

UNIT I

Canada in the Twentieth Century

Political Issues

- Did World War I have a positive or negative effect on Canada?
- Did Canada become more or less independent in the 1920s?
- Is the use of weapons of mass destruction ever justified?
- What role should Canada play in U.S.-dominated military alliances?
- How should the Canadian government deal with the issues of western alienation and Quebec separatism?
- Should changes be made to Canada's Constitution to give the provinces more power?

Social Issues

- Should social services be cut to reduce the national debt?
- Should Aboriginal peoples be given more rights and special status in Canada?

Legal Issues

- Is today's government responsible for injustices of the past?

Economic Issues

- How involved should the government be in the economy during a depression?
- Should the federal government negotiate more free trade agreements?

Cultural Issues

- Does Canada need a multiculturalism policy?
- Can the Canadian government protect Canadian culture?

This unit deals with the history of the twentieth century from 1913, and shows how many of the issues that concern Canadians today developed or were already present in much of that century.

In Chapter 1 we look at Canadian society before World War I, and the attitudes and expectations Canadians had for the future. The horrors of World War I marked a turning point for Canadians.

In Chapter 2 we see how the war led to greater confidence and independence from Great Britain.

Chapter 3 looks at the post-war period until the stock market crash of 1929, which marked the beginning of the Depression.

The experiences of Canadians and the government response to the crisis of the Depression is described in Chapter 4, as well as the rise of fascist governments in Europe and Japan. Their rise led to World War II, which is examined in Chapter 5.

Chapters 6, 7, and 8 cover issues in the post-war period between 1945 and 2000. Chapter 6 looks at Canada's role in world affairs, and how it dealt with the problems that arose during the Cold War, the period of nuclear tension that lasted until 1991.

Chapter 7 deals with changes in the society, attitudes, and the economy, while Chapter 8 addresses three continuing themes in the evolution of Canada's national identity: the role of Quebec, immigration, and recognition of the rights of the Aboriginal population.



Why did this photograph become one of the most famous images of Canadians in World War I? ◀

What impact did the “dust bowl” years of the Depression have on Canadian farmers? ▼



What methods did the ▲ Nazi Party use to appeal to the emotions of the German public?



What was the impact on Canadians of the Quebec referendum of 1995? ▶

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A Different Canada

FOCUS ON

- What were common attitudes about social behaviour in the early 1900s?
- What were the popular cultural pastimes of Canadians before World War I?
- What was Canada's relationship to Britain at the turn of the century?
- What attitudes did many Canadians have towards Aboriginal peoples and non-Europeans?
- What technological developments benefited Canada's economy during this period?
- What impact did industrial development have on the natural environment?

Counterpoints Issue

- Is today's government responsible for injustices of the past?



Tanoo, Queen Charlotte Islands by Emily Carr, 1913. Carr lived and worked in British Columbia, where many of her paintings were inspired by Aboriginal life and culture.



Expressing ideas What is the mood of this painting? How do you know this is an abandoned settlement? What do you think inspired the painter to record this scene?

Introduction

On a cool October evening in 1904, a tall, dignified man stood in front of a crowd in Toronto's Massey Hall. He was Wilfrid Laurier, Canada's prime minister. Laurier stepped to the podium that night and presented a bold vision of Canada for the new century:

Let me tell you, my fellow countrymen, that the twentieth century shall be the century of Canada and of Canadian development. For the next seventy-five years, nay for the next 100 years, Canada shall be the star towards which all men who love progress and freedom shall come.

Source: Toronto *Globe*, October 15, 1904.

What was Canada like at the beginning of the twentieth century when Laurier made his bold prediction? The map of Canada in 1905 (Figure 1-1) shows that Manitoba, Ontario, and Quebec were much smaller than they are today. Newfoundland was still a self-governing colony, and the Territory of Nunavut had yet to be created. The census of 1911 reveals that Canada's

- 1896 Wilfrid Laurier, leader of the Liberals, becomes prime minister.
 - Klondike Gold Rush begins.
 - 1899 Canada sends volunteers to fight in Boer War in South Africa.
 - 1903 Alaska Boundary dispute is settled.
 - 1905 Alberta and Saskatchewan become provinces.
 - 1906 B.C. Native chiefs take land claim to King Edward VII of England.
 - 1907 Vancouver race riot occurs.
 - 1908 *Anne of Green Gables* is published.
 - 1909 First airplane flight in Canada takes place.
 - 1911 Laurier era ends.
 - 1912 RMS *Titanic* sinks off coast of Newfoundland.
 - 1914 World War I begins.
- Passengers on the *Komagata Maru* are refused landing at Vancouver.



Figure 1-1 Canada in 1905.

Gathering information

Which provinces have the same boundaries as today? Which ones have different boundaries?

population was only 7.2 million, less than a quarter of what it would be by the end of the century.

People's attitudes about the role of women, minorities, good manners, and behaviour in general were also different then. In this regard, Canada would have fit the claim that the “past is like a foreign country; they do things differently there.” In our study of history, it is important to try to see the world through the eyes of Canadians at that time if we want to understand why they took the actions that they did.

Society and Manners

By the early twentieth century, most Canadians lived on farms or in small villages. It was a minority of English-Canadian middle- and upper-class people, however, who set the standards for morals and manners of the day. These people were greatly influenced by the attitudes of Victorian England. This period—named after Queen Victoria, who was the British monarch from 1837 to 1901—was known for its appearance of moral strictness. Families were expected to attend church regularly; they supported Britain and the monarchy, and believed in honour, virtue, and duty. It was an age in which right and wrong, good and evil seemed clear; they were not seen as issues that needed discussion or debate. Families were expected to take care of their own members, without depending on the assistance of government. Laziness was thought to be the cause of poverty. Those families that couldn't support themselves were often dependent on private charities for food and clothing.

There was little tolerance for those who did not obey the law, and the application of the law could be quite harsh. In 1914, twenty-seven men were sentenced to death for murder. Eleven of the sentences were carried out, with the rest commuted to life imprisonment. Most convictions, however, were for crimes against people's property. Drunkenness was a close second.

For young adults, courtship was a formal affair under the watchful eyes of the community. Once married, women had few rights over property or children, and divorce was rare. Women were not

considered persons under the law—unless they committed a crime. Even a woman's salary was legally the property of her husband. Women who worked outside the home, usually before marriage, were employed mainly as servants or factory workers. Some women were teachers and nurses; a few even became doctors.

A group of women, known as **suffragists**, wanted the right to vote. With the vote, women believed they could influence government to address social problems of the day, such as child labour, pollution, and widespread poverty. The suffragists wanted the sale of alcohol prohibited because they believed alcohol was the cause of many of society's problems. Nellie McClung was a well-known suffragist who, together with other women, campaigned for women's rights.



Figure 1-2 The McLean family, 1910. These people exhibit the confidence and proper formality of the typical upper-class, English-Canadian family in the years before World War I.

Gathering information What does the style of dress tell you about the manners of a wealthy family in Victorian society?

Arts and Leisure

As Canada started to become more urbanized, its literature and art became more sentimental, expressing a preference for rural life, simple values, and happy endings. In 1908, Lucy Maud Montgomery published the much-loved novel *Anne of Green Gables*, a rural romance. Stephen Leacock gently mocked small-town Ontario life in his humorous *Sunshine Sketches of a Little Town* (1912). Ernest Thompson Seton wrote moving and realistic stories about animals. Pauline Johnson, daughter of a Mohawk chief and his English wife, read her poems about Mohawk heritage to packed halls and opera houses across the country. Ontario painter Homer Watson gained international recognition with his farm scenes of Ontario. In Quebec, Ozias Leduc painted religious works and landscapes filled with a sense of spirituality.

People enjoyed outdoor entertainment such as distance running, cycling, and rowing. In the summer, trips to the beach were popular despite confining “bathing costumes.” In the winter, tobogganing was a must.



Figure 1-3 Bathing was great fun during the long, hot summer of 1914.

Thinking critically In what ways is the bathing attire typically Victorian?

Still a British Nation

At the beginning of the twentieth century, some of Britain’s colonies, including Canada, had their own governments, but could not resolve disputes with other countries. This was the responsibility of the British government in London, which did not always have Canada’s interests in mind. For example, in a dispute over the Alaska Boundary, the British negotiated an agreement that favoured the United States over Canada. The dispute was over the exact border of the Alaskan “panhandle,” a strip of land running down the Pacific Coast between British Columbia and Alaska. Of particular concern was the question of ownership of a fjord called the Lynn Canal. This waterway provided access to the Yukon, where gold had been discovered in 1896.



Figure 1-4 The Alaska Boundary dispute.

Using evidence From the map, explain how the Canadian claim would have allowed easier access to Dawson.

In 1903, the matter was finally settled. The British, weary from fighting the Boer War in South Africa and unwilling to become involved in another international conflict, determined that the Lynn Canal was part of Alaska, not British Columbia.

Canadians were angered by this decision. Many believed Britain had sold out Canada's interest in order to keep peace with the United States. However, most English-speaking Canadians were proud to be British subjects, and they shared Britain's dreams of expanding the British Empire throughout the world. These **imperialists** had eagerly supported Britain in the Boer War in 1899.

French-speaking Canadians, however, did not share this enthusiasm for the British Empire. They were the descendants of people who had settled New France more than 200 years earlier, and they saw themselves as *Canadiens* rather than British

subjects. French-Canadians tended to be **nationalists**, believing that Canada should be more independent from Britain. For example, nationalist leader Henri Bourassa resigned from Laurier's cabinet when Laurier agreed to send volunteers to fight with the British in South Africa. Bourassa's stand against Canada's involvement in Britain's wars became an even bigger issue during World War I.

Language rights was another issue that divided French-speaking and English-speaking Canadians. After a bitter dispute, French-Canadians lost the right to French-language instruction in Catholic schools first in Manitoba, then in Saskatchewan and Alberta. Henri Bourassa voiced the concerns of many French-Canadians when he suggested that *Canadiens* might have no reason to stay in Canada if their rights as a minority were not protected, as the people of Quebec believed they would be at the time of Confederation.

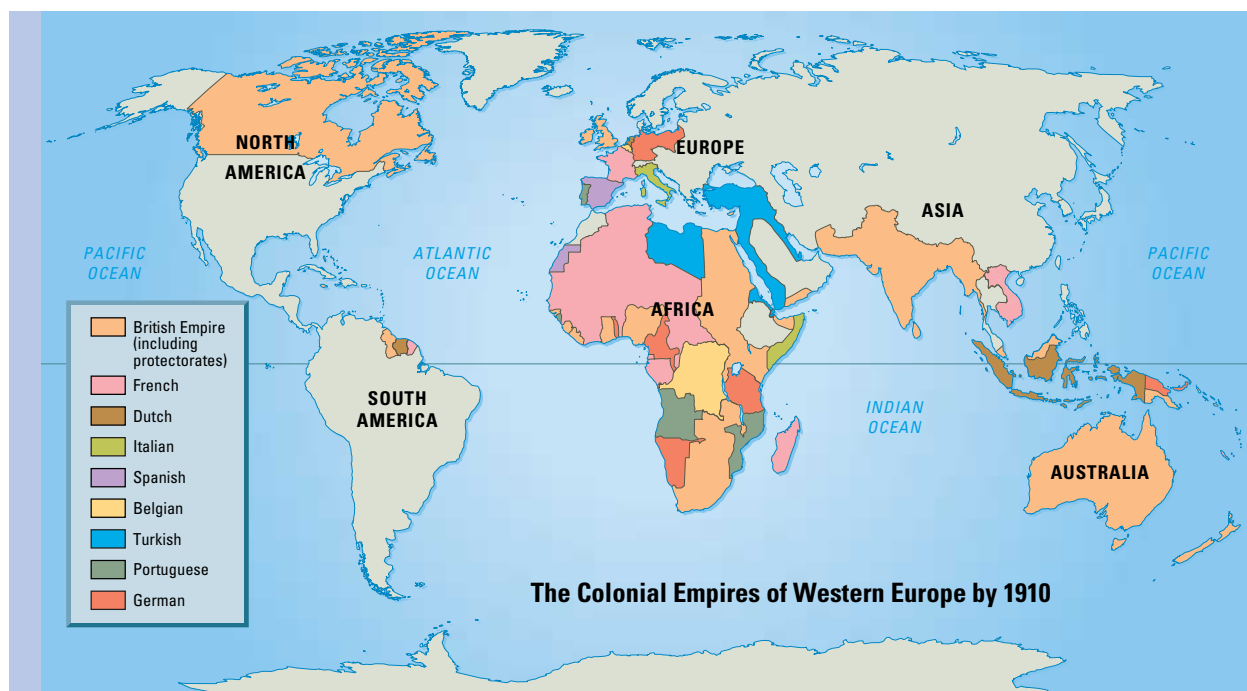


Figure 1-5 World empires in 1910. Canadians were proud that their country was the senior dominion in the greatest empire since the Roman Empire.

Using evidence The British Empire was the biggest of the European empires that controlled much of the land and people of the world. What does the expression, “the sun never set on the British Empire” mean?

ACTIVITIES

1. Imagine you could go back to the Canada of 1914. What attitudes would you find most difficult to deal with? Why?
2. Describe the situation of women in Canada in the years before World War I.
3. Explain why *Canadiens* did not share any enthusiasm for Canada's ties to Britain. Do you think their objections were justified? Explain your answer.

Canada's Changing Population

Soon after Laurier became prime minister, he realized that if Canada were to prosper, it needed many more people, especially in the West. His government circulated posters in the United States and northern and eastern Europe promoting Canada as an attractive place to live. The posters described the Prairies as the “Last Best West,” so called to distinguish it from the American West. His government's efforts resulted in an enormous increase in immigration during this period.

Entry into Canada was easy if you were reasonably healthy and had sufficient funds to establish yourself. The federal government offered immigrants willing to farm the Prairies 160 acres (65 ha) of land for only ten dollars. These homesteaders had to build a house and begin cultivating the farm within three years of purchase. Life on the Prairies was often very lonely, and harsh conditions proved too much for some, who moved to urban centres. For those who stayed, however, there were rewards as well as hardships. Cooperation was common in work and play. Community dances and picnics, and church concerts and suppers, gave settlers social lives.

Not Everyone Is Welcomed

Many Canadians did not welcome changes to Canada's ethnic composition. They feared outsiders. Most Canadians were **ethnocentric**, believing their own race or group was superior. As a result, many newcomers to Canada experienced

discrimination. Many French-speaking Canadians were also concerned that the arrival of so many immigrants would further reduce the percentage of the population that was Francophone.

Eastern Europeans, particularly the Ukrainians and Poles who settled in the Prairies, were targets of ethnic prejudice. Their language and their dress—embroidered skirts, baggy trousers, long boots, and sheepskin coats—were unfamiliar to Canadians, who often ridiculed and scorned these people and their customs.

Many Chinese, Japanese, and East Indian immigrants settled in British Columbia, where they, too, suffered from discrimination and racism. R.B. Bennett, a future prime minister, reflected popular prejudice when he declared in 1907, “British Columbia must remain a white man's country.” As long as Asian immigrants did work that other Canadians considered too unpleasant—such as hauling coal, packing fish, and washing dishes—their cheap labour was generally accepted. But when workers began to fear that Asian immigrants would compete against them for other jobs, they joined in denouncing them.



Figure 1-6 The Darby family in Vulcan, Alberta, 1903. The Darbys were one of the few African-American families allowed to immigrate to Canada from the United States. Mr. Darby was a hotel chef.

Is Today's Government Responsible for Injustices of the Past?

In 1885, because the federal government wanted to discourage Chinese people from coming to Canada, it created the Chinese Immigration Act. Under this act, every Chinese person immigrating to Canada had to pay the government fifty dollars, a fee called a **head tax**. When immigrants continued to arrive, the tax was increased to \$100 in 1900, and to \$500 in 1903. On July 1, 1923, the Chinese Immigration Act was replaced by the Chinese Exclusion Act—an even stricter act that tried to stop Chinese immigration altogether. Chinese-Canadians refer to this day as Humiliation Day because they felt insulted by this restrictive legislation. It wasn't until 1947 that the act was repealed.

In 1984, the Chinese community in British Columbia asked the federal government to redress—that is, to make up for—past injustices suffered by them. A group of Chinese organizations asked for an apology from the government. The organizations also asked the government to pay \$23 million to the Chinese families from whom the head tax was originally collected. The \$23 million, they said, was exactly what was collected from 81 000 Chinese immigrants who were forced to pay the tax.

In 1990, the Conservative government of the day apologized to Italian-Canadians who were interned during World War II. The government also apologized to Japanese-Canadians for their internment during the war, and it paid \$12 million to Japanese-Canadians whose properties were seized in 1942 (see Chapter 5, pages 126–127).

The Chinese organizations maintained that when the federal government paid out \$12 million to Japanese-Canadians, it created a duty to treat other claims for compensation—requests for repayment of money—in a similar way.

In 1993, the Liberal government promised to redress the Chinese community for past injustices. The next year, however, the government rejected the compensation claim for \$23 million by Chinese-Canadians, along with claims by six other groups. The minister explained the government's position on claims for compensation in the following way:

The government must focus on erasing inequality in the future, instead of compensating people for past mistakes. Canadians wish those episodes had never happened. We wish we could rewrite history. We wish we could relive the past. But we cannot. We believe our only choice lies in using limited government resources to create a more equitable society.

Source: Multiculturalism Minister Sheila Finestone in a 1994 letter.

Alan Li, president of the Chinese-Canadian National Council (CCNC), disagreed with the minister's decision. His position was that Chinese-Canadians were asking:

... for only the return of the \$23 million actually taken and [were] willing to forgo any interest benefit that government has received from the money over seventy years. Returning the money is only basic justice. It is a strong statement of principle that a government cannot, and should not, and must not, benefit from racism.

Source: Speech by Alan Li, President of the Chinese-Canadian National Council, 1994.

In 1995, the CCNC asked the United Nations Human Rights Commission in New York to look into the issue. In its submission, the CCNC stated that:

... after over eleven years, the [Canadian] government has acted in bad faith and without due regard to the ... uniqueness of this Chinese-Canadian redress claim. The unconscionable delay in resolving this human rights issue has meant that over half of the approximately 2000 surviving head tax payers in 1984 have now passed away.

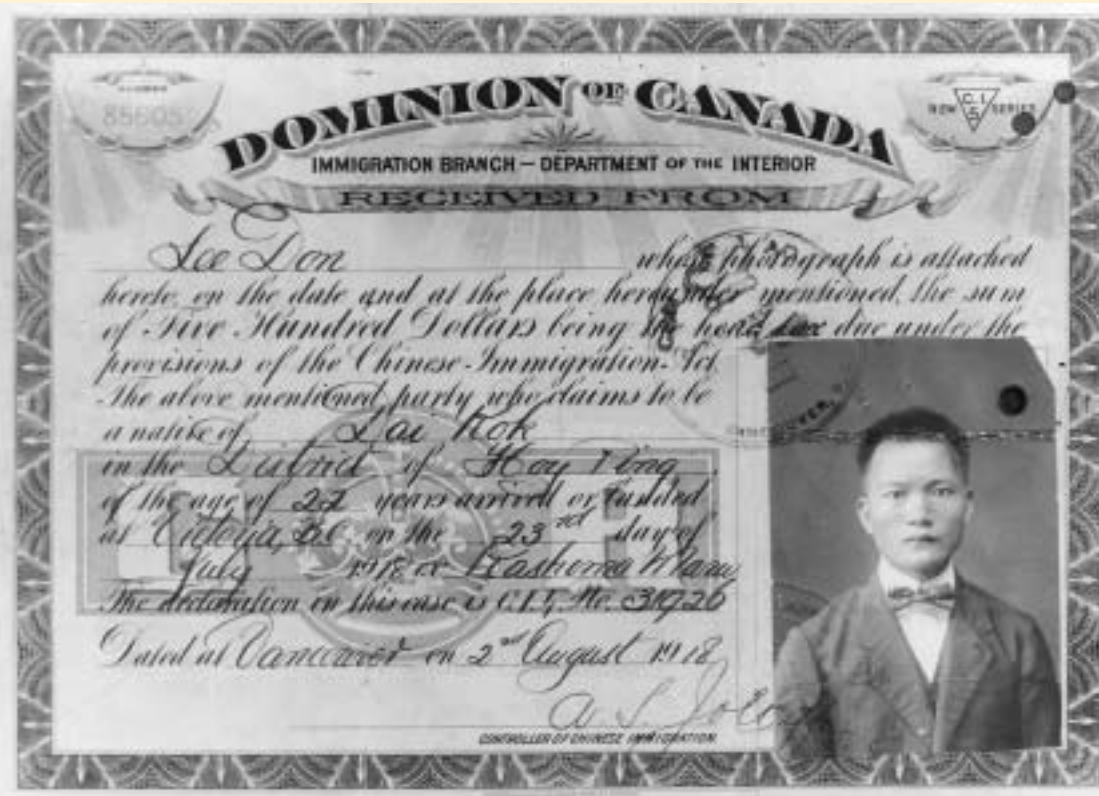


Figure 1-7 Immigration certificate for Lee Don, 1918.

The CCNC is considering taking the government to court to determine whether the government has a legal duty to redress Chinese-Canadians for the head tax and the Chinese Exclusion Act.

Gathering information How old was Lee Don when he was admitted to Canada? How much was the head tax he had to pay? Where do you think he might have obtained the money to pay the tax?

1902 Royal Commission on Oriental Immigration declares that "... further immigration of Chinese to Canada would be injurious to the interests of Canada...."

1903 Head tax increased to \$500.

1923 Head tax on Chinese immigrants replaced by Chinese Exclusion Act.

1947 Repeal of Chinese Exclusion Act and enfranchisement of Chinese-Canadians.

1958 Douglas Jung becomes first Chinese-Canadian Member of Parliament.

1988 David Lam becomes first Chinese-Canadian lieutenant-governor of British Columbia.

1996 Jenny Kwan and Ida Chong become British Columbia's first Chinese-Canadian MLAs.

Figure 1-8 The Chinese in Canada.

Analysing the Issue

1. Imagine you are a lawyer representing a Chinese-Canadian family whose member paid the head tax. Outline the case you would make to the federal government on behalf of your client.
2. Compare the response of the multiculturalism minister with Alan Li's response. Which position do you agree with? Why?
3. Organize a debate on the topic: *Can we right the wrongs of past generations?*

In response, the federal government tried to limit immigration from Asia by placing a “head tax” on immigrants from China. In 1907, an angry group of whites attacked stores and homes owned by Chinese and Japanese immigrants in Vancouver. This race riot resulted in severe restrictions on Japanese immigration. A year later, there was a virtual ban on East Indian immigration. In the summer of 1914, the *Komagata Maru*, a ship carrying mostly Sikhs, was forced to return to India from Vancouver, when its passengers were refused entry into Canada.

Aboriginal Peoples

As thousands of immigrants settled into the western provinces, the Aboriginal peoples found themselves more and more displaced. Their movements and lives were regulated under the federal Indian Act passed in 1876. By the 1880s, Aboriginal peoples of the Prairies were living on **reserves**, or designated areas of land. The main purpose of reserves was to free the open land for settlers and immigrants from Europe, and to avoid the violent clashes that had taken place between Aboriginal people and settlers in the United States. Once on the reserves, Aboriginal people were supposed to take up farming instead of traditional hunting. But the soil was often unsuitable, equipment was

limited, and many people went hungry. As more immigrants arrived, the government allowed sections of reserve lands to be transferred to homesteaders for farming or to companies for mining. Aboriginal leaders protested this incursion by the federal government, but their protests did little to stop the government’s actions.

Loss of land wasn’t the only problem faced by Aboriginal people. By the early 1900s, their populations were declining. Disease was a major cause. In some **residential schools**, schools for Aboriginal children run by the churches, overcrowded dormitories and unsanitary conditions caused tuberculosis to spread quickly. Most of the Aboriginal population suffered from poor diet and inadequate housing, which also contributed to disease and the decline in population.

Residential schools, reserves, and enforced farming were all part of the federal government’s policy of **assimilation**, which was intended to make Aboriginal people abandon their traditional culture and become part of the European way of life. This policy had been in place since 1871. By 1913, an article in *Maclean’s* magazine claimed that “the white man of Canada ... is slowly, steadily and surely absorbing his red brother.” Aboriginal people did not agree. For many, the struggle to establish land claims and reclaim their culture was just beginning.

Figure 1-9 An Aboriginal man ploughing land on a reserve.

Thinking critically

Aboriginal people had traditionally led a nomadic life, and many survived by hunting, trapping, and fishing. How would farming change their traditional lifestyle? Why would many resist farming?



ACTIVITIES

1. Why did the Canadian government make entry into Canada so easy for most European immigrants?
2. Why were some people upset by the changes to Canada's ethnic composition?
3. Describe the steps taken in British Columbia to restrict Asian immigration.
4. Describe the policies of the federal government that were designed to assimilate Canada's Aboriginal peoples.

Urbanization

While thousands of immigrants were settling farms on the Prairies, thousands more were moving to towns and cities. Some immigrant groups, particularly Jews, who were not allowed to own land in Europe, chose urban life, which was more familiar to them. The population of Canada's western cities exploded in the early 1900s. For example, Winnipeg expanded from 42 340 people in 1901 to 136 035 people in 1911. It called itself, optimistically, the "Chicago of the North."

The growing cities were filled with contrasts between the wealthy and the poor. The rich lived in luxury. They usually had servants; their houses were lit by electricity, warmed by central hot water heating, and had running water. Across town, the working class lived in shacks and overcrowded tenements. Lack of clean water and proper sewers, together with pollution from neighbouring industries, caused widespread health problems. Pneumonia, diphtheria, tuberculosis, and typhoid were common in poorer districts. Still, people flocked to the cities, attracted by jobs as well as by cultural and social opportunities unavailable in rural Canada.

An Economy Transformed

As Canada's population grew, so did its economy. The export of natural resources such as timber, wheat, and minerals was an important part of Canada's economy. Canada's export industries also



Figure 1-10 Top: Wealthy home in Toronto, ca. 1910. Bottom: One-room home in Winnipeg, 1912.

Using evidence Find evidence in these photographs of the contrasts between rich and poor described in the text.

benefited from cheap shipping costs across the Atlantic Ocean. As well, the opening of the Panama Canal in 1914 created a shorter shipping route for Canadian products en route to Europe from the West Coast. Mining, too, contributed to the economic boom in the early 1900s. Prospectors and investors invaded the Yukon and British Columbia after the discovery of gold near the Klondike River in 1896.

The use of electricity in factories was an enormous boost to Canada's industrial growth. With electric power, bigger and better machines could be used to produce many more goods. This industrialization created more jobs in manufacturing. With jobs came an increase in the demand for consumer goods. Canada Dry, Shredded Wheat, Palmolive soap, Heinz ketchup, and other brands became familiar to Canadian shoppers, along with

Innovations

Changing Technologies



▲ Victims of accidents might be taken to a newly built hospital. For centuries hospitals had been places of last resort for the desperate and dying poor. By the turn of the century, however, the invention of *X-rays*, *rubber gloves*, and *face masks* brought many changes. Hospitals became more sterile, staffed with uniformed nurses and specialized doctors and surgeons.



Canadians were experimenting with new ways of getting from place to place. The new craze at the turn of the century was *bicycles*. One in twelve people bought a bicycle. They were much cheaper and cleaner than horses and easier to park.

Canadian Alexander Graham Bell invented the *telephone* in the 1870s. In the early 1900s, however, only a few people had telephones, and they had to share lines and go through an operator to use them.



In 1901, at Signal Hill in Newfoundland, Italian-born inventor Guglielmo Marconi received the first *radio* message sent across a long distance, in this case from Britain. Quebec-born inventor Reginald Fessenden made the first public broadcasts of voice and music in 1906.



Automobiles were one of the newest means of transportation. They were faster than horses, and offered more privacy and personal freedom than trains. Until the 1920s, cars were only for the rich, but many people in cities rode the *electric tram* or *trolley* downtown.



Mechanization was transforming the world of work. West-coast canneries used a new machine for beheading and gutting fish. Fishermen equipped their boats with gas engines, and sent their catch to market in refrigerated railcars. Threshing machines and combines made farmers' work easier, but the long leather belts on these machines and exploding steam boilers made it more dangerous. ▼



For recreation, people could visit the music hall to enjoy the performances of singers and comedians or go to a "*magic lantern*" show (which used an early form of slide projector) to see pictures of foreign places. At home, the *stereoscope* produced three-dimensional images of distant places or romantic subjects.

The Wright Brothers made the first *airplane* flight in the United States in 1903. In Canada, Alexander Graham Bell and Douglas McCurdy also experimented with airplanes. They developed the *Silver Dart*, a gasoline-powered biplane. When McCurdy first flew the airplane in 1909 at Baddeck, Nova Scotia, residents were astounded. ▼

the first five-cent chocolate bar. By 1914, wireless radios were used on board many ships, following their much-publicized role in the rescue of passengers on the ill-fated RMS *Titanic* in 1912. The 1911 census showed that over 300 000 telephones were in use in Canada, and some automobiles were appearing on Canadian streets.

Corporate Giants

Corporations grew larger during this period of industrial expansion. Huge companies, such as Maple Leaf Milling, Dominion Steel, Massey-Harris, and Imperial Oil controlled much of industry. With little competition, employers could set high prices for the goods they produced and pay low wages to their workers. Some workers began to form **trade unions** to press for better pay, reduced hours of work, and better safety conditions. When employers refused to give in to union demands, some unions went on strike. Most employers opposed union demands. As a result, strikes could get violent, and in some cases, the police and military were called in to break up the protests. The coal miners in Nanaimo, for example, were involved in a bitter strike that lasted more than two years. The miners were striking over unsafe working conditions and low pay. This

strike eventually led to the largest mass arrests in Canadian history until the arrest of environmentalist activists at Clayoquot Sound eighty years later.

By 1914, Canada was in a **recession** after almost two decades of rapid growth. Industries cut back on production, and many workers became unemployed. On the Prairies, most farmers were planting the new, higher-yielding Marquis wheat developed by William Saunders and his sons, but the boom was over—the international demand for wheat was down.

Resources and the Environment

For most Canadians in the early 1900s, the destruction of the environment was not the issue it is today. In 1914, however, residents of British Columbia saw how human interference could seriously damage an important natural resource. Workers for the Grand Trunk Railway were blasting a new railway line in the Fraser Canyon when an explosion caused a rockslide at Hell's Gate Canyon. The railway company had been dumping rocks in the canyon throughout the construction of the line, but this rockslide had disastrous effects on the spawning beds of the sockeye salmon. The fallen rocks were massive and partially



Figure 1-11 Workers at the Robert Simpson Company mail-order office, 1909. Mail-order companies became a popular and practical way for many Canadians to shop.

Expressing ideas Based on the photograph, what would you like and dislike about working in an office like this?

	1914	2000
Population	8 million	32 million
National Anthem	God Save the King	O Canada!
Nationality	British	Canadian
Flag	Union Jack	Maple Leaf
Governor General	Duke of Connaught (British)	Rt. Hon. Adrienne Clarkson (Canadian)
Foreign Affairs	British Foreign Office	Canadian Dept. of Foreign Affairs
Final Court of Appeal	House of Lords	Supreme Court of Canada
House of Commons	221 MPs (all male)	301 MPs (60 women)
Senate	96 Senators (all male)	105 Senators (32 women)
Prime Minister	Robert Borden, Conservative	Jean Chrétien, Liberal
Cabinet Size	8	37
Federal Revenues	\$126.1 million	\$162 billion
Federal Expenditures	\$184.9 million	\$158 billion

Figure 1-12 Canada in 1914 and 2000.

Gathering information Select the four changes that you think are most significant, and explain your choices.

blocked the river. This blockage increased the river's current, which prevented many salmon from swimming upstream to spawn. The rocks remained in place for almost thirty years before a fish ladder was constructed to allow the spawning fish to swim up the rapids. Catches of Fraser River salmon, however, would never again equal the twenty-to-thirty million catches of the pre-war years.

The rockslide posed a particular hardship for the Sto:lo, a First Nations people whose livelihood depended on fishing in the Fraser River. As stocks improved, commercial fishers were given a monopoly on fishing to help compensate for their financial losses. The Sto:lo, however, were never given back the allocations they had prior to the Hell's Gate slide.

The federal and provincial governments were also involved in setting aside land for parks. By 1914, British Columbia had three national parks—Mount Revelstoke, Kootenay, and Glacier National Parks. The B.C. government had already set aside Strathcona and Mount Robson as provincial parks in 1913.

War and Change

When Laurier predicted the twentieth century would be the century of Canadian development, he had no way of knowing that before long, Canada would be involved in a devastating war involving many countries throughout the world. He also could not have predicted the events and issues that have shaped Canada's identity during the past century. In the following chapters, you will learn about these events. You can be the judge as to whether or not the twentieth century would really become "Canada's century."

ACTIVITIES

1. Describe the contrasts between rich and poor in cities during this period.
2. What technological changes were taking place in Canada prior to World War I?
3. Explain why employers and unions had stormy relations in these years.
4. Imagine you are a reporter sent to cover the Fraser Canyon rockslide. Send a telegram to your newspaper describing the tragedy. Include a headline.

building your skills

Analysing Primary and Secondary Sources

Throughout this textbook you will be presented with many points of view concerning issues in history, government and law, and geography. You are not expected to agree with these points of view, but to use them to come to your own conclusions. The following guidelines will help you in analysing historical information.

Dealing with Evidence

There are two main categories of evidence: primary and secondary.

Primary sources are sources of information that are created at the time of an event. Eyewitness accounts are the most obvious primary sources. These are often found in diaries, memoirs, minutes from cabinet meetings, government documents, photographs, newspaper articles, and political cartoons.

Secondary sources are accounts created after the event, often describing or analysing it. The perspective of time may provide a more balanced analysis in secondary sources.

Understanding Bias

When you interpret evidence, you cannot help but see it through personal biases. Similarly, primary and secondary sources carry the authors' personal "filters" or biases. Having a bias is not necessarily wrong. It is important, however, to be aware of biases when you analyse evidence. These might include political, religious, racial, ethnic, gender, economic, or vocational biases.

Reliability and Credibility

When you read a document, it is important to determine how reliable a source of information it is. You must ask yourself questions such as:

- Who is the author, and how close was he or she to the event?
- What was the author's motive in recording the event?
- What other sources of information did the author use?
- What are the author's biases or points of view?
- What was the purpose of the document, and who was the intended audience?

Photographs should also be examined closely when they are used as a historical piece of information. The reader should ask: Who took the photo? How was the photograph to be used?

Sources of information must also be credible, that is, they must be accurate and record the truth. One way to determine the credibility and accuracy of a source is to see whether the information can be *corroborated*, or supported by similar sources.

Applying the Skill

Each of the following sources offers a different way of discovering information about the years before World War I. Study these sources of evidence and answer the questions that follow.

Source 1

Rank	Nationality	Number of People	% of Total Immigration
1	U.K.	150 542	37.4
2	U.S.	139 009	34.5
3	Russian	18 623	4.6
4	Ruthenian (Ukrainian)	17 420	4.3
5	Chinese	7 445	1.9
6	Italian	6 601	1.6
7	Jewish	6 304	1.6
8	German	4 938	1.2
9	Bulgarian	4 616	1.1
10	Polish	4 488	1.1
	Other	42 446	10.5
Total		402 432	99.8

Source: *Canada Year Book* 1916.

Figure 1-13 Countries of origin of immigrants coming to Canada in 1913.

Source 2



Figure 1-14 Canada as “The Last Best West.”

Source 3

Observations of Olga Pawluk, who was eighteen when she and her family moved from Ukraine to Canada:

I didn't want to go to Canada. I was in school, I was popular.... I didn't know where Canada was really, so I looked at the map. There were hardly any cities there. It looked so wild and isolated somehow and I felt that it would be very difficult to live there.... I felt I was going to a very wild place.

Source: “Moving Experiences,” Living Histories Videos (Toronto: Five Corners Communications, 2000).

Source 4

Conditions in the slums as described by J.S. Woodsworth, a minister and social activist, in a letter to a Winnipeg newspaper in 1913:

Let me tell you of one little foreign girl. She lives in a room in a disreputable old tenement.... Her father has no work.... The place is incredibly filthy. The little girl has been ill for months—all that time living on the bed in which three or four persons must sleep and which also serves the purpose of table and chairs. For weeks this little girl has had an itch which has spread to the children of the surrounding rooms. She has torn the flesh on her arms and legs into great sores which have become poisoned.

Source: Quoted in Kenneth McNaught, J. S. Woodsworth (Toronto: Fitzhenry & Whiteside, 1980), 15.

Source 5

Speech by Prime Minister Laurier after Alaska Boundary dispute was decided in favour of the United States:

What can I do? I have often regretted ... that we are living beside a great neighbour who, I believe I can say without being deemed unfriendly to them, are very grasping in their national actions and who are determined on every occasion to get the best in any agreement.... While they are a great and powerful nation, we are only a small colony—a growing colony, but still a colony. I have often regretted also that we have not in our hands the treaty making power which would enable us to dispose of our own affairs.... It is important that we should ask the British Parliament for more extensive powers so that if ever we have to deal with matters of similar nature again, we shall deal with them in our own way, in our own fashion, according to the best light that we have.

Source: *Debates of the House of Commons*, October 23, 1903.

Now answer the following questions:

1. Classify each of the sources as primary or secondary. Explain your choices.
2. How reliable might the statistics in Source 1 be? What are some possible reasons for inaccuracies in population statistics?
3. To whom do you think the poster “The Last Best West” is directed? Explain.

4. Examine the quote in Source 3. What does this document say about some immigrants' perception of Canada at that time? How accurate was Olga in her description of Canada? Upon what was she basing her opinion?
5. How reliable is Source 4 as a source of information? What does it tell us about Winnipeg in 1913?
6. What information does Laurier give us about Canada at the turn of the century in Source 5? According to

this document, how did he feel about Canada's relationship with Britain? Who do you think might have shared Laurier's feelings?

7. Assume you are a historian studying this period of history. What picture of Canadian immigration would you form if just the information in these documents was available to you? Make a list of the types of sources you would search out to get a more complete picture of the subject.

LOOKING BACK

Develop an Understanding

1. Select one of the photographs in this chapter. Write a descriptive commentary on the photo, explaining what it illustrates about the pre-World War I period in Canada.
2. Choose three examples from this chapter to explain the statement: *The past is like a foreign country; they do things differently there.*
3. Make a collage of images and words that shows the British influence on Canada prior to World War I.

Explore the Issues

4. Brainstorm with members of your group to create a list of the aspects of British institutions and culture that are still part of Canadian society. Compare the list with the features that are described in this chapter. What differences do you notice? As you continue your study of Canada in the twentieth century, try to explain how these changes occurred.
5. From what you know of Canadian history before 1913 and from what you've learned in this chapter, how was the French-Canadian view of Canada different from the English-Canadian view? What issues were viewed differently by these two groups of people?
6. Racism was not unusual in 1913. Write a statement that would explain to a person in 1913 why the atti-

tudes of the time towards certain immigrants and Aboriginal peoples are not acceptable today.

7. Should historians criticize the people of the past by the standards of the present? Discuss with reference to the immigration policies, treatment of poorer people, and Aboriginal peoples in Canada in 1913.

Research and Communicate

8. Imagine you are a foreign correspondent working in Canada for a European newspaper in 1914. Send a report home on your observations of life in Canada.
9. As a group, research the experiences of one of the ethnic groups that was not welcomed into Canada. Make a list of the difficulties a family from this group would face upon arriving in Canada.
10. Public hearings on complaints by Canada's Aboriginal peoples about their treatment in residential schools have become quite common. Investigate some of their stories. What action do you think the government should take in redressing these injustices?
11. What do you think Laurier meant when he said that Canada would be the star towards which all people who love freedom and progress would come? Rewrite Laurier's speech as though he were giving it before an audience today.