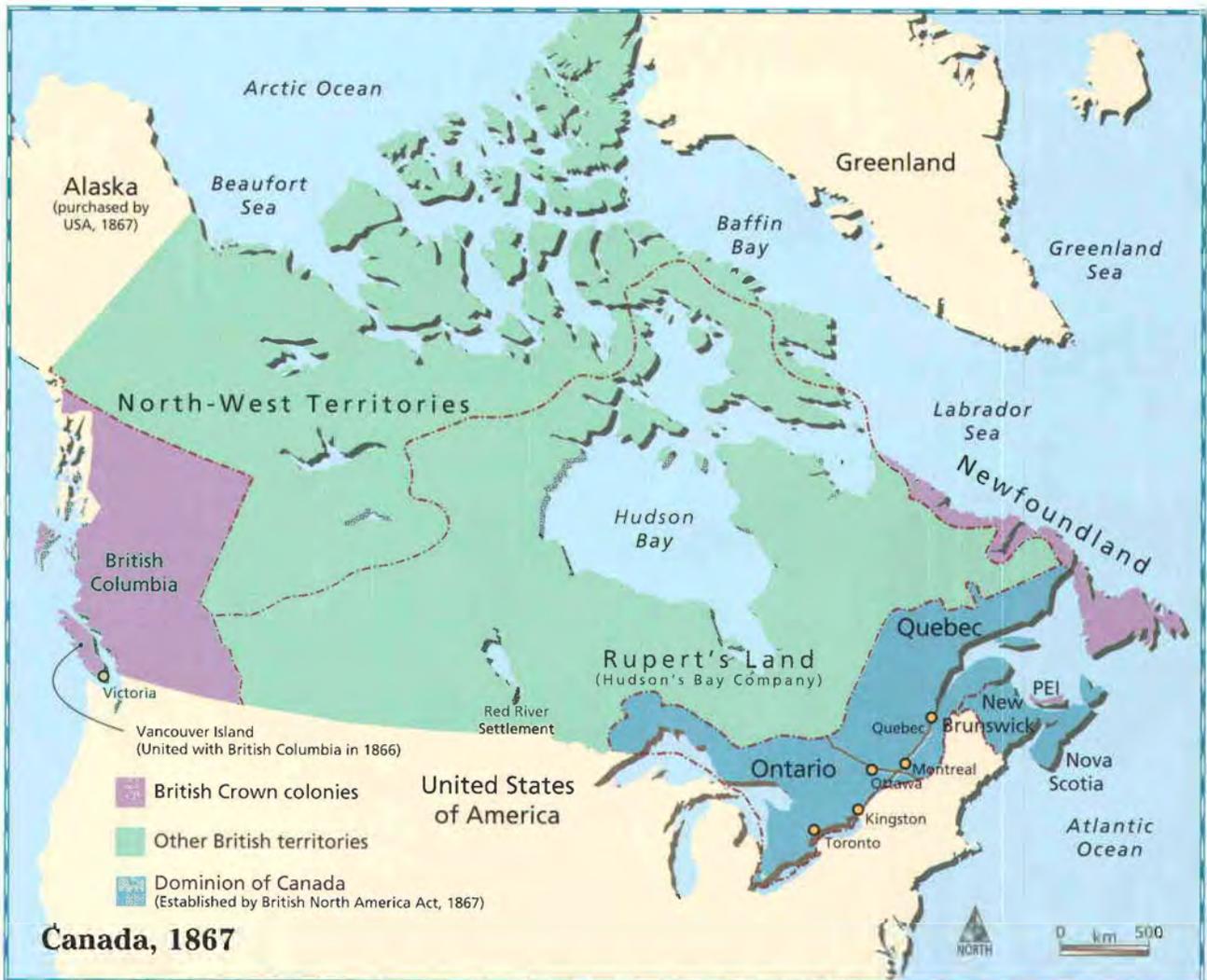
4. The Need for Railways

If there was going to be trade among the colonies, there had to be rail links. A railway connection between the Atlantic colonies and Canada was also essential for defence. If the colonies were attacked by the United States, British troops could be rushed from Halifax. But in winter, the St. Lawrence River was frozen solid and the only way troops could reach Canada would be by rail. A railway building boom began, but Britain was reluctant to

keep sending finances for the railways. The individual colonies did not have the resources to build the lines of steel themselves. If the colonies united, expenses could be shared.

Confederation 1867

Canada became a nation in 1867 when Britain passed the British North America Act, today known as the Constitution Act 1867. What characteristics defined Canada in 1867?



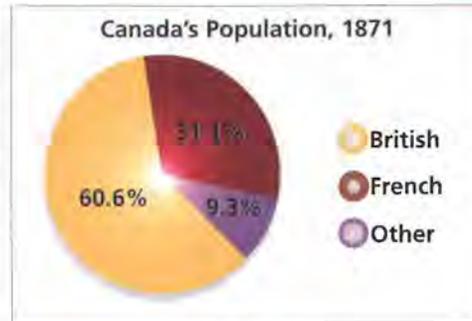
The Land and Economy

Canada in 1867 included four provinces: Nova Scotia, New Brunswick, Ontario, and Quebec. Ontario and Quebec were much smaller than they are today. The Fathers of Confederation hoped to have other colonies join the country to fulfill the dream of a nation stretching “from sea to sea.”

The majority of people in the country were farmers, fishers, or merchants. Economically, there were strong ties to Britain. Canada was seen as a source of wealth and economic power for the home country. Vast quantities of furs, fish, timber, grain, and flour made their way on ships across the Atlantic to the tables of Britain. While some industries were developing in Canada, most manufactured goods from clothing to dishes came from Britain or the United States. Nova Scotia and New Brunswick, however, had a lively trade with the east coast of the United States and the West Indies.

The People

The majority of people in Canada were of British (English, Scottish, Irish, or Welsh) heritage and had come from Britain or the



United States. Since Canada was still part of the British Empire, Canadians were subjects of the British Crown and swore allegiance to Queen Victoria. They flew the British flag and sang “God Save the Queen” at ceremonies and special events. It was not unusual to see British soldiers on the streets and in garrisons throughout the colonies.

French Canadians had been in Quebec and the Maritimes since the 1600s. In 1867, they were also British subjects. They had kept their language, religion, system of laws, and culture, but the fact that they had been “conquered” by the British in 1759 was still a bitter pill for many to swallow. They felt the constant pressure of the

Canada's first census (population count) was taken in 1871. Ninety-two per cent of the population was of either British or French origin. The census did not include Aboriginal peoples living in the country. Why?



Montreal in the 1860s was the largest city in Canada and was bustling with life.

British majority around them threatening their identity.

Aboriginal peoples were also considered by the government to be British subjects, though they saw themselves as independent, self-governing nations. They were placed under the authority of the federal government at Confederation. A department of Indian Affairs was created to manage the way they would live. The policy of the government was for assimilation. That is, the government wanted to gradually absorb Aboriginal peoples into Canadian (mainly British) culture. The government made treaties to gain Aboriginal lands and moved many Aboriginal peoples onto reserves. Children were sent to special residential schools where they were not allowed to speak their languages or follow their cultural traditions.

Other ethnic groups made up 9.3 per cent of the population in 1871. They included Blacks (primarily in Nova Scotia and Ontario), Germans, Ukrainians, Scandinavians, Chinese, Italians, and others. There were already a number of different ethnocultural and racial groups in Canada, though their numbers were small.

The Government

Canada's government was based on features from both the British and American systems. Following the American model, Canada had a federal system. Provincial governments looked after local affairs and a central government looked after affairs affecting the whole country. But in Canada, the federal government was meant to be more powerful than the provincial governments. In the American government, the states had wider powers than the central government.

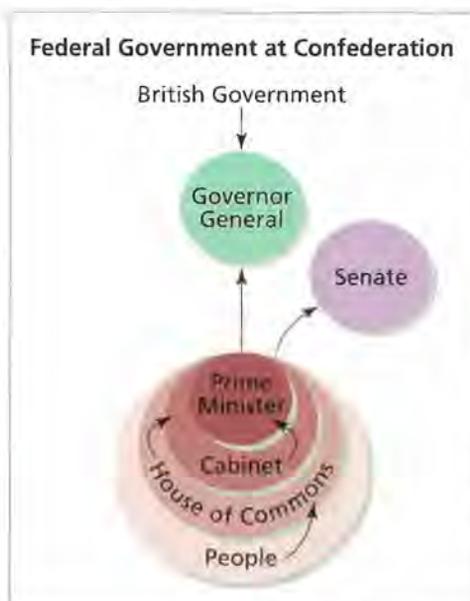
Following the British model, Canada had a parliamentary system with a House of Commons made up of representatives elected by the people. The Queen of England was still the head of government and she appointed a Governor General to represent her in Canada, but both had to follow the wishes of the majority in the House of Commons. Like Britain, Canada's government also had an "upper house" called the Senate. The name was taken from the American system. Its main function was to double check all laws passed by the House of Commons.

The new nation of Canada in 1867 was not declaring independence from Britain. Government in Britain still had the final say on any changes to Canada's constitution (the rules, practices, and laws for how a country should be governed) and its foreign relations. Canada's constitution, however, gave Canadians more direct control over their own affairs. Canada was also beginning to define itself as different from both Britain and the United States.

The Roots of Regionalism

On Confederation Day people celebrated, but not everyone was rejoicing. In Nova Scotia, anti-Confederationists burned a likeness of Premier Charles Tupper side-by-side with a rat. In New Brunswick, a newspaper headline read: "Died – at her

At Confederation, the real power for governing the country and making laws went to the prime minister and cabinet, who represented the party with the majority in the elected House of Commons.



residence in the city of Fredericton, The Province of New Brunswick, in the 83rd year of her age." In Quebec, French Canadians wondered if they would have an equal say in government and could maintain their distinct identity in a country dominated by English-speaking people. Aboriginal peoples were not consulted about their role in the new country.

Some colonies rejected Confederation outright. Newfoundland and Prince Edward Island believed they would have little real representation in the federal government. The government in the new capital of Ottawa was too far removed to understand their concerns. The colonies had developed their own strong identities. Even in 1867, the roots of strong provincial and regional differences were well established in Canada. Canada has always faced the challenge of uniting regions that have very different needs, geographies, peoples, and economies.

Emerging Identity 1867 - 1900

In 1867, Canada was a nation of four provinces in the East. By 1900, the country stretched across the continent from Nova Scotia in the east to British Columbia in the west and north to the Arctic Ocean. The country was also establishing closer transportation and communication ties. The transcontinental Canadian Pacific Railway was completed in 1885 and the telephone was invented in 1876. Social and economic developments were occurring, and Canada saw the first stirrings of a cultural identity. The National Gallery, for example, was founded in 1880. The timeline on the following pages (pp. 8–9) highlights some of these major developments in Canada's growth to 1900.

Towards the Twentieth Century

So as Canada approached the twentieth century, the country's land area, population, and economy had grown considerably. The world was beginning to take notice of this new country called Canada. By 1900, Canada was also beginning to look outward to its place in the world.

As you follow the story of Canada through the twentieth century in this book, you will see the following key topics highlighted throughout. Take a minute to think about how each of these topics is reflected in what you have read about Canada's development from 1867 to 1900. What aspects do you think will change or remain the same in the early twentieth century? Then read on and find out.



Canadian Identity



External Forces Shaping Canada's Policies



French-English Relations



War, Peace, and Security



Population Patterns



Impact of Science and Technology



Canada's International Status and Foreign Policy



Social and Political Movements



Contributions of Individuals



The Economy



The Changing Role of Government

A GROWING NATION 1867 - 1900

1867 - 1879

Political Changes

- 1869 - 1870** Red River Resistance; Louis Riel and the Métis fight for land and political rights, and the right to enter Confederation as a province
- 1870** As a result of the Red River Resistance, Manitoba becomes a province of Canada
- 1871** British Columbia joins Canada and is promised a railway link with the East
- 1873** Prince Edward Island joins Canada
North-West Mounted Police are created to police the West



Economic and Technological Changes

- 1869** First Eaton's department store opens in Toronto
- 1872** Elijah McCoy invents the lubricating cup used on trains and in factories
- 1876** Alexander Graham Bell completes first long-distance telephone call from Brantford to Paris, Ontario
- 1876** First new, hardy Red Fife wheat is exported from Manitoba
- 1878** John A. Macdonald introduces his National Policy to promote economic growth in Canada



Social and Cultural Changes

- 1871-1921** Canada signs treaties with Aboriginal nations in the West; many are moved onto reserves
- 1872** Trade Union Bill makes labour unions legal
- 1875** Women's Christian Temperance Union (WCTU) is founded to lobby against alcohol abuse and to push for women's rights, including the right to vote
- 1875** First organized hockey league game is played in Victoria Rink, Montreal
- 1876** Canadian government passes the Indian Act that makes Aboriginal peoples "wards of the state" and sets out rules by which they should live



1880 - 1889

- 1880** Britain grants Arctic Islands to Canada
- 1885** North-West Rebellion led by Louis Riel is crushed; Riel is hanged



- 1882** Horse-drawn streetcar debuts in Winnipeg
- 1885** Canadian Pacific Railroad across Canada is completed largely through the work of immigrant labourers including thousands of Chinese; postal services expand westward with railway
- 1888** Liberals first propose unrestricted free trade with United States
- 1889** Buffalo on the western plains are basically extinct



- 1880** National Gallery is established
- 1882** Royal Society of Canada is founded to promote research and learning in Canada
- 1884** First women students are admitted to University of Toronto
- 1885** Sun Dance of Aboriginal peoples is banned by the federal government as part of its policy to assimilate Aboriginal nations
- 1889** Report of Royal Commission on Relations of Labour and Capital points out problems of unsafe working conditions, low wages, child labour, etc.



1890 - 1900

- 1890** Manitoba Schools Act ends tax support for French-Catholic school system
- 1898** Yukon becomes a territory of Canada

- 1890** Massey Manufacturing Company wins world recognition for efficiency of its farm machinery
- 1891** Toronto's street railway converts to electric power
- 1896** Niagara Falls hydroelectric plant opens
- 1897** Dr. Henri Casgrain becomes first known Canadian to drive a motorcar – top speed 29 km/h
- 1898** Gold rush attracts thousands to the Klondike region of the Yukon



- 1892** James Naismith of Edmonton develops game of basketball
- 1892** Mohawk poet Pauline Johnson begins public readings of her poetry
- 1894** Labour Day is celebrated as a holiday
- 1896** Canada introduces an "open door" policy to immigrants
- 1897** First Women's Institute is founded by Adelaide Hoodless to teach women about nutrition, child care, and domestic science
- 1900** Canada has grown to a nation of 5.3 million people





THE TWENTIETH CENTURY DAWNS

1900-1913

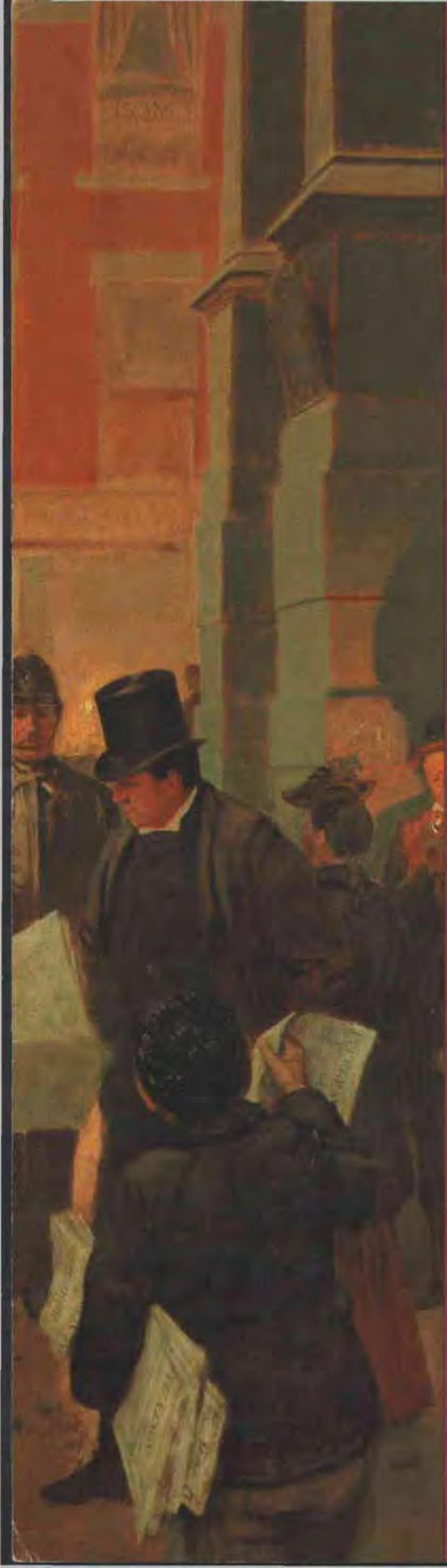
The years 1900 to 1913 were a period of remarkable growth and change for Canada. There were major advances in technology. Bicycles and automobiles were replacing horses and carriages as a means of getting around. The telephone and wireless radio changed communications. Suddenly the world seemed much smaller.

With the discovery of electricity, industries grew at an astonishing pace. People flocked to factories in cities and towns looking for jobs and new opportunities. Canada was becoming more urban. By 1913 over 2 million new immigrants had also come to Canada. It was the greatest wave of immigration in Canada's history and changed the face of society.

In 1901, there were great inequalities between rich and poor, men and women, workers and their bosses. The rights of Aboriginal peoples were ignored. People in Black and Asian communities faced discrimination. New immigrants also found themselves treated differently from others in society. Movements for social change, however, were gaining momentum.

Canada was also beginning to take its first steps onto the world stage and to assert its independence. Both internal and external forces were shaping Canada's identity in the early years of the new century.

1. The painting on these pages is called *Lights of a City Street* (1892) by F. M. Bell-Smith. Look closely at the people in the scene. Who are they? What are they doing? What does this painting tell you about everyday life in the city around the turn of the century?
2. What evidence of technology can you see?
3. Do you think this painting represents everyday life for all people in Canada just before the turn of the century? Why or why not?



Strands & Topics

Communities: Local, National, and Global



Canadian Identity

- Canadian art and literature blossoms (e.g., works of L. M. Montgomery, Pauline Johnson, Ozias Leduc, etc.)
- new immigrants make contributions to the country's growth
- Alberta and Saskatchewan become provinces 1905; boundaries of Manitoba, Ontario, and Quebec are extended 1912



External Forces Shaping Canada's Policies

- Alaska Boundary Dispute takes place with Americans 1903
- British imperialism leads to Naval crisis 1909
- Reciprocity with United States is an issue in 1911 federal election
- American movies, automobiles come into Canada



French-English Relations

- imperialists vs anti-imperialists
- rise of French-Canadian nationalism
- differences over Naval Service Bill and participation in Boer War
- Franco-Manitobans and Franco-Ontarians struggle for recognition



War, Peace, and Security

- Canada sends troops to Boer War in South Africa 1899-1902
- Canadian navy is established

Change and Continuity



Population Patterns

- immigration boom
- urbanization
- settlement of western Canada



1896

Wilfrid Laurier becomes prime minister
Canada introduces an "open door" policy to certain immigrants

1900

Reginald Fessenden sends first wireless voice message

1901

Twentieth century begins
Marconi receives first transatlantic wireless radio signal

1899-1902

Canada sends troops to Boer War in South Africa

1903

Alaska Boundary Dispute begins

1904

Labour Day is established as a national holiday
Charles Saunders successfully grows Marquis wheat

1905

Saskatchewan and Alberta become provinces

1906

One of world's first movie theatres opens in Montreal

1907

Early flights take place in Nova Scotia
Tom Longboat wins the Boston Marathon

1908

L. M. Montgomery's *Anne of Green Gables* is published
Child Labour Act of Ontario is passed
Samuel McLaughlin begins mass production of automobiles in Canada

1909

Naval crisis occurs
Canada and United States form an International Joint Commission

1911

Laurier is defeated in 1911 election
Robert Borden becomes prime minister

1912

Boundaries of Manitoba, Ontario, and Quebec are extended
Stephen Leacock's *Sunshine Sketches of a Little Town* is published

1913

Over 400 000 new immigrants arrive in Canada





Impact of Science and Technology

- bicycles, automobiles, aircraft, telephone, wireless radio, silent movies are developed
- new wheat strains are invented



Canada's International Status and Foreign Policy

- International Joint Commission is established to settle disputes with US 1909
- Canada gains some autonomy from Britain by establishing its own navy and sending only volunteers to Boer War

Citizenship and Heritage



Social and Political Movements

- women's suffrage movement begins
- movements for social reform (better education, health care, wages, working conditions, etc.) gain momentum
- workers organize unions and strikes
- immigrants establish social support groups
- Aboriginal population is hard hit by disease, poverty, and loss of traditional lifestyles



Contributions of Individuals

- writers such as L. M. Montgomery, Pauline Johnson, and Stephen Leacock publish important works
- artists such as Homer Watson and Ozias Leduc focus on Canadian themes
- Tom Longboat and James Naismith contribute to development of Canadian sports

- Henri Bourassa and Wilfrid Laurier make major political contributions
- Charles Saunders, Samuel McLaughlin, and Alexander Graham Bell are among major inventors and entrepreneurs

Social, Economic, and Political Structures



The Economy

- reciprocity (free trade) with United States is defeated
- country experiences resource and industrial development; growth of giant corporations
- inequalities occur in economic development of Canada's regions
- trade increases among nations; global economy is emerging



The Changing Role of Government

- Laurier makes compromises to appease French and English concerns
- pressure groups make strides toward social and political change

Methods of Historical Inquiry



Skill Development

- note-making
- interpreting political cartoons
- using primary and secondary sources

Activities

- pp. 35–37, 57–59

Expectations

By the end of this unit, you will be able to:

- describe life in Canada at the turn of the twentieth century
- explain the effects of major developments in technology
- identify major groups that immigrated to Canada and their contributions
- evaluate changes brought about by urbanization
- assess the effectiveness of movements for social reform
- examine the role of government and political figures such as Wilfrid Laurier
- analyze the crises in Canada's relations with Britain and the United States
- explain the growth of Quebec nationalism and differences between English and French Canadians over issues such as imperialism
- evaluate Canada's policies in war, peace, and security from 1900 to 1913
- assess Canada's economic development to 1913
- appreciate the contributions of individuals to Canada's growth and identity
- apply good note-making skills
- effectively analyze and interpret political cartoons
- use primary and secondary sources effectively

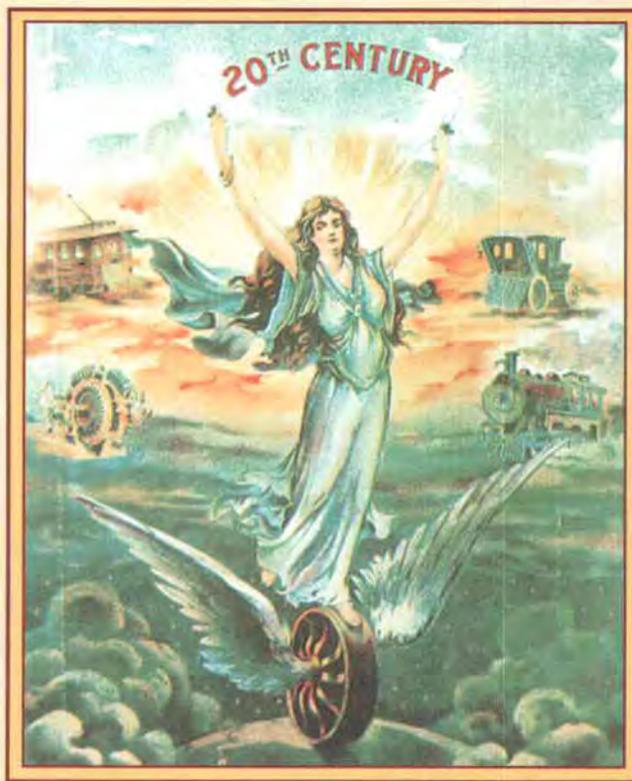
Canada at the Turn of the Century

* A New Century

At midnight church bells started to peal. Bonfires were lit and cannons roared a salute to the twentieth century. Across Canada citizens enthusiastically celebrated the New Year. While some joined in fancy champagne suppers, others enjoyed simple family gatherings. Many people telephoned or sent telegrams to friends wishing them "Happy New Century."

The year 1901 marked the beginning of an exciting new era for Canada. The world had gone through an economic depression in the 1890s and Canada had felt the pinch. But now that was over. This country of 5.3 million people was flushed with prosperity.

Canada was only 33 years old, but in the short time since Confederation it had grown tremendously. In 1867, it had been a country of just four provinces in the East. By 1900, Canada stretched across the continent from Nova Scotia in the East to British Columbia in the West and north to the Arctic Ocean. Industries were growing in cities and towns,



and farmland in the West was waiting to be cultivated.

It was said that the nineteenth century had belonged to the United States. The United States had become a powerful nation and a land of opportunity for new immigrants from

around the world. In 1904, Prime Minister Wilfrid Laurier boldly stated that the twentieth century would belong to Canada. Many Canadians believed he was right. Canadians entered the twentieth century with a sense of optimism and confidence.

1. a) Examine the poster. What images does it present?
b) How does it reflect the feelings of optimism in Canada at the beginning of the twentieth century? Do you think everyone shared in this optimism? Why or why not?
2. Why do you think Laurier believed that the twentieth century would belong to Canada?

Winds of Change

In the early 1900s, cities such as Montreal, Hamilton, Toronto, Winnipeg, and Vancouver were becoming bustling centres. In the evenings when the workday was done, business people and workers rode home on their bicycles or rushed to catch the electric tram. Families walked home from a day's shopping or an outing in another part of the city. Newsboys on street corners hawked papers with the latest news of the day. Impressive store fronts lined the streets and telephone wires hovered on tall poles along the sidewalks. At dusk, electric streetlights lit the way for pedestrians and automobiles.

This was only one side of life in Canada at the turn of the century, however. For most people, life still centred around the farm and village. Over 60 per cent of Canada's population in 1901 was rural. Across the country, life was a mix of old and new.

A Look Across the Country

In the Maritimes, farmers still hauled wood from the bush with oxen. Families carded

wool from their own sheep for yarn to make clothes. A few towns, such as Sydney, were industrial centres thriving on coal and steel. Times were changing. Maritimers looked less and less to Britain, the United States, and the West Indies—their old trading partners across the seas. Now they began to make new connections inland with the rest of Canada. But for Maritimers, the future seemed to lie in the West and not in their home provinces. Many packed their belongings, jumped onto trains, and took up homesteads on the booming Prairies.

Montreal at the turn of the twentieth century was a great world port filled with warehouses and noisy taverns. Church steeples and factory chimneys dominated the skyline. Forty millionaires were said to live on one stretch of Sherbrooke Street known as the “Golden Mile.” But rural Quebec had not changed much for almost a century. Families still lived on strip farms along the rivers and kept their traditional *habitant* customs and lifestyle.

In Winnipeg, new wooden homes seemed to be rising every week. But farther west, the newest immigrants still lived in sod huts. Settlers began moving into the Prairies so rapidly, however, that by 1905



Netsurfer

For more information on early twentieth century technology, visit Canada's National Museum of Science and Technology at www.science-tech.nmstc.ca.

the federal government created two new provinces, Saskatchewan and Alberta. Treaties were signed with Aboriginal peoples and many were moved onto reserves. It became increasingly difficult for them to follow their traditional ways of life.

In Ontario and Quebec, new industries and business enterprises were beginning to develop. Canada's major banks established a firm foothold and provided funds for businesses and western development. Workers were finding new jobs in factories that turned out manufactured goods. New railways were being built and the ribbons of steel distributed goods manufactured in the East across the country.

To the people in the East, British Columbia in 1901 was a land apart. It was

separated from the rest of Canada by high mountains. Only the transcontinental railroad provided a link. It was a province of isolated ranches, fruit farms, mining camps, and cannery towns. Vancouver was a growing city, hustling after business. It was quickly becoming a major port for exporting prairie wheat and British Columbia coal. The capital of Victoria, on the other hand, was said to be "more English than England."

New Technologies

As Canadians moved further into the first decade of the new century, life progressively became more "modern." The early years of the twentieth century were a great

A painting by Canadian artist Homer Watson titled Log-cutting in the Woods, 1894.



1. Contrast this painting with the one on pages 10-11 at the beginning of this unit.
2. What impression does this painting give of rural life in the early twentieth century?

age of science and technology around the world. The technological changes had an effect on almost every aspect of life in Canada.

From Horses to Wheels

In 1900, horses still played an important role in many peoples' lives. When a baby was born, a horse-drawn carriage brought the doctor to the house. At the end of a person's life, the undertaker's sleek black horses pulled the hearse to the cemetery. Farmers used horses to pull their ploughs and town dwellers kept them for transport. Every bakery, dairy, and coal company had to have horses to pull its delivery wagons. Horse-drawn streetcars were also still in use in many Canadian towns and cities.

New means of transportation were coming on the scene, however. The bicycle was one of the most exciting new inventions at the turn of the century. For people who were used to getting around with horses and carriages, the bicycle brought a new sense of freedom and mobility. After all, horses had to be fed and housed. Bicycles didn't, and they were cheaper to buy. By the turn of the century, one in every 12 persons owned a "wheel."

The bicycle had a major impact on society. It not only made transportation easier, but had an effect on work, leisure, and fashions. People could live farther from their place of work and get to their jobs more easily. On the job, mail carriers, police officers, delivery boys, ministers, and many others could use bicycles to get around. Schools were started where people could learn the fine points of riding. Cycling clubs organized tours, rallies, and races. Many women became cycling enthusiasts. Cycling helped to change women's fashions. Now women could wear less restrictive and more sensible clothing, such as divided skirts.



The bicycle also helped to break down social barriers. Here was a vehicle the poor as well as the rich could afford. On any given day, a factory worker or domestic servant might be riding to work beside his or her bank manager.

Bicycles were used for transportation and sometimes romantic picnics in the country.

Automobiles

By 1900, the automobile was just being introduced. Henry Ford had founded the Detroit Automobile Company in 1899, nine years after Daimler started his company in Germany. King Edward VII was an enthusiastic supporter of "**horseless carriages**" and helped to make them popular. In Ontario, the first motorist was John Moodie of Hamilton, who imported a \$1000 Winton from the United States in 1898.

By 1908, an Oshawa carriage-maker, Sam McLaughlin, was producing automobiles in Canada. McLaughlin had signed a contract with the Buick Motor Company in the United States. McLaughlin built the body of the cars and Buick provided the engines. The Oshawa firm in 1908 produced only 200 automobiles, but it was the beginning of the mass production of cars in Canada. The automobile industry would become one of the foundations of manufacturing in Canada.

A collision in Vancouver. Automobiles were beginning to complicate traffic on city streets.



Until the 1920s, the automobile was considered a rich person's toy. But with the development of the assembly line, the prices of cars dropped and moved to within the grasp of many more people. Certainly no one at the turn of the century could predict the problems of accidents, parking, and congestion that the new invention would bring.

Flight!

In 1903 the American brothers, Orville and Wilbur Wright, successfully flew the first airplane. That flight, on the beach of Kitty Hawk, North Carolina, lasted just 12 seconds. But the Wright brothers proved that

a machine heavier than air could fly. The Air Age had begun.

Meanwhile in Canada, Alexander Graham Bell, the inventor of the telephone, also worked on the problem of flight. At Baddeck, Nova Scotia, he formed a group known as the **Aerial Experiment Association (AEA)**. In 1908 Casey Baldwin, a member of the AEA, flew a plane called the *Red Wing*. It travelled a distance of 97 m! By the summer of 1909, Douglas McCurdy was making flights of 32 km over the water at Baddeck in the *Silver Dart*. The *Silver Dart* was the finest and most easily flown aircraft of its day.

First flight of the Silver Dart at Baddeck, Nova Scotia, 1909.





ArtsTalk



Anne of Green Gables Published June 1908

A delightful new novel by a Prince Edward Island writer, Lucy Maud Montgomery, has just been published. The novel is *Anne of Green Gables*. It is the enchanting story of Anne Shirley, a lively and talkative red-haired orphan. By mistake, Anne is sent to live with the Cuthbert family who have requested a boy to help on their farm. The adventures that follow are hilarious and heartwarming. The novelist captures the spirit of growing up in Prince Edward Island in Victorian times. Lucy Maud Montgomery's novel is so successful that she is already working on the sequel, *Anne of Avonlea*.



Sunshine Sketches of a Little Town Hailed 1912

Stephen Leacock is the funniest man in Canada. His new book, *Sunshine Sketches of a Little Town*, is a wonderful satire of life in a small Ontario town. The town is called Mariposa. Many people believe it is inspired by Leacock's home town of Orillia, Ontario. Leacock's satire makes fun of characters and small town life in a good-natured way. The people described in Leacock's story are just like people all of us know. Leacock allows us to laugh at ourselves and our everyday follies.



**Poet Pauline Johnson
(Tekahionwake)**

1. Lucy Maud Montgomery and Stephen Leacock are only two of many writers who published important novels and poems at the turn of the century in Canada. Find out more about one of the following. Write a short review like those above about one of their works or create a history card with a picture and short biography of the writer. You could also research writers not in this list.

Pauline Johnson

Frederick Philip Grove

Louis Hémon

Charles G. D. Roberts

Duncan Campbell Scott

Robert Service

Bliss Carman

Isabella Valancy Crawford

Archibald Lampman

Phillipe-Joseph Aubert de Gaspé

2. Every summer, the Stephen Leacock Medal for Humour is given to a Canadian writer for the most humorous book of the year. Find out who the most recent winner is and present a short report about the writer.

It would be a long time before large airplanes would be carrying passengers overseas, but McCurdy and Baldwin tried hard to convince the Canadian government of the airplane's military value. However, when the *Silver Dart* crash-landed during the flight trials, military officials rejected the idea of using airplanes in warfare. Ironically, 30 years later, the Canadian

government asked McCurdy to become director of government aircraft production during World War II.

Instant Communications

Around the turn of the century, more people were getting telephones. Businesses thrived as people ordered goods from stores by phone. Friends and families



Marconi waits for the first transatlantic radio message from England at Signal Hill in St. John's, Newfoundland.

could pick up the telephone and instantly share news or the latest gossip. Party lines, where more than one household shared a line, were common. All calls had to be channelled through the telephone exchange where operators sitting at boards connected the callers. The telephone greatly improved communications and helped reduce loneliness and isolation for people in rural areas who were often a long way from neighbours. The telephone also provided employment for women as operators.

In 1900, a Quebec-born inventor named Reginald Fessenden made an astounding discovery while working in the United States. He sent the first voice message through the air, rather than along wires. It was the basis for all modern radio broadcasting. A year later in 1901 at Signal Hill in St. John's, Newfoundland, Guglielmo Marconi received the first wireless radio signal sent across the Atlantic Ocean. Before this time, messages travelled along a telegraph wire laid on the bottom of the ocean. In 1902, with the backing of the Canadian government, Marconi built a wireless station at Glace Bay, Nova Scotia. From there, he set up official transatlantic wireless communication. It was the beginning of government support for radio communications in Canada.

New Forms of Entertainment

Twenty years elapsed before radio broadcasting became a means of mass entertainment. In the first years of the twentieth century, people were more dependent on home-made entertainment such as the piano, banjo, and amateur theatrical productions. The phonograph or gramophone was coming in, but the thick, flat discs sounded scratchy and tinny. Not until the invention of electrical recording in the 1920s did the sound made from records improve.

Another form of entertainment was about to become immensely popular—moving pictures. The first films were silent and in black and white. Dialogue was shown on the screen as captions. A pianist often added music and sound effects. Movies became so popular that Ernest Ouimet opened one of the world's first deluxe movie theatres in Montreal in 1906. It had a thousand seats and a six-piece orchestra.

Very few movies were made in Canada, however. Movies came from the United States. Hollywood was beginning to develop as the centre of the movie industry in the early 1900s. Canadian-born star Mary Pickford made her first film in 1909, and Charlie Chaplin made his in 1911. Hollywood would continue to have a major impact on Canadian movie goers and the Canadian entertainment industry for years to come.

Changing Lifestyles

In the early 1900s, changes were taking place in life around the home as well. For one thing, modern bathrooms with running water and indoor toilets became more common. Before this time, toilets were outdoor pits—basically holes dug in the ground. Water came unpurified from rivers and lakes, and since there were no sewer systems, people commonly tossed

their slop out of doors. Diseases from contaminated water and food were not uncommon.

Wealthier homes had refrigerators and electric lights. Electric washing machines took some of the drudgery out of washday. Other gadgets included sewing machines, vacuum cleaners, and even electric hearing aids. Canadians who could afford them purchased these gadgets from the Eaton's catalogue. The catalogue was considered by several generations to be the

most popular book in Canada. Rural families in particular depended on the catalogue for everything from fence posts to fashionable hats.

It was some time before most Canadians could afford all the modern conveniences, however. The new appliances allowed wealthier women more leisure time, but for most families, work around the home still involved a great deal of hard physical work.



Netsurfer

For more information on famous Canadians in a variety of different fields, visit <http://schwinger.harvard.edu/turning/Canadians/> or www.heroes.ca.



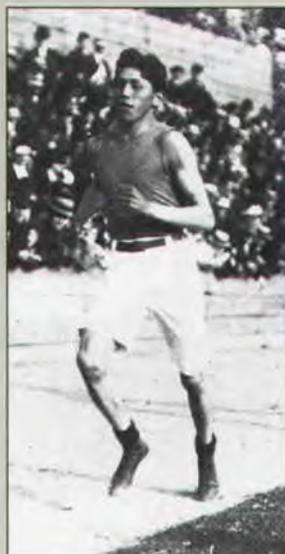
SPOTLIGHT ON...

Tom Longboat

Watching professional sport was a very popular form of entertainment at the turn of the century. In Canada, tremendous attention was focussed on Tom Longboat. He was the greatest long-distance runner of his day. Tom Longboat was an Onondaga born in 1877 on the Six Nations Reserve near Brantford, Ontario. As a boy he raced at local town field days. By age 19, Tom could outrun all of his opponents.

In 1906, Longboat burst onto the Canadian sporting scene by winning the Hamilton Around-the-Bay race. Longboat had a deceptive running style with long, smooth strides. In 1907 he raced the tough, hilly course of the Boston Marathon. Against 125 opponents, Longboat set a record of 2 hours, 21 minutes, 24 seconds, battling snow, rain, and slush. He ended the race 400 m ahead of the second place runner. His record was not broken until the course of the Boston Marathon was changed to make it easier.

In 1908 he ran in the Olympics in London,



England, but collapsed after 32 km. However, later that year in New York, he won the professional marathon championship. In 1909 at Madison Square Gardens in New York, he took part in the "race of the century." He raced against a professional runner, Alfie Shrubbs. At the 39 km mark, Longboat passed Shrubbs and went on to win the race. Longboat was proclaimed the world's best long-distance runner. Each time Tom Longboat ran, crowds flocked to see him.

Tom Longboat later enlisted in the Canadian army and fought overseas in World War I. He served on the Western Front as a dispatch runner. He got a job with the Toronto streets department in 1926, and retired from there in 1945. He died in 1949 at the Six Nations Reserve.

1. Research other famous Canadian sports figures of the early twentieth century. Prepare a mural with photos and captions telling about the individuals or teams and their accomplishments.

Immigration Boom

In addition to new technologies, there were other winds of change in Canada. Between 1901 and 1911, Canada experienced the greatest wave of immigration in its history. **Immigration** is the movement of people into a country from other lands.

In the late 1800s, the Canadian government was anxious to fill the western territories with settlers. People from eastern Canada, especially Ontario, flocked to take up homesteads on the Prairies. But by the 1890s, there were still not enough set-

tlers in the West. In 1896, Prime Minister Wilfrid Laurier's Liberal government decided to take a new approach. Clifford Sifton, Minister of the Interior in Laurier's government, introduced an "open door" policy towards immigrants.

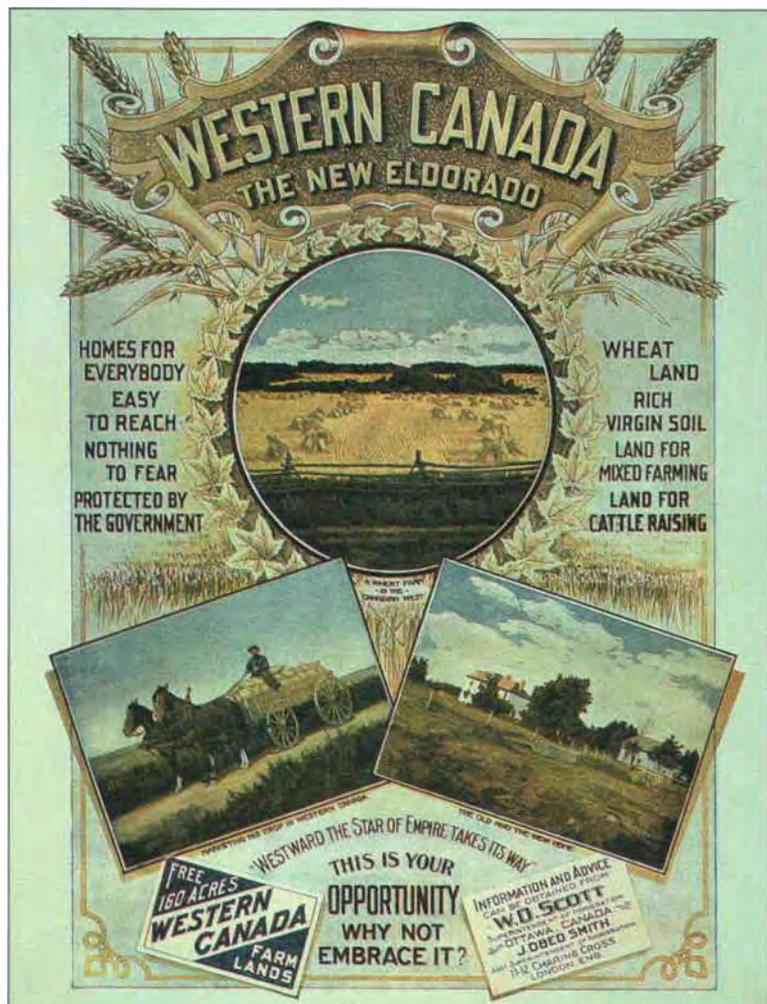
Conditions were right for new immigrants to come to Canada. Faster steamships were travelling the oceans. In Canada, the transcontinental Canadian Pacific Railway had been completed in 1885. Immigrants could now ride the rails across the country to the western Prairies. There was also a new world demand for wheat. As countries in Europe became more industrialized, more people were leaving farms to work in the factories. With fewer farmers producing food, European countries needed to buy food (especially wheat and flour for bread) from Canada and the United States. As world prices soared, growing wheat became more profitable for Canadian farmers. New farm machines such as the chilled steel plough and threshers also made farming more efficient and increased crops.

Choosing Canada

To attract immigrants, the Canadian government launched a massive advertising campaign in Britain, the United States, and Europe. Posters, pamphlets, exhibition vans, and recruiting agents all actively encouraged people to come to Canada. Between 1901 and 1913, 2.7 million people answered the call.

Before 1901, most immigrants had come from Britain and the United States. After 1901, Europeans including Ukrainians, Poles, Scandinavians, Russians, Germans, Austrians, Dutch, and others flooded into the western Prairies. Clifford Sifton was most interested in experienced farmers who could survive the tough prairie environment. Not all

A poster advertising Canada's West. What impressions does it give?



new immigrants went to farm in the West, however. By 1913, a large number had also moved into Canada's growing cities.

They came for many reasons. Some were fleeing political upheavals in their home countries. Others, such as Doukhobors and Mennonites from Russia, came to find religious freedom. The Russian government had ordered them to serve in the army. It was part of their faith that they should never go to war. In Canada, the government passed an Order-in-Council guaranteeing that they would not have to serve in the army. The government also offered them (and many other groups) blocks of land where they could settle together and follow their own cultural traditions.

Other people from Britain and Europe came to escape problems caused by industrialization and a growing population. In Eastern Europe, farms were being divided into smaller and smaller plots to provide for more people. Some farmers found they had hardly enough land to make a living. Their children grew up with little hope for a better future.

In European cities, many working people faced poverty and hunger. Cities were becoming overcrowded as young people from farming areas came looking for jobs in the growing industries. Working people had few opportunities for better jobs, higher wages, or an education. Most people could never afford to own their own land or their homes. With such prospects, many people were willing to put together their few belongings and cross the ocean to Canada.

Canada's West offered wide open spaces, free land (65 ha under the Dominion Land Act of 1872), and a chance for a fresh start. Furthermore, by 1890, the best land in the American West was already taken up. Canada was "the last, best West." Americans also came in

large numbers since they could sell their land at a good price and then receive 65 ha free in Canada. Later, they could buy more land at a few dollars per hectare and still have money left over to buy new machinery or horses.

Immigrants to Canada, 1900-1913

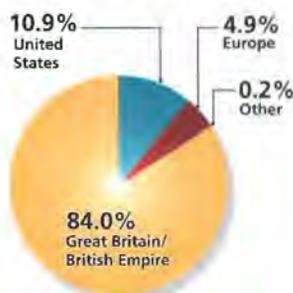
Year	Number of Immigrants
1900	41 681
1901	49 149
1902	89 102
1903	138 660
1904	131 252
1905	136 266
1906	211 653
1907	272 409
1908	143 326
1909	173 694
1910	286 839
1911	331 288
1912	375 756
1913	400 870

Source: Dominion Bureau of Statistics

From where did the majority of immigrants come in 1871? How had this percentage changed by 1911?

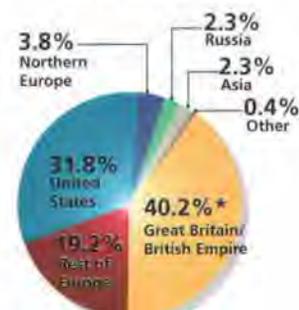
Immigration to Canada, 1871 and 1901 – 1911

Source of immigrants, 1871



Total immigrants to Canada 594 027

Source of immigrants, 1901 – 1911



Total immigrants to Canada 1 681 041

*The majority came from the United Kingdom



IMPACT ON SOCIETY

THE SEEDS OF ETHNIC DIVERSITY

The immigration boom at the beginning of the twentieth century brought many different ethnic groups to Canada. Though they faced resentment, isolation, and economic challenges in their early years, they eventually became an integral part of Canada's social fabric and made important contributions to Canada's growth and diversity. The following are just some of the groups who settled in Canada during the greatest immigration wave in our history.

British Home Children

The Home Children were destitute children and orphans from homes run by charities in England. Between 1867 and 1924, as many as 100 000 British children came to Canada. The majority were between the ages of 7 and 14. Most were placed in foster homes across the country, usually in rural areas. Boys often worked on farms, while girls became domestic servants in small towns or in farm homes. Life was lonely and difficult for these children, especially since they were mainly treated as "just the hired hands." When their work terms were done, many went to work in manufacturing, logging, mining, and service industries. Few became rich and famous, but they contributed to Canada's growth and secured better prospects for their children.

Doukhobors

The Doukhobors faced persecution in their home country of Russia for their religious and political beliefs. It was against their faith to serve in the military or to swear allegiance to a King or Queen. Close to 7500 Doukhobors came to Canada in 1899. The Canadian government guaranteed they would not have to serve in the military. It also granted them about 750 000 ha of land in what is now Saskatchewan so that they could live in villages and share their land, rather than register individual ownership. They believed in a communal system, in

which land was shared by those who worked it. Men often worked on the railways to supplement their farm incomes, and women ploughed the fields.

However, in 1906 a new Minister of the Interior replaced Clifford Sifton and the government changed its policy. Many English Canadians found it difficult to accept the Doukhobors' religious beliefs and communal lifestyle. Suspicions increased when a small radical group of Doukhobors marched into Winnipeg looking for a new "promised land." The Canadian government insisted that the Doukhobors follow standard procedures, and register individual ownership of their lands. This included an intention to become a citizen and swear an oath of allegiance to the Crown. Many Doukhobors refused on religious grounds.

In 1907, 2500 homesteads were cancelled and the Doukhobors lost about 400 000 ha of land. The community was divided. Some stayed on in a special reserve provided by the government based on 6 ha per villager. Others moved away, many to British Columbia.

Ukrainians

The Ukrainians were the largest group of immigrants from central and eastern Europe. Over 170 000 came between 1896 and 1913. Many were attracted by the promise of *vilni zemli* (free land). The first group of 4000 settled together in Alberta about 65 km east of Edmonton. Ukrainian settlements soon grew into prosperous villages marked by clay houses with thatched roofs and a community church. Many Ukrainians worked as farmers, on the railways, in mines and logging camps, and in city businesses. They were viewed as hard-working people, who like many other immigrants were willing to labour for low wages just to become established. But the fact that they encouraged their children to speak in their heritage language, wear national dress, and pre-

serve their cultural traditions made the Ukrainians suspect among English Canadians. Many people in the West wanted to “Canadianize” immigrants. English was made the only language of instruction in schools. Petro Humeniuk, one of the first Ukrainian teachers in Canada, told this story.

In the year I began teaching, the bilingual education law was abolished. Although there were many more Ukrainian students at Stuartburn school than when I was a student, I could not teach them in Ukrainian. The new law said that during school hours I had to teach all my students in English.

... After school I taught the Ukrainian students to read and write in their own language. I wanted them to know the history and geography of the country their parents came from. I wanted them to learn Ukrainian crafts, literature, and our beautiful songs and dances. If the children knew their past they would be proud of our Ukrainian customs and traditions. Then they would feel good about themselves in their new country and pass on our Ukrainian culture to their Canadian children and grandchildren.

Black Settlers

In 1901, the Black population in Canada was about 18 000. In the early 1900s, a number of Black Americans moved north into Canada’s West from



Ukrainian immigrants on board ship. Immigrants faced a long and difficult journey on ships that had recently carried grain and cattle.

the state of Oklahoma. When Oklahoma became a state in 1907, Black settlers faced segregation (laws requiring that they live in separate communities, go to Black-only schools, etc.) and anti-Black violence. They were being pushed from their land. Some saw Canada’s West as a safe haven and were attracted by the offer of free land. By 1909, hundreds of Blacks had formed communities on the Canadian Prairies from Alberta to Thunder Bay, Ontario.

But as more Black settlers moved north, they began to meet resistance. In 1911, an article in the *Edmonton Journal* stated: “Whether well-founded or not, we have to face the fact that a great deal of prejudice exists against the coloured man and that his presence in large numbers creates problems from which we naturally shrink.” Many Canadians at this time wanted to keep Canada British and white. Some people associated Blacks with racial violence and crime. In response to public pressure, the Canadian government tried to block more Black immigrants. Immigration officials were rewarded for turning back Black settlers and tried to declare many unfit on medical grounds. In 1911, the government stated that Blacks were “unsuitable to the climate and requirements of Canada.” Despite these obstacles, about 1500 Blacks came to Canada between 1909 and 1911. Black immigration did not reach large numbers, however, until the 1950s.

1. a) Why do you think many Canadians resented the new immigrants who arrived during this period?
b) Have attitudes toward new immigrants changed today? How and why?
2. Choose one immigrant group who came to Canada during the period 1896 to 1913. Create a short profile of the group including how many people came, why they came, where they settled, and their contributions to Canada. You may want to highlight some key individuals as well. Gather the profiles from your class and mount them on a bulletin board display.

Immigrants who went to the cities found work in the growing factories and in construction. They hoped to earn a decent income and get an education for their children. To many, Canada offered at least a brighter future for their children. Some immigrants, especially British and Americans, came looking for adventure and new business opportunities.

Contributions

The flood of immigrants contributed to Canada's growing population and work-force. In the West, immigrants were the driving force behind the agricultural boom. Many established prosperous homesteads and began farming wheat in large quantities. In the cities, many immigrants worked in the factories and in construction. They often took the most dangerous or difficult jobs laying streetcar tracks, digging sewer systems, and labouring in the expanding textile factories. Some also took seasonal jobs working in mines, logging camps, or in railway and road construction.

With the immigration boom, the population of western Canada increased rapidly. Towns sprang up, roads were built, and railway lines branched out. Regina, Saskatoon, Calgary, and Edmonton mushroomed in size. Two new provinces were created. In 1905, Alberta and Saskatchewan became the newest members of Confederation.

By 1911, over 80 per cent of the people in the West were born outside Canada.

Immigrants played an important part in Canada's rising economic prosperity and in the development of the country.

A Discriminatory Policy

But while British, European, and American immigrants were welcomed into Canada, other groups were discouraged. Canada's immigration policy was discriminatory. People of African (Black), Italian, Asian, Arab, Greek, and Jewish origin, for example, were not welcomed into Canada during this period, though some came nonetheless. It was thought they would not make good farmers and would not easily assimilate or become absorbed into Canadian society.

Most people of British heritage in Canada supported the idea of **Anglo-conformity**. In other words, they believed immigrants should abandon their cultural traditions and adopt the behaviour and values of English-Canadian society. At the same time, many French Canadians feared that "foreigners" would lessen their chances for French language rights and separate schools in the West. As a result, new immigrants often faced attitudes of suspicion and resentment.

After 1900, Canada's immigration policies became even more restrictive, particularly toward people from Asia. A number of Chinese immigrants had come to Canada in the 1880s to work on the Canadian Pacific Railway. Without them,

FAST FORWARD

Today, Canada is one of the most multicultural nations in the world. Our ethnic diversity is largely the result of waves of immigration during the twentieth century. In 1901, Canada's population was 60 per cent British, 30 per cent French, and 10 per cent other groups. By the 1990s, no one ethnic group represented a majority in the Canadian population. The 2 million immigrants who came to Canada between 1901 and 1911 laid the groundwork for our cultural diversity. They still represent the greatest wave of immigration in Canadian history.

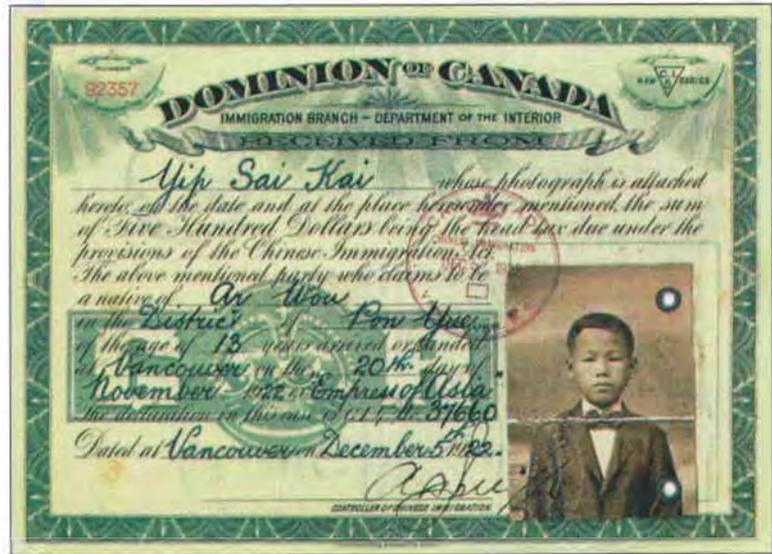
the railway could not have been built. But when the railway was complete, the Canadian government acted to discourage more Chinese immigration to Canada. All Chinese immigrants were required to pay a head tax of \$50 in 1885. This tax was raised to \$100 in 1900 and to \$500 in 1903—a staggering amount of money at the time.

In British Columbia, riots broke out in 1907 to protest immigration from China, Japan, and India. British Columbians were concerned that they would lose their jobs to the newcomers, who were often willing to work for lower wages. Japanese immigration was restricted to 400 persons a year. In 1914, a number of Sikhs on board a steamer called the **Komagata Maru** were not allowed into Vancouver. While the ship waited in the harbour as government officials decided what to do, people in the streets protested against allowing the newcomers into the city. The 5000 Sikhs who had settled in Vancouver earlier deeply resented the treatment of the people aboard the *Komagata Maru*. Tensions remained high in the city for many years afterwards. Restrictions on Asian immigration remained in effect for another 60 years.

Urbanization

With the growth of industries and increased immigration, Canada was also becoming more urban. **Urbanization** is the movement of people into cities and towns.

Before 1900, the vast majority of people in Canada lived on farms, in villages, or in small towns. With the development of new farm machinery, however, fewer workers were needed on the farms. Many young people flocked to cities and towns looking for work in the new factories. Since farms were usually passed on to the eldest son, many younger sons and daugh-

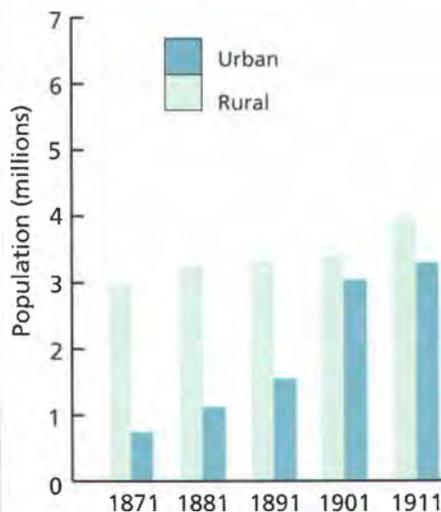


ters moved to the cities looking for new opportunities. New immigrants also fueled the growth of cities such as Toronto, Montreal, Winnipeg, and Vancouver.

Canada's two largest cities, Montreal and Toronto, doubled in size by 1921, but the most spectacular growth was in the cities of the West. Winnipeg, Vancouver,

A Chinese head tax certificate. Measures such as the head tax were used to restrict Asian immigration to Canada in the early 1900s.

Population of Canada by Census Dates, 1871 - 1911



Note: Figures rounded to nearest thousand.
Source: Dominion Bureau of Statistics.

Between 1901 and 1911, Canada's urban population increased by 62 per cent. By 1911, four cities—Montreal, Toronto, Winnipeg, and Vancouver—had populations over 100 000.



Alberta and Saskatchewan became provinces of Canada in 1905. In 1912, the boundaries of Manitoba, Quebec, and Ontario were extended. With their larger territories, these provinces gained new resources and new opportunities for development.

Edmonton, and Calgary became vibrant centres. Regina grew from a population of just a few at a lonely outpost to 30 000 by 1910. In Calgary, there were twice as many real estate offices as grocery stores. Cities expanded at a slower rate in the Maritimes, though Halifax and Saint John showed steady growth.

Most cities developed industrial centres. Along with the factories, workers lived here in tiny homes crowded together on small lots. Most workers were renters since they could not afford to buy their own homes. Landlords often spent little money

on maintaining the buildings and many areas became slums. They had few public services such as sewage systems. City development was haphazard and unplanned.

Wealthy families, on the other hand, built large homes on spacious lots away from the noise, odours, and crowded conditions of the industrial areas. Cities developed distinct neighbourhoods. Sometimes railway lines coming into the cities were the dividing lines. If you came from "the wrong side of the tracks," you were from the poorer side of town.

Other neighbourhoods gradually developed on the outskirts of towns and cities. Electric trams, automobiles, and bicycles made it easier for people to live farther from their workplaces. These neighbourhoods were the first **suburbs**. Gradually, city governments began to plan development and provide more services such as sewage systems, water treatment plants, and more tram lines.

Inequalities in Society

Urbanization and industrialization also created social problems. Society in 1900 was marked by inequalities. One of the most striking was the wide gap between the rich and the poor. The rich were very rich. Taxes were so low that the wealthy were left with almost all of their money to spend. Most of it went on clothes, houses, horses, and carriages.

Sir Henry Pellatt was a prime example. Pellatt is reported to have made millions in the Toronto Electric Light Company and mining stocks. In 1910 he sank \$2 million into the building of Casa Loma, a palatial

home in Toronto. Casa Loma contained 30 bathrooms, 3 bowling alleys, 52 telephones, and the world's finest indoor rifle range. The stables had mahogany stalls and Persian rugs, and Pellatt once had a custom set of false teeth made for his favourite horse.

However, the average Canadian at the turn of the century still lit a kerosene or gas lamp and cooked on a wood stove. Women shopped every day, scrubbed clothes on a washboard, put up pickles and fruit preserves, and beat their rugs with a wire whip. At the bottom of the economic ladder were the recent immigrants. Most immigrants came to Canada with very little. Many who decided to live in towns or cities were forced to live in crowded basement rooms or attics where sanitation and ventilation were poor. Not all found the land of new opportunities and prosperity they hoped for.

In fact, up to half of urban workers lived below the poverty line (the income needed to meet basic necessities such as food, shelter). Many families sent young children out to work to help bring in extra income. Women took low-paying jobs in factories or worked in sweatshops.



New immigrants on a Winnipeg street. Why did many new immigrants have difficulties finding homes?



Developing Skills: Note-Making

Everyone needs to take notes at some point. We often need notes on what we read, hear, or see. You might take notes, for example:

- when someone calls on the phone and leaves a message
- when you are going shopping and need a list
- when you are invited to a friend's house and are given directions
- when your teacher or other students are making a presentation
- when you are reading from a text or other resource and need to record some information.

Note-making skills will be very valuable to you in the future. In almost every job or career, people use note-making skills. They need to be able to record instructions, summarize written reports, make written reports of a meeting or discussion, or record observations from field work.

These are the main steps in note-making.

Step 1

Write the topic at the top of your note.

Step 2

Decide on the main idea and write it down.

Step 3

Decide on the most important supporting statements or ideas.

Step 4

Organize the ideas and summarize them in your own words in point form.

Comprehension

Categorizing

Organizing
and
Summarizing

Making notes involves four main skills. The first is **comprehension**. You need to understand what you read, hear, or see and recognize the main idea. Then you need to record the state-

ments that support the main idea. A simple example from page 17 of the text would look like this:

Horses

Horses were important to everyone in 1900

- at birth and death
- for farming
- for delivering goods
- for streetcars

Sometimes what you read, hear, or see includes a lot of detail that you don't really need to remember. Then you use the skill of **categorizing**. When you categorize, you pick out only the most important statements that support the main idea and leave out the less important statements. An example from page 17 of the text would look like this:

Bicycles

Why bicycles were an exciting new invention

- provided freedom and mobility
- cheaper to buy and operate than horses
- people could live farther from their jobs
- people could use bicycles on their jobs
- people joined cycling clubs
- changed women's fashions
- helped to break down social barriers

(Note that less important ideas were left out: schools started for riding; cycling clubs organized tours, rallies, races.)

Finally, note-making also involves the skills of **organizing** and **summarizing**. Organizing means that you select your material and put it together in your own words in a logical way. Summarizing means that many words are reduced to a few. The main idea has to be expressed in such a way that in six months you can still understand what you have written. An example from page 17 of the text would look like this:

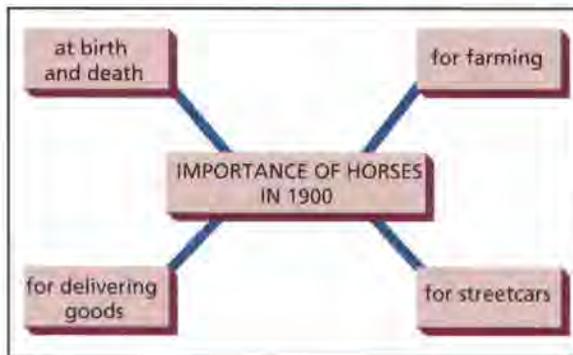
Automobiles

Horseless carriage is introduced

- Ford founded in 1899
- Samuel McLaughlin mass produced them in Canada by 1908
- rich person's toy
- automobiles not affordable for most people until the 1920s

(Note that the section in the text, containing 194 words, has been summarized in 30 words.)

There are other methods you can use for making notes as well. You may find diagrams, drawings, or charts helpful in organizing your notes, for example. The key is that you understand the main ideas, clearly highlight the supporting details, and logically summarize the material so that you have a quick review when you look over your notes at a later time. Find the method that works best for you. Here is one example of another method:



Women and children, because they were unskilled labour, were paid the lowest wages.

Working conditions in factories were often harsh and unsafe. Hours were long, often ten-hour days, six days a week. There was no unemployment insurance for those who lost their jobs. Workers injured on the job got no compensation and there were no pensions for those too old to work, no medical plans, no coffee breaks, and no paid holidays. With little relief from the drudgery of their lives, many men turned

to alcohol. Drinking led to brawls, abuse in families, and the spending of wages needed for food and other necessities.

Women, children, and Aboriginal people also faced inequalities and social problems. The chart on pages 33-34 outlines the major concerns of groups in Canadian society and some of the actions taken to deal with their concerns.

Since there were few government programs, such as unemployment insurance and pension plans, people helped each other or organized charities. Many immi-

Practise It

1. Use your skills to make notes on other sections of this chapter. You could work in groups of six, with each person working on one of the sections outlined below. When you are finished, provide everyone in your group with a copy of your note. You don't need to put your name on it.

- Flight!
- Instant Communications
- New Forms of Entertainment
- Changing Lifestyles
- Immigration Boom
- Urbanization

2. Take time to go over everyone's notes and then discuss them in your group. Was there anything you didn't understand in any of the notes? Which do you think were the clearest? Why?

3. Select one occupation or career from the list below or choose a different one. Describe how you would use note-making skills on a typical day in this job.

- police officer
- computer programmer
- nurse
- journalist
- manager
- electrician
- actor
- salesperson
- carpenter

grant groups, for example, formed **mutual aid societies**. Members of these societies helped each other when they were in need. In their home countries, families would have traditionally offered help and support, but in Canada many immigrants were on their own. Polish immigrants formed their first mutual aid society in 1872. The Hungarian Sick-Benefit Society was founded in 1901 in Lethbridge, Alberta. Germans, Lithuanians, Italians, Finns, Ukrainians, Chinese, and others formed similar groups. These groups:

- provided assistance to sick, disabled, and unemployed members and to those too old to work
- offered companionship to combat feelings of loneliness and isolation
- organized cultural events, festivals, and burial or religious ceremonies
- kept libraries of ethnic language books and newspapers to preserve their languages and traditions

- helped recent immigrants get settled by introducing them to social and legal aspects of life and offering translation services

The Chinese Consolidated Benevolent Society in British Columbia ran homes for the sick, poor (including many railway workers who lost their jobs), and elderly. It also opened the first Chinese public school and pressured the government to end discriminatory practices against Chinese Canadians. In Montreal, the Coloured Women's Club worked to break down barriers women of colour faced in getting jobs and finding good housing, for example.

Many of these ethnic organizations remained active until after World War II when more government support programs were introduced. Some changed to meet the changing needs of their communities.

Black members of the Young Women's Christian Association outside the YWCA boarding house in Toronto. Groups like this offered help to those in need.



Movements for Social Reform

Group	Concerns	Actions
Factory and mine workers 	Unsafe working conditions Low wages, long working hours Poverty Unsanitary, crowded housing conditions	Formed unions* and organized strikes Provincial government passed laws to deal with poor working conditions (e.g., Factory Act of Ontario 1884) Federal government established Ministry of Labour in 1900 to govern disputes between workers and owners Labour Day was made a national holiday in 1904 to officially recognize contributions of workers City governments began to provide more services such as sewage lines to housing areas
Women 	No political rights (e.g., right to vote, hold political office) Poor working conditions and lower wages than men Few opportunities for post-secondary education and for careers outside teaching and nursing Few opportunities outside unskilled jobs in offices, stores, and as domestic servants	Formed organizations to teach women their rights and improve working conditions (e.g., Women's Literary Club formed by Emily Stowe, Coloured Women's Club of Montreal) Gained political experience through pressure groups such as Women's Christian Temperance Union that worked for laws against the sale of alcohol Organized groups to study nutrition, child care, sanitation, and household management (e.g., Women's Institute founded by Adelaide Hoodless 1897) Developed leaders such as Nellie McClung and Emily Murphy Followed paths forged by pioneers in careers, such as Dr. Emily Stowe
Poor 	Malnutrition and other illnesses High death rates Alcohol abuse Poor housing conditions Lack of educational opportunities	Boards of Health began to work for better sanitary conditions Church and private charities offered help Women's Christian Temperance Union battled against alcohol abuse Provinces passed laws for compulsory elementary education Social Services Council of Canada was formed in 1912

* A union is an organization of workers who join together to improve their working conditions. The federal government legalized unions in Canada in 1872.

Movements for Social Reform

Group	Concerns	Actions
<p>Children and Youth</p> 	<p>High infant death rates from disease and malnutrition</p> <p>Child labour and unsafe working conditions</p> <p>Lack of education for poor and farm children</p>	<p>Government introduced immunization programs</p> <p>Provincial governments passed laws against child labour and for compulsory elementary education</p> <p>Women organized groups to learn about nutrition, child care, etc.</p> <p>Schools organized lunch programs and school nurses</p> <p>Private charities set up homes for abandoned, abused, and orphaned children</p>
<p>Aboriginal nations</p> 	<p>Loss of traditional lifestyles; many lived on reserves</p> <p>Poverty and ill-health</p> <p>Pressures to assimilate and loss of cultural identities (children were separated from families and sent to residential schools where they were forbidden from speaking their languages and following their cultural traditions)</p>	<p>Voiced concerns but not yet politically organized enough to have an impact</p> <p>Lives were controlled by Indian Act and Federal Department of Indian Affairs</p> <p>Concerns were largely overlooked</p>
<p>Immigrants</p> 	<p>Inadequate housing and unsanitary, crowded conditions</p> <p>Poverty</p> <p>Isolation and loneliness</p> <p>Low wages and poor working conditions (often first laid off)</p> <p>Discrimination, resentment, pressures to assimilate</p> <p>Lack of political rights (could not vote until became citizens)</p>	<p>Formed mutual aid societies (members helped one another in need)</p> <p>Formed clubs and organizations to preserve their cultures and languages</p> <p>Joined unions</p> <p>Requested consulates to represent their concerns to the Canadian government</p>

- For one of the groups in the chart, choose two actions taken to address its concerns. Do research to find out more about these actions and how effective they were. Present your findings in a bulletin board display. Include photos where possible.



Activities

Understand Facts and Concepts

- Start a *Factfile* on Canadian history. This *Factfile* will be your personal file of key terms, their meanings, and their historical importance. Set aside a section of your notebook for your *Factfile* or create it on computer. You will be adding to your file as you encounter new terms throughout your study. Use your *Factfile* as a quick reference any time you need a review of some key information.
 - Divide the pages in your notebook or on your computer into three columns. Make the middle column the widest.
 - In the left column, write the key term. In the middle column, write a definition or description of the term. Include a picture, sketch, or computer graphic in your definition if you find them helpful.
 - In the third column, write a brief point-form note about the historical importance of the term.

Start your *Factfile* with the following terms.

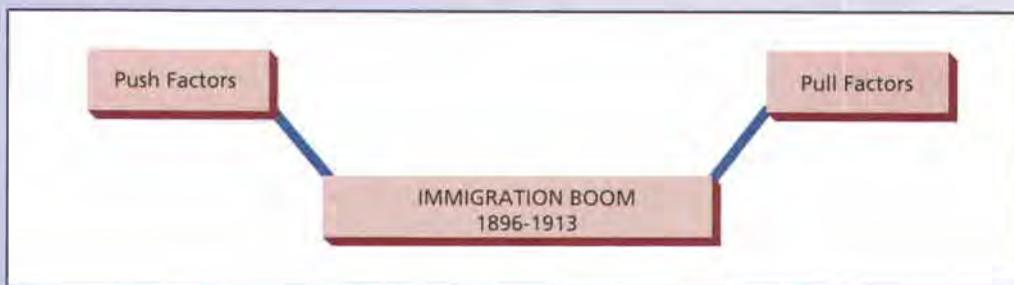
"horseless carriages"	<i>Komagata Maru</i>
Aerial Experiment Association	urbanization
<i>Silver Dart</i>	suburbs
immigration	unions
Anglo-conformity	mutual aid societies

Key Terms	Meaning	Historical Significance
Aerial Experiment Association		

- Outline the major effects that the following technological changes had on life at the turn of the twentieth century.
 - bicycle
 - airplane
 - automobile
 - telephone
 - silent movies
- Why did the government want to attract new immigrants after 1896?
 - What methods did Clifford Sifton use to attract people to Canada?
 - Which groups came to Canada? Which groups were excluded? Why?
- Why did people move to cities at the turn of the century?
- Contrast the lifestyles of the rich and poor in the first decade of the twentieth century.

Think and Communicate

6. a) Build a model or draw a diagram of an important invention from the early twentieth century, such as the *Silver Dart*, telephone, gramophone, wireless, or electric streetcar. Explain to a group of your classmates how the invention worked and why it was important.
- b) Which technological changes mentioned in Question 2 above do you think had the greatest impact on life at the turn of the century? Why? Justify your answer.
7. Reread the text on pages 22-26. Several factors drew new immigrants to Canada at the turn of the century (pull factors). Other circumstances encouraged people to leave their homelands (push factors). Categorize these factors to complete the following chart.



8. Research posters that were used to attract new immigrants to Canada from 1896 to 1913. Evaluate how accurate a picture of Canada these posters presented.
9. In 1912, a Sikh leader in Canada, Dr. Sundar Singh, spoke about Canada's immigration policy. He stated: "They [Sikhs] are British subjects: they have fought for the Empire; . . . but, in spite of this fact, they are not allowed to have their families with them when they come to this country . . . To others you advance money to come here, and yet to us, British subjects, you refuse to let down the bars." (Empire Club of Canada, *Addresses Delivered to Members during the Session of 1911-12*, Toronto, 1913). What is Dr. Singh's objection? Why? Find out more about this policy. Do you think it was just? Explain.
10. Create a pamphlet for one of the following organizations. The purpose of your pamphlet is to let people know about actions for social change your organization supports.
 - a) Women's Christian Temperance Union
 - b) Coloured Women's Club of Montreal
 - c) a labour union
 - d) a mutual aid society for a particular immigrant group
11. In groups, create a page from a city newspaper published in the early 1900s. Include headlines, news items, editorials, and photos to cover the major events and issues that you have read about in this chapter. For example, you might have been a

reporter present at the first flight of the *Silver Dart* in Nova Scotia, or you might be writing a letter to the editor about the conditions in the city for new immigrants. Try laying out your newspaper on computer.

Apply Your Knowledge

12. Compare Canadian lifestyles at the beginning of the century with Canadian lifestyles today. Use the following criteria in a comparison organizer: transportation, entertainment, sports, and inventions. Find illustrations in catalogues or books to compare female and male fashions then and now.
13. New inventions had a great effect on life at the turn of the century. Can you think of a modern invention that is affecting your life as much as the telephone or automobile changed the lives of people at the turn of the century? Explain.
14. In the early 1900s, the Canadian government placed restrictions on Black and Asian immigration to Canada.
 - a) Discuss why restrictions were placed on these groups.
 - b) Do you think the restrictions were justified? Why or why not?
 - c) Not all Canadians supported these restrictions. What arguments would you make against the measures?
 - d) What effects do you think these restrictions had on Black and Asian people in Canada at the time?
 - e) How do you feel about the measures today?

Get to the Source

15. When he was Minister of the Interior, Clifford Sifton described the kind of immigrant he was looking for in Europe.

The peasants, the men in sheepskin coats, are the ones that are wanted here in Canada. When I speak of quality I have in mind something that is quite different from what is in the mind of the average person. I think that a stalwart peasant in a sheepskin coat, born on the soil, whose forefathers have been farmers for ten generations, with a stout wife and a half-dozen children, is good quality as an immigrant. I do not care whether or not he is British-born. It does not matter what his nationality is.

Source: *Maclean's Magazine*, vol. 35, April 1, 1922, 16.

- a) What does "born on the soil" suggest about the type of immigrants Sifton wanted? What other characteristics does he want Canada's immigrants to have?
- b) Why would he want these types of immigrants?
- c) Sifton believed that southern Europeans and people of colour would not make good farmers. He did not want immigrants who would move into Canada's cities. Do you think this view was justified? Why or why not?
- d) Why do you think Sifton says his views are different from the average person? How did Canadians react to immigrants from European countries?

Profile of a Prime Minister

In 1896 Wilfrid Laurier had entered the House of Commons in Ottawa to the sound of cheering and applause. He had made his way to the seat Sir John A. Macdonald had occupied for 19 years. Laurier, the leader of the Liberal party, was Canada's seventh prime minister. He was in power for the next 15 years. No prime minister except Macdonald had been

in power longer. Those 15 years became known as the "Golden Age of Laurier."

Wilfrid Laurier was Canada's first French-Canadian prime minister. He was born near the village of St. Lin in the province of Quebec. When he was 11, his father had sent him to school in the English-speaking settlement at New Glasgow. There he studied English and became fluently bilingual. He lived with the Murray family, who were Scottish Protestants, and worked as a clerk in a village store. Laurier learned a great deal about the culture and religion of English-speaking Protestants. He also learned to be tolerant of people different from himself.



Later, Laurier chose to study law at McGill University in Montreal. He graduated in 1864 and gave the valedictory address. In his speech, he touched on a concern that was to dominate his life. "Two races share today the soil of Canada," he said about the French and English, who had not always been friends. "But I hasten to say it ... There is no longer any family here but the

human family. It matters not the language people speak, or the altars at which they kneel."

Following graduation, Laurier opened a law practice at Arthabaskaville, Quebec. The townspeople were impressed with his honesty, courage, and sense of fair play. They chose him to represent them in the federal government in Ottawa. In 1887, he became the leader of the Liberal party and was known as an excellent speaker. Sir John A. Macdonald admired his political opponent and recognized him as one of Canada's most promising politicians.

Laurier tried to see both English- and French-Canadian points of view. His main aim

was to keep both language groups together and to make sure each treated the other fairly. Laurier continually tried to work out compromises that he hoped would be acceptable to both English and French Canadians.

In 1897, Laurier travelled to England and was knighted by the Queen. Before he returned to Canada, he wanted to visit France. It was the country of his forebears, and he had never been there. In a speech in Paris, Laurier said, “French Canadians have not forgotten France ... Here in France people are surprised at the attachment French Canadians feel for

the Queen of England. We are faithful to the nation which gave us life (France), and we are faithful to the great nation that gave us liberty (Britain).”

Laurier also had a vision of Canada as a nation with its own distinct identity. He was a strong supporter of greater independence for the dominions within the British Empire. On the world stage, Laurier was determined to gain recognition for Canada as a nation with interests different from those of both Britain and the United States.

1. What qualities did Laurier possess that prepared him for the position of prime minister?
2. Did Laurier see Canada as a country in which French and English Canadians could live together? Explain. Which other groups did he not consider? Why?
3. Brainstorm the issues Canada might have with Britain and the United States.

Stepping Onto the **World Stage**

From Confederation to the turn of the century, Canada was in many ways concerned with development at home. The country was expanding with new territories, the building of the Canadian Pacific Railway, and settlement of the West. By 1900, Canada was ready to look outward to the world.

The world was beginning to take notice. In the early decades of the twentieth century, the country was growing rapidly. New immigrants were pouring in, and the products of Canada’s farms, mines, forests, and industries were flowing out at an unprecedented rate. Canada was establishing its place in the new global economy.

At the same time, Canada was taking its first steps toward gaining more control over its foreign affairs. Problems arose in Canada’s relations with both Britain and the United States. These problems sparked a great deal of debate in Canada and divided French and English Canadians.

Imperialism

One major issue was British imperialism. **Imperialism** is a policy of establishing colonies away from the homeland and building an empire. In the nineteenth and early twentieth centuries, many European countries were competing to gain colonies around the world. Colonies provided a source of raw materials, a market for manufactured goods, and prestige, glory, and military power for the home country.

Canada was part of the British Empire along with nations such as Australia, New Zealand, and South Africa. Some colonies were governed directly by Britain. Others such as Canada were self-governing dominions. In 1867, Canada had been the first British colony to become self-governing. But while Canada was largely independent in governing its affairs at home, Britain still controlled Canada's foreign affairs. British troops were stationed in Canada to defend it against any foreign threat. Britain also negotiated any treaties or other international agreements on Canada's behalf.

By the early 1900s, people were asking: Should Canada stay within the Empire, or should it become completely independent? Opinions were divided.

English-Canadian Views

Most English Canadians supported the imperialist movement. They were proud to be part of the British Empire. For many, supporting imperialism did not mean that they did not support Canadian **nationalism** (a feeling of loyalty to one's country). In fact, they believed that being part of the British Empire gave Canada greater international status and prestige. Within the British Empire, Canada shared the benefits of military support and special trade concessions. The Empire also linked Canada to nations that had similar social and political values. Some imperialists believed

A Canadian stamp issued in 1898. What does it suggest about how Canadians viewed their place in the British Empire?



Canada was not yet ready to stand alone as an independent nation. It needed the umbrella of the Empire. After all, some Americans were still talking about annexing Canada to the United States.

Others believed that Canada should become fully independent from the Empire. As a colony, they felt Canada would always be seen as inferior to Britain—in its foreign relations, economy, culture, and government.

A small group believed Canada should join the United States in a large North American nation. This would unite all English-speaking people on the continent into a great nation. Supporters of this view felt that trade and transportation links naturally flowed north-south, not east-west.

French-Canadian Views

Opinions were also divided among French Canadians. French Canadians did not feel the same sense of loyalty to the British Empire that English Canadians did. They felt a much stronger sense of pride in their French-Canadian culture and heritage. French-Canadian roots in Quebec went back to the early 1600s when the first settlements had been established. Quebec had been conquered by British soldiers in 1759, but it was still the homeland of French-Canadian culture.

As a minority, French Canadians felt isolated within Canada and the British Empire. The imperialist movement made many French Canadians feel that their culture and rights were threatened. A French-Canadian nationalist movement gained strength, particularly in Quebec.

French-Canadian Nationalism

At Confederation, Quebec had been guaranteed use of the French language in the

courts, government, and schools. They had also kept their system of civil law and Roman Catholic religion. But since 1867, a number of incidents led French Canadians to believe that their rights were being eroded in Canada.

Riel and the Métis

Bitter feelings still lingered over the execution of Louis Riel in 1885. Riel was the leader of the French-speaking Métis (people of mixed French and Aboriginal heritage) in the West. In 1869-70 and again in 1885, he led uprisings to fight for Métis land rights and the right to keep their French language and culture.

In 1870, Riel had ordered the execution of Thomas Scott. Scott was an English-speaking Protestant settler in the Red River Settlement. He had protested against the provisional government Riel had established in the settlement. Scott was part of a group who believed English Protestants should control the West and he had threatened to kill Riel.

The execution of Scott caused a storm of protest in Ontario, Scott's home province. People said Scott had been murdered. Threats were made on Riel's life. Riel fled for a time to the United States. In 1885, he came back to Canada to fight again for the Métis. But after the Rebellion of 1885, he was tried and hanged for treason against the Canadian government and the Queen.

In Ontario, many people saw Riel as a rebel. But in Quebec, he was seen as a hero who had fought for the rights of the French-speaking Métis. Many Quebecers saw Riel's execution as a direct attack on French-Canadian culture by the federal government. It was a message that the French-Canadian "nation" in Quebec had to be protected from federal government power and interference.



French Language Rights Outside Quebec

In 1890, the Manitoba Schools question deepened the divide between French and English Canadians. When Manitoba became a province in 1870, English and French were given equal status in the province's government, courts, and schools. Manitoba had a system of French Roman Catholic separate schools supported by government tax money. But by 1890, large numbers of English-speaking Protestants had moved into the province. French-speaking Manitobans had become a minority. Pressure mounted for a single English-speaking school system.

In 1890, the **Manitoba Schools Act** set up a single school system not connected with any church and with instruction only in English. Supporters of Roman Catholic schools took their case before the Canadian courts. However, the courts ruled that Canada's constitution gave each province the right to manage its own education system. After Wilfrid Laurier was elected in 1896, he worked out a compromise. Manitoba would no longer have a complete system of Roman Catholic schools supported by taxpayers. However, Roman Catholic teachers would be allowed to provide religious instruction to Roman Catholic children for part of the school day. French-speaking teachers

The trial of Louis Riel. Why did Riel's execution cause bitter feelings between French and English Canadians?

would be provided where 10 or more students spoke French. In 1916, however, these rights were taken away and English was made the official language in Manitoba schools.

The issue flared up again when Alberta and Saskatchewan were made provinces in 1905. The area of the two new provinces had been part of the North-West Territories. Both Protestant and Catholic schools, French and English instruction, had been guaranteed in the North-West Territories in 1877. But by 1890, as English-speaking settlers had flooded into the region, French-language schooling had been drastically cut back. The English-speaking majority wanted a single-language school system. The schools would be a way to “Canadianize” new immigrants who arrived speaking a number of different languages. Laurier was sympathetic to Catholic schools and French-language teaching. But in the end, an English-language school system was given government support. The compromise was that minority groups could set up separate schools if they wished, but they would not be funded by the government.

Five years later, it was the same debate in Ontario. Many Quebecers had

moved into northern and eastern Ontario after 1900. By 1910, Franco-Ontarians made up about 10 per cent of the province’s population. They had organized an education association to protect English-French schools. They wanted to promote French-language interests in the province. Some Ontarians, however, saw the expansion of French outside Quebec as a threat to British institutions and to imperial unity. **Regulation 17** in 1910 made English the official language of schools in Ontario. French would be taught only in the first two years of elementary school. The controversy raged on for years. It was not until 1927 that the Ontario government allowed some bilingual schools in the province.

In the midst of the Ontario controversy, French-Canadian nationalist Henri Bourassa warned: “If we let the French minorities which are our outposts be sacrificed one by one, the day will come when the Province of Quebec itself will undergo assault.” With this sense of a mounting threat, Quebec nationalism continued to gain momentum.

A Bicultural Canada or Separation?

There were two basic views. Some people saw the future of French Canadians within Confederation. Others believed Quebec should separate from Canada. Wilfrid Laurier supported the first view. So did Henri Bourassa. They saw Canada as a fully bicultural and bilingual nation in which English and French cultures and languages could be treated equally. Bourassa, however, believed that the provinces should be autonomous. That is, he believed they should have complete control over their own affairs. This would ensure protection for French-Canadian rights in Quebec, the homeland of French-Canadian culture.

*Henri Bourassa, who founded the newspaper **Le Devoir**, was an outspoken supporter of French-Canadian rights.*



Other Quebec nationalists, however, believed separation from Canada was the only way to preserve French language and culture. Any union with the English-speaking majority meant the French language and culture could be threatened. Meanwhile, other French-speaking groups outside Quebec continued to struggle for recognition of their rights within their provinces or regions.

In the early 1900s, a number of international issues fuelled the debate over imperialism and French-Canadian nationalism in Canada.



Debate Over the Boer War

When the **Boer War** broke out in 1899, it created a crisis in Canada that centred on the issue of imperialism. The Boer War was fought in South Africa. Many British settlers had immigrated to South Africa and were moving into the areas where gold and diamonds had been discovered. Trouble developed between the British settlers and the Boers, who were the descendants of the early Dutch colonists. As



The Choquette Farm, Beloeil, 1901, by Ozias Leduc

Ozias Leduc (1864-1955) was one of Quebec's most important early twentieth-century artists. He was known for his landscapes, portraits, still lifes, and religious paintings. Though the value of his work was not recognized until after his death, he had a major influence on other Quebec artists.

1. Describe the setting and the features of the house in this scene.
2. What is the figure in the painting doing?
3. What view does this painting give of Quebec life in the early twentieth century?



A painting shows Boer troops surrendering to Canadian forces during the Boer War.

tensions increased, the Boers declared war on Britain. While the war did not directly concern Canada, the British government asked Canada to send soldiers. This military support would prove that the British Empire stood together in times of trouble. English-Canadian imperialists were anxious for Canada to take part. But while many English Canadians said "Yes" to the British government's request, many French Canadians said "No!" Quebec politicians such as Henri Bourassa argued strongly that Canada should not get involved in Britain's imperialist wars.

Laurier tried to provide a compromise solution that would satisfy both English

and French Canadians. Canada would not send an official army to South Africa. However, Canada would equip and transport 1000 volunteers. These volunteers would be part of the British forces once they arrived in South Africa. In the end, Canada sent about 7300 volunteers to South Africa and spent \$2.8 million in their support.

Laurier's compromise did not fully satisfy anyone. Imperialists felt that Canada had let Britain down. Many French-Canadian nationalists felt Laurier had done too much. In spite of the differences in attitude to Laurier's compromise solution, his government was returned to power in the election of 1900.



The Naval Crisis

By 1909, another crisis arose. The possibility of a war between Britain and Germany was very real. Britain and Germany were in a race to have the largest navy in the world. The British wanted Canada and other colonies to contribute funds to help build more ships for the British navy. Without help from its colonies, Britain would soon fall behind in the naval race with Germany.

Should Canada add to the British navy, or should Canada develop its own navy? Again Laurier offered a compromise—the **Naval Service Bill**. Canada would have a navy of its own under the control of the Canadian government. In an emergency, the Canadian navy could be placed under British control with the consent of Canada's parliament. Service in the navy would be voluntary. Five cruisers and six destroyers would be built immediately. Canadian naval bases would be established at Esquimalt, British Columbia, and Halifax, Nova Scotia.

A storm of protest greeted Laurier's Naval Service Bill. Bourassa and some

The first Canadian navy recruiting poster 1911. Why was Canada's navy a source of conflict in the country?



French-Canadian nationalists complained that this policy meant Canadians could be sent anywhere at any time to fight Britain's imperialist wars. The Conservatives, led by Robert Borden, also attacked the bill. They thought Canada should make an outright contribution to the British navy. The Conservatives accused Laurier of setting up a "tin-pot Canadian navy" when an immediate contribution to the British navy was urgently needed. Laurier agreed that when Britain is at war, Canada is also at war. However, he made it clear that Canada would decide how much it would participate in future wars.

Alaska Boundary Dispute

In the early years of the new century, Canada also came into conflict with its southern neighbour, the United States. A dispute developed over the border between Alaska and Canada. The United States had purchased Alaska from Russia in 1867. The deal included the "panhandle," the strip of coastline extending south from Alaska as far as Prince of Wales Island off the coast of British Columbia. The wording of the treaty was fuzzy, but no one cared very much until the discovery of gold in the Yukon.

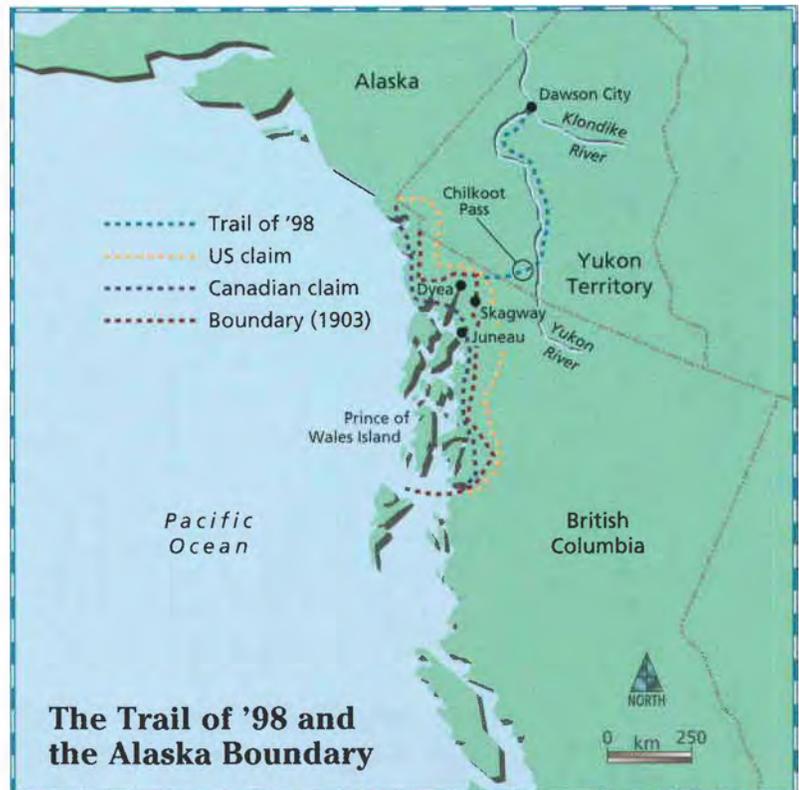
During the Gold Rush in 1898, thousands of prospectors flooded into the Klondike area of the Yukon Territory. Suddenly, the ownership of the land through which they passed became very important. Gold seekers needed outfits and supplies. Both Canadian and American merchants wanted to take advantage of this new business.

The Americans said that the ports of Skagway, Dyea, and Juneau belonged to them. The Canadians argued that these ports belonged to Canada. Whoever owned these ports could charge customs

taxes on all goods going into the area and all the gold going out.

The Canadians argued that the boundary should be measured from the mountains nearest the ocean. This boundary would give Canada direct access to the Pacific Ocean by way of several deep inlets. Gold could be brought out of the Yukon Territory and supplies brought in without passing through American ports. The Americans were determined to keep as much land as they could. President Theodore Roosevelt threatened to send troops to Alaska to protect the American claim.

Eventually the dispute was submitted to a court of six judges. Three judges were appointed by the United States and three were chosen by Britain. Two of the judges appointed by the British government were Canadians; the third was Lord Alverstone, an Englishman.





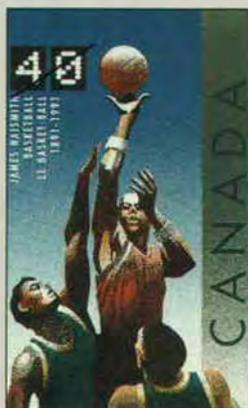
SPOTLIGHT ON...

James Naismith

The game of basketball was created by a Canadian, Dr. James Naismith. In 1891, Naismith was teaching physical education at the YMCA college at Springfield, Massachusetts. He was looking for a competitive indoor team sport for his students to play between the baseball and hockey seasons. He set out deliberately to invent a new sport. The ball used was a soccer ball. The nets were peach baskets nailed to the gymnasium balcony. That was the beginning of basketball.

In 1892, the first rule book was published. There were 13 basic rules. The dribble was not part of the original game. When players tired of climbing up to the balcony to retrieve the ball each time someone scored, Naismith cut the bottoms out of the peach baskets. In 1900, the iron ring and the bottomless net replaced the peach baskets.

The game caught on quickly. In 1894, the Montreal YMCA started its first basketball house



league and by 1900 hosted junior, intermediate, and senior leagues. By 1907, the Canadian Amateur Athletic Union appointed a Dominion Basketball Committee as part of its structure.

James Naismith, the creator of the new game, was a modest man. He was born in 1861 on a farm west of Ottawa near Almonte. He earned university degrees in medicine, theology, and physical education but never sought fame and fortune from his new inven-

tion. There is a school named after James Naismith in Almonte, Ontario, but there is not even a roadside plaque at the farm where he was born and raised. His memory is best preserved at Springfield, Massachusetts, site of the Basketball Hall of Fame.

1. Many people think of basketball as an American sport. Why do you think this is so?
2. Are there sports that people think of as particularly Canadian? Which ones? Why?

After a full month of discussion, the tribunal decided 4 to 2 against Canada. Lord Alverstone had sided with the Americans. Britain was facing growing problems with Germany in Europe and knew it would need American support if a war developed with Germany. Therefore, Britain was not willing to risk losing its friendship with the United States.

When the decision was announced, Canadians were outraged. Many thought they had been bullied by their more powerful southern neighbour. At the same time, Canadians felt bitter resentment toward Britain and Lord Alverstone. It appeared that Britain had let Canada

down in this dispute with the United States. The reaction in Vancouver was so hostile that the *Victoria Colonist* reported on 23 October 1903 some citizens had pledged “they will not sing ‘God save the King’ again until England has justified itself in the eyes of Canada.”

In 1909, an **International Joint Commission** was set up to settle peacefully any future disputes between Canada and the United States. This permanent commission would deal with any disagreements over boundary waters or rivers along the Canadian-American border. Though this commission would help to solve future controversies in a friendly

manner, Canadian resentment toward both the United States and Britain remained. Canadians were becoming more determined that Canada must make its own decisions in the future.

The Reciprocity Issue

A fourth issue that faced the Laurier government was reciprocity. **Reciprocity** is an agreement between two countries to trade certain products without tariffs (taxes). In 1854, the British North American colonies had signed a Reciprocity Treaty with the United States, but the United States had ended the Treaty in 1866. A great deal of trade business had been lost. Canadian farmers and business people wanted a new agreement.

In 1910, a large group of western farmers demonstrated on Parliament Hill in Ottawa. They demanded lower tariffs on goods traded between Canada and the United States. High tariffs, they complained, were causing high prices for farm products and materials. Tariffs can help to protect home industries by limiting foreign competition, but they can also mean that prices on the protected home goods rise.

The farmers in western Canada had a legitimate complaint. They were paying eastern railway companies a lot of money to ship their grain and supplies. They were charged high interest rates on money they borrowed from banks. When they visited friends or relatives across the border, they were annoyed to discover that farm machinery cost half as much in the United States as it did in Canada. High costs were blamed on Ontario and Quebec manufacturers who grew rich because tariffs kept out foreign competition.

Laurier's response to the farmers' complaints was to work out a reciprocity

agreement with the United States in 1911. Products of Canadian farms, fisheries, forests, and mines would be allowed into the United States free of tariffs. Taxes on American items coming into Canada, such as farm implements, automobiles, building materials, and canned goods would be lowered. It was the kind of tariff deal that every Canadian government since Confederation had been trying to make with the United States.

When news of the proposed agreement became known, the leader of the Conservative party, Robert Borden, became so discouraged that he wanted to resign. It seemed impossible that the Laurier Liberals could be defeated in the next election. But Borden was persuaded to stay and fight.

Then things began to go wrong. Clifford Sifton, a Liberal cabinet minister, was opposed to reciprocity. He joined other wealthy Liberals in fighting the idea. Business people, manufacturers, and bankers of both political parties were afraid that cheaper American goods in Canada would put them out of business. Canadian railway builders, such as Canadian Pacific Railways' president William van Horne, were worried. For years Canadians had been building east-west railway lines. Now they feared the railway business would be ruined if trade suddenly became north-south. Canadian nationalists thought that Canadian natural resources should be kept at home and not shipped across the border. Anti-American feelings were still strong in Canada because of the decision made over the Alaska boundary dispute.

President Taft of the United States forecast that Canada was at the parting of the ways with Britain. A prominent American politician named Champ Clark declared full support for reciprocity, saying "I hope to see the day when the American flag will float over every square mile of the British

What does this cartoon suggest about some Canadians' attitudes to reciprocity with the United States?



North American possessions, clear to the North Pole.”

That was enough ammunition for the Conservatives. They waved the British flag in every campaign speech during the **election of 1911**. They preached an anti-American policy. They warned that if reciprocity passed, it would mean a political as well as economic takeover of Canada by the United States. Borden campaigned with the slogan “No truck or trade with the Yankees.”

The headlines of 22 September 1911 told the election results: “Laurier’s government goes down to defeat” (*The Globe*), “Conservatives sweep country, reciprocity killed” (*The Mail and Empire*).

Two issues were central in the Liberals’ defeat: the Naval Service Bill and the reciprocity deal with the United States. French Canadians did not want to become involved in British imperialist disputes. English Canadians did not want to be taken over by American economic interests. Anti-imperialists such as Bourassa joined forces with the Conservatives to defeat the Liberals. Neither Laurier’s personal leadership nor his program could save the Liberals from defeat in 1911. Sir Wilfrid Laurier was never again to be prime minister of Canada. He died on 17 February 1919.

During Laurier’s time in office, however, Canada had taken some steps toward greater control over its foreign affairs.

- The Canadian parliament would decide what Canada’s contribution in troops, etc. would be in any imperial wars.
- There were no longer any British warships in Halifax harbour. Canada had its own navy.
- In 1909, Canada set up its own Department of External Affairs, though it did not yet have a great deal of international influence.

FAST FORWARD

Canadians have debated the issue of reciprocity or free trade with the United States more than once in the twentieth century. In 1911, the issue spelled the defeat of Wilfrid Laurier and the Liberal government in Canada. In 1988, it was again the most important issue in the federal election. This time it was the Conservatives under Brian Mulroney who were proposing free trade. Mulroney and the Conservatives won the election and the Free Trade Agreement (FTA) became law on 1 January 1989. By the late 1980s, nations around the world were moving toward greater free trade and the United States had also far surpassed Britain as Canada’s major world trading partner. Today Canadians are still debating the effects of the Free Trade Agreement on the country.



Developing Skills: Interpreting Political Cartoons

The art of political cartoons began early in Canada. By the 1890s, political cartoons were regular features in Canadian newspapers and magazines. One of Canada's most noted cartoonists was J. W. Bengough. He made his mark with his caricatures of Sir John A. Macdonald in his weekly magazine *Grip*. Caricature involves exaggerating certain characteristics of people to create humour. Through humour, the cartoons made statements about significant issues or events of the day.

At the turn of the century, political cartoons were very popular. They not only poked fun at politics and politicians, they helped people put issues into perspective. Cartoons often accompanied the editorials that expressed opinions on key issues.

Political cartoons are still popular today. They appear in newspapers across the country. Leading cartoonists today choose their own subject matter and make their own comment on it, rather than illustrating the editorials.

Cartoons can be fun to interpret. When you look at political cartoons, ask yourself the following questions.

- Does the cartoon have a title? If so, what does it mean?
- What issue or event is referred to in the cartoon?
- What is the setting? Describe what you see.
- Where and when does the action in the cartoon take place?
- Who are the people or figures in the cartoon? What is their mood? What are they saying?
- What other objects, symbols, or words are in the cartoon? What do they mean?
- What comparisons, if any, are being made?
- Who or what is the cartoonist poking fun at?
- What is the message of the cartoon? Summarize it in one or two sentences.
- Does the cartoonist get the message across effectively? Why or why not?
- How does the cartoonist create humour? What techniques are used to get the message across?
- Does the cartoonist's viewpoint differ from yours? Explain.

Try It!

1. Now you can try to interpret a political cartoon yourself. The following cartoon appeared at the time that reciprocity was being discussed. Using the questions outlined above, interpret what the cartoon is saying.



- Interpret the cartoon on page 48 of this chapter.
- Clip modern political cartoons from your local newspaper. Use the same questions to interpret these cartoons. Discuss similarities and differences between these modern cartoons and those from the early twentieth century.

Canada and the Global Economy

At the turn of the twentieth century, the world seemed to be shrinking. Ocean-going steamships moved goods and people faster than ever before. Steam-powered trains, rather than horses and carts, were delivering goods over land to cities and ports. Letters, which used to take weeks to arrive from overseas, could be sent by telegraph in minutes. Long-distance telephone calls made voice contact possible with customers far away. The world was becoming more interconnected. At the same time, the world's economy was becoming more interdependent.

In the United States, Britain, and Europe, cities and industries were growing rapidly. They needed raw materials for their factories and food for urban workers. Canada had large supplies of wheat, timber, and minerals. Canadians began to develop the country's natural resources and expand

its manufacturing industries to meet the demand in the world market. The years 1900 to 1912 were boom years for Canada's economy and for Canadian world trade.

Resource Development

In Canada's economy at the turn of the century, "wheat was king." Between 1901 and 1911, wheat production quintupled. It was called "the Canadian economic miracle." A number of factors contributed to the wheat boom. A large number of immigrants took up farming on the Prairies and began to grow wheat. They worked with recently invented, more efficient farm machinery such as the chilled steel plough and threshing machines. New strains of wheat that could withstand the tough prairie climate had also been discovered. Finally, prices paid for wheat were soaring on the world market. Wheat became Canada's number one export.

Mining also expanded rapidly. Discovery of gold in the Klondike region of the Yukon started a gold rush in 1898.

New machines such as threshers contributed to the wheat boom on Canada's Prairies.



THE TECHNOLOGICAL EDGE

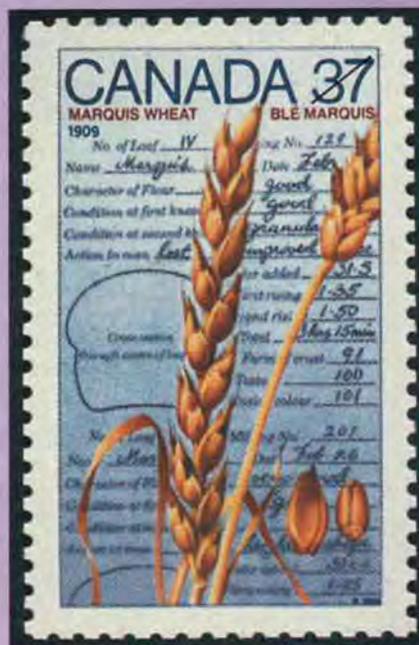
MARQUIS WHEAT—“DISCOVERY OF THE CENTURY”

Canada is known around the world for its prairie wheat. It all began in the 1840s when a few Canadians began experimenting with new strains of wheat. They were looking for a plant that would mature before it was struck by the early prairie frosts. A farmer in Ontario, David Fife, successfully grew a very hardy new strain from some seeds he had received from a friend in Glasgow, Scotland. It almost didn't happen because David Fife's cow broke into the garden and was about to eat the experimental plants. Jane Fife shooed the cow out just in time. The wheat became known as Red Fife. Red Fife matured 10 days earlier than other kinds of wheat, produced a very high yield, and made excellent bread. Soon prairie farmers were growing the new strain, but it was still sometimes hit by early frosts.

Experiments were also being carried out at the government's Central Experimental Farm in Ottawa. The man in charge, Charles Saunders, was quiet, studious, and actually more interested in being a musician than a chemist. Nevertheless, he followed his father's wishes and took the job at the Experimental Farm. It turned out that his studious attention to detail and quiet perseverance served him well.

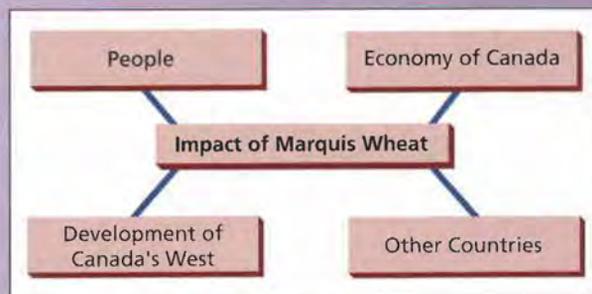
After years of painstaking experiments, Saunders crossed Red Fife wheat with a variety from India called Red Calcutta. It grew into a healthy strain that Saunders called Marquis. **Marquis wheat** was called “the discovery of the century.” It was even better for the Canadian season than Red Fife because it took just 100 days to ripen. The most northern areas of the Prairies could be opened for farming. By 1920, 90 per cent of the wheat grown on the Canadian Prairies was Marquis.

Charles Saunders was knighted for his achievement in 1934. At his death, the London *Daily*



Express wrote: “He added more wealth to this country than any other man.” With the development of Marquis wheat, Canada became one of the greatest wheat-producing nations of the world.

1. Copy the web diagram below. For each topic in the web, outline the effects Marquis wheat would have.



2. Do you think Marquis wheat is “the discovery of the century?” Why or why not? What other discoveries do you think might deserve the title?

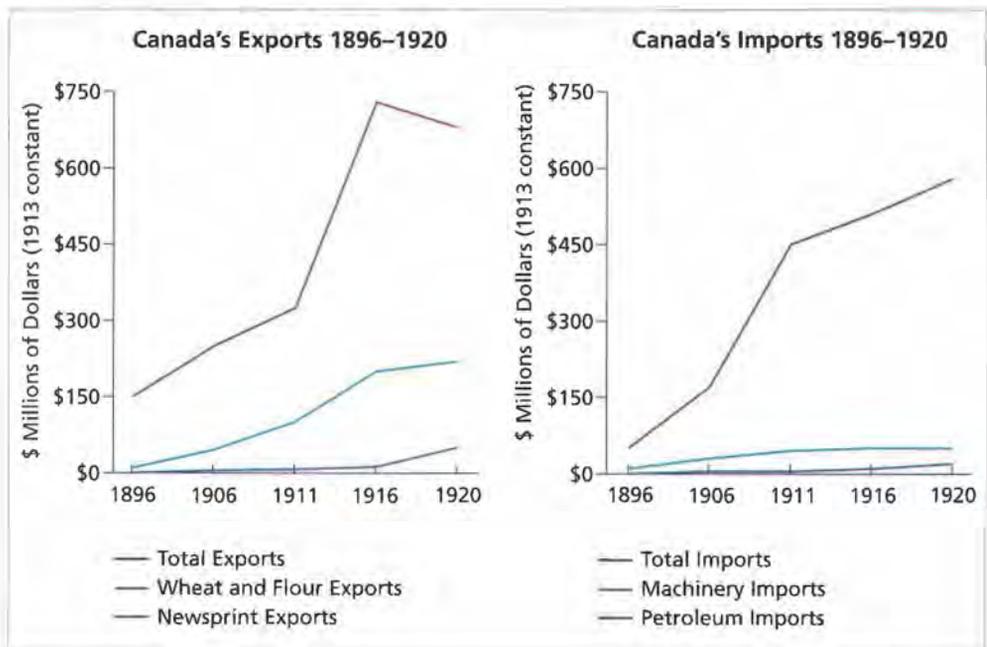
It was just the beginning. Canada was a country rich in minerals, and mines opened up across the country. Railway lines to remote areas and new technologies for extracting ore helped to fuel the mining boom.

In southern British Columbia, copper, lead, zinc, silver, and gold were discovered. Giant smelters and refineries sprang up to process the ore. In northern Ontario, the little settlement of Cobalt grew into a town of 10 000 by 1910 after silver was discovered there. Over 40 silver mines opened around the town. Sudbury, where major nickel and copper deposits were found, was also well established by 1910. In time, increased use of nickel made Sudbury the “Nickel Capital of the World.” Similar resource towns grew up in other areas of northern Ontario, Alberta, and British Columbia. Resource towns were often remote and dependent on a single resource industry such as mining or forestry. But life bustled in these small towns. Many soon had a movie house, dances, lodges, and many “occasions” for social get-togethers.

The forest industry developed most rapidly in British Columbia and the eastern provinces, especially Quebec. Douglas fir, spruce, and cedar from British Columbia’s forests made excellent lumber to build homes, barns, and even grain elevators on the Prairies. Huge supplies of timber were also used for railway tracks, hydro and telephone poles, and mine shafts. Quebec and Ontario had large areas of softwood. Pulp and paper mills grew up quickly to process the wood. Most wood pulp and paper went to the United States, which was demanding large quantities of cheap newsprint. By 1915, pulp and paper made up one-third of Canada’s exports.

New Industries and Corporations

The large-scale development and export of natural resources was becoming a major characteristic of Canada’s economy. Industrial development, however, was also getting off the ground. Foreign investors, mostly from Britain and the United States,



began pouring money into Canada's industries. Canada's growing population meant there would be a strong home market for new products. People were demanding and buying manufactured goods. The investors were ready to take advantage of the opportunities. British investors generally provided loans for new enterprises, such as railway development. American investors preferred to set up companies they owned directly. American ownership of industries in Canada, however, did not become a major issue until later in the century.

Canadian factories pumped out clothing, shoes, canned foods, tools, pulp and paper, and farm machines. A boom in railway building created a demand for steel and iron. Two new transcontinental railways were started and thousands of kilometres of track were laid in branch lines. Steel foundries were established to meet the growing demand.

New factories needed cheap power. Canada had the advantage of developing cheap hydroelectric power. Hydro power, or "white coal" as it was called, was much more efficient than generating electricity from coal. The Niagara Falls generating plant opened in 1896. Other generating stations were built to supply power for homes and expanding factories. Power lines soon criss-crossed the countryside.

As new industries developed, so did major new business enterprises. In 1906, the Hydro-Electric Commission of Ontario was established. It was the first publicly-owned electrical utility in the world. By 1923, it was the largest utility in the world. Other provinces also developed government-owned utilities. These giant enterprises needed the vast amounts of financing that governments could provide. They also ensured that people had access to electricity at a reasonable price.

Other giant companies were formed

A Booming Economy

Canadian wheat exports in 1891: 54 430 tonnes

Canadian wheat exports in 1916: 4 000 000 tonnes

Value of goods manufactured in Canadian factories 1900: \$215 000 000

Value of goods manufactured in Canadian factories 1910: \$564 000 000

By 1913, Canada ranked third after the United States and Britain in output of manufactured goods per person.

Railway lines in 1900: 29 000 km

Railway lines in 1920: 63 000 km

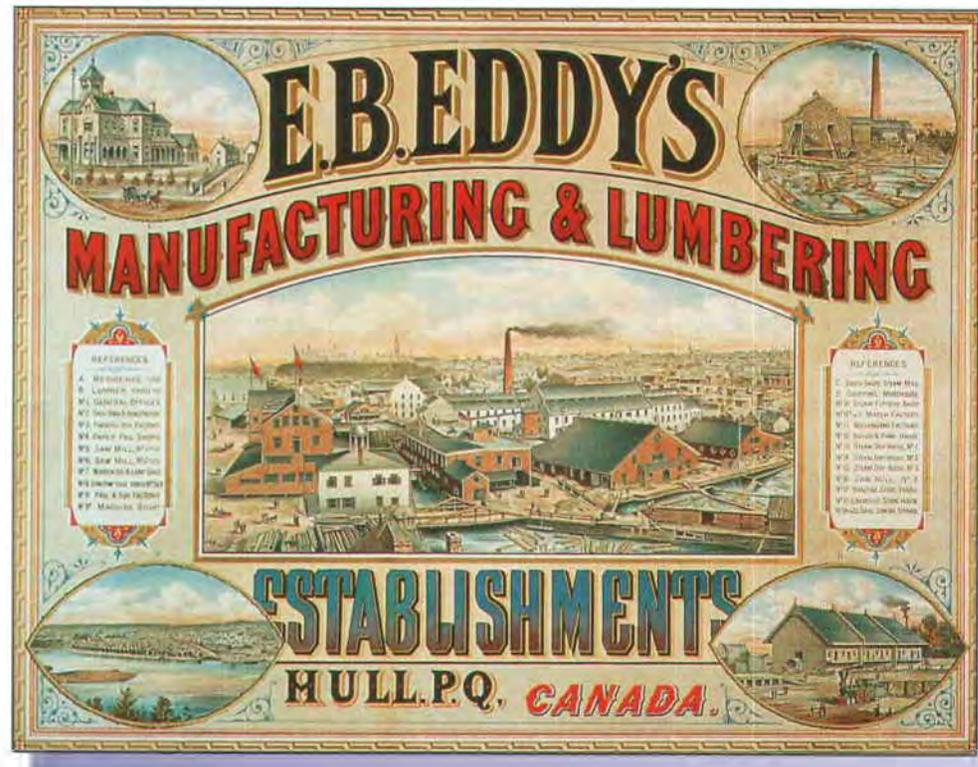
In 1913, Canada had more railways per population than any other country in the world.

through mergers, that is, the joining of several smaller firms. Many were **corporations**, large companies owned by a number of investors. This was a major change, since most factories and businesses before this time were small and family-owned. In 1910, Max Aitken (later Lord Beaverbrook) created the Steel Company of Canada by merging a number of small firms. He also formed the Canada Cement Company. Between 1909 and 1912, 58 giant corporations were created in Canada. Many of them are still household names today, including Imperial Oil, General Electric, Maple Leaf Milling, Algoma Steel, and Dominion Textiles.

The Canadian Manufacturers' Association

To many business people at the time, developing new industries and businesses was part of nation-building. The Steel Company of Canada president said: "We not only manufacture steel, we manufacture nationalism." Canadian manufacturers were convinced Canada's future lay in industrial expansion. They wanted to see Canada's natural resources processed at home, rather than in foreign factories. Manufacturing, they believed, could be as

Poster for the E.B. Eddy Manufacturing Company. What products did this company manufacture?



important to Canada as it was to Britain, the United States, and the growing industrial powers of Europe.

In 1871, a number of Canadian industrialists formed the **Canadian Manufacturers' Association** (CMA). Its goal was to actively promote manufacturing in Canada. Members were strong supporters of John A. Macdonald's National Policy introduced in 1878. The policy had introduced tariffs (taxes) on imported goods. The tariffs increased the cost of imports and encouraged people to buy products made in Canada. In this way, it was hoped tariffs would foster the growth of Canadian manufacturing industries and protect them from foreign competition. By the turn of the century, Canadian industrial production was expanding steadily.

In 1899, the CMA became a national organization and began actively promoting the products of Canadian factories in other

countries. Delegates travelled to trade fairs and industrial exhibitions around the world. The CMA also represented the concerns of Canadian manufacturers to the government on issues such as trade, taxation, and policies affecting workers. Members supported Workers' Compensation programs in many provinces, for example. Workers' Compensation guaranteed workers injured on the job at least some of their wages (usually up to 75 per cent). Ontario was the first to adopt it in 1914. The CMA continued to represent Canadian manufacturers throughout the century. In 1996 it joined with the Canadian Exporters' Association and the organization became known as the Alliance of Manufacturers and Exporters Canada.

Regional Inequalities

To the world, Canada was emerging as a prosperous new nation. At home, howev-

er, there were concerns that Canada's economic development was not evenly distributed across the country. Businesses, manufacturing, and hydroelectric power were concentrated in Ontario and Quebec. So were Canada's major banks, which provided financing for new enterprises. Central Canada (Ontario and Quebec) was quickly developing into Canada's **industrial heartland**. The region was also the most populated part

of Canada and the base of the federal government. The Maritimes, the Prairie Provinces, British Columbia, and the North were a great distance from the economic and political centre of the country. They developed very different economies. This issue of economic inequalities among Canada's regions would prove to be a thorny one throughout the twentieth century.

Regional Economies

British Columbia	The Prairie Provinces	Central Canada: Ontario and Quebec	The Maritimes
<ul style="list-style-type: none"> • timber, salmon, minerals are key resources • fish processing, wood products, pulp and paper are main industries • distance from markets in Central Canada, high transportation costs, relatively small population hinder manufacturing development • most pulp and paper and wood products are sent to American markets 	<ul style="list-style-type: none"> • economy based largely on farming and ranching (especially wheat production) • Winnipeg only main manufacturing centre • farmers face high freight rates for shipping grain to Central Canada • protective tariffs increase prices of farm machinery and materials • wheat boom is dependent on world markets 	<ul style="list-style-type: none"> • largest, most concentrated population of the regions (therefore has ready access to large workforce and people to buy goods) • has advantage of access to cheap hydroelectric power • home of Canada's major banks, which provide financing • rich in natural resources (minerals, forests, farms, hydro power) and close to industrial heartland of United States, a major market for Canada's resources • National Policy of 1878 fostered east-west trade and development of manufacturing in Central Canada • experienced most industrial growth in early part of twentieth century (e.g., automobile, steel, textile industries) 	<ul style="list-style-type: none"> • traditional shipbuilding, mining, lumbering industries declining (e.g., wooden sailing ships being replaced by iron and steel vessels) • manufacturing (steel, textiles) overshadowed by larger industries in Central Canada • long distance to markets in Central Canada and the West and high transportation costs hinder development • small population, limited resources make expansion of factories difficult • some Maritimers leave to look for jobs, new opportunities in Central Canada and the West

Note: In the North at this time, there was some lumbering and mining, but the region was largely undeveloped.



Developing Skills: Using Primary & Secondary Sources

In every area of study, people use tools to do their work, find information, and draw conclusions about what they find. Geographers use maps, for example. Biologists use microscopes and specimens. The tools historians use are primary and secondary sources.

Primary sources are first-hand evidence, the raw material of history. They include accounts from people who experienced an event in the past, historical photographs, paintings or other works of art from the past, and artifacts such as tools farmers used.

Secondary sources are second-hand accounts of the past. They include biographies, history books, and web pages written about past events. Secondary sources are created by people who did not actually experience the past events. Their accounts are based on evidence from primary sources, and often include what they think, believe, or conclude about past events.

Distinguishing Between Primary and Secondary Sources

Try this exercise. In your notebook, make two columns. Label one “Primary Sources” and the other “Secondary Sources.” Place the sources listed below in the appropriate columns.

- a photograph of Louis Riel’s trial
- the diary of Henri Bourassa
- a television documentary on the development of Marquis wheat
- an article on the Alaska Boundary Dispute from the *Canadian Encyclopedia CD-ROM*
- a letter by Wilfrid Laurier to United States’ President Taft about the reciprocity issue
- a photocopy of the front page of a Toronto newspaper dated 22 September 1911 found via the Internet on Newscan
- a Canadian historian’s account of the 1911 federal election, written in 1999

- the web site of Canada’s National Museum of Science and Technology
- statistics on the number of immigrants who came to Canada each year between 1900 and 1913
- the map of the Alaska Boundary Dispute shown on page 45 of this book
- a poster to recruit men for Canada’s navy in 1911
- The Choquette Farm, Beloeil, 1901*, a painting by Ozias Leduc

A Closer Examination

Once you have identified primary and secondary sources, examine them closely. They may include facts, opinions, or arguments.

Facts are exact and specific. They are things we know have taken place, and we can prove they are true. For example, it is a fact that Wilfrid Laurier was defeated in the 1911 election. Evidence such as newspaper reports from the day after the election prove this fact.

Opinions are conclusions, views, thoughts, or feelings. They are not exact and are not proven. Opinions may or may not be based on facts. For example, it may be your opinion that Laurier was a great prime minister. Your opinion may or may not be true.

Arguments are explanations or reasons that support or reject a viewpoint or opinion. Arguments are based on facts. They attempt to explain why an event happened and draw some conclusions. Statements in arguments often contain clue words such as “because,” “since,” and “therefore.” For example, you could argue that Laurier lost the 1911 election because he supported reciprocity. Your argument would outline a number of specific reasons and facts to support your point of view.

Select a primary or secondary source and identify the facts, opinions and arguments.



Activities

Understand Facts and Concepts

1. Add these new terms to your *Factfile*.

imperialism

nationalism

Manitoba Schools Act 1890

Regulation 17 (Ontario 1910)

Boer War

Naval Service Bill

Alaska Boundary Dispute

International Joint Commission

Reciprocity

election of 1911

Marquis wheat

corporations

Canadian Manufacturers' Association

industrial heartland

2. What were some advantages for Canada of belonging to the British Empire? What were some disadvantages?
3. Outline the major reasons why a French-Canadian nationalist movement gained strength in Quebec around the turn of the century.
4. Identify the major problems that caused conflicts in the first decade of the twentieth century:
- between French and English Canadians
 - between Canada and the United States
 - between Canada and Britain.
5. At the turn of the twentieth century, Canada's economic development was not evenly distributed across the various regions of the country. Find evidence to support this statement.

Think and Communicate

6. Work in discussion groups to answer the following questions. Keep notes and compare your ideas with those of other groups.
- What were the causes of the Boer War?
 - How did English and French Canadians react to the British request for Canadian assistance in South Africa? Why? How might Canadians from other ethnocultural groups have reacted? Why?
 - Make a list of the possible solutions open to the Laurier government. What might have been the outcome of each solution?
 - Explain and evaluate the eventual compromise worked out by Prime Minister Laurier.
7. a) The Naval Service Bill has hit the headlines of Canadian newspapers. You are newspaper reporters. Interview your classmates for statements on the Bill. Class members take the role of a French-Canadian nationalist, an imperialist, or a Canadian nationalist. Get an opinion from each of these points of view. Then write a short article for your newspaper.

- b) Follow up with a discussion of this question: Was the Bill a step forward for Canada's independence?
8. Role play a debate on the statement: "Reciprocity is a good policy for Canada in 1911." Choose roles from the list below and prepare your arguments. Then stage a public meeting in the class to debate the issue.
- | | |
|--|--|
| i) president of the CPR | vii) a worker on the docks of British Columbia |
| ii) a Saskatchewan wheat farmer | viii) a worker in a Canadian steel company |
| iii) a fisher from Prince Edward Island | ix) a pro-British imperialist |
| iv) an Ontario manufacturer of farm machinery | x) a wealthy Conservative business person |
| v) a woman working in the home | xi) a French-Canadian nationalist. |
| vi) an owner of a meat canning factory in Quebec | |
9. Hold the election of 1911 in your class. Create ballots and have a secret vote. Follow up with a discussion of the results. Have individual students explain why they voted as they did.
10. a) Create posters or pamphlets that the Canadian Manufacturers' Association might have used in the early 1900s to promote Canadian industries around the world. Do you agree that promoting industry was also promoting nationalism? Explain.
b) Find out more about the Worker's Compensation program introduced in 1914. Why was it needed? Describe working conditions in factories in the early 1900s.

Apply Your Knowledge

11. Slogans are short catchy phrases used to express a strong idea or feeling. In groups, create slogans that might have been written by each of the following in the first decade of the twentieth century.
- a French-Canadian nationalist
 - an English-Canadian nationalist
 - a Canadian imperialist
 - a British imperialist
 - an American nationalist
12. Create your own political cartoon. Focus on an issue or a character from this chapter or from current events. Think about what you want the cartoon to say and how you can say it simply and clearly. Then compile a class cartoon portfolio and invite comments on the cartoons.
13. Imagine you are an investor in the early 1900s. Develop a short portfolio showing where you would invest your money in the Canadian economy (in which industries, areas of the country, etc.). Justify your choices.

14. Work in groups. You are documentary filmmakers. Interview people from the Maritimes, Central Canada, the Prairie provinces, British Columbia, and the North today (students can role play these people). Get their opinions on how the economy of their regions developed in the early 1900s. How would this have affected their lives in 1900? Is it still affecting their lives today?

Get to the Source

15. Read this address by Wilfrid Laurier at Saint John, New Brunswick, during the 1911 election campaign:

I am branded in Quebec as a traitor to the French, and in Ontario as a traitor to the English ... In Quebec, I am attacked as an imperialist, and in Ontario as an anti-imperialist. I am neither. I am a Canadian. Canada has been the inspiration of my life. I have had before me as a pillar of fire by night and a pillar of cloud by day a policy of true Canadianism, of moderation, of conciliation. I have followed it constantly since 1896, and I now appeal with confidence to the whole Canadian people to uphold me in this policy of sound Canadianism which makes for the greatness of our country and of the Empire.

Source: O.D. Skelton, *The Life and Letters of Sir Wilfrid Laurier*, vol. 2, Oxford University Press, 1922, pp. 379-380.

- Why would some people in Quebec brand Laurier as a traitor to the French?
 - Why was Laurier attacked in Ontario as a traitor to the English?
 - Describe Laurier's policy of "true Canadianism." Find examples from Laurier's policies that support this definition.
16. In 1903, F. H. Turnock, a Canadian journalist, discussed the anti-British feeling caused by the Alaska Boundary Dispute.

The callousness, the selfishness, and the bad faith with which Canadians consider Britain has treated Canada in this matter will long rankle in the breasts of Canadians. It is bound to affect Canada's destiny. What the ultimate outcome may be, it is perhaps too early yet to predict. But it will sensibly loosen the tie which binds Canada to Great Britain. It will quench the spirit of Imperialism which has for some time been growing in Canada. Canadians now realize how little their services in the cause of the [British] Empire have been appreciated.

- Account for the anti-British feeling triggered by the Alaska Boundary Dispute.
- What effect do you think the dispute had on Canada's struggle for national identity?