

# Bulletin

Canadian Historical Association - Société historique du Canada

## Inside/Sommaire

Nouvelles sur le Web .....	2
Historians in the News Historiens à la une .....	3
New Books Nouvelles parutions .....	4
Directives concernant les subventions de déplacement au congrès annuel de la S.H.C. Policy for Travel Subsidies to the CHA Annual Meeting .....	5
In Memoriam / Décès .....	6
The Society of Automotive Historians 2002 Student Paper Award .....	7
Appel de communications Call for Papers .....	8-9
Preliminary Program- The University of Toronto and Its Histories .....	10
Identités et mémoire .....	11
History: 2002-2082 .....	12-17
The Teaching of History in Quebec ...	18-19
History and the British Columbia Institute for Co-operative Studies .....	20-21
And Now A Word from the Federation Et maintenant un mot de la Fédération .....	22-23
Finally a Truley Multimedia History CD-Rom .....	24



## INFRASTRUCTURE DE RECHERCHE SUR LE SIÈCLE DU CANADA

L'Infrastructure de recherche sur le siècle du Canada (IRSC), un projet pancanadien qui permettra l'analyse des recensements canadiens des cent dernières années, vient d'obtenir un investissement majeur de la Fondation canadienne pour l'innovation (FCI).

L'IRSC recevra 5,2 millions de dollars de la FCI. Avec les fonds de contrepartie des provinces et grâce aux contributions des partenaires, c'est un total de 13,4 millions de dollars qui sera investi dans ce projet.

Le chef du projet, **Chad Gaffield**, est directeur de l'Institut d'études canadiennes et professeur d'histoire à l'Université d'Ottawa. L'IRSC aura son bureau principal à l'Université d'Ottawa avec des partenaires dans les universités suivantes : Memorial University of Newfoundland, Université Laval, Université du Québec à Trois-Rivières, York University, University of Toronto et University of Victoria.

L'un des plus importants projets en sciences sociales jamais financé par la FCI, l'Infrastructure de recherche sur le siècle du Canada créera une série de bases de données à partir des recensements couvrant un siècle de vie au Canada. Les bases de données permettront aux chercheurs d'examiner les structures sociales et leur évolution, grâce à des données qui n'étaient tout simplement pas disponibles jusqu'à ce jour. L'IRSC sera à la source de nouvelles approches à l'étude du Canada dans les universités à travers le pays et dans le monde.

## CANADIAN CENTURY RESEARCH INFRASTRUCTURE

The Canadian Century Research Infrastructure (CCRI), a pan-Canadian research project, will benefit from the Canada Foundation of Innovation (CFI)'s latest round of funding.

The Canadian Century Research Infrastructure will receive \$5.2M. With the matching funds from each province and thanks to the contributions of CCRI's partners, a total of \$13.4M will be invested in this project.

The project leader of the CCRI is **Chad Gaffield**, Director of the Institute of Canadian Studies and Professor of History at the University of Ottawa. Headquarters for the CCRI will be located at the University of Ottawa with partners in the following universities: Memorial University of Newfoundland, Université Laval, Université du Québec à Trois-Rivières, York University, University of Toronto, and University of Victoria.

One of the largest social science projects ever funded by CFI, the Canada Century Research Infrastructure will create a series of databases from census records covering a century of Canadian life. The databases will allow researchers to examine social structures and how they have changed in detail that until now was simply not available. The CCRI will spark bold and creative new approaches to the study of Canada in universities across the country and around the world.

## Editorial Policy Politique éditoriale

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:

15 June 2002

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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Le Bulletin de la S.H.C. 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 :

15 juin 2002

Veuillez acheminer toute correspondance au  
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## NOUVELLES SUR LE WEB

José Igartua nous annonce que le site *Histoire-Hypermédia*, produit par le département d'histoire de l'UQAM en collaboration avec les départements d'histoire de l'Université Laval et de l'Université de Montréal, est maintenant accessible à une nouvelle adresse plus commode, <http://www.h-h.ca>. On n'a plus besoin de code d'accès et de mot de passe pour le consulter, sauf pour les reproductions d'ouvrages bibliographiques qui sont l'objet de droits d'auteur. Le site s'est également enrichi de références à des ouvrages encyclopédiques sur l'histoire juive. Rappelons que le site offre une sélection commentée de références à des ouvrages encyclopédiques, à des manuels et synthèses, à des atlas historiques, à des ouvrages bibliographiques et à des répertoires d'historiens. Cette sélection est conçue pour des étudiants de premier cycle en histoire. Le site propose en outre des tutoriels sur la recherche bibliographique en histoire et sur le recours aux instruments de recherche informatisés. Le site est sous la responsabilité de José Igartua.

Par ailleurs, en mai dernier, la Société historique du Canada, en collaboration avec la firme Chinook Multimedia Inc., a procédé au lancement du *Portail vers l'histoire canadienne* (<http://www.histoireeducanada.ca>). Ce portail contient un ensemble de ressources sur l'histoire canadienne, notamment une sélection commentée de sites Web, disponible sous la rubrique « Recherche/simple ». Chaque site fait l'objet d'un commentaire et d'un classement par sujet et, par période et par aire géographique. Le portail contiendra également les comptes rendus des sites Web publiés dans la *Revue d'histoire de l'Amérique française*. Le projet a reçu l'appui du Bureau du Canada pour le millénaire ainsi que du ministère du Patrimoine canadien. C'est José Igartua qui est chargé de ce projet pour le compte de la Société historique du Canada.



## HISTORIANS IN THE NEWS / HISTORIENS À LA UNE

**Joanne Burgess**, UQAM, sera chercheure associée au Musée McCord d'histoire canadienne pendant l'année 2001-2002. Elle a aussi été nommée la responsable du comité des publications de la Canada's National History Society.

**Dominique Clément**, a doctoral candidate at Memorial University of Newfoundland, received the 2002 Association of Rhodes Scholars [Australia] travel grant for six months research in the Work and Organizational Studies Department at the University of Sydney. The award is based on a competition by applications from twelve countries in all fields, and will be used to study the post-World War Two Australian civil liberties movement. He was also awarded one of two Association for Canadian Studies' 2002 travel grants, to be used for research on the British Columbia Civil Liberties Association.

**Yolande Cohen**, UQAM, a été nommée directrice d'études invitée à l'École des Hautes Études en Sciences Sociales. En novembre, elle prononça une série de conférences en histoire des professions et histoire de la santé dans le cadre de différents séminaires de l'École. Elle a également été nommée Visiting Fellow au département d'histoire de l'université Princeton où elle travaillera sur ses projets de recherche sur les femmes et la démocratie, à l'hiver 2002.

**Olivier Hubert**, professeur à l'Université de Montréal, a reçu le prix Lionel-Groulx — Fondation Yves-Saint-Germain (meilleur ouvrage portant sur un aspect de l'histoire de l'Amérique française et s'imposant par son caractère scientifique) décerné par l'Institut d'histoire de l'Amérique française pour son livre : *Sur la terre comme au Ciel. La gestion des rites par l'Église catholique du Québec (fin XVIIe-mi XIXe siècle)*, Sainte-Foy, Les Presses de l'Université Laval, 2000.

**José E. Igartua**, UQAM, est membre du groupe de travail conjoint des Archives nationales du Canada et de la Bibliothèque nationale du Canada sur la conservation des données informatiques de recherche au Canada.

**Marcel Martel**, Université York, sera professeur invité au John F. Kennedy Institute for North American Studies à la Freie Universität Berlin, de mai à juillet 2002. Il donnera des cours en histoire canadienne, dont son séminaire sur la contre-culture et les années 1960 au Canada.

**Amanda Spencer**, Brock University and Toronto doctoral candidate, received the 2000-2001 Teaching Assistant Award for the Division of Humanities at the University of Toronto at Scarborough.

**Jason Tohill**, doctoral candidate at York University, received a Fulbright Scholarship to study at Harvard University.

**Ian Wilson**, National Archivist, received an honorary Doctorate of Letters (Dlitt) from York University in November 2001. This honorary degree recognizes Mr. Wilson's enormous contribution to Canada through his work in the archival community, both at home and abroad.

**Ian Wilson**, Archiviste national, a reçu un doctorat honorifique de l'Université York en novembre 2001. M. Wilson a obtenu ce doctorat honorifique en reconnaissance de son énorme contribution, tant au pays qu'à l'étranger, dans le domaine archivistique.



## NEW BOOKS / NOUVELLES PARUTIONS

Colin Duquemin, *Niagara Rebels: The Niagara Frontier in the Upper Canadian Rebellion, 1837-1838*. This book includes: The state of Canada — disaffection — Americans & Canadians occupy Navy Island 1837 — cutting out the steamer Caroline — destruction at the Falls — bombardment of Navy Island — the American & Canadian “Patriot Army” invasion, June 1838 — “The Battle of the Short Hills” — Niagara State trials — treason charges — Morreau’s execution — a wife and a daughter tweak the nose of the Lieutenant-Governor — the Political prisoners — transportation to “the convict’s hell” — prison hulks and Bay ships — suffering — Van Diemen’s Land — Freemasons to the rescue — Responsible Government. To order, contact: Colin Duquemin, 56 Highland Avenue, St. Catharines, ON, L2R 4J1.

Raphaëlle de Groot et Elizabeth Ouellet, *Plus que parfaites : les aides familiales à Montréal 1850-2000*, Les Éditions du remue-ménage.

Pendant plus de trois siècles, le service domestique a été la principale forme de travail rémunéré des femmes au Québec. Dans *Plus que parfaites*, Raphaëlle de Groot et Elizabeth Ouellet présentent l’évolution du travail domestique selon une perspective sociohistorique. Elles font également état des luttes menées par l’Association des aides familiales du Québec depuis plus de deux décennies afin de faire reconnaître un travail encore mal défini et qui s’effectue dans un contexte où les relations de travail sont souvent ambiguës.

Pour parler de ce travail pratiquement invisible, pour en révéler toute la complexité et les exigences, qui de mieux que les femmes qui l’ont exercé ou qui l’exercent encore ? Les auteures accordent donc ici une large place aux témoignages, lesquels mettent en lumière les difficultés, certes, mais aussi les satisfactions que peut comporter ce métier. Des anecdotes vivantes, touchantes et toujours éclairantes révèlent tantôt une attitude, tantôt une atmosphère familiale, tantôt des conditions de travail, tantôt une société...

Servantes, bonnes, domestiques, aides familiales, ces travailleuses ont porté au fil des ans presque autant de noms qu’elles ont assumé de responsabilités. De par les liens qu’elles tissent avec les personnes dont elles s’occupent, elles sont peut-être d’abord et avant tout des *travailleuses du cœur*.

Micheline Dumont, *Découvrir la mémoire des femmes : une historienne face à l’histoire des femmes*, Les Éditions du remue-ménage.

*Découvrir la mémoire des femmes* reconstitue le parcours d’une historienne durant un quart de siècle, pour procéder à ces affirmations simples mais essentielles : les femmes sont dans l’histoire, les femmes ont une histoire, les femmes font l’histoire.

Dans cet ouvrage, Micheline Dumont explique comment la pratique de l’histoire des femmes a permis l’émergence d’une perspective critique en histoire. Elle rappelle à cet égard la contribution de plusieurs historiennes, les répercussions du mouvement féministe dans cette discipline, les nouveaux champs de recherche explorés et, surtout, les enjeux et les débats que cette nouvelle perspective a suscités. C’est donc au projet de poursuivre la réflexion féministe en histoire que cet ouvrage nous convie, ainsi qu’à un renouvellement de l’histoire traditionnelle, tant il est indispensable que cette réflexion vienne infléchir l’ensemble des recherches historiques, et même les conceptions des amateurs et amatrices d’histoire, de plus en plus nombreux. Trop de gens pensent encore que l’histoire ne concerne que la guerre et la politique.

Michael J. Carley, *1939 : L’Alliance de la dernière chance*, Les Presses de l’Université de Montréal.

Au moment où l’Allemagne nazie prépare la guerre, les négociations entre la France, la Grande-Bretagne et l’URSS constituent la dernière chance de stopper l’agression hitlérienne. Pourtant, les gouvernements français et britannique se traînent les pieds. Finalement, les pourparlers entre les trois pays échouent et en août 1939, l’URSS signe un pacte de non-agression avec l’Allemagne. Le récit poignant que fait Michael Carley de ces négociations souvent secrètes n’est pas une belle histoire.

La narration fascinante d’un jeu diplomatique très complexe, mettant en scène des personnalités souvent troublantes, repose sur des recherches de longue haleine menées par l’auteur dans les archives françaises, britanniques et soviétiques, accessibles au public depuis peu. En faisant de 1939 un moment fort de la guerre froide déjà amorcée après la Révolution bolchevique de 1917 et en montrant comment l’anticommunisme fut la cause majeure de l’échec de l’alliance contre Hitler, Michael Carley remet en cause les interprétations généralement admises sur les origines de la Seconde Guerre mondiale.

## Directives concernant les subventions de déplacement au congrès annuel de la S.H.C.

Le CRSH a accordé des fonds à la S.H.C. pour l'aider à payer le transport de ceux et celles qui assisteront au congrès annuel de 2002 à Toronto. Ces fonds sont les seuls dont dispose la S.H.C. pour défrayer les membres qui doivent se déplacer pour présenter une communication à cette conférence annuelle; de plus, ces fonds ne permettent pas généralement de rembourser entièrement les dépenses engagées par les membres.

- a) La distribution de ces fonds a été confiée au trésorier.
- b) Seuls les frais de transport seront remboursés et seules les personnes demeurant à plus de 300 km de Toronto pourront s'en prévaloir.
- c) La S.H.C. ne s'engage pas à rembourser la totalité des frais de transport des participants/es admissibles. En conséquence, nous nous devons d'insister sur le fait que tous/tes les participants/es, incluant les étudiants/es diplômés/ées, devraient d'abord s'adresser à leur institution ou à tout autre organisme subventionnaire afin d'obtenir des fonds de déplacement.
- d) Seuls les membres en règle de la S.H.C. depuis au moins un mois avant le début de la conférence seront admissibles à la subvention de déplacement. Il n'y aura qu'une

subvention par personne et par communication. Priorité sera donnée aux étudiants/es diplômés/ées et aux professeurs/es à contrat. Il faut s'attendre à ce que personne ne soit entièrement remboursé.

- e) Les participants/es admissibles qui souhaitent bénéficier d'une subvention de la S.H.C. devront remplir les formulaires appropriés et les retourner à la Société avant le 30 avril 2002. Le formulaire « Demande de remboursement de frais de voyage » peut être rempli dès que les participants/es ont une idée des coûts qui seront encourus pour leur transport au lieu du congrès.
- f) Les décisions seront communiquées par écrit vers le 1<sup>er</sup> mai 2002 et le chèque correspondant sera remis en main propre à Toronto par le personnel qui sera présent au bureau de la S.H.C.
- g) Veuillez noter que nous n'étudierons que les demandes de ceux et celles **qui auront fait parvenir leur communication aux coprésidents du comité du programme**, les professeurs Arthur Silver et Laurel MacDowell, avant le 30 avril 2002.

## Policy for Travel Subsidies to the CHA Annual Meeting

The SSHRC has granted the CHA funds to help defray some of the travel costs of the 2002 Conference in Toronto. This grant is the sole source of funds available to the CHA to assist members presenting a paper at the Conference and the grant does not usually cover the full amount requested from members.

- a) The Treasurer is responsible for overseeing the distribution of these funds.
- b) Only transportation costs will be covered this year and only for those residing more than 300 km from Toronto.
- c) The CHA cannot pay the full transportation expenses of qualified participants. Consequently, we must insist that all members, including graduate students, apply first to their own institution or to any other organization for additional funds.
- d) Only members in good standing one month prior to the CHA Annual Meeting will be considered for financial

assistance. Funding will be provided for one person per paper. Graduate students and sessional faculty will be given priority. It is highly unlikely that anyone will receive full reimbursement of their transportation costs.

- e) Participants who wish to be considered for assistance from the CHA must fill out the appropriate forms and return them to the CHA office prior to 30 April 2002. The Travel Expense Claim Form may be filled out as soon as participants have a good estimate of their travel expenses.
- f) Decisions will be communicated in writing in May 2002 and reimbursement checks will be handed out in Toronto by CHA personnel.
- g) Important: We will consider only the claims of **those whose paper has been forwarded to the Programme Co-Chairs**, professors Arthur Silver and Laurel MacDowell, by 30 April 2002.

## IN MEMORIAM / DÉCÈS

York University's Department of History lost a beloved colleague with the sudden passing of **Robert Cuff**. During the 1970s, Bob Cuff was one of the scholars who established York's reputation for productivity and intellectual vitality. His landmark book, *The War Industries Board: Business-Government Relations During World War I*, came out in 1973 and it remains the standard work on the subject. Bob also maintained a lively interest in Canadian history, collaborating with Jack Granatstein on several books and articles on Canadian-US relations.

In the early nineties after two stints at the Harvard Business School and with his new interest in both the history of management and teaching managers, Bob sought a joint appointment with the Faculty of Administrative Studies. Bob brought the same professional credibility, seemingly effortless competence, and level-headed decency to the burgeoning Schulich School in the 90s as he had to the History Department earlier. Bob, in his quiet, yet very effective style soon assumed the leadership of a diverse Policy Area at Schulich.

Bob was thus poised to embark on a new phase of his career when his beloved wife, Mary Lou, died of cancer in 1999. Recently Bob had begun to participate anew in the History Department's affairs; we reveled again in his jocular, self-deprecating humour. Graduate history students appreciated his openness to new topics and approaches, and his acts of incredible generosity. The students in his fourth-year history seminar marveled at the way in which he was able to illuminate the current organization of the US war effort with historical parallels from his own work. Academically, he and Tom McCraw were about to launch on a research project on mobilization management for World War II. He was laughing and enjoying the fellowship of colleagues in the Business Policy unit when he was tragically struck down.

Bob Cuff brought style, performance, academic credibility, and professional dedication to York. He was admired as a scholar and loved as a human being.

*Marlene Shore, Chair, Department of History, York University*

**Dr. Alvin Gluek** of Hanover, New Hampshire, died in May 2001. He had been a member of the CHA since 1955.



## THE SOCIETY OF AUTOMOTIVE HISTORIANS 2002 STUDENT PAPER AWARD

The Society of Automotive Historians (SAH) is the world's only organization devoted exclusively to the history of motor vehicles. Founded in 1969, its international membership of over 900 includes published authors, writers for major magazines, persons on university faculties, librarians, archivists, and directors and staffs of museums and historical societies.

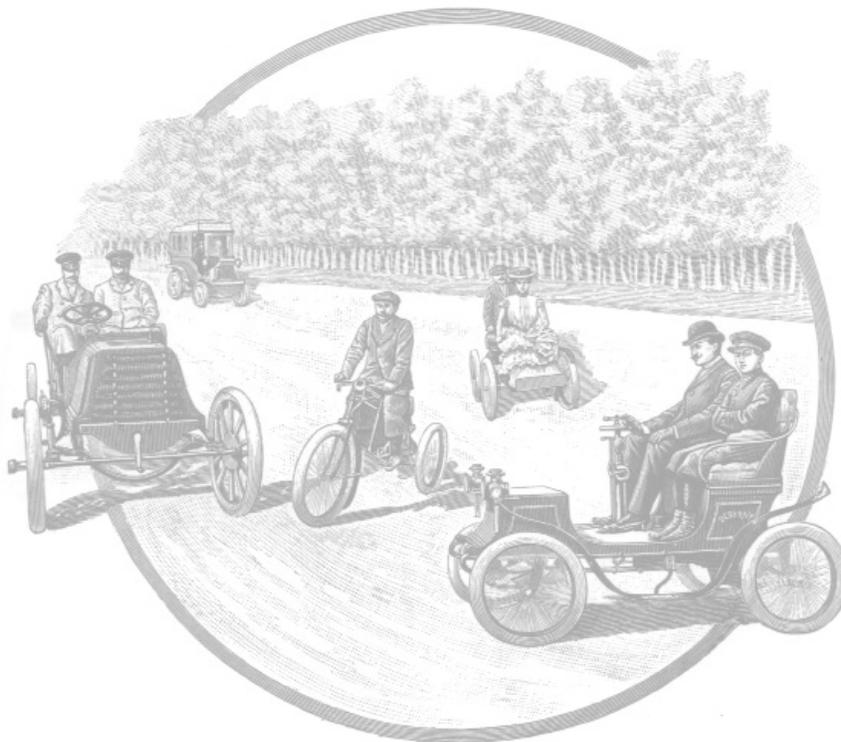
In order to encourage research and writing efforts among university students in the area of automotive history, the Society of Automotive Historians in 2002 will confer its second annual award for the best student paper in the above field. Persons submitting papers must be students at educational institutions (thesis-level undergraduate or graduate level) at the time of submission. This competition is international in scope, but papers must be in the English language. Papers already published or scheduled for publication will not be accepted.

Manuscripts should not exceed 10,000 words, and should be double-spaced. An abstract is requested. Submissions should emphasize in-depth research, with adequate citation of sources utilized. Diagrams, graphs or photographs may be included. An original and four copies must be submitted.

Possible subjects include, but are not limited to, historical aspects of automobile companies and their leaders, regulation of the auto industry, highway development, environmental matters, and automotive marketing, design, engineering and safety.

Submissions will be judged using the criteria of research, organization, writing style and documentation. A cover letter should be included, stating the student's address, school, program, advisor, and stage in studies. **Submissions must be postmarked by April 30, 2002.** All papers submitted will be acknowledged.

The winning paper will be published in the Society's *Automotive History Review*. The winner will be notified in August 2002. The award will consist of a plaque and a cash prize of \$500.00. Submissions should be sent to: Sinclair Powell, Chair, Student Paper Awards Committee, SAH, 8 Ruthven Place, Ann Arbor, MI, USA, 48104-2612; telephone: 734-769-1188, fax: 734-769- 2858; e-mail: [sinclairp@msn.com](mailto:sinclairp@msn.com).



# APPEL DE COMMUNICATIONS

12<sup>e</sup> Conférence biennale

Association canadienne d'histoire de l'éducation

Canadian History of Education Association

Québec, 24 au 27 octobre 2002

## 150 ans d'éducation en terre d'Amérique : bilan et prospective

En 2002, l'Université Laval fêtera ses 150 ans en tant qu'université détentrice d'une charte royale. La tenue du congrès de l'Association canadienne d'histoire de l'éducation/Canadian History of Education Association s'inscrit à la fois dans le cadre des fêtes entourant cet événement et coïncide à quelques mois près avec les 340 ans de la fondation du Séminaire de Québec, plus ancienne institution d'éducation en Amérique du Nord. Ce contexte invite à jeter un regard rétrospectif sur le chemin parcouru depuis les tout débuts de l'éducation en terre d'Amérique. Au moment où nos sociétés s'interrogent sur les orientations à donner à l'éducation, le Congrès de l'Association canadienne d'histoire de l'éducation/Canadian History of Education Association vous convie à analyser 150 ANS D'ÉDUCATION EN TERRE D'AMÉRIQUE. Les thématiques d'éducation comparative, par exemple entre différents pays, seront également prises en considération. Le concept « éducation » est entendu ici dans son sens large et ne se limite pas à la seule perspective institutionnelle et scolaire du terme. À ce titre, cette thématique permettra aux participants d'explorer différents aspects de cette immense question autour des sous-thèmes suivants :

- De l'école à l'université : les expériences du nouveau monde.
- Influences extérieures et production d'une nouvelle identité culturelle.
- Famille, école, médias : des expériences éducatives complémentaires ?
- Transformations de l'enfance à l'école.
- Clivages linguistiques, culturels, ethniques, selon le sexe, etc.
- Communautés culturelles, éducation et citoyenneté.
- Enseignement supérieur et fonction critique de l'université.
- Professionnalisation de l'enseignement et production culturelle.

L'Association canadienne d'histoire de l'éducation/Canadian History of Education Association encourage les propositions émanant de chercheurs de disciplines voisines telles que la sociologie, l'anthropologie, les sciences religieuses, la philosophie, etc. Les étudiants aux études supérieures sont aussi chaleureusement invités à soumettre des propositions de communication et une aide financière pourra, sous certaines conditions, leur être éventuellement accordée.

Nous acceptons les propositions de communication en français et en anglais.

Veillez faire parvenir vos propositions de communication au plus tard **le 1<sup>er</sup> mars 2002** à : Lyane Bédard, secrétaire, Département des fondements et pratiques en éducation, Faculté des sciences de l'éducation, Université Laval, Québec, QC, G1K 7P4, tél : (418) 656-2131, poste 7318; télécopieur : (418) 656-2885; courriel : [lyane.bedard@fse.ulaval.ca](mailto:lyane.bedard@fse.ulaval.ca). Pour pour d'information veuillez communiquer avec Thérèse Hamel, présidente, Département des fondements et pratiques en éducation, Faculté des sciences de l'éducation, Université Laval, Québec, QC, G1K 7P4; tél : (418) 656-2131, poste 5718; télécopieur : (418) 656-3071; courriel : [therese.hamel@fse.ulaval.ca](mailto:therese.hamel@fse.ulaval.ca).



## CALL FOR PAPERS

The 12<sup>th</sup> Biennial Conference

Association canadienne d'histoire de l'éducation/  
Canadian History of Education Association  
Quebec City, October 24-27, 2002

### 150 Years of Education in the Americas: Assessments and Prospects

In 2002, l'Université Laval will celebrate its 150<sup>th</sup> anniversary as a university holding a Royal charter. The biennial conference of l'Association canadienne d'histoire de l'éducation/ Canadian History of Education Association will be part of those celebrations and will coincide with the 340<sup>th</sup> anniversary of the foundation of the Séminaire de Québec, the oldest institution of education in North America. This context provides an opportunity for a retrospective look at the development of education in the Americas from its very beginnings to the present. We welcome comparative proposals about education in different countries. The concept of education ought to be understood in its broadest sense and should not be restricted to its institutional and academic meaning. Therefore participants are encouraged to explore a wide range of topics within this broader perspective:

- From primary school to university: New world experiences.
- External influences and the production of a new cultural identity.
- The transformations of childhood through school.
- Family, schools, media: Complementary educational experiences?
- Linguistic, cultural, ethnic, sexual differences.
- Cultural communities, education and citizenship.
- Higher education and the university's critical function.
- Professionalisation of teaching and cultural production.

L'Association canadienne d'histoire de l'éducation/Canadian History of Education Association invites researchers in the history of education and related academic fields (sociology, anthropology, philosophy, religious studies, etc.) To submit proposals. Graduate students are especially welcome. A limited amount of funding for travel expenses for graduate students may be available.

Proposals and papers may be in either French or English. Proposals are due **March 1<sup>st</sup>, 2002**.

Please send proposals to: Lyane Bédard, Secretary, Département des fondements et pratiques en éducation, Faculté des sciences de l'éducation, Université Laval, Quebec City, QC, G1K 7P4, tel: (418) 656-2131, ext. 7318; fax: (418) 656-2885; E-mail: [lyane.bedard@fse.ulaval.ca](mailto:lyane.bedard@fse.ulaval.ca). For more information please contact Thérèse Hamel, President, Département des fondements et pratiques en éducation, Faculté des sciences de l'éducation, Université Laval, Quebec City, QC, G1K 7P4; tel: (418) 656-2131, ext. 5718; fax: (418) 656-3071; E-mail: [therese.hamel@fse.ulaval.ca](mailto:therese.hamel@fse.ulaval.ca).



## PRELIMINARY PROGRAM

The University of Toronto and Its Histories: A Symposium  
 University College, Room TBA, University of Toronto  
 Congress, May 26, 2002

8:30 a.m.  
 Coffee

2:50 p.m. - 3:15 p.m.  
 Coffee Break

8:45 a.m.  
 Introduction

3:15 p.m. - 4:15 p.m.

Session 4. "Reflections"

9:00 a.m. - 10:20 a.m.

Session 1. "Regulation and Appearance"

- a) William Westfall, "'Picturesque Trinity': Residence, Landscape, and Modernism"
- b) Sara Burke, "'A Fair-Haired, Blue-Eyed Girl': Race and Class in the Admission of Women to University College in 1884"
- c) Catherine Gidney, "Dating and Gating: The Moral Regulation of Men and Women at Victoria and University Colleges, 1920-60"
- d) Charles Levi, "Student Self-Government, 1895-1988: Thoughts on an Enduring Double- Entendre"

a) Paul Axelrod, "The University of Toronto through Historians' Eyes"

b) Brian McKillop, "Bissell's 'Great Good Place' and the History of Higher Education in Canada: Reflections on the Symposium"

This symposium is open free of charge to anyone who wishes to attend. Professor Freidland's address is separate from the lunch break and you are cordially invited to drop in to hear it, or to attend all or any part of the sessions. We would appreciate it if those wishing to attend would indicate their interest to the address below, by May 1, so that we can estimate numbers.

10:20 a.m. - 10:45 a.m.  
 Coffee Break

Refreshments and a light lunch will be provided by the University of Toronto Press, free of charge, to the first 40 pre-registrants who will be attending all sessions. You must inform us by May 1 to be pre-registered. Since our schedule is tight, those who do not pre-register are encouraged to bring their own lunch, coffee, etc.

10:45 a.m. - 11:50 a.m.

Session 2. "Professional Schools"

- a) Elizabeth Smyth, "Professional Education: The Case of the Faculty of Education at Toronto"
- b) Ruby Heap, Wyn Millar, Bob Gidney, "Women and Other Students: The Professional Schools, 1910 to 1970"
- c) Richard White, "The Faculty of Engineering as a Conservative Institution"

There will be a reception afterwards, hosted by the University of Toronto Press, in celebration of Professor Friedland's book, *The University of Toronto: A History*.

12:00 p.m. - 12:30 p.m.  
 Lunch

To pre-register or for any other information, contact Bob Gidney or Wyn Millar, at: [rgidney@uwo.ca](mailto:rgidney@uwo.ca).

12:30 p.m. - 1:30 p.m.

Martin Friedland, "The University of Toronto: A History"

1:45 p.m. - 2:50 p.m.

Session 3. "Working Identities"

- a) Cathy James, "Cultivating the Canadian Cultural Hybrid: Trinity College Women and Social Service, 1890 to 1930"
- b) Alison Prentice, "Exploring the History of Women's Work at the University of Toronto"
- c) Don Wright, "Donald Creighton: A Life in History, or Writing Biography in the Age of Anxiety"

## IDENTITÉS ET MÉMOIRE

### 55<sup>e</sup> congrès de l'Institut d'histoire de l'Amérique française les 17, 18 et 19 octobre 2002 à Sherbrooke.

Le 55<sup>e</sup> congrès de l'IHAF interrogera les constituantes de l'identité et de la mémoire, les modalités de leur construction, les rapports dialectiques qui les unissent et les liens que l'une et l'autre entretiennent avec l'histoire. Nous sollicitons des communications portant sur l'un ou l'autre des aspects suivants :

- Les dimensions diverses de l'identité, notamment définie en fonction de l'appartenance nationale, ethnique, religieuse ou sociale, du milieu de vie, du sexe, de l'âge ou de l'orientation sexuelle.
- La manière dont se structure la mémoire — individuelle ou collective, populaire ou savante — à travers l'école, la littérature, les arts, les mass médias, les commémorations, les musées, les sites historiques et, bien sûr, l'historiographie.
- La dimension pédagogique de la mémoire s'exprimant par la lecture du passé qu'elle engendre, les valeurs qu'elle

propose, les devoirs qu'elle impose et les aspirations qu'elle suscite ou alimente.

- Le statut de la mémoire et de l'histoire dans les sociétés actuelles.
- Les défis et les possibilités nouvelles qu'ouvrent les concepts de mémoire et d'identité pour l'écriture de l'histoire.

Nous vous invitons à nous faire parvenir vos propositions (maximum 300 mots), ainsi qu'un court curriculum vitae d'ici le 29 mars 2002. Comme par le passé, le comité organisateur du congrès recevra avec intérêt les projets de communication portant sur d'autres thèmes. Faites parvenir vos propositions de communications ou de séances à : Christine Hudon, département d'histoire et de sciences politiques, Université de Sherbrooke, Sherbrooke, QC, J1K 2R1; Tél : (819) 821-7909; courriel : Ihaf2002@courrier.usherb.ca ou à Lise McNicoll, Institut d'histoire de l'Amérique française, 261, avenue Bloomfield, Outremont, QC, H2V 3R6; Tél : (514) 271-6369; courriel : Ihaf@ihaf.qc.ca.



## HISTORY: 2002-2082

What will the next 80 years mean for the Canadian Historical Association in particular and for the study of the past in general? As part of the CHA's 80<sup>th</sup> anniversary, I put this question to 4 historians. Their answers varied. None of us knows what the future holds. But if I had to make a guess, I would say that history, as both a profession and a past-time, has a bright future. Of course, this is just an optimistic assertion. But better to be an optimist than a pessimist. At the very least we can say that there will always be a need for history. As human beings we need to know our past; it is part of what makes us human. In any event, I do hope that you enjoy the following articles.

Quelle importance les 80 prochaines années auront-elles pour la Société historique du Canada et pour l'étude du passé en général? À l'occasion du 80<sup>e</sup> anniversaire de la S.H.C., j'ai posé cette question à quatre historiens, et bien sûr, j'ai obtenu quatre réponses différentes. Personne ne sait ce que le futur nous réserve, mais si j'avais à me prononcer, je dirais que l'histoire, en tant que profession et passe-temps, a devant elle un brillant avenir. Certes, voilà une affirmation bien optimiste, mais dans la vie, il vaut mieux être optimiste que pessimiste. Au pire, on pourra dire qu'il y aura toujours un intérêt pour l'histoire. L'être humain — et c'est là un de ses caractères spécifiques —, a besoin de connaître son passé. Quoi qu'il en soit, j'espère que vous apprécierez les articles suivants.

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### History at a Crossroads

In February 2001, I was invited to speak to undergraduate and graduate students at Brock University on the subject of public history and the changing face of the field of history. I was asked to speak based on my knowledge acquired over the past six years as president of Public History Inc., the largest historical research firm in Canada. Public History Inc. employs a full-time staff of 55 of whom 30 have BAs, MAs or PhDs in History. With offices in Ottawa and Winnipeg, the firm provides historical research, analysis and document management services to public and private sector clients across the country.

As a result of my talk, I was asked to prepare a short article elaborating on some of the themes I discussed. Specifically, I decided to write on our clients' perceptions of historians generally, the primary weaknesses of history graduates today, and how I would like to see the teaching of history evolve in the future. As president of a research firm that is in the business of history, I am in the unique position of working with hundreds of public and private sector clients who hire our firm while at the same time interviewing and testing hundreds of history graduates as potential employees. I also have a BA in history (co-op) and an MA in Public History from the University of Waterloo.

In a nutshell, I believe that the discipline of history is in a desperate struggle to establish relevance and usefulness. I see two principal reasons for this: the first is the public's

unfamiliarity of how history is relevant in so many areas, how historians contribute to society as a whole, and, with our clients, how time-consuming historical research work is.

The second reason is the failure of universities to convince prospective and actual history students of the relevance of the discipline, by instruction and example. Given my profession, I am certainly a firm believer in the importance of history in the non-academic world. Our company is currently involved in dozens of such diverse projects as aboriginal land claims, class action lawsuits, and policy development.

I believe that the public's view of the usefulness of a history degree and the profession of history more generally is diminishing because so few understand what an historian does or can do. More specifically, my dealings with clients has shown that a history graduate will use his or her degree to get into teachers college, law school, academia, or will pursue a career in a non-related field. At the same time, in an increasingly competitive job market, potential and current history students do not foresee career opportunities in which their skills and knowledge would be relevant. As president of an historical research firm and as an entrepreneur, I am concerned that history graduates today do not possess the necessary skill sets to compete for and excel in the jobs that do exist.

Having worked with a wide variety of clients and being involved with the broader business community, I am no

longer surprised by the view many people have when they hear the term “historian”. Most assume that historians are only found at universities and archives and few understand what involvement historians and history graduates have in the non-academic world. By now, I am sure we have all heard jokes about history grads being trained to do little more than work at McDonalds and the stereotype of historians as eccentric loners who spend their time in dusty archives researching topics that are of value and interest only to other historians. In fact, the day I completed this article I overheard one of my curling colleagues inform his daughter that she wouldn’t be taking a degree in history unless the family won the lottery. He informed her that he had started a history degree himself, but recognized that there were no job opportunities and quickly switched to economics.

In fact, even as our firm grows and continues to expand, we fight these prejudices on a daily basis. Most surprising, however, is that these views are often held by clients who are also history graduates. Unfortunately, this narrow view of the historian is being reinforced regularly. The public perception, while not completely true, is that historians are rarely seen or quoted in the news. Nor are they seen at the forefront of social policy development. With a few noted exceptions, historians are too rarely seen wading in on the major issues of the day. Too often, newspaper articles focusing on the historical context of events are not written by historians, and in the public sector, policy development and decisions are usually made without the benefit of historical context and background. In short, the public rarely sees or recognizes the valuable contributions made by academic and non-academic historians.

At the same time, the next generation of historians and history graduates is not being trained in a manner which will bring about change. Universities need to do much more to link a degree in history with real-world applications. Too often, history students see a degree in history as a stepping stone to somewhere else or have little idea as to what they could potentially do with a history degree once they obtain it. The most frequently asked questions I receive when speaking to high school and university students is “what can I do with a degree in history?” and “what are the main skills employers will be looking for when I graduate with a degree in history?” The fact that students ask these questions clearly demonstrates that they have not sufficiently seen, heard, read, or been taught about opportunities open to history graduates. Due to this lack of knowledge, history students have undervalued the worth of their degree which, in turn, hampers their efforts when seeking employment and increases the likelihood that they will discourage others from entering the field.

While several university history associations hold career fairs or career development sessions, I believe that all students

beginning an undergraduate history degree should be required to attend an information session on the opportunities for history graduates in both traditional and non-traditional careers.

Those universities which provide public history and history co-op programs provide students with valuable insight into the non-academic world. More, however, needs to be done.

Each year, Public History Inc. reviews the résumés of over 150 applicants with degrees in history. Of those, approximately 75 are interviewed and 25 write our entrance skills exam and provide writing samples. The skills exam evaluates applicants in four areas: computer skills, attention to detail, writing and document analysis. The most glaring weaknesses we have seen can be grouped into three main areas:

*Computer skills:* We live in an age of pervasive computer technology and it is unacceptable that some history graduates today lack even the most basic word processing, database, and spreadsheet skills. As an example, we interviewed one recent history MA graduate who was unfamiliar with the operation of the mouse, another who required instruction on how to turn on the computer, and a third who was unable to save an electronic file onto a disk. Regardless of where graduates seek employment, solid computer skills are imperative. No history student should be allowed to graduate without being able to demonstrate solid knowledge in this area.

*Writing skills:* Interviewees often state that they were rarely asked to write anything more than short papers while at university. Often this is evident by the quality of the writing samples provided. Occasionally, these writing samples come to us with the edits, comments, and grades provided by the professor for whom the paper was written. Interviewees also demonstrate the inability to read historical documents carefully and to identify the degree to which and how they answer questions that have been posed.

Finally, applicants lack the necessary skills to represent themselves adequately to a prospective employer. This includes résumé preparation, the writing of a proper cover letter and the interview itself. We often receive résumés and cover letters riddled with typographical and grammatical errors. Frequently, applicants misspell either my name or the name of the firm on their cover letter or include such irrelevant information as birth date, marital status, ethnic background, and social insurance number: all information that employers cannot ask an applicant in an interview. While some universities provide optional sessions on résumé preparation and interviewing skills, history departments that do not provide such basic training are doing their students a disservice and in many cases limit the employability of their graduates.

I believe that the time is approaching when, unless changes are made, the study of history will gradually fade away as students weigh the economic costs and benefits of a history degree, and the public at large continues to question its relevance or usefulness. The desirable alternative is that historians and history graduates alike will stand up and highlight their accomplishments and demonstrate that they can play an active and positive role both inside and outside the academic world. In part, this will include the teaching of history which helps students understand the opportunities that exist and providing them with more specific skills necessary to succeed.

Obviously I hope for the latter. From a business perspective, I see more potential opportunities today for history graduates than ever before, and these opportunities are only going to increase. History co-op programs and undergraduate and graduate public history programs are certainly a step in the right direction. However, given the current economic culture of fiscal restraint in which universities exist, I see history departments changing the focus and manner in which they teach their students. Simply put, history departments will no longer be able to be “all things to all people” and will recruit based on their specific strengths.

I can foresee a time over the next decade when a number of universities move to significantly limit their history classes to the undergraduate level focusing on interest courses which apply to a broader number of students. Courses will be designed specifically to link significant recent events into historical frameworks.

A second group of universities with a clear strength and track record for producing future academics will tailor their

programs specifically to producing the academics of the future. Currently the mandates of several American university history departments clearly state this as their goal.

Finally, a third group of universities will be those which provide a solid scope of undergraduate and MA history courses with a focus on preparing graduates for the non-academic world. These universities will focus on fields that combine research and writing skills with real-world applications such as: cultural heritage, public administration, quantitative and qualitative research, multi media, museums, and archival research. This third group of universities will place special emphasis on co-op education with a more specific focus on opportunities for history graduates.

As president of Public History Inc., I see a growing public and private sector demand for graduates possessing writing, research, analytical, and computer skills regardless of their degree. History graduates should be at the head of the line to fill this void, but first they must be made aware of these opportunities and, second, they need to enhance the skill sets they have to offer. At the same time, historians and graduates working in the area of history have an obligation to do more to inform the public as to the contribution they are making.

I have a history degree and it is relevant!

*Fred Hosking, President and Managing Partner, Public History. I would like to thank my colleagues at Public History for their input and assistance with this article. Public History Inc. can be reached at [www.publichistory.ca](http://www.publichistory.ca).*

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## The Future of Historical Study

As historians, we feel far more comfortable interpreting events that happened hundreds of years ago, than we do prognosticating what might occur in a few years time. In assessing the past we can rely on the tools of the historian: an array of historical documents, a keen sense of conceptualization, a modicum of common sense, and the ability to transform ordinary events into epic melodramas in which the existence of humanity or certain cherished principles are at stake.

The beauty of the fortune teller is that he/she is not constrained by footnotes, peer reviews, copy editors or professional reviewers. Eighty years from now, when some future historian is looking at this as a historical document, I hope he/she keeps in mind that when one stares into the crystal ball, the future like the past, is often rather murky.

As we enter the twenty-first century, the new buzz words are globalization and global village. The implication of this for the study of history is two-fold. First, the study of history will become less focused on nation-states and more focused on thematic principles. Nation-states in a global village are continuing to have less importance in economic and political matters. Even the ongoing war against terrorism shows that warfare and diplomacy will no longer be easily identified by nation-states. It would be naive to think that history as a discipline will not have to adjust to this new reality, by developing thematic course topics such as colonialism, racism, gender inequity, socialist theory. Less interest will be attached to traditional surveys of British history, Canadian history, Russian history, American history etc. We see this trend already with the rise in comparative studies. People are interested in comparing the treatment of blacks in the U.S.

south and South Africa. Students are engaged in the challenges faced by women in developed countries such as England, Canada, and the United States, but they also want to know how their lives differed from women living in Asia, Africa, South America, and the Middle East. Similarly, students are interested with the rise of socialism and communism in the Soviet Union, China, and Latin America. As professional historians, it is our duty to overcome the Eurocentric focus of our predecessors and to represent the history of all the peoples of the world. Most universities across Canada are moving towards a more encompassing view of "world" history. The result is not only an increased interest from students whose ancestral past was always "left out" of the history books, but from students of all nationalities. Students are anxious to learn about the other cultures with whom they share this global village.

Second, the study of history will necessarily become more inter-disciplinary. As the focus becomes less attached to a particular nation-state, and more thematically designed, there will be a marked shift to courses having built in connections with sociology, cultural studies, languages, political science, literature, film studies etc. We are already seeing a growth in these multi-disciplinary approaches with the widespread popularity of women's studies, aboriginal studies, African American studies, and Canadian studies programs in universities across the country. This trend will continue but gradually move away from its current attachment to national identities. In terms of historical teaching, more courses will be team taught with contributions from members of different departments until graduate schools begin to transform their programs to reflect this new multi-disciplinary approach. Historical research will also be effected, more proposals will be collaborative efforts with each participant adding his/her expertise to a certain area of the overall research project. Humanities research will thus become more team-oriented, creating a less competitive environment.

Lastly, there is no doubt that the greatest change affecting the historical profession in the decades to come will be technical innovation. For those of us who are teaching professionals

the possibilities are endless. We already have a university in Canada that is experimenting with laptop computers for students to take notes and to communicate with their colleagues via virtual seminars. Most universities have "smart" classrooms which allow professors to teach using power point computer presentation. In the future, all universities will have to switch to computer based learning to keep competitive. It is doubtful that computer learning will ever replace the personal lecture (indeed I hope it never does) in the near future, but more course material and potentially all essays, exams, grading, will be done via internet. More journals and books will be published online and printed works will become relics of the past, which will create a whole new problem for university libraries to contend with.

Technological innovations will also revolutionize historical research as we enter the twenty-first century. More and more documents are being microfilmed, which means they are available for purchase without requiring extensive foreign travel. This is the precursor to the ultimate end which is that historical documents will be scanned and made available via the internet. As a result, historical research will be available at the touch of your finger. Projects will not be as time consuming nor as expensive. The modus operandi of the historian locked in the dusty archives for months on end, will change to the historian chained for a few weeks to his/her laptop downloading documents from different archival websites.

Whether any of the aforementioned changes will come to pass or not is sheer speculation. What we do know, is that the historical profession understands the human capacity to adapt. We realize that whatever changes do come our way, we will adjust to them in a way which benefits our students, our discipline, and our understanding of the past. Tomorrow is only frightening if we do not have the confidence from days past to know that we can survive the challenges that lay ahead.

*Dr. Murray Wickett, Department of History, Brock University*

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## The Future of Pre-Confederation Canada

What might the next eighty years of Pre-Confederation Canadian history look like? The answer to the question is a mixture of excitement about the possibilities and worry for missed opportunities. The excitement stems from recent research into Canada's early modern, colonial pasts. Investigating a range of issues that resonated in the everyday lives of both aboriginal and non-aboriginal peoples, scholars are making problematic the making of 'Canada' and 'Canadians' (and their histories) in part by situating their conclusions within international and inter-disciplinary discussions. The worry, however, is that Canadian historians are increasingly casting their

collective analytical gaze forward in time, intent on telling more stories about Canadas still in-formation rather than exploring Canadas now past.

It was not always so. In the heyday of the Laurentian school of English-Canadian historians, the 350 years between first contact and 1867 were the base upon which Canada's story was built both empirically and theoretically. While working in a separate solitude, their colleagues at the Université de Montréal and Laval were also utilizing the pre-Confederation era (which was then assumed to have begun with first

contact) to formulate competing interpretations of the course of French Canada's history. Grandiose in scope and spirit, these pioneering English- and French-speaking scholars established powerful paradigms that, however flawed, were major intellectual and cultural achievements.

Today the scene is both similar and altogether different. Unfortunately, Canadian historians continue to debate largely in two solitudes, one defined now less by language but by geography and politics. What is different, however, is that both sets of debates – in Quebec about the historiographical search for a normal society, and outside (for the most part) Quebec the methodological and epistemological salvos fired in recent issues of *Left History*, *Histoire Sociale/Social History*, and the *Canadian Historical Review* — are taking place among scholars who have established their professional identities studying, interpreting, and representing what might be called a 'long twentieth century' (1885-2001) of Canadian history. Furthermore, while both sets of debates are in one way or another connected to post-modern sensibilities about constructed identity and the nature of historical knowledge-making, they are also debates that are firmly rooted in histories of Canadians' engagement with the conditions of modernity, especially the new social formations produced by industrial capitalism, an interventionist welfare state, and the emergence of ethnic nationalisms.

While such debates infuse Canadian history with a welcomed energy, they also reveal the present-mindedness of contemporary historical sensibilities. As Allan Greer charted in a 1995 piece in the *Canadian Historical Review*, a 'chronological shift' has occurred in the research, writing, teaching, and funding of academic Canadian history, one that has made the long twentieth century the great problem for scholars and one about which we assume our audiences (mostly students) want to learn because it is the most familiar and 'relevant' to their lives. But is this so? In our professional scramble to make the Canadian past relevant for audiences today, might we blur the distinction between 'now' and 'then' to the point where the past is no longer to exist as 'the past'? Are we in danger of becoming chroniclers of the 'now' rather than scholars of the 'then'? This is not to suggest that the study of colonial Canada has nothing to contribute to our knowledge of today and our hopes for a better future. But it is to argue that by thinking about and studying a past that seems to be largely remote and distant from 'us' we have an opportunity to make interesting contributions to larger historiographical, methodological, and epistemological debates and perhaps even to introduce new dimensions to them.

At the risk of being dismissed as an antiquarian, I would like to see the next eighty years restore the 'past-ness' of pre-Confederation Canada. Indeed, while much (but not nearly enough) exciting research continues to be exerted on the pre-1867 years, some of it seems most concerned to subject

this colonial, early modern world to both modern and post-modern categories of identity and experience almost, it appears, in an attempt to claim relevance among their 'modern' colleagues. While post-modern sensibilities can and do enrich our study of a colonial, early modern Canada – for shorthand I will call this the linguistic and cultural turns – we should not be afraid to let the past be the past and to revel in its other-worldly strangeness. More pointedly, we should not try to speed up the past or reduce the immensity of its geographies.

Life in pre-Confederation Canada had its own particular rhythms, its own localized senses of 'here' and 'there' and 'now' and 'then.' These conceptions of time and space resulted in a profoundly different culture associated with them, including but also exceeding those associated with the market and economic behaviour. It is little wonder that some of the most impressive scholarship on pre-Confederation Canada is emerging from historical geographers, historical sociologists, and economic historians for whom the notion of "time-space" is fundamental to any comprehension of the social world and its goings-on. But we need to do a better job as historians in exploring how early modern times and geographies were embedded in the everyday lives and power relationships of aboriginal and non-aboriginal peoples. In this respect, historians might want to reflect on the methodological and narrative strategies employed in Gerald Friesen's *Citizens and Nations* (2000) even though the perennial challenge of evidence (archives of early- modern Canadian history are a fraction of the modern and post-modern) will call for innovation and even bravado from scholars.

I do not pretend to know what the next eighty years will bring. Nonetheless, I would like to see the future of the Canadian past ask a few rather simple (but I hope not simple-minded) questions: rather than seeing pre-Confederation Canada as a series of steps leading to 'modern' industrial Canada, what happens if we re-imagine the era as an epoch in its own right, as a culmination of early modern historical processes? How did early-modern peoples see their worlds, their histories, and their futures? In other words, I would like to see a future of scholarship that re-visits the worlds once frequented by an earlier generation of scholars not in an effort to re-do their master narratives but to stand on their shoulders and look at this old world in some new ways. We need to do so, however, in terms that allow this old world to appear as itself and not as some infant awaiting maturity into its modern and contemporary forms. One need only glance south to the literature devoted to the colonial pasts of the United States to see how such a process *might* unfold and how it could and would remain intensely relevant for all historians interested in the study of Canada.

I would also like to believe that such questions should excite the historical imagination of academics regardless of their

own chronological research interests. Judging by reactions to Margaret Atwood's *Alias Grace* and the early episodes of the CBC's *Canada: A People's History*, not to mention the enduring drawing power of colonial-era historic sites, this excitement can and does extend beyond the confines of scholarly discussions in learned journals, conferences, and classrooms.

Might we do a better job, today and in the future, of speaking to these audiences as well?

*John Walsh, Department of History, University of Guelph*

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## En 2082 ?

*Dans le futur, les automobiles voleront dans des voies réservées entre les édifices. Dans le futur, nous porterons des vêtements de plastique avec des régulateurs de température intégrés. Dans le futur, nous nous promènerons sur des trottoirs roulants. Dans le futur, nous vivrons sur la lune. Dans le futur, les historiens seront tous cliomètres et l'histoire sera une science exacte, calculée avec de puissants ordinateurs si miniaturisés qu'ils ne rempliront qu'une seule pièce...*

Les futurologues ont la mauvaise habitude d'avoir tort. Je ne commettrai pas l'erreur de prédire comment l'histoire sera pratiquée en 2082, ni même dans dix ans. Rien n'est prévisible en histoire, sauf peut-être que les historiens du futur devront résoudre certains problèmes découlant nécessairement de l'état de notre société et de notre propre pratique historique.

Depuis une vingtaine d'années, et particulièrement depuis le milieu des années 1990, le travail des historiens est irrémédiablement relié à l'électronique. Nous écrivons sur des ordinateurs, nous archivons nos articles sur nos disques durs. Les revues spécialisées publient sur le net. Les archives nationales, provinciales, les bibliothèques numérisent leurs collections. Les sociétés, les compagnies, les individus par millions ont un site web. Déjà le problème des références à ces sites se pose dans nos travaux. Une page lue le 2 septembre peut ne plus exister le 25 octobre suivant. L'Internet est basé sur cette permanence. Comment les historiens de 2082 pourront-ils travailler sur des sources qui n'existent plus?

Mis à par le *Internet Archive Project* ([www.archive.org](http://www.archive.org)), qui tente de conserver les plus anciens sites Internet américains, l'ensemble du Web tel qu'il existe en ce moment-même aura été transformé l'année prochaine. Il en est de même pour les *blogs* (abréviation de *Web logs*), ces journaux personnels interactifs, apparus par milliers depuis les débuts du Web et dans lesquels des individus partagent leurs quotidiens avec le village global. Qui conservera ces sources inestimables sur la vie quotidienne au début du 21<sup>e</sup> siècle? Les historiens de 2082 sauront-ils retrouver la trace de ces diaristes virtuels?

Quoi qu'il en soit, il est peu probable que l'électronique occupe une moins grande place dans leurs vies d'historiens qu'elle en prend aujourd'hui dans la nôtre. Tout le reste n'est que spéculation. Comment la pratique historique se dessinera-t-elle? Quels seront les objets d'intérêts? Quelles seront les approches théoriques et thématiques? Je n'en sais rien. Il n'y a qu'une seule constante dans la pratique historique, après tout, et c'est le changement. Je ne suis certaine que d'une chose : en 2082, les historiens liront nos travaux et les trouveront dépassés, épouvantablement biaisés, vieillots, incomplets et centrés sur des thèmes sans importance. Comme nous le pensons des historiens de 1922!

*Caroline-Isabelle Caron, Département d'histoire, Université Sainte-Anne*



## THE TEACHING OF HISTORY IN QUEBEC

### The evolving historical landscape

Quebec will soon be the only Canadian province or territory in which "History" is a compulsory core subject throughout the whole of the public school system. This is an opportunity to situate history as a key discipline and to secure its introductory academic place for the foreseeable future.

For unknown reasons, the Anglophone academic historical community has not yet embraced this opportunity to anchor their own discipline. Fundamental decisions are being made and long-term plans cemented and the apparent absence of this necessary voice is indeed unfortunate.

### History is big business in the schools of Quebec

In order to acquire the official high school leaving certificate, Quebec adolescents must successfully pass a battery of "uniform examinations" given during the last two years of their secondary school experiences. One of these examinations is the omnipresent "History 414" (The History of Quebec and Canada)! During the June 1999 exam period, for example, fourteen uniform final examinations (seven in each language) were written by 157,718 students who, in total, sat for 362,527 separate examinations (Ministère de l'Éducation, 2000, p. 16).



The place, purpose and role of history is going through a period of serious reflection and debate. In spite of the tugs and demands of the other competing subject areas, history – as a separate and distinct subject – is going to be taught (along with its new companion "citizenship education") at every level of the school system.

While there is still much to decide, there is no question that the cultural ongoing concerns of "whose history?" and "which history?" are going to provide much fodder for intellectual debate. Granatstein (*Who Killed Canadian History?* p. 37) may well be overly optimistic in suggesting that Quebec's professional historians, as an interest group, are embracing a service to the educational community. As a community, they do not appear to be intimately involved in the fundamental revisions that are occurring throughout the whole of the public educational system.

To a cynical few, the placement of this uniform history examination at the end of grade ten is most fortuitous. With a general province-wide failure rate constantly hovering in the 25% range, it is indeed opportune that some pupils have another year or so of schooling in order to prepare for a second attempt to formally demonstrate a bare minimum comprehension of their own history.

### A decade of investigations: The 'Estates General' and *Learning From The Past*

As Quebec entered the last decade of the twentieth century, the Ministry of Education felt that a watershed had been reached. The previous great look at public education had taken place in the mid 1960's and, while scattered debates and discussions related to specific educational issues had occurred periodically since then, it was felt that the time was ripe for a more serious general overall look at the entire

education system from primary through to university. A meaningful step in this consultative process was the establishment of the “Estates General on Education”.

Notwithstanding all of the possible and potential issues that parents, professionals, administrators, lobby groups, religious organizations, students, and the general public could raise about elementary, secondary and collegial education, it is most illustrative that the Estates General felt compelled to highlight the teaching of history. Specifically and most importantly, the Report noted: “*Students deplored the weakness of their education in the humanities, a weakness that prevents them from understanding politics, the economy and, more generally, current events. According to representatives of the cultural milieu, **history** is the subject most likely to give students a better understanding of their roots, make them aware of the value of their heritage and open their minds to international realities.*” (emphasis in original; Ministère de l’Éducation, 1996, p. 43)

As a direct result of the issues raised in the Estates General Report, the Ministry of Education convened a special “Task Force on the Teaching of History” to investigate how the general recommendations of the Estates General could be transformed into more immediate and manageable scholastic programs. “The teaching of history, probably more than that of any other subject, must therefore be renewed constantly. ... In history...the answers of yesterday’s society are sometimes no longer those opted for by contemporary society.” (*Learning From the Past*, 1996, p. 1)

## The unfolding Quebec historical scene

Since the late 1990’s, numerous committees of teachers and other professionals have been wrestling with the pedagogical place and implications of history instruction in the public sector. While discussions and fine-tuning are still ongoing, a broad sweep indicates that history, as a separate and distinct discipline (along with its new appendage “citizenship education”), will be compulsory at every level of the school system.

In particular, the new “Geography, History and Citizenship Education” course will be compulsory for all elementary grades from two to six. Continuing the trend, each and every year of secondary school will see a specific history course. Tentatively, the schedule is as follows:

Secondary I (grade 7)	General History I: prehistory/antiquity/Middle Ages
Secondary II (grade 8)	General History II: Renaissance/Industrial/Modern
Secondary III (grade 9)	History of Quebec and Canada: pre-Amerindian to 1791
Secondary IV (grade 10)	History of Quebec and Canada: 1791 to present
Secondary V (grade 11)	Problems/Issues of the Modern World
CEGEP (grades 12 & 13)	Scope and sequence still being determined

As of September 2001, many of the elementary level recommendations have been implemented. Teachers are now dealing with the added domain called “citizenship education”. This, in and of itself, raises a whole host of academic and pedagogical issues not the least of which are: “What academic background do teachers now need?” as well as “What is citizenship education, anyway?”

Several secondary revision committees are currently hard at work so that the various sequential history revisions for grades 7 through to 11 can commence, at least on a trial basis, with the September 2002 academic year. Assuming that plans remain on track, the CEGEP courses would be up for overhaul within a couple of years.

## Closing concerns

A surprise on this landscape is the almost total absence of the academic history community. Deep and fundamental historical and societal issues are being raised and long-term province-wide strategies being implemented.

Serious discussions are ongoing regarding the way that history is taught, the kind of history that should be included in the curriculum, the history preparation that ever increasing numbers of new teachers should have, as well as the most appropriate ways to evaluate acquisition of historical knowledge. Where are the historians, why is their collective voice muted, and why is this academic community not taking on a positive leadership role?

*Jon G. Bradley, Department of Integrated Studies in Education, Faculty of Education, McGill University*

# HISTORY AND THE BRITISH COLUMBIA INSTITUTE FOR CO-OPERATIVE STUDIES

During the last decade numerous new national histories have appeared, each reflecting the broadening interests of Canadian historians in the last forty years. Some curious lacunae exist, however, one of which is the almost complete ignoring of Canada's large co-operative movement. While Québec historians have been more inclusive of co-operative traditions in their national/provincial texts, the current crop of English-Canada historical synthesizers – brilliant as their work often is – have been no better than their predecessors. Not one recent English-Canadian survey has made more than passing reference to the existence since 1864 (arguably since 1789) of structured co-operative impulses and mutualist initiatives within the national political economy. Not one recognizes that the movement has grown to include some 14,000,000 members today (part of an international movement with more than 700,000,000 members). The essentially political narrative of another age has been broadened to include Aboriginal, feminist, labour and ethnic perspectives, but it does not include meaningful discussion of the co-operative movement – for many decades Canada's and the world's largest social movement.

More surprisingly, the mainstream regional/provincial histories at best provide only the most superficial analyses of co-operative. It is as if important institutions for millions of Canadians and a central movement in the lives of (conservatively) tens of thousands never existed.

This omission is unfortunate given contemporary circumstances. Today, we understand only two kinds of economic activity, one generated by the state and now everywhere in retreat, and the other individual and corporate private enterprise, everywhere honoured. We have inadequate understandings of mutualist economic and social development, once an option widely discussed and pursued in our national life.

Why? Leaving aside the inadequacies of those of us who have written about Canadian co-operative history, the most facile answer is that we are not unique. No national historiography does justice to its co-operative past. Even the British, Scandinavian and Indian movements, with their particularly powerful traditions, rarely rate even modest mention in their national histories.

Some answers lie in the fact that co-operative ideology was so ineffective in the great ideological wars that emerged amid nineteenth century industrialism. It helps to explain the weak sense of movement that characterizes many co-operative

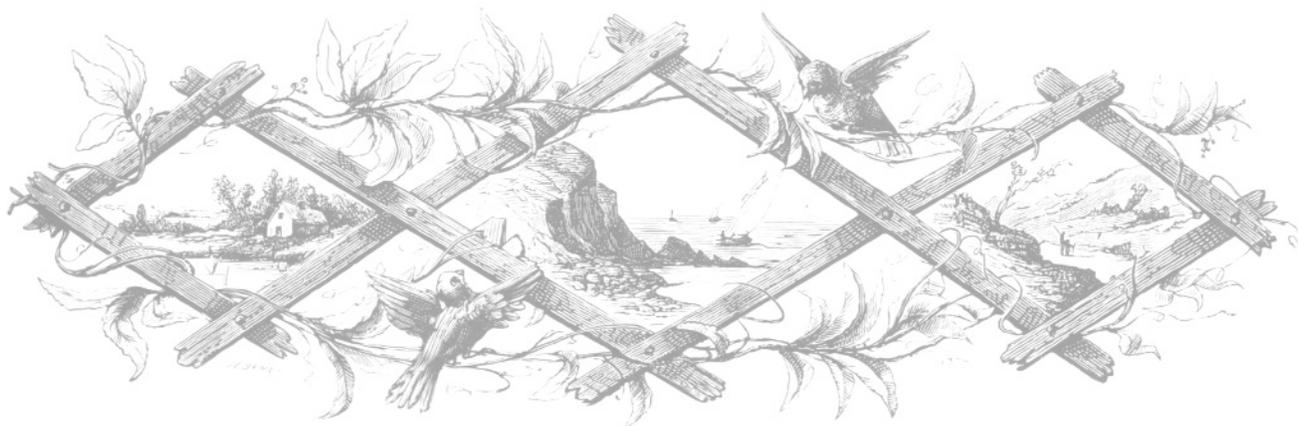
circles today. It helps to understand why co-operatives became a "play thing" of conservative, liberal, social democrat and Marxist leaders and theorists, most of whom typically patronized co-operatives at best and cynically exploited them at worst. Consciously and unconsciously steeped in those more powerful ideologies, historians have simply echoed what their intellectual influences have assumed.

Others emerge because co-ops are invariably ambivalent, invariably caught between theory and practice, rhetoric and reality. Easily critiqued because they reflect of so much diversity of intent, culture and structure, they were particularly easy targets for the powerful intellectual traditions of the twentieth century that rewarded negative criticisms and sustained debunking rather than more balanced and complicated understandings.

Some explanation may also stem the educational backgrounds and urban preoccupations of most Canadian historians. It is virtually impossible to study co-operatives seriously at Canadian educational institutions, almost as difficult as finding places to systematically study rural Canada where, historically, the co-operative and mutualist traditions have been most easily observed and most obviously significant.

Finally, it is important to remember the limitations of history: ultimately any really meaningful understanding of co-operative traditions must involve other disciplines as well, just as feminist or environmental history, for example, must seriously engage other disciplines to comprehend its subject matter adequately. It is too much for history alone to appreciate fully the roles co-operatives and co-operative movements have played.

That is a main assumption upon which the British Columbia Institute for Co-operative Studies was created in January 2000 at the University of Victoria. Sustained by contributions from the co-operative sector and the University, initially utilizing research funds from the British Columbia government, the Institute has employed more than forty students in over twenty projects. The projects include "The Galleria", a collaborative, on-line introduction to the past and present of some fifty co-operatives in the province; the preparation of more than sixty case studies of B.C. co-operatives; an extensive study situating the more than 600 B.C. co-ops into the province's political economy; and a dozen papers on a wide range of topics such as health and other social co-ops, co-ops among Aboriginal peoples, agricultural/rural co-ops and co-operatives for the marketing of non-timber



forest products. Students involved in this work have been from diverse disciplines, including Aboriginal Studies, Anthropology, Biology, Computer Science, Economics, English, Geography, History, Law, Nursing, Philosophy, Political Science, Psychology, Public Administration, Social Work, Sociology, and Writing. Along with a few faculty members, they have been exploring the possibilities of the developing field of Co-operative Studies.

This is not an entirely lonely quest since hundreds of researchers and more than forty similar institutes within and without the academy are pursuing like enquiries around the world. In other ways, though, it is: the field's essential questions, methodologies and agenda are not as clearly defined, particularly for people outside the field, as they should and will be. It involves questions of cultural identities, organisational behaviour, state relations, economic transitions, technological adaptations and communal change requiring diverse and complicated research methodologies. It invites discussions of the unique dynamics of co-operative organisations. It must design appropriate research methods when the subjects of the study are often involved in the creation and interpretation of the record. Cumulatively, it considers issues associated with the functioning of market forces in our societies, the nature and value of human and social capital, the efficacy of contemporary ideological perspectives, and the possibilities of community-based activism.

History will play a central role in the further development of Co-operative Studies. For example, the most exciting work will consider how a growing understanding of the roles and contributions of co-operatives in the past can help us understand their contemporary counterparts – and vice versa. In dealing with a movement over time – whether as a participant or a bystander – the present can never be isolated from the past.

The historical record, moreover, is far from adequately researched; much of it has to be reconstructed by people who have shaped it. The genre of people's history is curiously dormant these days but it cannot be if Co-operative Studies is to flourish. The records are not generally found in the usual repositories; the media, since the age of the pamphlet, have not featured co-operatives, the powerful have seldom reflected upon them. The sources lie in the community, in the back offices of co-ops, in basements and in individual and community memory. In fact, Co-operative Studies is one way historians can reach out to communities and show people the value of their craft.

History will not wither within Co-operative Studies, but it will take some new dynamic forms amid a series of new dialogues. In more sustained collaboration with other disciplines, it will do a better job of coming to terms with the co-operative past than it has done previously. Who knows, maybe someday — when the next round of synthesizers emerge — the co-operative movement may even rate more than a passing reference in a Canadian history textbook.

*A former chair of History and Dean of Humanities at the University of Victoria, Ian MacPherson has written extensively on the Canadian and international co-operative movement. An activist within the co-operative movement for more than twenty years, he is the author of a "co-operative identity statement" for the International Co-operative Alliance; it defines the values and principles upon which co-operatives around the world are based. Currently he is director of the British Columbia Institute for Co-operative Studies at the University of Victoria ( ). Thanks to Professor Brett Fairbairn, the University of Saskatchewan, and to Kathleen Gabelmann of the British Columbia Institute for Co-operative Studies for several valuable suggestions for improving this note.*

## AND NOW A WORD FROM THE FEDERATION

At its November 2001 meeting the General Assembly of the Federation approved several significant and exciting changes. Firstly, members approved a name change for the Federation. It will henceforth be known as: **Canadian Federation for the Humanities and Social Sciences/Fédération canadienne des sciences humaines**. Secondly, members approved the establishment of **the Canadian Endowment for the Humanities and Social Sciences**. The goal is to raise \$11 million dollars over the five years of the campaign. Dr Robert Merrett of the University of Alberta has been named Vice President Development and will lead the fund-raising campaign. The goal is to place the Federation on a secure financial footing and to promote support for the humanities and social sciences. For further information, contact Dr Merrett at robert.merrett@ualberta.ca.

For Canadian universities, these are important days. Federal — and some provincial — initiatives are beginning at last to address the needs of our cash-starved institutions. In the 2001 Federal budget the government took two decisions with long-term impact when it comes to research and education in Canada. In funding the indirect costs of research, it has taken an historic step forward, a step which will help to ease the difficult situation in Canadian universities. But, at the same time, the long term impact of the government's funding decision for the Social Sciences and Humanities Research Council of Canada is cause for serious concern. While the \$9.5M increase to SSHRC's budget was welcome news, the Federation had looked to this budget to create balance in the government's funding of research. By increasing NSERC and SSHRC budgets by exactly 7% each, the Federal Budget actually increases the disparity between Granting Councils leaving SSHRC with only an 11.5% share of the total money provided to Granting Councils in Canada. We will continue our efforts on your behalf to make the case to government of the need to strike a balance when it comes to funding SSHRC.

In this context, we must do everything to ensure that the voice of our disciplines is strong and clear and that it be heard. This is a moment for the Federation to give critical attention to its communications strategy, both internal (so that we consolidate our collective strength) and external (so that we have impact in decision-making). This year, the Executive and the Staff of the Federation are putting into place a Strategic Plan aimed at achieving the following goals:

- strengthening member associations;
- raising the profile of the Federation on university campuses;
- developing the effectiveness of our partnership with SSHRC; and

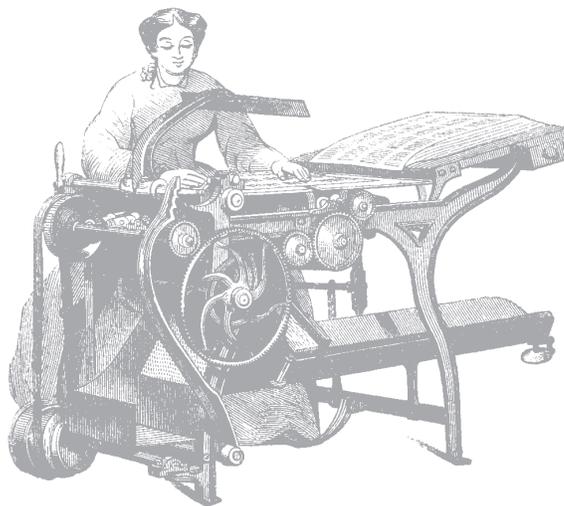
- reinforcing the Government Lobby and increasing awareness of the humanities and social sciences in interested communities.

All of these goals support the overall mandate of the Federation. They are designed to give clear purpose and strength to our collective voice. I would be grateful to have any comments or input on these issues (c/o jawright@hssf.ca).

Other Federation activities over the coming year include:

- Congress 2002 at University of Toronto.
- Continued monitoring of the impact of the Canada Research Chairs and other funding initiatives on humanities and social sciences.
- Continued participation in Tri-Council Policy on the Ethical Conduct for Research Involving Humans. At our AGM, Mr. Tim Flaherty, Director, Ethics Division of Health Canada, presented his views on the governance of the ethics of research on humans. One of the suggestions was the formation of a national body to ensure the accreditation of research ethics boards and the education of board members and researchers. Mr Flaherty will undertake a formal public consultation process in the new year and hopes to have a report completed by March 2002.
- Creation of two Task Forces, one on Scholarly Associations and the other on the New Generation of Scholars.
- Consultation with SSHRC on the Attendance Grants to Scholarly Associations.

*Patricia Clements, DPhil, FRSC, President*



## ET MAINTENANT UN MOT DE LA FÉDÉRATION

Lors de l'Assemblée générale annuelle de 2001, la Fédération a approuvé plusieurs changements marquants. En premier lieu, les membres ont adopté le changement de nom de la Fédération. Celle-ci sera désormais connue sous le nom de : **Fédération canadienne des sciences humaines / Canadian Federation for the Humanities and Social Sciences**. En second lieu, les membres ont avalisé l'établissement de la **Fondation canadienne pour les sciences humaines**. À cette fin, on lancera une collecte de fonds ayant pour objectif de recueillir 11 millions de dollars sur cinq ans. Le professeur Robert Merrett, de la University of Alberta, a été nommé vice-président au développement et dirigera la collecte de fonds. Cette démarche vise à asseoir la Fédération sur une base financière solide et à promouvoir l'appui aux sciences humaines. Pour de plus amples renseignements, veuillez communiquer avec M. Merrett, à [robert.merrett@ualberta.ca](mailto:robert.merrett@ualberta.ca).

L'époque actuelle est déterminante pour les universités canadiennes. Le fédéral et certaines provinces ont commencé enfin à répondre aux besoins de nos institutions démunies. Dans son budget de 2001, le gouvernement a annoncé deux décisions qui entraîneront des répercussions à long terme en matière de recherche et d'enseignement au Canada. Sa décision de financer les coûts indirects de la recherche marque un pas historique, qui contribuera à alléger le lourd fardeau des universités canadiennes. Mais simultanément, les modalités de ce financement sont inquiétantes à long terme pour le Conseil de recherches en sciences humaines du Canada. Bien que l'augmentation de 9,5 millions de dollars du budget du CRSH soit appréciée, la Fédération s'attendait à ce que ce budget rétablisse l'équilibre du financement gouvernemental de la recherche. En haussant les budgets du CRSNG et du CRSH par exactement 7 % chacun, le budget fédéral aggrave, de fait, le déséquilibre entre les conseils subventionnaires, réduisant à un maigre 11,5% la part du CRSH du total des sommes versées aux conseils subventionnaires au Canada. Nous comptons poursuivre en votre nom nos efforts en vue de persuader le gouvernement de la nécessité de rétablir l'équilibre du financement du CRSH.

À cet égard, nous devons nous employer à plaider hautement et clairement la cause de nos disciplines. Le moment est venu pour notre Fédération d'examiner attentivement sa stratégie de communication, tant interne (de manière à rassembler nos énergies communes) qu'externe (de façon à concentrer notre influence sur la prise de décision). Cette année, le Comité exécutif et le personnel de la Fédération sont à élaborer un plan stratégique visant les objectifs suivants :

- renforcer les associations membres
- faire valoir la Fédération sur les campus

- rendre plus efficace notre partenariat avec le CRSH et
- intensifier les pressions sur le gouvernement et sensibiliser davantage les communautés intéressées aux sciences humaines.

Tous ces objectifs appuient le mandat général de la Fédération. Ils visent à concentrer et à renforcer notre voix collective. Je vous serais reconnaissante de me faire parvenir vos commentaires sur ces questions ([a/s\\_jawright@hssf.ca](mailto:a/s_jawright@hssf.ca))

Le programme des activités de la Fédération pour l'année en cours comprend notamment :

- Le Congrès 2002 à la University of Toronto.
- Le suivi de l'incidence sur les sciences humaines des Chaires de recherche du Canada et d'autres formes de financement.
- Une participation soutenue à la politique tripartite sur l'éthique de la recherche sur des sujets humains. Lors de notre AGA, M. Tim Flaherty, directeur de la section de l'éthique à Santé Canada, a présenté un exposé sur la régie de l'éthique de la recherche sur les sujets humains. L'une des suggestions émises fut la création d'un organisme national chargé d'assurer l'accréditation de comités d'éthique pour la recherche ainsi que l'éducation des membres de ces comités et des chercheurs et chercheuses. M. Flaherty va mener des consultations publiques au cours de la nouvelle année et espère être en mesure de soumettre un rapport en mars 2002.
- La création de deux groupes de travail, l'un sur les associations savantes et l'autre sur la nouvelle génération de chercheurs et chercheuses.
- Une consultation avec le CRSH sur les subventions de voyage aux associations savantes.

*Patricia Clements, DPhil, MSRC, Présidente*

## Finally a truly multimedia history CD-ROM!

### *Canada Confederation to Present*

Released last August, this Chinook Multimedia collaboration with the University of Alberta provides a (so far) unparalleled use of the limitless possibilities of computer generated design. Hundreds of articles authored by some 150 historians, pictures, cartoons, films, Quicktime VR panoramic pictures, and original documents are easily accessible through cascading menus, organized in five major themes. The content is pleasantly inclusive and endeavours to reflect many interpretations of key events/junctures in Canadian history. Unlike previous historical-content CD-ROMs released in this country in recent years, *Canada Confederation to Present* is truly multimedia product and avoids the strict linearity of otherwise

good products such as *L'Acadie CD-ROM* (Portage Technologies) or even the *DCB/DBC* (University of Toronto/Université Laval). Though probably a little expensive for undergraduate students to purchase as a textbook (\$80), this CD-ROM provides instructors with ready-made thematic presentations for the university classroom and enables the creation of custom slideshows. Additional web-based content, including course-packs, is also available in two differently-priced web packages. A French-translation is due out sometime this year. [www.chinookmultimedia.com](http://www.chinookmultimedia.com)

