

# Bulletin

Canadian Historical Association - Société historique du Canada

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## HISTORY DEBATES THE ISSUES L'HISTOIRE DANS LE DÉBAT PUBLICS : 1

### SOME MILITARY-HISTORICAL REFLECTIONS

#### ON AFGHANISTAN

By Desmond Morton

For the past year, Canadians have been waking up about once a week on average to learn that a fellow Canadian, perhaps even three or four of us, have been killed or terribly mangled somewhere in Afghanistan. Early on September 18, as I set out to try to explain all this to the Canadian Women's Club of Montreal why this was happening, we learned that four more had been killed by an elderly suicide bomber on a bicycle. So why are we in Afghanistan? Or, to get closer to the nub, why are Canadian soldiers killing and being killed in a dusty, impoverished corner of the world almost none of us have ever seen?

Let me confess right away. I would just as soon not see the Canadian Forces in Afghanistan. That is NOT because our soldiers are dying or, worse in some minds, are killing others. As professionals, they would do the same, if they were sent to Darfur, or if UNIFIL had really been designed to demilitarize southern Lebanon and not simply to encourage the Israelis to leave. What I hate about our Afghanistan commitment is its history and our dependence on our allies. What I hate even more is the echo of schoolyard bullying rant from our current government. What I would hate even more is complicity in the fate of Afghans who trusted us.

Perhaps most of us absorbed a myth that Canadian peacekeeping was non-violent? It usually was in the Cold War, once the super-powers had decided to shut down their clients. What Canadians accomplished in the Middle East, central America and Indochina was well worth doing but, as Sean Mahoney has made clear, Canada served its super-power neighbour as loyally as Polish peacekeepers served Moscow, and who should be ashamed of that? As a vast, underpopulated country in a dangerous world, Canada has had a lifetime commitment to having and serving our allies, be they France, Britain or the United States. If we ever really wanted to know, our peacemakers might have shared some awful stories.

Here's one that made it into print. In *Peacemaker*, Major General Lewis Mackenzie recalled being a young officer in the Gaza Strip. One day, he asked some Gurkha officers in a neighbouring Indian Army unit how they controlled pilferage. They invited him to stop over until nightfall to see.

At dusk, he saw a smart, well-armed sentry march down his beat, stamp out his about-turn and march back. All was quiet. A grey shape whisked up to the patrol line, paused, listened, and scuttled across. Like the intruder, Lew hadn't noticed another Gurkha, padding softly behind the sentry. His kukri slashed down. The intruder sagged. A chop at the neck, and the intruder's head was hurled out into

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## Editorial Policy

The CHA *Bulletin* is published three times a year by the Canadian Historical Association. Notices, letters, calls for papers and articles of two pages or less, double-spaced, are welcome on topics of interest to historians, preferably accompanied by a translation into the other official language. Deadline for submissions of articles etc. for the next *Bulletin* is the following:

17 January 2007

We reserve the right to edit submissions. Opinions expressed in articles etc. are those of the author and not necessarily the CHA. Direct correspondence to:

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## Politique éditoriale

Le *Bulletin* de la SHC est une publication bilingue qui paraît trois fois par année. Les articles, les notes et les lettres de deux pages ou moins, dactylographiés à double interligne et portant sur les sujets d'intérêt pour les membres, sont les bienvenus, de préférence accompagnés d'une traduction. La rédaction se réserve le droit de couper ou de modifier les textes soumis. Les opinions exprimées dans les articles ou les lettres sont celles des auteurs. La date limite de tombée des articles pour le prochain *Bulletin* est le :

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## EDITORS' NOTE NOTE DE LA RÉDACTION

Le lecteur remarquera bientôt quelques changements au contenu comme à la présentation du *Bulletin*. Ces changements se préciseront dans les prochains numéros. (There will be more changes.) Il s'agira toujours du même bon vieux *Bulletin* que vous connaissez, nous espérons qu'il soit simplement mieux adapté aux besoins actuels. Nous nous sommes en effet interrogés sur les attentes que pouvaient avoir nos lecteurs en recevant leur *Bulletin* trois fois l'an et certaines idées se sont imposées.

Il fallait d'abord s'interroger sur l'identité des lecteurs du *Bulletin*. Ce sont bien sûr généralement des membres de la Société historique du Canada, mais au-delà de ces quelque 1 100 spécialistes, il y a aussi tous les individus et toutes les organisations qui s'intéressent au développement de la recherche et de l'enseignement de l'histoire au Canada. Ces lecteurs potentiels ont des intérêts divers et variés, mais ils en ont aussi plusieurs qui leur sont communs : l'histoire, l'enseignement universitaire et collégial, la pratique historique dans et hors du monde académique, la recherche, les affaires étudiantes, le partage des connaissances, etc.

Le *Bulletin* ne peut pas à lui seul répondre à toutes les attentes de ses lecteurs; il y a d'autres media qui jouent un rôle important et il ne servirait à rien de chercher à leur faire concurrence. Les articles de fond et les résultats de recherche sont publiés dans les revues spécialisées (la *Revue de la SHC*, *Histoire sociale*, la *Revue d'histoire de l'Amérique française*, the *Canadian Historical Review*, etc.). H-Canada et les autres groupes de discussion sont devenus les véhicules privilégiés pour faire circuler les appels de communications, les annonces de colloques et les autres informations pratiques.

Quelle doit donc être la place du *Bulletin* dans cet éventail? Est-ce que les nouveaux moyens de diffusion électronique ont rendu la préparation de ce genre de bulletin d'information expédié par la poste tout à fait inutile? La réponse à cette question se trouve bien sûr dans les quelques pages que vous tenez présentement entre vos mains. S'il est vrai que la généralisation du recours aux annonces électroniques a transformé l'approche que l'on doit avoir aujourd'hui envers la diffusion de l'information dans la communauté académique, l'imprimé est loin d'avoir perdu son utilité pour autant. Tout le monde, ou à peu près, est passé à l'internet, à l'affichage sur le Web et aux listes de diffusion électronique, mais rares sont ceux qui ont abandonné l'usage du papier dans l'opération. Un exemple : plusieurs centaines d'exemplaires imprimés des communications présentées lors du dernier congrès de la SHC, à l'Université York, ont été vendus, même si tous les textes étaient déjà disponibles en version électronique via le site Web de la Société. Le document de papier reste toujours aussi commode et il conserve son utilité auprès de la plupart des lecteurs. (In short there is life off the screen, a considerable amount of it.)

Le *Bulletin* reste en fait le meilleur véhicule pour échanger de l'information et des idées entre les membres de la SHC et de les diffuser à l'intérieur de la communauté historique canadienne. Chaque membre de la Société reçoit un exemplaire du *Bulletin* et un certain nombre se trouve en plus distribué à des organismes et des institutions qui peuvent aider à diffuser davantage nos messages dans un public plus large. Si un fort pourcentage des membres de la SHC consultent les informations qui sont diffusées via Internet, il est important de se rappeler que c'est la totalité des membres qui ont accès à celles qui sont contenues dans le *Bulletin*. Il y a beaucoup

d'information sur le Web, mais encore faut-il aller la chercher, la repérer et l'extraire lorsqu'on en a besoin.

Le *Bulletin* essaie de faire ce travail pour vous. Il ne reproduira bien sûr pas toutes les annonces qui circulent sur le net, mais il cherchera les éléments les plus pertinents et les arrangera de la façon la plus claire et la plus utile possible. Cette information se retrouvera ensuite sur le bureau de tous les membres de la SHC, qui pourront l'apporter avec eux pour la consulter à leur aise pendant leurs trajets en autobus, dans la salle d'attente du dentiste ou ailleurs.

Le *Bulletin* fait toutefois bien davantage que simplement reproduire des informations, il cherche aussi à en générer. Il se passe beaucoup de choses au Canada et ailleurs qui intéressent les historiens canadiens et plusieurs de ces activités mériteraient d'être mieux connues. Il y a des centaines de projets de recherches qui se déroulent un peu partout, dont on n'entend que très peu parler. Les chercheurs qui dirigent ces projets auraient pourtant avantage à ce que leurs travaux soient mieux connus.

The *Bulletin* could serve as a solution both with respect to form and content. It is not so much a bully-pulpit or dutiful servant for those who err more often through want of thought than through any want of feeling: not infrequently paragraphs are flung like arrows through clear cyberspace; these inevitably take up a considerable amount of room on the virtual discussion screens of those practicing our craft. Rather, the *Bulletin* can be a place, a forum of discussion in which the participants are at least able to take a step back from their impulses. In some instances it is better to use a wrist shot, in others a slap shot serves the purpose. But in either event one does have to think first, before making the choice.

The current *Bulletin* contains two new sections, intitled History Debates the Issues (Débats actuels) and Current Research (Recherches en cours). In the category of Debates – we do indeed live in interesting if not demanding times – we are publishing a commentary on the war in Afghanistan by an experienced military historian, Desmond Morton, as well as a piece by John Moses that will shed some light on the conflict at the Grand River Reserve.

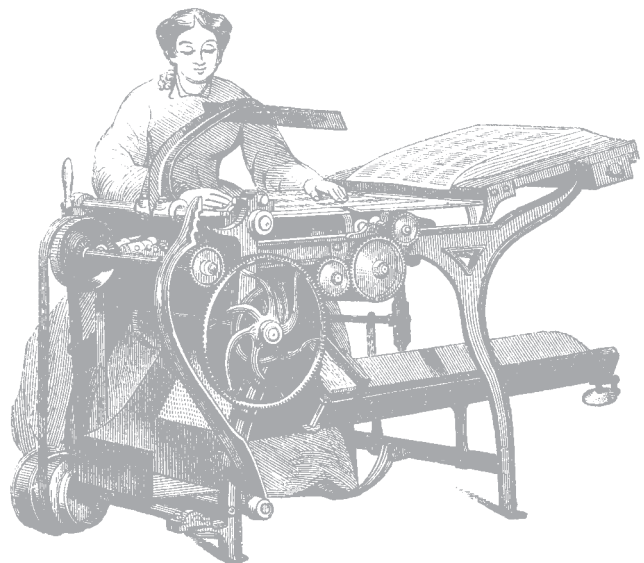
C'est à Martin Pâquet, professeur au département d'histoire de l'Université Laval, que revient l'honneur d'être le premier à nous parler de ses projets dans la section « Recherches en cours ». His article is followed by contributions from three historians – who do not view matters the same way – ô surprise! They (Seixas, Méthot and Broad) deal with the teaching of history. Robert Caldwell, historian at the Department of National Defence has prepared an exhibit

review of a show (*Clash of Empires*) that will shortly close at the Canadian War Museum. His message is quite clear: historians should visit museums more often!

Nous invitons tous les membres à nous soumettre à leur tour des présentations de leurs projets de recherches, des commentaires sur des questions d'actualité, ou toute autre information qu'ils croient pouvoir intéresser leurs collègues du Canada et d'ailleurs. Your input is our bread and butter. Nous aimerions notamment pouvoir diffuser de l'information en provenance de toutes les régions du pays et de tous les secteurs dans lesquels les membres de la SHC exercent leurs activités : universités, collèges, centres de recherche, musées, agences gouvernementales, etc. Dites-vous qu'il y a toujours plus de gens que vous pensez qui s'intéressent à ce que vous pouvez avoir à raconter.

There is more than one way to skin a cat, academically, intellectually and professionally-speaking. The *Bulletin* can serve the same purpose as the dinner table, where divers participants engage each other, *de manière civilisée*, but do (or can) come away with an altered view of things. The object of the exercise is to exchange ideas, not run a press conference. *Bon appetit!*

*Jean Martin et/and John Willis*



...continued from page 1

the desert darkness. His friends would find it at dawn. Indians troops, of course, were the world's ideal as Gandian-style peacekeepers.

Like Indians and Pakistanis, I don't much like Afghanistan. Its history makes it a place do-gooders should avoid. Engraved on my childhood memory is an illustration from a book called *British Battles on Land and Sea*. Most of the battles, as you might imagine, were British victories, but in the middle of the book was an exception, illustrated by a lonely figure slumped on a donkey and entitled: "Dr. Bryden's Return to Jellalabad". The text reminded me that Bryden was a British army surgeon and sole survivor of the army of 19,000 British and Indian soldiers, plus wives, children, servants and camp followers that Lord Elphinstone had led up the Khyber Pass in 1839 to overthrow a wicked Afghan tyrant and to bring the blessings of good government under their man, Dost Mohammed, to a much-oppressed people. Dr. Bryden had been spared the imprisonment, torture and death of thousands of British and Indian men, women and children and their Afghan allies, to bring word of the outcome.



*Canadian soldiers incorporated with US soldiers into the same patrol in Afghanistan. Source: Department of National Defence, Combat Camera, AR2006-P008 0019*

Of course the Raj did not accept that verdict. A fresh army was launched into Afghanistan, more tribesmen — and women — were duly slaughtered, but this time, like George Bush the Elder after the First Gulf War, the British did not stay. Certainly they returned at intervals until 1922. In the process, they learned a lot about mountain warfare. but they also learned not to stay. Dr. Bryden's image shaped my misgivings about our Afghan future.

In 1994, McGill's dean of arts, John McCallum hired me away from the University of Toronto. Later, he served in the Chrétien government as defence minister, and his duties took him to Kabul. It was, he assured me later, a miserable place, oppressively hot by noon; frigidly cold at night. Day and night, the air was full of tiny dust particles whipped incessantly by the mountain winds. He felt constantly filthy.

Afghanistan is also desperately poor. Only one crop flourishes, as it does in other desperately poor economies: poppies, a raw material for the drug trade. Canadians may associate the poppy with Flanders' Fields; Afghan farmers know it is their only cash crop. Dried and easily processed, it provides Afghans and their warlords with a billion-dollar share of the heroin trade. The market is in America and Europe. Heroin addiction is a devastating affliction, and who would want to encourage it? The quiet truth is that we do. When Afghanistan's Taliban rulers, as strict Moslems, tried to wipe out the narcotics trade, the Warlords opportunely joined the Northern Alliance, and backed "our guy", Hamid Karzai. When foreign invaders began burning the poppy fields, some Warlords quietly shifted back to the "the other guys". What would you honestly expect?

How do you win a guerilla war? You win the hearts and minds of the people. When the foreigners who promised democracy, elections and equality for women deliver starvation for the poor and hard times for the wealthy, a few schools, clinics and orphanages are meagre compensation. Currently, I am told, NATO has allegedly had the sense to quietly put the brakes on the war on poppy fields. It is hardly a joyful or easily publicised compromise.

So why, in the face of all that, are we there? For a start, unlike Iraq, the U.N. approved. As devout multilateralists, this made a huge difference to Canada. Having shared in the initial defeat of the Taliban by U.S. Special Forces and a few of our own Joint Task Force (JTF), the U.N. invited NATO to provide security for constitution-making leading to general elections. Once that process had produced Hamid Karzai's government, NATO continued to provide security in the capital, Kabul, and through civil-military "Provincial Reconstruction Teams" (PRTs) in the regions. Canada signed on to provide a reinforced infantry battalion in Kabul. While PRTs seemed to work, establishing them in Taliban strongholds in southern Afghanistan proved a lot harder. Without them, reconstruction was stalled. As NATO commander of ISAF, General Rick Hillier shared this brutal reality with Ottawa. Finally, the Liberal government stepped up while most other NATO members fumbled with alibis ranging from George Bush to inadequate training. The result was our commitment to Kandahar while the British took on the adjoining and equally dangerous Helmand province.

How long will Canadians be there? Official deadlines aside, the real answer is that we will be there until an Afghan army and police force can replace NATO forces. How long is that? Don't hold your breath. Currently, the toughest, most dangerous soldiering and police work in the world is being tackled by men with fourteen day's training and a salary of about \$10 a week. You get what you pay for.



In any guerilla war, you must isolate insurgents from their sources of supply and reinforcements. Afghanistan defeated the Soviet Army because the U.S. persuaded Pakistan to funnel weapons, explosives and *talibs* or religious students across the Waziristan border. Now the U.S. and NATO are the targets. So why not overthrow General Pervez Musharref, and treat his country like Iraq. Remember that, unlike Iraq or Iran, Pakistan really has about fifty nuclear warheads and some fanatics obviously eager to use them. Next question?

Historians look for patterns in the past. Afghanistan's internal conflicts have always made it easy to conquer. The problem, whether for the Russians, the British, the Persians or Alexander the Great, was gaining anything from the conquest. For the Soviet Union, defeat in Afghanistan dissolved its empire and ended the Cold War. Afghans gained nothing but a cruel regime of religious fanatics which provoked its own downfall but not its legitimate replacement. It remains to be seen if the Karzai regime, with all its incredible challenges and meagre material support, can eventually develop its own legitimacy behind the helicopters, armoured vehicles and machine guns of a reluctant NATO.



*Two more Canadian soldiers killed in Afghanistan are carried into a C-130 Hercules aircraft for repatriation to Canada.  
Source: Department of National Defence, Combat Camera, AR2006-G017-0010*

Meanwhile, like the British learning the rules of mountain warfare, Canadians are testing tactics borrowed from their American mentors. In the wake of the Cold War, U.S. generals recognized that they would no longer fight armies similar to their own but enemies "asymmetric" in every way. Instead of the "bear", as they described the huge, mechanized Soviet Army, they would be fighting "snakes", ill-armed, uncoordinated, but deadly enemies, fuelled by idealism and rage. One answer was a "Revolution in Military Affairs", or RMA, linking command, control, communications and intelligence in the same computer. Enthusiasts spoke of "net-centric warfare". They boasted that they could locate Ossama bin Laden even under a mountain, and blast him to atoms with a "bunker buster" launched from a UAV — an Unmanned Aerial Vehicle. Never again would enemy commanders have secrets.

Did it work? Wasn't the collapse of the Taliban an answer? Yes and no. RMA sounded more amazing than it was. "Snakes" proved tougher and much less predictable than well-trained generals. Ossama, as I write, still lives, an inspiration to anyone in the world with a bad hate for imperial arrogance. RMA has been overshadowed by a new doctrine, the so-called "three block war". Recognizing that future wars will take place in cities and in densely populated third-world countries, General Charles Kruhlak, head of the United States Marine Corps, foresaw full-scale combat in one block, coinciding with rescuing the devastated survivors in the next block, and winning hearts in the third block. All would be accomplished by the same sweaty soldiers.

In combat, soldiers shoot first and ask questions later. Those who forget get killed, or so badly wounded they wish they had been. Changing from killer to social worker in minutes is a stretch. Can soldiers be trained, equipped and commanded to do it? Daily in Iraq, Americans try to learn how. We and they have an awful lot to learn. Currently, that's what Canadians learn in Edmonton, Petawawa and Valcartier before their next six-month stint in Kandahar.

Why do Canadians embrace American military doctrine? Back in 1948, Ottawa formally decided to abandon the British doctrines and equipment we had adopted in 1908 and clung to during two world wars. Fed up with inferior equipment and an enfeebled postwar Britain, we embraced our newly-powerful neighbour. This little-noticed but crucial transformation now defines our Navy, our Air Force and, a little more reluctantly, our Army. Remember the green uniforms of Armed Forces Unification? Blamed on Paul Hellyer, they were devised by General Jean-Victor Allard, modelled on U.S. air force dress uniforms, and purged the new Canadian Forces of most of their "British" look. Of course we are unique. Americans give their generals little silver stars; we issue them little gold maple leaves.

As they once headed to Camberley or the Imperial Defence College, Canadian colonels, admirals and sergeant-majors head south for advanced military education. We strive to be "interoperable" throughout NATO and NORAD but the Americans set the standard in weapons, equipment and, therefore, doctrine. Our burly and outspoken Chief of Defence Staff, General Rick Hillier, polished his military expertise as deputy commander of a U.S. army corps at Fort Hood, Texas, before commanding NATO forces in Afghanistan. His watch-word, "Transformation", just happens to be the slogan Defence Secretary Donald Rumsfeld imposed on the Pentagon to reshape the American armed forces to win his administration's "Three-Block War" against asymmetric opponents in Iraq.

On the whole, Canadian troops have cheerfully embraced their Americanization. All armed forces want to match up to the current leaders in their trade. Equally obviously their fellow Canadians give less priority than Americans to issues of national security. "Canada's military problem", declared R.M.C.'s Joel Sokolsky in May, 2001, "is that we have no military problem". That happy claim was undermined on 9/11 or, more precisely on 9/12 when, in response to the previous day's events, the United States slammed its border shut, potentially eliminating 80 per cent of our exports and 42 per cent of our Gross National Product. That reminder of our deep dependence on our neighbour was a powerful incentive to Ottawa to enhance American security in every feasible way we could, from buying more X-ray machines for airports to doubling our Joint Task Force (of which most Canadians had never heard). Promptly fulfilling alliance commitments under the U.N. and NATO was an obvious added step.

At the same time, very few Canadians outside the military community wanted to match the billions that Congress has lavished on modernizing U.S. forces at the expense of a ballooning deficit and a strange dependence on China as its dominant creditor. Last June, with a new Conservative government in office. Canadians saw how quickly Stephen Harper could run through C\$17 billion to buy a few ships, aircraft and vehicles, without even a reference to our obsolete tanks, artillery, destroyers or the \$3.5 billion Lockheed F-35s needed to replace the air force's twenty-five year-old CF-18 Hornets as guardians of our skies. Defence is expensive.

If our Canadian Forces seldom complained out loud about their worn-out and faulty equipment, it is chiefly because they are disciplined professionals, responsive to a long tradition of civil supremacy. Most are recruited from a shrinking sub-set of Canadians from small towns and rural regions, where life offers few easy rewards. Their pride comes from succeeding in active and dangerous service, especially in the sight of their allies. Despite the losses and the danger, serving in the heat, dirt and danger of Afghanistan is more satisfying than playing make-believe war with obsolete gear at Petawawa, Valcartier, or Wainwright. Dutiful to their calling, journalists will be tireless in challenging this boring truth but most soldiers know what to expect by the time the harsh rituals of their training are complete. Disciplined, submissive armed forces are sadly rare beyond the First World. One of the realities of countries afflicted by poverty and civil war is civilian populations menaced by corrupt or fanatical militias, submissive only to those who pay them, like the condottiere of mediaeval Italy. Canadian peacekeepers have met them in Bosnia, Kosovo and Kandahar, and they lie in wait for us in Darfur or Lebanon or Sri Lanka.

Back in Canada, Afghanistan could easily be the most unpopular commitment the Conservatives have inherited from the Liberals. Ujal Dosanjh, the Liberal defence critic, claimed last summer that the Tories had changed the rules and declared

war, not peace in Afghanistan. Dosanjh's leader, Bill Graham, had made the commitment as defence minister and repudiated Dosanjh. One wonders whether the next Liberal leader will feel similarly bound.

Could Stephen Harper change his mind to become more popular with voters. Should he, as many have urged, abandon Afghanistan and redeploy our troops to Lebanon or Darfur? Odder things have happened. NDP leader Jack Layton urges Canada to save our troops, cut our losses, and abandon the awful contradictions of any Afghan enterprise. What happens to the people who trust in our protection and help? History suggests that they will eventually be abandoned. If any successor regime makes it utterly unsafe for western journalists to report, as happened in Vietnam after 1975, few in the West will know or mourn their fate.

After abandoning Afghanistan, could we then bring peace to Lebanon or Darfur? With a few thousand discredited Canadian troops, could the United Nations make UNIFIL powerful enough to do what Lebanon obviously will not do: disarm the Hezbollah? Would Canadians fight and die to force a largely Shiite region to repudiate its defenders? Israel lost more troops than it could stomach when its defence forces tried last summer.

Like Lebanon and Afghanistan, Darfur is very much a heritage of 19<sup>th</sup> Century imperialism. Can Canadian troops stop rape and murder by the dreadful Janjaweed without bloodshed? Have we really chosen sides in a civil war for a secessionist Sudanese province? Or could we stand guard selectively, repelling only rapists and murderers while the civil war goes on around us? It seems improbable, and perhaps even more improbable if we have just ducked out of commitments made with adequate but imperfect knowledge of the consequences.

Most Canadians tell pollsters that they would like our troops to be popular peacekeepers. Is that possible if there is no peace to keep? In our earlier "peacekeeping" experiences, the fighting had effectively ended before most of the blue berets arrived, and powerful interests wanted peace kept. That was not the case in 1991 when Canadians deployed to the former Yugoslavia, and it is decidedly not the case in Afghanistan, Lebanon, Darfur or Sri Lanka. Imposing peace before both parties to a struggle are exhausted, as any police officer knows, usually involves further force. Proving, even against historical experience and the current odds, that Afghanistan can be stabilized and rendered prosperous, would be an amazing triumph well worth achieving. Could it happen? "Only God knows what's going to happen", I once told a Senate committee, "and She isn't telling."

Desmond Morton retired last May (2006) as Hiram Mills Professor of History at McGill University. He is currently up-dating his *Military History of Canada*.

## FÉLICITATIONS !

C'est avec plaisir que j'annonce aux membres de la SHC la nomination de Chad Gaffield au poste de président du Conseil de recherches en sciences humaines du Canada (CRSH). Plusieurs se souviennent du travail accompli par Chad à titre de président de la Société historique du Canada, mais on pourrait citer encore bien d'autres réalisations qui lui ont permis d'établir sa réputation dans les milieux universitaires. Dans son message de félicitations, le président de la Fédération canadienne des sciences humaines, Donald Fisher, disait : « Nous sommes très impressionnés par le choix exercé par le gouvernement. Chad Gaffield est un leader visionnaire qui a des racines profondes au sein de notre communauté, et qui possède une grande expérience tant dans l'administration que dans le milieu universitaire. »

Chad nous a offert plusieurs exemples de sa vision dans son discours du président de la SHC en 2001, tant pour ce qui a trait aux questions qui unissent ou divisent les « deux cultures » que pour ce qui touchent aux arts ou à la science à l'aube du nouveau millénaire (vous pouvez obtenir copie de ce texte intitulé « Historical Thinking, C.P. Snow's Two Cultures, and a Hope for the Twenty-First Century, » à <http://www.erudit.org/revue/jcha/2001/v12/n1/index.html>). Cette capacité de bien cerner les forces qui organisent et qui soutiennent le monde de la recherche sera particulièrement utile à Chad, comme à la communauté qu'il représente, pendant son mandat au sommet de la vie universitaire canadienne.

On me permettra maintenant de m'exprimer au nom de tous les membres de la SHC en parlant du plaisir, autant que de la fierté, de voir Chad devenir le premier historien à accéder à la présidence du CRSH. Nous lui souhaitons tout le succès possible dans ses nouvelles fonctions.

**Margaret Conrad**

*Présidente, Société historique du Canada*

## CONGRATULATIONS!

I am delighted to report to CHA members that Chad Gaffield has been appointed President of the Social Sciences and Humanities Research Council (SSHRC). While many of us remember Chad as the hard-working president of the Canadian Historical Association, he has many other achievements to his credit that have brought him to the attention of the wider academic community. In offering his congratulations, Donald Fisher, President of the Canadian Federation for the Humanities and Social Sciences (CFHSS), noted that, "We are very impressed with the choice the government has made. Chad Gaffield is a visionary leader with deep roots in our community, and experience in both academia and administration."

In his 2001 presidential address to the CHA, Chad offered ample evidence of his visionary thinking with respect to issues that both united and divided the "two cultures" of arts and sciences at the dawn of the new millennium ("Historical Thinking, C.P. Snow's Two Cultures, and a Hope for the Twenty-First Century," which can be accessed at: <http://www.erudit.org/revue/jcha/2001/v12/n1/index.html>). This grasp of the larger forces shaping our scholarly universe will serve Chad and the community he represents well during his tenure at the pinnacle of Canadian academic life.

I know I speak for all CHA members when I say that we are very pleased and more than a little proud that Chad become the first historian to serve as President of SSHRC and we wish him well in his new job.

**Margaret Conrad**

*President, Canadian Historical Association*



*Chad Gaffield, President of the  
Social Sciences and Humanities Research Council (SSHRC)*

# Recherches en cours / Research Underway

## LA CULTURE POLITIQUE CONTEMPORAINE

par Martin Pâquet  
Département d'histoire, Université Laval

Ayant débuté avec mes études sur les catégorisations étatiques de l'Étranger et de l'Immigrant sur près de trois siècles et demi, études qui ont débouché sur la monographie scientifique *Tracer les marges de la Cité. Étranger, immigrant et État au Québec, 1627-1981* (Montréal, Boréal, 2005), mon programme de recherche s'intéresse désormais à l'émergence d'éléments essentiels de la culture politique contemporaine : les pratiques de gestion et de planification – éléments de la prise de décision politique –, la rhétorique visant une légitimation des pratiques, les références à la scientificité dans les discours et les pratiques. Ce faisant, il veut montrer l'étroite imbrication contemporaine entre la pensée scientifique et les prises de décision politique. Ce programme s'inscrit pleinement dans une étude sociohistorique de la culture politique. Longtemps, le politique comme objet d'étude a été circonscrit suivant des approches biographiques – centrés sur les individus marquants – ou institutionnelles – sur les institutions comme aboutissement de l'action sociale. Souvent également, le politique a été limité à la seule gestion des conflits issus des rapports de domination – le politique comme une vaste polémologie. Or, pour qu'il y ait des rapports de domination, le politique implique l'action, une action comme celle de la prise de décision, élément consubstantiel de l'exercice du pouvoir. Aussi la focale de ma recherche s'oriente plus vers cette action et les éléments qui la permettent. D'où mon intérêt pour une histoire de la prise de décision politique et de l'influence d'une pensée, la pensée scientifique, dans ces processus.

Posant comme hypothèse de travail la prégnance de la pensée scientifique dans les processus de prise de décision politique, je poursuis actuellement deux études : la première sur la doctrine de l'hygiène mentale au Québec de l'entre-deux-guerres et la seconde sur l'établissement des politiques linguistiques au Canada depuis les années 1960. Dans ce dernier cas, je mène la recherche avec mon collègue Marcel Martel, de l'Université York.

### Hygiène mentale

Proposant une étude d'anthropologie historique, ce programme de recherche s'intéresse aux projets et aux politiques d'hygiène mentale prônées en matière de santé publique au Québec, de 1918 – moment de la création du *Canadian National Committee for Mental Hygiene [CNCMH]* et de son implantation dans la province – à 1945 – date de la parution de *L'hérédité et l'homme* du biologiste Jacques Rousseau, ouvrage qui disqualifie la notion des effets présumés de

l'hérédité sur la santé mentale. Il étudie l'élaboration, la diffusion et la réception de la doctrine de l'hygiène mentale à l'intérieur des communautés scientifique et médicale d'abord, de l'ensemble des responsables provinciaux ensuite. Grâce à leurs études cliniques quantifiant les déviations et évaluant les écarts avec la norme, les promoteurs de la doctrine de l'hygiène mentale veulent assurer auprès des responsables politiques et des membres de la communauté scientifique, l'hégémonie de cette doctrine aux dépens d'autres thèses relatives à la santé mentale et publique. Dès lors, ils s'avèrent capables d'orienter les prises de décision politique en fonction de leur cause ainsi que de leur conception de la science et des rapports sociopolitiques.

### Politiques linguistiques

Avec Marcel Martel, notre projet de recherche examine les causes et analyse l'action des acteurs sociaux ainsi que les choix de politiques linguistiques faits par les gouvernements fédéral, du Nouveau-Brunswick, de l'Ontario et du Québec, entre 1960 et 1982. Devant la mobilisation populaire et les recommandations des commissions d'enquête, en prenant en compte les études sociolinguistiques, les responsables étatiques – les décideurs et les administrateurs de l'État – mettent en place des politiques linguistiques dès la fin des années 1960. Notre étude privilégie l'analyse de l'action de l'État et surtout celle d'acteurs politiques – experts démographiques, intellectuels, groupes de pression, communautés minoritaires et ethniques, décideurs et administrateurs étatiques. Elle permet de comparer le rôle, les stratégies et les actions de ces acteurs. Ainsi les Acadiens, les Franco-Ontariens et les Anglo-Québécois, pour ne nommer que ces groupes, interviennent sur les scènes provinciales et nationale. De plus, les communautés ethniques, telles que les Juifs, les Ukrainiens et les Italiens, souhaitent obtenir une forme de reconnaissance en forçant les gouvernements fédéral et provinciaux, surtout hors Québec, à reconnaître la diversité ethnique comme composante importante de la réalité canadienne. Tant dans le choix d'une politique que dans sa mise en œuvre, l'État fédéral et les provinces du Nouveau-Brunswick, de l'Ontario et du Québec mettent en place des politiques distinctes qui attestent la volonté politique, la capacité des groupes de pression à influencer le législateur surtout dans ses choix de même que la nature et l'étendue des droits reconnus aux Francophones et aux Anglophones. Ainsi les législateurs doivent légiférer sur l'étendue des droits reconnus, trouver un équilibre entre droits collectifs et individuels, principe de territorialité ou personnel dans l'application de la loi et sa volonté de mettre en place une politique fondée sur des obligations essentiellement actives ou passives.



## SITUATING QUÉBEC IN GLOBAL ENVIRONMENTAL HISTORY

By Liza Piper and Shannon Stunden Bower  
Translation by Stephan Gervais

On the weekend of September 22-24, 2005, scholars from across Canada and the United States met at the McCord Museum in Montréal to consider the place of Québec in global environmental history. This research colloquium represented the convergence of two flourishing fields of study: the history of Québec and environmental history. It was the product of a collaboration between the Québec Studies Programme at McGill University, *Quelques arpents de neige*, a migratory research workshop in Environmental History, and the Canada Research Chair in the Environmental History of Québec at the University of Québec in Trois-Rivières (UQTR).

Participants included historians and geographers, as well as researchers working in the biological sciences, environmental studies, anthropology, and indigenous rights. The colloquium was designed to facilitate interdisciplinary and comparative exchanges within this broad grouping. Six workshops, spread out over three days, contained two panels apiece, each with a main speaker and two commentators. Following the principal presentation on a specific theme in environmental history, the subsequent commentary responded directly to the contribution and focused attention on the Québec context. All of this was simultaneously translated back and forth between English and French. For those less familiar with Québec history, the colloquium served as an excellent learning experience. For those working on Québec, this meeting encouraged comparisons beyond provincial or national contexts and conversation with a larger historical community keenly interested in their research.

Panels considered such subjects as indigenous experiences in northern Québec, rural landscapes, the urban environment of Montréal, and ecosystem dynamics along the Saint Lawrence. Participants quickly recognized the territory that historical geography and environmental history share in Québec and Canadian historiography. In this common ground, studies of past environments take on a strong scientific and spatial bent. The intersection, or lack thereof, between bio-regional and political boundaries proved a recurring focus of discussion. Northern Québec, to the extent that it has more in common with the northern regions of other provinces than with a south from which it is distinguished environmentally and demographically, served as a reminder of the need to engage critically with our geographic categories of analysis. The French fact in Québec accentuates the importance of the provincial scale, emphasizing how many matters of concern to environmental history fall under jurisdictions that are primarily defined by political or social processes. The conference emphasized that, in Québec as elsewhere and in

environmental history as in other fields, analytical scale must always be explained and defended.

The workshop organizers provided excellent opportunities for participants to encounter Québec culture and environments. In an evening session, the rich commentary of Yves Laberge of Laval University linked a tantalizing series of extracts from an array of Québécois documentary films. His presentation offered a glimpse into the history of environmental thought in Québec, and pointed toward the utility of documentary film as a resource for environmental historians. On Sunday morning, the Friends of the Mountain (*Les Amis de la Montagne*) and Rod MacLeod gave guided tours of Mount Royal Park and Cemetery respectively, both excellent examples of how nature and culture interact in urban parks. The colloquium also provided ample opportunity for both informal networking and enjoyable exploration of the McCord Museum.

For those interested in more details about participants and workshop discussions please see the colloquium programme available through the *Quelques arpents de neige* website at [www.arpens.ca](http://www.arpens.ca). A portion of the conference proceedings will also appear in *Globe, revue internationale d'études québécoises / Globe, the international review for Quebec studies* in the fall of 2006: <http://www.revueglobe.uqam.ca/>

## POSITIONNER LE QUÉBEC DANS L'HISTOIRE ENVIRONNEMENTALE MONDIALE

par Liza Piper et Shannon Stunden Bower

À l'automne 2005, le Musée McCord fut l'hôte du 22 au 25 septembre d'un colloque de recherche internationale où de nombreux chercheurs québécois, canadiens et américains se sont réunis pour situer la place du Québec comme objet de recherche dans l'histoire environnementale mondiale.

Le colloque fut le résultat d'une collaboration entre le Programme d'études sur le Québec de l'Université McGill, la Chaire de recherche du Canada en histoire environnementale du Québec de l'Université du Québec à Trois-Rivières et le groupe de recherche en histoire environnementale *Quelques arpents de neige*.

Les conférenciers et participants provenaient de plusieurs disciplines, dont l'histoire, la géographie, les sciences environnementales et biologiques, l'anthropologie, la sociologie et les études autochtones. Le colloque avait notamment pour but de faciliter cette rencontre multidisciplinaire et comparative au sein d'un bassin de chercheurs ayant intégré l'histoire environnementale dans leurs travaux.

Concrètement, le colloque comportait six ateliers-thématiques avec deux tables rondes pour chacun de ces ateliers. Chaque table ronde avait un présentateur et deux commentateurs.

À la suite de la présentation du conférencier, les contributions des deux commentateurs avaient notamment pour but de répondre aux propos de l'auteur en mettant à contributions leurs recherches personnelles et en s'assurant de mettre le Québec au centre des intérêts de recherche de l'ensemble des chercheurs réunis.

Tout au long de cet événement de recherche où, en plus des interventions prévues au programme, une large part a été accordée aux échanges et à la réflexion collective, la traduction simultanée en français et en anglais fut offerte. Ainsi, pour ceux et celles qui sont moins familiers avec l'histoire du Québec, cet événement fut une occasion d'apprentissage unique et intensive. Pour les chercheurs travaillant sur le Québec, le colloque fut une excellente occasion de comparer les résultats de leurs recherches au-delà des perspectives nationales et provinciales et ce auprès d'un réseau de chercheurs en histoire environnementale de haut calibre.

Les tables rondes ont abordé des sujets tels les expériences des autochtones du Nord du Québec, le paysage rural, l'environnement urbain de Montréal, la dynamique des écosystèmes du fleuve Saint-Laurent. Les participants ont notamment souligné les nombreuses convergences que se partagent la géographie historique et l'histoire environnementale dans l'historiographie québécoise et canadienne. En effet, l'étude environnementale et historique d'un lieu prend assises sur un territoire délimité et nommé. Plusieurs intervenants ont ainsi souligné cette nécessaire comparaison et intersection entre des contextes régionaux qui vont bien au-delà des frontières politiques. Le Nunavik a sans doute plus de points en commun avec des régions nordiques des différentes provinces canadiennes qu'avec le Québec méridional, étant donné ses différences environnementales et démographiques.

Cette illustration n'est qu'un exemple de l'importance d'engager un dialogue critique quant aux catégories géographiques d'analyse des différentes situations. La francophonie du Québec fut également une occasion de réfléchir sur comment des déterminants politiques, sociaux et démographiques influencent et modulent l'histoire environnementale. Ainsi, en plaçant le Québec et ses frontières nationales comme point de départ d'une réflexion sur l'histoire environnementale, le colloque a provoqué une relecture méthodologique : certes les approches bio-régionales sont utiles mais au sein de lieux construits et tissés par les efforts des collectivités, les interprétations

écologique et régionale ne doivent pas faire ombre au contexte et aux frontières politiques. Au Québec comme partout ailleurs, la grille d'analyse d'un lieu ou d'une société doit toujours faire l'objet de justifications.

De plus, les organisateurs ont également permis aux participants de se familiariser avec la culture québécoise et le milieu montréalais. En soirée, Yves Laberge, chercheur associé à l'Université Laval, a présenté plusieurs extraits de documentaires d'archives québécois pour en quelque sorte démontrer la contribution du documentaire québécois à l'histoire environnementale au Québec. De même, une visite guidée du Mont-Royal et du cimetière Mont-Royal fut également inscrit au programme grâce à l'implication des Amis de la Montagne et de l'historien Rod Macload. Il convient également de souligner que le colloque a permis aux participants de découvrir les salles thématiques du Musée McCord d'histoire canadienne.

Pour ceux et celles qui voudraient lire les stimulantes contributions présentées lors du colloque, un numéro spécial de la revue scientifique *Globe. Revue internationale d'études québécoises* sera disponible à l'automne 2006 ([www.revueglobe.ca](http://www.revueglobe.ca)). Le programme de la conférence est également disponible au [www.arpenets.ca](http://www.arpenets.ca)

## HISTORY DEBATES THE ISSUES L'HISTOIRE DANS LE DÉBAT PUBLICS : 2

### POLITICAL CHANGE AT THE GRAND RIVER RESERVE, 1917-1924

By John Moses, Assistant Curator

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Demands by some protesters in the continuing land dispute of the past two or so years between Six Nations band members and Caledonia residents over the Douglas Creek Estates development in southern Ontario, include calls for a return to governance by a Six Nations council of hereditary chiefs. Insofar as these question the legitimacy of governance by elected band councils, they must be examined with respect to the circumstances under which traditional forms of governance were superseded by the non-traditional in this community. Notwithstanding contemporary militant rhetoric, the historical record suggests a more nuanced version of past events and perhaps present perspectives.

In 1924 the traditional council of Confederacy Chiefs at the Six Nations of the Grand River Reserve was replaced as the official governing body of that reserve, by an elected band council system, organized according to the Indian Act regulations of that era. Prevailing ideology today maintains that this change occurred as a unilateral government intervention to speed assimilation.<sup>1</sup> The historical record, however, reveals other forces at work, including the participation of Six Nations veterans of the First World War. The argument posited here is that the 1924 implementation of elected band council government occurred at the instigation of a minority of Six Nations residents themselves, and that Six Nations veterans of the Great War led this movement.

From the time of its founding in 1784 until 1924, Grand River residents were governed according to the *Kayanerenhkowa* (the Great Law), incorporating both the origin narrative and oral constitution of the original Five Nations Confederacy of Iroquois. The Great Law allows for the appointment of 50 male hereditary chieftanships, based upon the maternal clan affiliation of representatives from the five original nations: the Seneca, Cayuga, Onondaga, Oneida, and Mohawk. The Tuscarora joined the Confederacy by 1720, creating the Six Nations proper however, like other dependent groups at Grand River — including the Delaware — they had little representation within Council. Although impressive in theory, in practice such a system was prone to duplication and oversight. Surviving records from Grand River throughout the 19<sup>th</sup> century indicate that the number of claimants for the 50 chieftanships varied between 57 recorded in 1847, to 62 in 1899, with a high of 76 recorded in 1895.<sup>2</sup>

From the 1790's to the 1840's the Grand River tract was reduced as Confederacy Chiefs, or Crown officials or other Indians claiming to act with the Chiefs' endorsement,

transferred lands to non-Native ownership. The Reserve assumed its present boundaries by 1847. These transactions occurred while the Reserve was under the jurisdiction of the Confederacy Chiefs. By 1861 an organized reform movement emerged among Six Nations band members, calling for the replacement of the Confederacy Chiefs with an elected band council.<sup>3</sup> The people at the forefront of this movement were predominantly non-Five Nations band members, mainly Christianized Tuscaroras and Delawares who, within the structure of the traditional system, had little likelihood of wielding influence within Council. Insofar as their efforts were metaphorically aimed at removing the deer antler horns which distinguished the headgear of hereditary chiefs, these activists came to be called "Dehorners". The Dehorners felt that given its poor record of business and land transactions, the Confederacy Chiefs had to be replaced for the greater good of the community.

By the late 19<sup>th</sup> century, the Reserve population included two major groups: one oriented toward Protestant religious affiliation, which supported a democratically inspired, but non-traditional form of government; the other with a more conservative Iroquoian outlook, which supported the hereditary form of leadership under the system of the Confederacy Chiefs. Another influential group known as the Mohawk Workers, was made up of members who were Anglican by religious affiliation, but in fact supported the Confederacy Chiefs politically.

At the outbreak of the Great War in 1914, the Confederacy Chiefs made it known that under Iroquois customary law they were obliged to maintain a neutral stance. Enlistments by Six Nations band members were personal decisions and would receive no endorsement from the Confederacy Chiefs. As an indication of the Chiefs' waning influence over band members, despite this stance, out of a total Reserve population of approximately 4,500 in 1914, 292 men and one woman volunteered, the majority of whom were posted to the 114<sup>th</sup>, and later the 107<sup>th</sup> Battalions, of the Canadian Expeditionary Force (CEF). Twenty-nine were killed in action, five died of wounds or illness, one became a prisoner of war, and one was reported missing.<sup>4</sup>

With dozens of Six Nations troops fighting overseas, a number of events unfolded on the Reserve which would serve to polarize the situation. These included the Chiefs' negative attitude toward recruiting on Reserve lands; their unwillingness to provide financial assistance to soldiers' families from

among band funds; and the Chiefs' vow that come peacetime they were not prepared to see Reserve lands given over in fee simple ownership to returning Six Nations veterans, as per a proposed Soldier Settlement Act.

In response to the Chiefs' attitude, some of these troops, stationed in France, coalesced as a distinct reform movement in their own right. The preamble of the first petition dating from August 1917 reads:

*We the undersigned soldiers in the Canadian Expeditionary Force, and members of the Six Nations Indians, of the Grand River, regret very much that circumstances have made it so, we can no longer look on our present council with respect and confidence, and we therefore sign this as an agreement, to do all in our power to rid our nation of the said council, and in its place to establish a government representative of the people, whereby we as Six Nations Indians, in general, may be intelligently represented, and that our public affairs and national spirit may be properly looked after.*  
(56 signatures)<sup>5</sup>

On 1 September, 1919, upon their return to the Six Nations Reserve, some of the Six Nations veterans regrouped and submitted the following petition to the Deputy Superintendent General for Indian Affairs, in Ottawa. The petition, which contains 34 signatures, begins,

*Sir.-  
We, the undersigned members of the Six Nations Indians, loyal soldiers of H.M. the King, veterans of the World War, of the Township of Tuscarora in the county of Brant do most humbly implore and petition you Sir to hearken and consider our cry for deliverance from our present system of government and hereditary councillorship, and to institute a change whereby we may have a council, elected by, and representative of the people, and we hope and pray that, the "Canada", for which our friends and comrades fought and died, and the same "Canada", we fought and gladly suffered for, may see fit to grant us this change.*<sup>6</sup>

It must be acknowledged that the Confederacy Chiefs and their supporters did indeed have legitimacy in terms of their claims for a special status vis-à-vis the British Crown. Accordingly, a third petition quoted below was submitted on 31 January, 1917, by a group of Six Nations clanmothers, directly to King George V at Buckingham Palace. The clanmothers contested the enlistment of five Grand River underage band members, demanding of the King that he release them from his military service. The premise of their grievance, which includes reference to the historic Two Row wampum and Covenant Chain accords — respectively in the 17<sup>th</sup> Century and 18<sup>th</sup> centuries — between the British Crown and the Five Nations, boils down to their final three points, paraphrased here as follows,

*And the Six Nations shall not Rule over the British Nation.  
And the British Nations shall not Rule over the Six Nations.  
And the following names are enlisted under age in Your Majesty's army.  
[therefore send them home]*<sup>7</sup>

By the early 1920's a handful of Six Nations sovereigntists had emerged from among the Confederacy Chiefs to advocate the cause of Six Nations independence before an international audience. Principal among these was Deskaheh, or Levi General. In 1923 Deskaheh traveled to Geneva to argue the case for Six Nations independence as a sovereign state, and thus eligibility for membership in the League of Nations. His manifesto, entitled *The Redman's Appeal for Justice*, reads in part:

*... the Six Nations of the Iroquois, being a state within the purview and meaning of Article 17 of the Covenant of the League of Nations, but not being at present a member of the League ... crave therefore invitation to accept the obligations of Membership of the League ...*<sup>8</sup>

Deskaheh had been emboldened by the League's "spirit of Geneva" ideology, which embraced the international autonomy of small nations, the recognition of new states, and the rise of a new political order. He was successful in obtaining the endorsement of a group of League member states including the Netherlands, Estonia, Panama, Persia, and the new Irish Republic, to press for a hearing of his case before the League. Procedural delays, however, and lobbying by both the British and Canadian delegations, prevented the matter from being presented before the League's General Assembly.<sup>9</sup> Although unsuccessful, Deskaheh's activities were an irritant to the Canadian government which, having just received an increased measure of its own autonomy within the British Empire as a function of its Great War sacrifices, was unwilling to entertain the notion of any competing sovereignties on Canadian soil. In a succinct refutation of Deskaheh's claim of Six Nations sovereignty, the Canadian government stated,

*The Six Nations are not now, and have not been for many centuries, a recognized or self-governing people but are, as aforesaid, subjects of the British Crown residing within the Dominion of Canada. The statement that the Six Nations have treated with the Dominion of Canada is incorrect. The Dominion of Canada has at no time entered into any treaty with the Six Nations, or recognized them as having any separate or sovereign rights ... it may be pointed out that the various Acts of the Imperial Parliament establishing successive measures of autonomy in Canada ... do not exclude the Six Nations or their reserve lands or treat them in any way otherwise peculiar.*<sup>10</sup>



The Indian Affairs Deputy Superintendent General, D.C. Scott, appointed Col. Andrew Thompson, former commanding officer of the 114<sup>th</sup> Battalion, to head a special commission to investigate affairs on the Reserve. Thompson submitted his report late in 1923.<sup>11</sup> His own findings on Six Nations governance were succinctly stated as follows:

- (1) *The people as a whole have no voice in the selection of their councilors.*
- (2) *The present Council is absolutely unwieldy. It consists of some sixty chiefs, charged with the conduct of the business of less than five thousand people.*
- (3) *Owing to the method of appointment a great many of the chiefs are ... unable ... to read and write, and ... [are] incapable of transacting business.*
- (4) *The present Council is unnecessarily expensive. An expense allowance is made to each chief for attendance at Council meetings, the aggregate [of which] is said to amount to at least \$1,000 per annum.*

*I am convinced that those advocating a change in the system of government have fully established their contention, and that an elective system should be inaugurated at the earliest possible date.*<sup>12</sup>

Based on Thompson's recommendations, the federal government acted in 1924 to support the Dehorner, and the Six Nations veterans, in the withdrawal of Canadian recognition of the traditional Council of Confederacy Chiefs as the official governing body of the Six Nations. In its place was instituted an elected band council mandated by the Indian Act.

By 27 November, 1924, the Department of External Affairs, in the Canadian government's issued a final statement to the League of Nations on the Six Nations sovereignty issue:

*An election was held on the 21<sup>st</sup> October, 1924, and the new elected Council is now in office having replaced the former hereditary body. It is believed that this change to a more modern political system will have a good influence on the reserve and act as a stimulation to progress and advancement among the Six Nations.*<sup>13</sup>

Since 1924 voter participation has ranged from 20 to 40 per cent turnout of eligible members.<sup>14</sup> This low-to-moderate turnout reflects a combination of voter apathy and a continued allegiance to the traditional Confederacy system. In any event, the Dehorner and the veterans achieved their aim: they introduced the notion of one elector, one vote, in the selection of political leadership at Six Nations.

A few final remarks. It is evident that there was a long history of organized opposition to the traditional form of Confederacy government at Six Nations, stemming from within the community. The political change in 1924 did not result from a unilateral intervention of the federal government. The adoption of Dehorner ideology by Six Nations troops of the CEF, and increasingly strident declarations of sovereignty by the Confederacy Chiefs, were the final acts in persuading the federal government to remove the Chiefs, and introduce elected band council government. Having just received increased autonomy as a function of her Great War contributions, the Dominion of Canada was disinclined to entertain the notion of a competing sovereignty within its recognized boundaries. When the traditional council of Confederacy Chiefs presented just such a challenge, Canada acted swiftly in common cause with those band members agitating for the implementation of an elected system, within the parameters set by federal legislation.

- 1 McMaster University (web site). Institute on Globalization and the Human Condition. Media release dated 25 May 2006, "The conflict surrounding the Henco development at Douglas Creek", p. 2 "*This Confederacy was brutally suppressed by the federal government when the Royal Canadian Mounted Police invaded Six Nations territory in 1924.*".
- 2 Sally M. Weaver, "The Iroquois: The Consolidation of the Grand River Reserve in the Mid-Nineteenth Century, 1847-1875" in Edward S. Rogers, Donald B. Smith eds., *Aboriginal Ontario: Historical Perspectives on the First Nations*, (Toronto, 1994) p. 192
- 3 Records of the first reform movement begin with a December, 1861 petition circulated by Mohawk band member Isaac Powless, which garnered 167 signatures. See Sally M. Weaver, "The Iroquois...", 1994, pp. 201-202.
- 4 Dominion of Canada, *Annual Report of the Department of Indian Affairs for the Year Ended March 31, 1919*, (Ottawa, 1920) p. 16. For the complete Six Nations Honour Roll, see F. Douglas Reville, *History of the County of Brant*, vol. II, (Brantford, 1919) pp. 618-620.
- 5 Library and Archives Canada (LAC), RG 10 Indian Affairs, MG30, C169, File 1-5, Petition: "*We the undersigned soldiers of the Canadian Expeditionary Force, and members of the Six Nations ...*"
- 6 LAC, RG 10 Indian Affairs, Volume 7930, File 32-32 Pt. 2, Petition: "*We, the undersigned members of the Six Nations Indians, loyal soldiers of H.M. the King ...*"
- 7 LAC, RG 10 Indian Affairs, Volume 6767, File 452-15 Pt. 1, Petition: "*To His Majesty King George V of England*"
- 8 From Deskaheh's manifesto, *The Redman's Appeal for Justice*, quoted in Joelle Rostkowski, "Deskaheh's Shadow: Indians on the International Scene", *European Review of Native Studies*, vol. 9, no. 2 (1995) p. 2.
- 9 For a brief biography of Levi General, see Donald B. Smith, "Deskaheh (Levi General), 1873-1925" in *Dictionary of Canadian Biography, vol. XV, 1921 to 1930*, (Toronto, 2005) pp. 86-87. For a fuller discussion of his activities before the League of Nations, see Joelle Rositkowski, "The Redman's Appeal for Justice: Deskaheh and the League of Nations" in Christian F. Feest, ed. *Indians and Europe: An Interdisciplinary Collection of Essays*, (Aachen, 1989) pp. 435-453.
- 10 See "Statement Respecting the Six Nations Appeal to the League of Nations, Department of Indian Affairs, Ottawa, Canada, December 27, 1923". Quoted in Laurie Meijer Drees, "Nationalism, the League of Nations and the Six Nations of Grand River: Introduction to Documents One through Five", *Native Studies Review*, vol. 10, no. 1 (1995), pp. 86-87.
- 11 Dominion of Canada, *Report by Col. Andrew T. Thompson, B.A., LL.B., Commissioner to investigate and enquire into the affairs of the Six Nations Indians, 1923*, (Ottawa, 1924).
- 12 *Ibid*, p. 12.
- 13 See "The Canadian Government's Final Statements on the Six Nations' Claim, Department of External Affairs Canada, Ottawa, 27<sup>th</sup> November, 1924". Quoted in Laurie Meijer Drees, "Nationalism, the League of Nations and the Six Nations of Grand River: Introduction to Documents One through Five", *Native Studies Review*, vol. 10, no. 1 (1995) p. 88.
- 14 Sally M. Weaver, "The Iroquois: The Grand River Reserve in the Late Nineteenth and Early Twentieth Centuries, 1875-1945" in Edward S. Rogers, Donald B. Smith eds., *Aboriginal Ontario: Historical Perspectives on First Nations*, (Toronto, 1994) p. 249. Weaver remains the best published source on Six Nations Grand River political history.

# LE MONDE DES MUSÉES

## WORLD OF MUSEUMS

### Museum Research: Dinosaur or Phoenix?\*

\*Announcement of panel at forthcoming meeting of the CMA, Ottawa, March 28-31, 2007

Moderator: Andrée Gendreau, Musée de la civilisation, Québec, and Vice-President, Canadian Museums Association

Presenters: Victoria Dickenson, McCord Museum; Paul Litt, Carleton University; Robert McGhee, Canadian Museum of Civilization; David Moorman, Social Sciences and Humanities Research Council; and CMA museum research committee: Laura Brandon, Canadian War Museum; Del Muise, Carleton University; and Garth Wilson, Canada Science and Technology Museum

Museums are repositories of knowledge and places of discovery: but what do we really know about the nature and direction of the scholarship that takes place in Canada's museums? As museum professionals, we believe museum research is about finding out more about collections. But this is changing — and rapidly. More contemporary concerns relating to issues such as gender, ownership, and the sacred are now also part of the equation, enriching, although also complicating, the museum researcher's task. The general public is rarely privy to these developments and challenges and, in consequence, its understanding of the traditional role and importance of museum research appears to be eroding. Some in the profession believe these transformations are necessary and good but they do have consequences. As a result, research is no longer just a curatorial responsibility but also includes educational, archival, and sociological dimensions. Museum research funding is also a perennial problem regardless of the size of the institution. Presenters will discuss their experience of these issues in relation to their research projects, the evolution of museum research training, and available funding. At the end of the session the CMA's museum research committee will update you on progress on the Action Plan formulated at the Research Summit in January 2005.

### Exhibition Review: *Clash of Empires: The War that Made Canada, 1754-1763*

by R.H. Caldwell, Directorate of History and Heritage, National Defence Headquarters, Ottawa.

This exhibition was organized by the Senator John Heinz Pittsburgh Regional History Centre, an affiliate of the Smithsonian Institution, in partnership with the Canadian War Museum, 31 May to 12 November 2006. The accompanying

publication, *Clash of Empires — The British, French and Indian War 1754-1763*, by R.S. Stephenson, in French and English, is a full-colour, 108-page record of the art, artifacts, text panel writings, and creation of the exhibit. The work, priced at \$23.99 (Canadian), is extremely good value.

Following the end of the War of Austrian Succession, in 1748, France and Britain sparred along their North American frontiers. There was tension in Acadia as well as in western Pennsylvania, where the Ohio River, *La Belle Rivière*, provided vital access into the trans-Appalachian west. By 1754 it was inevitable that a clash would occur somewhere, and so it did, about 30 miles south of the Forks of the Ohio. There a British force surprised a French force, and Seneca leader Tanaghrisson executed the wounded Ensign Jumonville, the French subaltern in command. The unlucky commander of the British colonial group was 22-year-old George Washington, an officer in the Virginia militia.

This minor incident in the wilderness sparked open conflict between France and Britain. The result was the Seven Years' War, known by the Americans as the French and Indian War, or the war before the Revolution. Although war was officially declared in 1756, Britain, France, and their respective colonial troops and native allies fought for nine years, from 1754 to 1763. Eventually the conflict raged across the European and British continental and maritime worlds. This was the first global war, and because it involved all the major powers of the day, its conduct was shaped by the ambitions, conventions, financial arrangements, technology and military thought that prevailed in Europe at the time.

Military professionalism flourished in the eighteenth century. Senior officials like Marshal de Saxe, as well as officers of all ranks, spent considerable time studying war. To oversimplify, they thought in terms of two types of war: *petite guerre* and *grande guerre*. *Petite guerre*, a style of war encountered in Scotland and in eastern Europe, was new, irregular, rarely decisive, and fought on the fringes of larger operations. Engagements were vicious, close-range, often hand-to-hand battles fought with hand-held weapons. *Grande guerre*, on land and sea, was by far the most decisive form of war. Here large national navies were involved, as well as powerful armies that conducted complex manoeuvres, often against, or around, fortifications.

British and French professional soldiers needed to adapt these ideas to the North American military environment. This environment was characterized by a landscape dominated by

forts of all types, sited to control trade and water routes, and almost invariably surrounded by unmapped wilderness. Fighting here demanded particular attention to logistics and light troops. With a huge North American empire to defend — from Lake Ontario through present-day New York and western Pennsylvania, to Québec and east to Acadia and the Atlantic beyond — the French understood these exigencies at the outset. The British mastered them painfully in the first five years of the conflict.

Throughout the war both sides conducted *petite* and *grande guerre* with large and small forces of professional regulars, native peoples and partly-trained colonial militias. Fighting occurred at forest ambushes, canoe portage sites, and cleared farmsteads in the wilderness, as well as such fortifications as Québec, Ticonderoga, Crown Point and Louisbourg. The British held the initiative after the fall of Québec in 1759.

The Seven Years' War ended with the Treaty of Paris in 1763, and much of France's world-wide empire was lost to Britain. The Royal Navy had firmly established the British Empire, and sea power had come into its own. On land, France renounced all claims to Canada, Acadia (Nova Scotia), the St. Lawrence River and the Ohio valley, and all territory east of the Mississippi. Pontiac's Rebellion, the American Revolutionary War and the intrigue and events of the Napoleonic Wars followed quickly in a single arc of expansion, where the citizens of the new United States advanced into the trans-Appalachian west towards the Pacific.

This year (2006), the Canadian War Museum launched a Canadian version of an American exhibit on the Seven Years' War. *Clash of Empires* is a lavish feast: fine art and artifacts illustrate the period, and highly realistic dioramas are used as special effects to convey two big ideas; that the Seven Year's War shaped North America, and that Canadians and Americans share a common past.

The Canadian War Museum staff were faced with a complex task, carving out a Canadian exhibit from the American one. For example, how would the production connect to the three main Canadian events — the expulsion of the Acadians, Louisbourg, and the battle of the Plains of Abraham? How much of the complex military and civilian experience of this war can any museum convey?

What the Canadian War Museum got right, and how they overcame several challenges, shines through like the stars on an Appalachian night. For example, the Canadians developed superbly written text panels, produced following a four-phase process of side-by-side French and English editing. Also, the use of space is well thought-out, and a visitor can easily experience and enjoy the art, artifacts and dioramas on either side of a wide display area.

The nine mannequins, in eight dioramas designed by Gerry Embleton, are themselves worth the price of admission, and effectively punctuate the visitor's experience. The mannequins cost the Senator John Heinz Center hundreds of thousands of dollars, and the results are impressive and powerful. These figures not only reinforce the visitor's relationship with the cased artifacts, but also leave a lasting impression on all who see them, whether scholars or ordinary visitors.

My second suggestion is that perhaps a material culture approach might be considered to place the artifacts in context. For example, why not use the display cases of muskets and powder horns — the latter representing folk art as well as black powder portability — to explain how they were designed to meet the needs of *grande* and *petite guerre*. And vice versa, why not explain how the technology of those muskets shaped events of the Seven Years' War, as well as military thought in the period?

I raise this issue because the eighteenth century — the Age of Enlightenment — was a period when professional army officers spent much time reading, thinking and often writing about war. Frederick the Great was a product of this movement, and the Seven Years' War stands as one of the test beds for officers who grappled with the nature of war, not only in Europe and Britain, but in backwoods North America.

In summary, my advice is — see this remarkable exhibit. As you look at it, imagine that you have been seconded to the Canadian War Museum for three years to produce a Canadian iteration of an expensive and exhaustively produced American exhibit on the Seven Years' War. How would you do it? What stories would you want told? Can you meet your national aims through the use of another museum's artifacts and special effects? How much of a "material culture" approach would you use? What artifacts would you use, and how would you make them "speak"?

Late this year *Clash of Empires* moves to the Smithsonian in Washington, D.C., and after a period on display, it will be dispersed. Art and artifacts borrowed will be returned to their parent collections, and presumably the dioramas will be returned to their rightful home, the Senator John Heinz Center in Pittsburgh. There they will stand as jewels in the crown of that great city's past in the Ohio valley, and will continue to tell the 250-year old story of this unique war and its enormous impact.



**EXPOSITIONS EN COURS  
CURRENT EXHIBITIONS**

**Name of Exhibition :** The Post Goes Pop

**Location :** Canadian Postal Museum-Canadian Museum of Civilization, Gatineau (Musée canadien de la poste-Musée canadien des civilisations)

**Details :** Opens 10 November, 2007. Postal Imagery in Popular Culture: musique, télévision, cinéma, publicité etc.



*Christmas Figurine  
CPM 1997.10.2  
Photo : Steven Darby © CMC*

*Figurine de Noël  
MCP 1997.10.2  
Photo : Steven Darby © MCC*

**Nom de l'exposition :** Sur les traces d'un peuple disparu : Iroquoiens du Saint-Laurent, peuple du maïs

**Endroit :** Musée de la Pointe à Callière (Montréal)

**Détails :** du 7 novembre 2006 au 6 mai 2006. Exposition entièrement consacrée à cette population mystérieusement disparue au 16<sup>e</sup> siècle. 130 artefacts provenant de sites archéologiques du Québec, de l'Ontario et de l'État de New York feront revivre ce peuple d'horticulteurs qui a introduit la culture du maïs dans la vallée du Saint-Laurent.

**Name of Exhibition:** Italian Arts and Design:  
The 20<sup>th</sup> Century

**Location:** Royal Ontario Museum (Toronto)

**Details:** October 28, 2006 to January 7, 2007. Showcasing 300 works, *Italian Arts and Design* includes furniture, glass, textiles, ceramics, paintings, sculpture, photography and more from this remarkable period in design history. Work is displayed by a number of leading 20<sup>th</sup> century Italian designers.

**Nom de l'exposition :** Au Pérou avec Tintin

**Endroit :** Musée de la civilisation (Québec)

**Détails :** du 25 octobre 2006 au 6 janvier 2007. Pour créer les albums *Les sept boules de cristal* et *Le Temple du Soleil*, Hergé s'est fortement inspiré des richesses artistiques des

Incas et de leurs prédécesseurs qu'il a admirées en arpentant les Musées royaux d'Art et d'Histoire de Belgique. À l'aide de plus de 200 magnifiques objets préhispaniques provenant du Pérou, dont la momie qui inspira à Hergé le personnage de Rascar Capac, et de nombreuses planches originales qu'il a lui-même dessinées, confrontez son imaginaire à la réalité archéologique péruvienne.

**Name of Exhibition:** Mavericks. An incorrigible History of Alberta (New permanent gallery)

**Location:** Glenbow Museum (Calgary)

**Details:** "Alberta was, and continues to be, shaped by mavericks — adventurous, hard-working and spirited men and women. Our new *Mavericks* gallery will invite you to explore our province's history through the dynamic stories of over 40 mavericks..."

**Name of Exhibition:** Titanic. The Artifact Exhibition

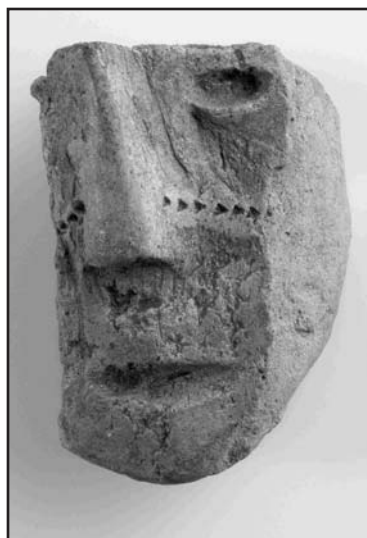
**Location:** Royal B.C. Museum (Victoria)

**Details:** April 14 2007 to October 14 2007. "This travelling exhibition features more than 275 artifacts recovered from the Titanic's undersea resting place in a series of galleries that trace the life of the "unsinkable" ship — from its design and construction through to its discovery, recovery and conservation..."

**Name of Exhibition:** Thaddeus Holownia:  
The Terra Nova Suite

**Location:** The Rooms: Newfoundland and Labrador  
Art Gallery (St. John's)

**Details:** September 2006 to January 7 2007. "A major survey of work examining 25 years (1981-2006) of photographs that offers powerful evidence of the changing landscapes of the province and its complex culture and society."



*Pipe à effigie humain,  
site Mandeville, Québec*

*Photo : Jacques Beardsell,  
Centre de conservation du  
Québec*

## PUBLICATIONS REÇUES PUBLICATIONS RECEIVED

Chamberland, June A. *From Broadaxe to Clay Chinking. Stories about the Pioneers in and Around Prince George Area*. College of New Caledonia Press, 2006.

Clavette, Suzanne, dir. *L’Affaire silicose par deux fondateurs de Relations*. Québec, Les Presses de l’Université Laval, 2006, 462 p. 35 \$

Douglas, Athea. *Genealogy, Geography and Maps*. Toronto, The Ontario Genealogical Society, 2006, 244 p. \$39.95  
[www.ogs.on.ca](http://www.ogs.on.ca)

Saint-Pierre, David. *Maurice Laporte, une jeunesse révolutionnaire. Du communisme à l’anticommunisme (1916-1945)*. Québec, Les Presses de l’Université Laval, 2006, 168 p. 25 \$

Vallée, Maurice. *Saint-Germain-de-Grantham, 1815-1956*. Municipalité de Saint-Germain-de-Grantham, Comité du 150<sup>e</sup> anniversaire, 2006, 300 p. 40 \$

Verreault, Claude, Louis Mercier et Thomas Lavoie, dir. *1902-2002, La Société du parler français au Canada cent ans après sa fondation : mise en valeur d’un patrimoine culturel*. Québec, Les Presses de l’Université Laval, 2006, 256 p. 30 \$

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## CALENDAR / AU PROGRAMME

**27-29 octobre** — Colloque international 2006.  
« La gestion intégrée des ressources en eau dans l’histoire environnementale : savoirs traditionnels et pratiques modernes », Université Laval  
<http://www.chaire-rome.hst.ulaval.ca/Colloque2006.html>

**1<sup>er</sup> novembre/ 1<sup>st</sup> November** — Date limite pour les demandes au programme du CRSH « Aide aux ateliers et aux colloques de recherche au Canada ». Deadline for application to SSHRC « Aid to Research Workshops and Conferences in Canada » [http://www.crsh.ca/web/apply/program\\_index\\_f.asp](http://www.crsh.ca/web/apply/program_index_f.asp)

**15 novembre/ 15 November** — Date limite pour les demandes au programme du CRSH « Bourses de doctorat ». Deadline for application to SSHRC « Doctoral Awards » [http://www.crsh.ca/web/apply/program\\_index\\_f.asp](http://www.crsh.ca/web/apply/program_index_f.asp)

**30 novembre/ 30 November** — Date limite pour les demandes au programme du CRSH « Bourses de maîtrise ». Deadline for application to SSHRC « Masters Awards » [http://www.crsh.ca/web/apply/program\\_index\\_f.asp](http://www.crsh.ca/web/apply/program_index_f.asp)

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## APPEL DE CONTRIBUTIONS / CALL FOR PAPERS

**“Seeing the Same World Through Different Eyes”:  
Canadian Women’s Activism Since 1945**  
Special Canadian issue of *Women and Social Movements*  
**Co-editors:** Lara Campbell, Nancy Janovicek, Tamara Myers,  
and Joan Sangster  
<http://www.alexanderstreet6.com/wasm>  
or contact Thomas Dublin at [tdublin@binghamton.edu](mailto:tdublin@binghamton.edu)

**« Voir le monde selon différentes perspectives » :  
Les mouvements de femmes au Canada depuis 1945**  
Numéro spécial canadien de *Women and Social Movements*  
**Comité de rédaction :** Lara Campbell, Nancy Janovicek,  
Tamara Myers et Joan Sangster  
<http://www.alexanderstreet6.com/wasm>  
ou contactez Thomas Dublin à [tdublin@binghamton.edu](mailto:tdublin@binghamton.edu)

## OUR LOYAL MEMBERS - NOS FIDÈLES MEMBRES

As in the past the CHA is here presenting a list of some of our most loyal members during the last 20 to 65 years. If a member is this year celebrating his or her 20<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> etc. anniversary of membership in the CHA, then his or her name will appear in one of the 10 predetermined categories, which are organized in specified increments of 5 years. If however they have been with us for 21, 26 or 31 years then their name will not appear this time but will in fact appear as soon as they have reached the next five year mark or stage.

Comme c'est la coutume, la SHC présente ici une liste de certains de ses membres les plus fidèles. La présente liste contient seulement les noms des membres dont c'est cette année le 20<sup>e</sup>, 26<sup>e</sup>, etc., jusqu'au 65<sup>e</sup> anniversaire de leur première inscription parmi nos membres. La liste étant divisée en périodes de cinq années, ceux et celles qui en sont à leur 21<sup>e</sup>, 22<sup>e</sup> ou 42<sup>e</sup> année, par exemple, verront leur nom apparaître lorsqu'ils auront atteint le prochain quintile.

### 20 ans - 20 years

Azzi, Stephen  
Banks, Margaret  
Bush, Peter  
Campbell, Gail  
Couturier, Jacques-Paul  
Curtis, Bruce  
Dodd, Dianne  
Neville, Cynthia  
Rudachyk, Bradley  
Simoni, Pierre  
Stone, Daniel

### 25 ans - 25 years

Bernier, Serge  
Choquette, Robert  
Compton Brouwer, Ruth  
Henley, Richard  
Janzen, Olaf  
Kealey, Linda  
Kidd, Bruce  
MacKenzie, David  
Moore, Danny  
Ommer, Rosemary  
Pennacchio, Luigi

### 30 ans - 30 years

Akenson, D.  
Harris, Steve  
New Westminster Public Library  
Price, Graham  
Primeau, M.  
Rouillard, Jacques  
Rudin, Ronald  
University of Prince Edward Island,  
Robertson Library  
Zimmermann, Ernest R.

### 35 ans - 35 years

Armstrong, John  
Brock, Dan  
Butt, Gene  
Dickinson, John  
Foran, Bryan  
Foster, Jane  
Francis, Douglas  
Haberman, Arthur  
Knoppers, Jake V.  
LaRose, André  
Leighton, Douglas  
MacDougall, Heather  
Massey University, The Librarian  
National Gallery of Canada  
Ryerson University, LRC - Technical  
Services  
Thompson, John  
Traves, Tom  
Université du Québec à Trois-Rivières,  
Bibliothèque-périodiques  
University of Arizona Library  
University of Calgary, Mackimmie Library  
York University Libraries

### 40 ans - 40 years

Burns, C.S.B., Rev. L.  
Cornell University Libraries  
den Otter, A.  
Friesen, Gerald  
Gagan, David  
Igartua, José  
Karr, Clarence  
Lee, David  
Nelles, Henry  
Sider, Morris  
Silver, A.I.  
Thompson, J.N.  
Trent University, Serials Department  
Unger, Gordon  
Wilson, Ian

### 45 ans - 45 years

Johnson, J.K.  
Laurentian University Library  
Trudel, Marcel  
Wallace, Carl

### 50 ans - 50 years

Boyce, Gerald

### 55 ans - 55 years

Dalhousie University Libraries  
Roy, Reg

### 60 ans - 60 years

Preston, R.

### 65 ans - 65 years

Columbia University Library  
Indiana State Library  
University of British Columbia Library

### 75 ans - 75 years

University of Washington, Serials Division



# PRIZES OF THE CHA LES PRIX DE LA SHC

## SIR JOHN A. MACDONALD PRIZE

The Canadian Historical Association is pleased to announce its twenty-ninth Sir John A. Macdonald Prize competition. The prize, in the amount of \$1,000, will be awarded by the Canadian Historical Association at its Annual Meeting in May 2007 at the University of Saskatchewan, for the non-fiction work of Canadian history "judged to have made the most significant contribution to an understanding of the Canadian past".

Publishers wishing to submit works with a 2006 imprint should forward one copy of each entry to each of the jury members listed below **on or before December 2, 2006**. We recommend that publishers submit all the history books they have published during the year in order to give all their authors a chance at the prize. Authors of eligible books are encouraged to check with their publishers to ensure their work has been submitted. Diaries, textbooks, edited collections of essays, translations, or books of documents are **not** eligible for consideration.

Dr. Jerry Bannister  
Department of History  
Dalhousie University  
Halifax, Nova Scotia B3H 3J5

Dr. Bettina Bradbury  
Glendon Campus, York University  
School of Women's Studies  
2275 Bayview Avenue  
Toronto, Ontario M4N 3M6

Dr. David G. Burley  
Department of History  
University of Winnipeg  
515 Portage Avenue  
Winnipeg, Manitoba R3B 2E9

Dr. Karine Hébert (Chair)  
Département d'histoire  
Université du Québec à Rimouski  
Rimouski, Québec G5L 3A1

Dr. Mary-Ellen Kelm  
Department of History  
Simon Fraser University  
8888 University Drive  
Burnaby, British Columbia V5A 1S6

Dr. Pierre Lanthier (non-voting)  
Département d'histoire  
Université du Québec à Trois-Rivières  
CP 500, Trois-Rivières, Québec G9A 5H7

## LE PRIX SIR JOHN A. MACDONALD

La Société historique du Canada est heureuse d'annoncer la tenue du vingt-neuvième concours du prix Macdonald. D'une valeur de 1 000 \$, le prix sera décerné lors de l'assemblée annuelle de la Société en mai 2007 à la University of Saskatchewan, pour l'ouvrage en histoire du Canada « jugé comme apportant la contribution la plus significative à la compréhension du passé canadien ».

Les éditeurs qui désirent proposer des ouvrages publiés en 2006 doivent faire parvenir une copie de chaque livre à chacun des membres du jury suivant **au plus tard le 2 décembre 2006**. Nous leur recommandons de soumettre tous les livres d'histoire qu'ils ont publiés pendant l'année, afin de donner une chance égale aux auteurs. Nous invitons enfin les auteurs de livres admissibles à vérifier auprès de leur éditeur que leur ouvrage a été présenté. Les journaux, traités, recueils d'essais publiés, traductions et recueils de documents **ne sont pas** admissibles.

Prof. Jerry Bannister  
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Prof. Pierre Lanthier (abstentionniste)  
 Département d'histoire  
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 CP 500, Trois-Rivières, Québec G9A 5H7

### WALLACE K. FERGUSON PRIZE

The Canadian Historical Association is pleased to announce its Wallace K. Ferguson Prize competition. The prize, in the amount of \$1,000, will be awarded to a Canadian citizen or Canadian landed immigrant who has published the outstanding scholarly book in a field of history OTHER THAN CANADIAN HISTORY during the past year. The award will be given in May 2007 at the Annual Meeting of the Canadian Historical Association at the University of Saskatchewan.

Publishers wishing to submit works with a 2006 imprint should send one copy of each entry to each of the following jury members **on or before December 2, 2006**. We recommend that publishers submit all the history books they have published during the year in order to give all their authors a chance at the prize. Authors of eligible books are encouraged to check with their publishers to ensure their work has been submitted. Diaries, textbooks, edited collections of essays, translations, or books of documents are **not** eligible for consideration.

Prof. Timothy Brook  
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 2111 Lower Mall  
 Vancouver, British Columbia V6T 1Z4

Prof. Michel de Waele  
 Département d'histoire  
 Pavillon Charles-de-Koninck, local 6209  
 Université Laval, Québec, Québec G1K 7P4

Prof. Pierre Lanthier (non-voting)  
 Département d'histoire  
 Université du Québec à Trois-Rivières  
 C.P. 500, Trois-Rivières, Québec G9A 5H7

Prof. Nelson Ouellet (Chair)  
 Département d'histoire et de géographie  
 Université de Moncton  
 Campus de Moncton, 165 avenue Massey  
 Moncton, Nouveau-Brunswick E1A 3E9

### LE PRIX WALLACE K. FERGUSON

La Société historique du Canada est heureuse d'annoncer le concours du prix Wallace K. Ferguson. D'une valeur de 1 000 \$, le prix sera décerné à l'auteur d'un ouvrage scientifique en histoire paru durant l'année et portant sur un domaine AUTRE QUE L'HISTOIRE CANADIENNE. Les candidats doivent être citoyens canadiens ou immigrants reçus. Le prix sera remis à l'assemblée annuelle de la Société, en mai 2007 à l'Université de la Saskatchewan.

Les éditeurs qui désirent proposer des ouvrages publiés en 2006 doivent faire parvenir une copie de chaque livre à chacun des membres du jury suivant **au plus tard le 2 décembre 2006**. Nous leur recommandons de soumettre tous les livres d'histoire qu'ils ont publiés pendant l'année, afin de donner une chance égale aux auteurs. Nous invitons enfin les auteurs de livres admissibles à vérifier auprès de leur éditeur que leur ouvrage a été présenté. Les journaux, traités, recueils d'essais publiés, traductions et recueils de documents **ne sont pas** admissibles.

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Prof. Pierre Lanthier (abstentionniste)  
 Département d'histoire  
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 C.P. 500, Trois-Rivières, Québec G9A 5H7

Prof. Nelson Ouellet (Président)  
 Département d'histoire et de géographie  
 Université de Moncton  
 Campus de Moncton, 165 avenue Massey  
 Moncton, Nouveau-Brunswick E1A 3E9

### JOHN BULLEN PRIZE

The Canadian Historical Association is pleased to announce the John Bullen Prize competition. The prize, in the amount of \$500, will be awarded in 2007 for the outstanding historical dissertation written by a Canadian citizen or landed immigrant living in Canada accepted for the doctoral degree at a Canadian university between 1 October 2005 and 30 September 2006. The award will be given in May 2007 at the Annual Meeting of the Canadian Historical Association at the University of Saskatchewan.

Departments should send a complete submission to each jury member listed below **on or before November 30, 2006**. Each complete submission **must** include the following:

- a copy of the dissertation;
- a copy of a letter from the university's Faculty of Graduate Studies attesting that the dissertation was accepted for the doctoral degree between the period 1 October 2005 and 30 September 2006;
- a copy of a letter of presentation from the department Head, Chair, or Graduate Chair. Where the department submits more than a single dissertation, the letter should address the qualities of the various submissions.

Dr. Heather Coleman  
Department of History and Classics  
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University of Alberta  
Edmonton, Alberta T6G 2H4

Dr. Jan Grabowski (Président)  
Department of History  
University of Ottawa  
155 Séraphin-Marion Street, Ottawa, Ontario K1N 6N5

Dr. François Guérard  
Département des sciences humaines  
Université du Québec à Chicoutimi  
555, boul. de l'Université, Chicoutimi, Québec G7H 2B1

Dr. Pierre Lanthier (non-votant)  
Département des sciences humaines  
Université du Québec à Trois-Rivières  
C.P. 500, Trois-Rivières, Québec G9A 5H7

### PRIX JOHN BULLEN

La Société historique du Canada est heureuse d'annoncer le concours du prix John Bullen. Le prix de 500 \$ sera attribué en 2007 à une thèse exceptionnelle en histoire, qui a été acceptée dans une université canadienne entre le 1<sup>er</sup> octobre 2005 et le 30 septembre 2006, et dont l'auteur est un citoyen canadien ou un immigrant reçu vivant au Canada. Le prix sera

décerné en mai 2007 à l'occasion de l'assemblée annuelle générale de la Société historique du Canada à l'Université de la Saskatchewan.

Les départements sont priés d'envoyer un dossier complet de mise en candidature à chacun des membres du jury ci-dessous **au plus tard le 30 novembre 2006**. Chaque dossier **doit comprendre** les documents suivants :

- une copie de la thèse;
- une lettre de la Faculté des études supérieures attestant que la thèse de l'étudiant a été acceptée au doctorat pendant la période du 1<sup>er</sup> octobre 2005 au 30 septembre 2006;
- une copie de la lettre de présentation du directeur du département ou du directeur des études supérieures. Dans le cas où plus d'une thèse est soumise par un même département, la lettre de présentation doit aborder les qualités des diverses thèses dans un esprit de comparaison.

Prof. Heather Coleman  
Department of History and Classics  
2-129 Tory Building  
University of Alberta  
Edmonton, Alberta T6G 2H4

Prof. Jan Grabowski (Président)  
Department of History  
University of Ottawa  
155 Séraphin-Marion Street, Ottawa, Ontario K1N 6N5

Prof. François Guérard  
Département des sciences humaines  
Université du Québec à Chicoutimi  
555, boul. de l'Université, Chicoutimi, Québec G7H 2B1

Prof. Pierre Lanthier (non-votant)  
Département des sciences humaines  
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### THE CLIO AWARDS

The Regional History Committee of the Canadian Historical Association wishes to announce that it is soliciting nominations for its Clio Awards. These annual awards are given for meritorious publications, or for exceptional contributions by individuals or organizations to regional history. Studies in any theme and in any era which concern a particular region or develop a regional interpretation will be considered for the award. A copy of the nominations and supporting documentation for candidates who have made contributions to regional history should be submitted **before 31 December 2006** to the appropriate regional representative and **two** other copies to the Canadian Historical Association at

395 Wellington Street, Ottawa, ON, K1A 0N4. Books must bear a 2006 copyright imprint or, if not previously submitted, a 2005 imprint.

1. **Atlantic Canada:** Professor G. Edward MacDonald, Department of History, University of Prince Edward Island, 550 University Avenue, Charlottetown, PE C1A 4P3
2. **Quebec:** Professeure Magda Fahrni, Département d'histoire, Université du Québec à Montréal, C.P. 8888, succursale Centre-ville, Montréal PQ H3C 3P8
3. **Ontario:** Professor Shirley Tillotson, Chair, Department of History, McCain Building, Room 1164, Dalhousie University, Halifax NS B3H 4P9
4. **The Prairies:** Professor Gerhard Ens, Department of History and Classics, H.M. Tory 2-28, University of Alberta, Edmonton AB T6G 2H4,
5. **British Columbia:** Professor Duff Sutherland, Department of History, Selkirk College, Box 1200, 301 Frank Beinder Way, Castlegar BC V1N 3J1
6. **The North (Yukon and Northwest Territories):** Professor Myra Rutherford, 111 Parkdale Drive, Sault Ste Marie, ON P6A 4C9

### LES PRIX CLIO

Le Comité d'histoire régionale de la Société historique du Canada sollicite des mises en candidature pour ses prix Clio. Ces prix sont attribués à des œuvres méritoires ou contributions exceptionnelles d'individus ou d'organismes à l'histoire régionale. Sont admissibles les études qui traitent de tout thème et de toute période en histoire régionale, ainsi que les études qui présentent des interprétations historiques d'un point de vue régional. Une copie des propositions accompagnée de documents à l'appui devra être soumise **avant le 31 décembre 2006** au représentant régional concerné et **deux** autres copies à la Société historique du Canada au 395, rue Wellington, Ottawa, Ontario, K1A 0N4. Les livres doivent avoir été publiés en 2006 (la date du droit d'auteur en faisant foi) ou en 2005 s'il s'agit d'une première soumission.

1. **Atlantique :** Professor G. Edward MacDonald, Department of History, University of Prince Edward Island, 550 University Avenue, Charlottetown, PE C1A 4P3
2. **Québec :** Professeure Magda Fahrni, Département d'histoire, Université du Québec à Montréal, C.P. 8888, succursale Centre-ville, Montréal, PQ H3C 3P8

3. **Ontario :** Professor Shirley Tillotson, Chair, Department of History, McCain Building, room 1164, Dalhousie University, Halifax, NS B3H 4P9
4. **Les Prairies :** Professor Gehard Ens, Department of History and Classics, H.M. Tory 2-28, University of Alberta, Edmonton AB T6G 2H4
5. **Colombie-Britannique :** Professor Duff Sutherland, Department of History, Selkik College, Box 1200, 301 Frank Beinder Way, Castlegar BC V1N 3J1
6. **Le Nord (Yukon et les Territoires du Nord-Ouest) :** Professor Myra Rutherford, 111 Parkdale Drive, Sault Ste Marie, ON P6A 4C9

### THE HILDA NEATBY PRIZE IN WOMEN'S HISTORY

The purpose of the Hilda Neatby Prize in Women's History, awarded since 1983 by the Canadian Committee on Women's History at the annual meeting of the Canadian Historical Association, is to encourage the publication of scholarly articles in women's history and gender history as it relates to women, in Canadian journals and books. Two prizes are awarded, one for best article in English and the other one for best article in French. Any academic article published in Canada during 2006 and deemed to make an original and scholarly contribution to the field of women's history is eligible for nomination for the 2007 Neatby Prize.

Send nominations, and **three** copies of the nominated article, **before February 1, 2007** to the Canadian Historical Association, C/O the Hilda Neatby Prize Committee, 395 Wellington Street, Ottawa, Ontario, K1A 0N4.

### LE PRIX HILDA NEATBY EN HISTOIRE DES FEMMES

L'objectif du Prix Hilda Neatby, décerné annuellement depuis 1983 par le Comité canadien d'histoire des femmes de la Société historique du Canada, est d'encourager la publication d'articles scientifiques sur l'histoire des femmes et des genres, en relation avec les femmes, dans les revues et les livres canadiens. Deux prix sont décernés, un pour le meilleur article écrit en anglais et l'autre pour le meilleur article écrit en français. Tous les articles savants publiés au Canada en 2006 et apportant une contribution à la fois originale et importante à l'histoire des femmes sont admissibles au prix Hilda Neatby 2007.

Prière d'envoyer vos nominations, avec **trois (3)** exemplaires de l'article, **avant le 1<sup>er</sup> février 2007**, à la Société historique du Canada, en mentionnant sur l'enveloppe Prix Hilda Neatby, à l'adresse suivante : SHC, 395, rue Wellington, Ottawa, Ontario, K1A 0N4

**THE EUGENE A. FORSEY PRIZE  
2007 COMPETITION**

The CCLH invites submissions for the 2007 Forsey Prize competition for graduate and undergraduate work on Canadian labour and working class history.

Prizes are awarded annually for the best undergraduate essay, or the equivalent, and for the best graduate thesis completed in the past three years. Separate committees, established by the executive of the CCLH, will award the prizes.

The committees, like *Labour / Le travail* itself, intend to interpret widely the definition of Canadian labour and working-class history. Undergraduate essays may be nominated by course instructors, but nominators are limited to one essay per competition. Additionally, authors may submit their own work. Essays not written at a university or college may be considered for the undergraduate awards.

For the graduate prize, supervisors may nominate one MA or PhD thesis per competition. The author of a thesis may also submit a copy. In this competition PhD theses defended since 1 May 2004 are eligible.

**The deadline for submissions is 1 June 2007.** Prizes will be announced in the Fall issue of *Labour / Le travail*. Four copies of essays and one copy of a thesis must be submitted for consideration to: c/o Josephine Thompson, Forsey Prize Competition, Canadian Committee on Labour History, Faculty of Arts Publications, FM 2005, Memorial University of Newfoundland, St. John , NF, A1C 5S7.

**PRIX EUGENE A. FORSEY  
CONCOURS 2007**

Le Comité canadien sur l'histoire du travail (CCHT) est heureux d'annoncer la tenue du concours pour l'obtention du prix Eugene A. Forsey (2006-2007).

Deux prix sont accordés annuellement : un prix pour la meilleure thèse ou le meilleur mémoire rédigé au cours des trois dernières années, ainsi qu'un prix pour le meilleur travail rédigé dans l'année par un étudiant ou une étudiante de 1<sup>er</sup> cycle. Deux comités distincts, mis en place par l'exécutif du CCHT, procéderont à la sélection des lauréats.

À l'instar des membres de la rédaction de *Labour / Le travail*, les membres du comité responsable de l'octroi du prix Eugene A. Forsey définissent l'histoire canadienne du travail et de la classe ouvrière de façon large. Les professeurs peuvent recommander des travaux d'étudiants du 1<sup>er</sup> cycle, mais ils doivent se limiter à une présentation par concours. Les auteurs peuvent soumettre eux-mêmes leur travail. Pour le prix attribué aux étudiants de 1<sup>er</sup> cycle, les travaux réalisés hors de l'université ou du collège sont admissibles.

En ce qui concerne le prix décerné aux étudiants de 2<sup>e</sup> et de 3<sup>e</sup> cycles, les professeurs ne peuvent proposer qu'une thèse ou un mémoire par concours, et les auteurs peuvent soumettre leur candidature eux-mêmes. Les thèses et les mémoires défendus à partir du 1<sup>er</sup> mai 2000 sont admissibles à la première phase du concours.

**La date limite de présentation des candidatures est fixée au 1<sup>er</sup> juin 2007.** Les noms des récipiendaires seront publiés dans *Labour / Le travail* à l'automne. Les travaux doivent être soumis en quatre exemplaires et une seule thèse à l'adresse suivante : a/s Joséphine Thompson, Prix Forsey, Comité canadien sur l'histoire du travail, Faculté des arts/publications, FM 2005, Université Memorial, Saint-Jean (Terre-Neuve) A1C 5S7 Canada.





## THE GRADUATES - ÉTUDIANTS DIPLÔMÉS !

Graduate Student Liaison, By Heather Steel

The Graduate Students' Committee (GSC) has undergone a period of transition recently. I have been acting as co-chair of the committee for just over a year and was elected the graduate student representative for the CHA council at the conference in 2006. The GSC recently had elections for two positions — Jean-François Lozier from the University of Toronto was elected to the other co-chair position and Josh MacFadyen was elected treasurer. We held our general meeting during the CHA conference and it was encouraging to see that the students who took the time to attend were enthusiastic about the work of the committee and even volunteered to work on specific issues, such as increasing francophone involvement and generating financial resources. We hope that with this small, but committed, group, the GSC will gradually grow and be able to discuss and address the issues we face in a more effective manner.

Currently we are in the process of revamping our website. While there was important information on the old website, we found it was poorly organized and out-of-date. Our webmaster, Roger Gillis, created a new layout, which is much better organized and more aesthetically pleasing, and Jean-François and I have been updating the text. I have compiled a list of external scholarships and awards available for history students to replace the list that is currently on the website. No longer eligible for government funding in Ontario, I have had to search for private sources of funding this fall. This process was frustrating as I had to look at numerous websites and databases to find scholarships geared specifically to graduate history students or open to all graduate students. While the list I have compiled is likely not exhaustive, it will be a valuable resource for other students who find themselves in this position. Jean-François has committed to keeping the conference announcements updated on the website. Crucial

to ensuring more francophone involvement is keeping the French side of the website updated. Now that we have an individual on the executive who speaks French fluently, this will be done shortly. We hope that if the content of the website is kept up-to-date, more graduate students will use it as a resource, en Anglais comme en Français. The website is not yet completed, but it is open for use: <http://www.cha-shc.ca/gsc-ced/en/index.htm>. We will also be co-operating with the CHA on a number of issues important to graduate students, including the ethics review process and access to documents and archivists at the national archives. In Ontario, an important issue is the growth of graduate programmes and the impact this will have on graduate education. We are hoping to fund an event for graduate students at the CHA Annual Meeting in Saskatoon and welcome any suggestions for issues that could be addressed at such an event.

The committee maintains a list of representatives from every graduate program in the history. The following schools are not currently represented: Concordia University, Dalhousie University, Laurentian University, McGill University, Memorial University of Newfoundland, Saint Mary's University, Simon Fraser University, Trent University, Université de Moncton, University of Northern British Columbia, Université du Québec à Montréal, University of Regina, Université de Sherbrooke, University of Saskatchewan, University of Victoria, University of Waterloo, University of Windsor and Wilfrid Laurier University. If you are from one of these schools and wish to volunteer, please contact Heather Steel ([steelh@yorku.ca](mailto:steelh@yorku.ca)).

**Heather Steel**

CHA Graduate Student Liaison



## FELLOWSHIPS AND GRANTS: BOURSES ETC.

Canada Research Chair in Public History (Concordia University: Montréal Québec). Graduate or Postdoctoral Internships in Oral History.  
Deadline 15 December 2006.  
Contact Steven High of Concordia University History Department (shigh@alcor.concordia.ca)

Canadian Museum of Civilization (Musée canadien des civilisations) Research Fellowships (bourses). To encourage the study of such topics (inter alia) as the history of postal communication (letter-writing, the postal service, material culture), history (Canadian, social, military), museology, anthropology, archaeology, folklore etc.  
For more information consult the web site of the CMC.  
Pour de plus amples renseignements, consulter le site Web du Musée : [www.civilisations.ca](http://www.civilisations.ca)

John Carter Brown Library Research Fellowships, 2007-2008 (Brown University, Providence Rhode Island: Short and long term fellowships are offered for research in the colonial history of the America's North and South.  
Deadline for submission of applications, 10 January 2007. (échéance 10 janvier 2007)  
For more information: [www://JCBL.org](http://www://JCBL.org)

Ontario Historical Society Honours and Awards Program. The program features awards in the following categories: non-profit organizations, business, service, authors.  
Deadline: 30 October, 2006.  
Contact: [ohs@ontariohistoricalsociety.ca](mailto:ohs@ontariohistoricalsociety.ca)

Programme d'aide à l'édition savante (Aid to Scholarly Publications Programme); programme qui offre un soutien aux publications savantes, et qui offre aussi un soutien à la traduction de cinq ouvrages.  
Pour de plus amples informations : [secaspp@fedcan.ca](mailto:secaspp@fedcan.ca)



## TEACHING HISTORY L'ENSEIGNEMENT DE L'HISTOIRE

### **“Ropes and Pulleys”: Reflections on a Conference on the Preparation of History Teachers**

**By Peter Seixas, Centre for the Study of Historical  
Consciousness, University of British Columbia**

Which of the students in an introductory history survey course are planning to go on to be history teachers in secondary schools? Which in an advanced seminar have such plans? Do the professors teaching these classes know? Do they care?

A reasonable guess is that most history professors do not know the career plans of most students. We do know, however, that a substantial number of history students will, in fact, head towards faculties of education. It is in the self-interest of history departments that those who end up teaching history at the high school level have the best preparation: students who have had engaging classes in secondary school are more likely to consider post-secondary history courses; and students who have been well-prepared in secondary school enter those first year courses with a better background in the discipline. Beyond self-interest, of course, history departments should also be providing the best preparation for future history teachers as an aspect of their obligation to provide history's benefits, through these proxies, to the vast numbers who make their way through high school history but will never enter a university history lecture hall.

But what is “the best preparation for future history teachers?” What role can history departments play? Furthermore, under what conditions would a history department and its members care enough to address this question?

Let us start with the last question. It is inevitable that historians find themselves stretched between academic commitments and opportunities for more public engagement. Most of the time, for most of the profession, the academy trumps the public: incentives of tenure, promotion and professional stature tilt the field pretty uniformly in one direction. From time to time, however, conditions and events lead historians into the public arena, sometimes only for a few op ed pieces in the *Globe and Mail*, but sometimes for more sustained work on a public issue for which historians' expertise is indispensable.

Jack Granatstein managed to scare Canadian historians out of their academic trenches, if only to refute his charges in *Who Killed Canadian History?* And a few years later, the

CBC/Radio Canada production, *Canada: A People's History* brought historians into the public realm, both as collaborators and critics. But neither of these examples comes close to what has happened south of the border over the past two decades which saw a sustained engagement of many historians in issues involving the place of history in secondary schooling. In 1987-1988, the Bradley Commission on History in Schools assembled nine top historians from the most prestigious departments along with five history teachers and a few representatives from schools of education to develop a program of history education reform. A few years later, came “national standards in history.” Gary Nash, eminent U.C.L.A. historian, and subsequently president of the Organization of American Historians, argued that, whatever threats the “standards” movement posed, historians needed to be “at the table.” He co-chaired the initiative and brought other leading historians into the public debate on K-12 (Kindergarten through grade 12) history education. More recently, the U.S. Congress has allocated two thirds of a billion dollars to “Teaching American History” grants. These provide a million dollars or more to local collaborative projects to support the professional development of history teachers, with the proviso that academic historians must be part of the team. Notwithstanding another requirement — that the projects be oriented towards “traditional American history” — historians from across the political spectrum have come on board. Looking at the American case, it appears that the example of those at the top of the field and the availability of funding both help to move historians into the realm of the schools, despite other disincentives.

At the end of June (2006), Edward L. Ayers, Hugh P. Kelly, Professor of History at the University of Virginia and Dean of its College and Graduate School of Arts and Sciences, assembled 50 American historians, teachers, and history teacher educators to raise the participation bar once again. (I was present as an interested observer from across the border.) “How,” he asked through the conference title, “can college history departments produce the best K-12 history teachers?” The challenge was not for an occasional workshop for teachers, nor for expressions of opinions in editorial news columns. Rather, it was for systematic, sustained engagement with the critical problem of improving the teaching and learning of history in schools. Ayers argued (from his perspective as Dean) that the institutional impediments of tenure, pay and so on, were actually quite secondary to the values and expectations held within history departments: the key to change was the located at the department level.

The conference found it difficult to address the perennial curriculum question: which topics should be covered. While there was consensus that students should emerge from a history program with a broad framework of topical knowledge over a large span of history, both of the nation and of the world, generally participants did not take this up as the core issue. There was support, impelled in part by a convincing presentation of a U.S. History survey course by Fritz Fischer of the University of Northern Colorado, for surveys organized around contentious issues which would give students insight into historiographic controversy.

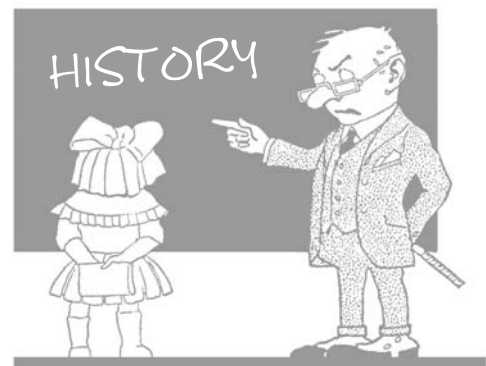
But more central to the recommendations was an approach to teaching and learning history first articulated at the conference in Ayers' opening talk. He noted how professors needed to "draw back the curtains to reveal the ropes and pulleys" behind the discipline of history. By this he meant that students in history classes needed not only to become familiar with the products of the most current historical research, but also to have a sense of the processes that historians go through in order to arrive at their finished product. They needed to understand what the Bradley Commission called "history's habits of the mind." Those who would be going on to become teachers would also need the vocabulary and approaches to be able to explain "behind the curtains" to their own students. On a similar note, historian Lendol Calder, borrowing from educators Grant Wiggins and Jay McTighe, recently wrote of the goal of teaching history as less "coverage," and more "uncoverage."

British history educators have been at the forefront of exploring procedural concepts in order to have a vocabulary to uncover the "ropes and pulleys." These concepts, in the words of Peter Lee, are "not what history is 'about' [like prime ministers or rebellions or treaties] but they shape the way we go about doing history." "Evidence," "continuity and change," and "historical significance" are among them. While historians may or may not use them explicitly in their writing on the benefits of Confederation for Prince Edward Island or aboriginal longshoremen on Burrard Inlet (to draw from a recent *Canadian Historical Review*), they are implicit and lie at the very foundation of historical thinking. Consider this: historians have a sense when a topic is trivial. We have the word "antiquarian" to describe those whose delving into the past is of no possible consequence and we distinguish that work from *significant* history. Furthermore, we understand that topics that might once have been considered trivial (like aboriginal longshoremen on Burrard Inlet) can come to be historically significant; or that contending schools of historians may have different criteria for significance. Without a comprehension of the concept of *significance*, students have no tools for thinking about how and why certain people and events made it into their courses and textbooks while most did not. Nor can they move beyond the blunt and inadequate instrument of "bias" to criticize inclusion and exclusion.

So, all history students need historians' conceptual tools for understanding the past. Those who are going on to teach history need them even more than their classmates who are going on to careers in law or real estate: they have the job of helping others to think historically. The irony is that historians have generally been less than forthcoming about how they do what they do.

Heading back from Virginia to Vancouver, I pondered the situation in Canada. Some of the conditions we face are even more challenging than those faced by American historians. We don't have massive federal support for history education. With some notable exceptions, few leading Canadian historians have taken leading roles in K-12 history education. Our organization of academic historians has not had an active teaching committee for many years. Our language divide means that an intense controversy over history curriculum can take place in Québec, as it did this past spring, with hardly a mention in the English-Canadian press. Moreover, as Ken Osborne has noted, we simply don't know much about the education of history teachers in Canada. On the other hand, there are a few hopeful signs. The Association for Canadian Studies has followed Desmond Morton's lead in bringing together people from school social studies, university history departments, and public history institutions. Ruth Sandwell, John Lutz, and Peter Gossage have initiated The History Education Network/Histoire et Education en Réseau (THEN/HiER). And the Historica Foundation potentially offers a pan-Canadian infrastructure to address these concerns.

Can Canadian history departments take further steps towards producing the best possible history teachers? Certainly. First, they can establish collaborative relationships between history teachers and history teacher educators. Sustained discussion across these groups — a potent and productive mix in Charlottesville — and the thoughtful coordination that might emerge from it are perhaps the critical next steps in improving the preparation of history teachers. Second, they can develop institutional supports for historians who choose to take a more active role in the preparation of history teachers. Finally, they can insure that every history major — and particularly those who intend to teach — has extended





exposure to and practice in history's methods, procedural concepts and habits of mind—history's “ropes and pulleys.”

## Les manuels universitaires d'histoire sont-ils devenus désuets ? Bien sûr que non !

Par Mélanie Méthot, Département d'histoire,  
Augustana Faculty, University of Alberta

Les habitués de H-Canada sauront que dernièrement certains ont commenté l'allure des manuels d'histoire du Canada de niveau universitaire, en critiquant plus particulièrement leur manque d'attrait iconographique, faisant d'abord référence aux images en blanc et noir, abandonnées ici et là à travers des pages et des pages de texte imprimé sur du papier recyclé et, au dire de certains, même les couvertures de ces briques du savoir seraient des plus ennuyantes. Laissant de côté les aspects esthétiques des manuels, on s'est interrogé sur l'utilité de ces derniers comme outils pédagogiques. En effet, en pleine ère informatique, alors que plusieurs d'entre nous ont accès par le biais de l'autoroute électronique à d'excellentes encyclopédies, au *Dictionnaire Biographique du Canada*, à des cartes géographiques interactives, sans parler des documents d'époque tels que *Les Relations des Jésuites* (du moins l'édition de Twaites), des journaux datant de 18<sup>e</sup>, 19<sup>e</sup> et 20<sup>e</sup> siècles, ou encore des lettres manuscrites adressées au Relief Bureau of the Halifax Explosion, quelle est la valeur didactique de ces manuels que, supposément, plus souvent qu'autrement nos étudiants ne prennent même pas la peine de déballer ?

Une première rectification s'impose : lorsqu'on demande à mes étudiants de mesurer l'utilité de leur manuel, la plupart encerclent « excellent », certains commentent même combien ils les ont aimés. De plus, en dix ans d'enseignement, je ne me souviens pas d'avoir lu des commentaires sur le manque d'images ou sur leur faible qualité. Par contre, j'ai eu beaucoup de plaisir à lire l'analyse d'une de mes étudiantes portant sur la nature des images incluses dans différents manuels d'histoire du Canada publiés au cours des six dernières décennies. Inclure des images en couleur pour impressionner la galerie ou même pour attirer l'attention des étudiants ne me semble pas sérieux, mais comme le fait John Herd Thompson dans *Forging the Prairies West*, questionner, commenter, analyser l'image, la remettre dans son contexte, c'est une toute autre paire de manches. Si les auteurs ne le font pas, c'est à nous les professeurs de saisir l'occasion. En effet, n'est-il pas révélateur de constater que les couvertures de la cinquième édition de *Destinies* (2004) et la troisième de *History of the Canadian People* (2002) arborent toutes deux des photos de familles d'immigrants ? Que penser du tout récent manuel d'histoire du Canada de Francis, Jones et Smith, *Journeys. A History of Canada*, qui superpose en couverture une photographie d'Amérindiens de la côte ouest, cordés dans un beau bateau à voiles, sur une autre photo de

deux jeunes femmes en robe pédalant sur leur vélo ? Ces autochtones et ces femmes en couverture ne rappellent rien des portraits traditionnels de nos premiers ministres. Manifestement ces images témoignent des dernières tendances historiographiques.

Après tout, les manuels d'histoire universitaires (contrairement à ceux destinés aux écoles primaires et secondaires qui possèdent un tout autre mandat) se veulent avant tout une synthèse des recherches spécialisées. Ils présentent ce que l'on pourrait appeler un consensus sur le passé canadien. Mais avec leurs bibliographies qui se trouvent à la fin de chaque chapitre, leurs adresses de sites électroniques pertinents et leurs suggestions de lecture, les manuels sont bien plus qu'une simple synthèse. Lorsqu'on les utilise habilement, ils se révèlent d'excellents outils pédagogiques. En effet, il ne suffit pas de recommander la lecture des chapitres sans y revenir en classe. Personnellement, j'aime beaucoup m'attarder sur les débats historiographiques, maintenant disponibles dans presque tous les manuels universitaires. De même, les collections d'articles qui accompagnent souvent les volumes permettent d'approfondir le questionnement historiographique. On peut se demander si ou comment le contenu de l'article suggéré par les auteurs se retrouve dans les pages du manuel ? Il ne faut surtout pas fuir l'Internet, qui de plus en plus met à notre disposition des sources primaires extraordinaires et des sites académiques très bien construits. Ainsi, les manuels remplissent définitivement une fonction éducative importante, ne serait-ce qu'en servant de point de départ à la connaissance et à la pratique historique.

Toutefois, pour moi, les manuels d'histoire sont encore plus. Que de plaisir j'éprouve lorsque je feuillette le manuel d'histoire du Canada que ma mère a annoté alors qu'elle était étudiante chez les Ursulines de Québec au début des années 1950. Cette curiosité envers les livres d'école de mes parents, jumelée à l'exaspération ressentie chaque fois que je lis des travaux de « recherche » basés uniquement ou largement sur des manuels d'histoire (malgré la consigne qu'ils doivent être évités à tout prix dans ce genre de travaux), m'ont portée, il y a quelques années, à prendre le taureau par les cornes. J'ai eu l'idée de demander à mes étudiants d'utiliser des manuels comme sources primaires. Libre à eux de choisir un personnage historique, une époque, une région ou un événement, les étudiants analysent comment les auteurs des manuels ont traité du sujet choisi. Incorporant toutes sortes de variables telles que le temps (date de parution), le lieu (de quelle région du Canada ou de quel pays proviennent les manuels), l'objet (de quel pays le livre traite), le niveau (primaire, secondaire, universitaire), les étudiants relèvent les différences et les similitudes, pour ensuite remettre les volumes et leurs auteurs dans leur contexte historique. Certains s'étonnent de voir que la guerre de Sept Ans ne soit pas couverte avec la même ampleur dans les manuels

d'histoire de France que dans ceux du Canada, alors que d'autres s'offensent du portrait des « Sauvages » que les manuels d'histoire de la première moitié du vingtième siècle peignent; d'autres encore réalisent que longtemps l'histoire du Canada se résumait à l'histoire du Québec et de l'Ontario.

Sans passer en revue tous les avantages de cet exercice, quelques-uns méritent d'être soulignés. D'abord, les étudiants commencent à comprendre la distinction entre le manuel et l'ouvrage spécialisé (la monographie). Ils approfondissent leurs connaissances sur un sujet qui les intéresse (malheureusement, lorsque je leur demande à l'examen final quel est l'évènement le plus marquant de l'histoire du Canada, inmanquablement ils élaborent sur le sujet choisi; ainsi beaucoup croient que la Guerre de 1812 a marqué le cours de l'histoire canadienne !) Ils pratiquent l'histoire puisqu'ils analysent et interprètent des documents d'époque, mais le plus important reste qu'ils réalisent que même le manuel d'histoire, un outil soi-disant objectif, n'échappe pas à la subjectivité de l'auteur. Ils comprennent que le passé ne change pas, mais le récit, lui, peut prendre plusieurs formes. Ainsi, les étudiants saisissent que bien qu'on les utilise comme instruments de référence, il faut toujours garder un regard critique vis-à-vis ces mêmes manuels. N'est-ce pas là d'ailleurs un des buts fondamentaux de l'enseignement de l'histoire : développer la pensée critique ?

En bout de ligne, l'utilité des manuels dépend beaucoup plus de l'usage qu'on en fait que de leur charme iconographique. D'ailleurs, on peut se demander si le débat sur le manque d'attrait du « contenant » et du « contenu » de l'histoire canadienne ne relève pas du traitement qu'on en fait. Il serait grand temps d'améliorer ledit traitement de cette histoire injustement considérée rébarbative.

### Textbooks: Past Imperfect?

*By Graham Broad, Department of History at Kings University College at the University of Western Ontario.*

One easy way of reviewing a textbook is to show that its authors have devoted insufficient attention to the things that you consider important. Then you accuse them of being enemies of civilization. You can actually publish whole books doing this. Noam Chomsky does, as does James Loewen, author of the bestseller *Lies My Teacher Told Me*, and this is essentially what Jack Granatstein did in *Who Killed Canadian History?* But the problem with most textbooks isn't the omissions, errors, and biases. These we can teach with. I personally wouldn't want to teach without them. It is the banality, not bias, that's hard to overcome.

"Textbooks are the enemies of education," the late Neil Postman wrote in his polemic *The End of Education*, adding, "we can improve the quality of teaching and learning overnight by getting rid of all textbooks." I'm not prepared to go that far, but having assigned four different Canadian history textbooks in the past six years I've reached the conclusion that there are no good ones — just varying degrees of bad ones. Their authors may be fine historians, but this only makes their weary prose and unexciting presentation all the more frustrating.

Since I teach both Canadian and American history surveys, I receive a small avalanche of textbooks from publishers every year. Some of the American textbooks, such as Eric Foner's *Give Me Liberty*, are beautifully written, and nearly all of them are beautifully illustrated. Color paintings, photographs, maps, and diagrams explode off of every page. In this regard, Canadian textbooks can't hold a candle — not even a votive candle — to the textbooks streaming forth from an immense number of American publishers. The standard Canadian history textbooks are both sparsely and poorly illustrated, with bland maps and puny black and white photographs.

Perhaps the worst offender here is the second edition of Conrad and Finkel's *History of the Canadian Peoples*, where someone decided that adding a sepia wash to all the illustrations was a good idea. I suppose the intent was to make the photographs appear "old", though why it was thought necessary to do this with photos that actually are old is quite beyond me. Moreover, bleeding rust-coloured tint across paintings by members of the Group of Seven — noted colourists — is not just a bad editorial decision, it is in fact a kind of vandalism.

An informal poll I took last year indicated that a large majority of my students hardly cracked the spine on the textbooks I had assigned, and they found the accompanying readers — which they were supposed to read for credit in tutorial discussion — quite paralyzing. It's not that they wouldn't read. It was more a question of what they would read. Offered an

excerpt from Desmond Morton's *When Your Number's Up*, they gorged themselves and asked for seconds. But they became positively anorexic when a "CHR Dialogue" on the Maritimes and Confederation from Francis and Smith's pre-Confederation reader was set before them.

The problem, it seems to me, is that the straightforward "memorize-this-bill-of-facts" approach taken by most textbooks, and the selection of articles in most readers, suggests a lack of empathy for undergraduates. So take "Bob", one of my students. He is eighteen years old and is in second year. He is in university because he doesn't know what else to do, and is enrolled in history because it's easier than physical chemistry. He seldom reads unless he's forced to, he writes his essays the night before they're due, and he lists "video games" and "sports" as his interests. He finds most academic discussions mystifying and alienating. He's not sure what he wants to do after graduation — probably teacher's college. In short, he's a very typical undergraduate, and he's about as likely to actually plod through an academic debate on an historical controversy he's never heard of, as he is to strike up a conversation about Sophocles.

We complain incessantly about the Bobs and insist that this year we're going to get tough and start failing them. While I have no time for those professors who shed the light of the highest grades on work of the shadiest character, mass failings is not a viable option for those of us who slave under the whip of student course evaluations. Moreover, I have a job precisely because there are so many Bobs. This is the hand we have dealt ourselves, and now we have to play it.

Am I advocating a dumbing-down of course material? Not at all. What I am saying is that we have to enter education at the level of the learner. You don't teach people to swim by tossing them in the deep end, and telling the average undergraduate that he's going to just love that textbook reading on the Manitoba Schools Question is like telling your children to eat their brussels sprouts because they're good and good for you. No one is buying it.

Every year I seek to assure my students that what they've heard isn't true. Canadian history isn't boring, I say, and then I undermine myself by foisting quite boring textbooks upon them. For years I justified this as a cod-liver oil approach to education: "This is awful, but it's good for you". But I've concluded that I can hardly expect excellence from my students while I continue to employ the most unimaginative teaching methods. So this year I'm conducting a small experiment. Instead of a standard textbook, I assigned my class *Canada: A People's History*, the books that accompanied the television series. They are dramatically written and lavishly illustrated and the soft cover editions are cheaper than the standard textbooks. Sure, they have their problems, but being uninteresting is not one of them. Already I've noticed students thumbing through them. I suspect that some people will accuse me of pandering to my students, but we cannot simultaneously insist that our national history is important and then turn up our noses at every effort to make it more appealing. Instead, our goal should be to discover means by which we can produce better students. Better textbooks would, I think, go a substantial way towards achieving that goal.





Officers of the Fusiliers du Saint Laurent Regiment, religious figures, and local residents prepare for centennial celebrations in Grande-Vallée, Gaspé peninsula, 19 September 1943. A film crew and their camera stand atop a car in the background. The village celebrations will take place in full view of these three stalwarts of the World War Two homefront: the priests, the men in uniform and the men behind the camera who survey the scene from above.

*Albert Fournier Collection. Photo courtesy of the Musée naval de Québec. The photo is part of a travelling exhibition that will open at the Canadian War Museum in December.*

Des membres du régiment Les Fusiliers du Saint-Laurent, des représentants du clergé et des résidents de Grande-Vallée, en Gaspésie, s'appêtent à participer aux célébrations du centenaire du village, le 19 septembre 1943. À l'arrière-plan, une équipe de tournage s'est installée, avec sa caméra, sur le toit d'une auto. La cérémonie aura lieu dans la présence de ces trois ordres qui orchestrent l'effort de guerre sur le front domestique: les hommes en soutane, les soldats et les hommes derrière le caméra qui, du dessus de l'automobile surplombent la scène.

*Collection Albert Fournier, Photo gracieuseté du Musée naval de Québec. La photo fait partie d'une exposition itinérante qui sera inauguré au Musée canadien de la guerre en décembre.*