

UNIT 4

Defining Canada

IN THIS UNIT

This unit helps you investigate these questions.

- How did Canada change during and after the Laurier era?
- How has the Canadian economy changed in the 21st century? How will this have an impact on you?
- What are some of the major economic opportunities and challenges facing British Columbia and Canada in the global economy of the 21st Century?
- What is the impact of stewardship and sustainability on resource development in British Columbia?



A growing country. As Canada entered the 20th century, immigration, industrialization, and technological advances made it a modern nation. Rich natural resources attracted hundreds of thousands of immigrants to the Prairies and to Canada's rapidly expanding cities. How did such growth and development help shape modern Canada?



Recognition of rights. Canada's development has not been without tensions—racial tensions, the struggle of women and workers for representation and political power, and the fight for recognition of Aboriginal rights. How do places like the Ksan Historical Village inspire Canadians to appreciate the heritage of Aboriginal peoples, and their call for recognition and justice?



A changing economy. Entering the 21st century, Canada's economy underwent change. Although it still relied heavily on natural resources, the economy diversified. Canadians became innovators in high technology industries, and they welcomed foreign investment. How would these changes affect Canada's place in the new global economy?

7

The Emergence of Modern Canada

Chapter Outcomes

In this chapter, you will focus on the dramatic changes that occurred in Canada between 1896 and 1914. By the end of the chapter, you will

- analyze the factors leading to the growth of a Canadian identity
- assess factors that led to the economic expansion of Canada
- describe significant events and trends affecting immigration to Canada, and evaluate changes to Canada's immigration policy
- describe the contributions of immigrants to Canada's development
- evaluate the impact of social change on workers, women, Aboriginal peoples, ethnic minorities, and immigrants
- describe the struggle for greater equality and human rights
- evaluate the impact of technological change
- describe the contributions of specific individuals to the arts in Canada





How did Canada change during the Laurier years?

In the two decades between 1896 and 1914, dramatic changes took place in Canada. The promise of Confederation was fulfilled with the completion of the railway, immigration to the West, and the creation of new provinces. Industry and technological change brought prosperity to some, while minority groups fought for equality against powerful forces. Canadians were struggling with a new sense of their own identity.

Key Terms

compromise	suffragist
patriotism	restorative justice
imperialist	capital
mother country	labour unions
homestead lands	
markets	
open-door policy	



Have you ever moved from one country to another? What could you learn about the new country before you left your old home? The Canadian government used posters like the one above in Europe to advertise the West. Do you think the poster is accurate? Compare it to the image of a prairie farm on the opposite page. What does this poster and the quote below show about Canadian government policy at the time?

Agriculture is the foundation of all real and enduring progress on the part of Canada... The possession of a... rural population having the virtues and strength of character bred only among those who follow agricultural life, is the only sure guarantee of our national future.

—Clifford Sifton, former Minister of the Interior, 1910

Laurier Is Elected

► How were the domestic and international issues Laurier dealt with related to the development of a Canadian identity?

TIMELINE

- 1896** • Wilfrid Laurier becomes prime minister
- 1897** • Yukon Gold Rush begins
- 1898** • First automobiles are imported into Canada from the United States
- 1899** • South African War breaks out
- 1901** • First wireless message is sent across the Atlantic
- 1903** • Alaska Boundary Dispute settled
- 1905** • Alberta and Saskatchewan become provinces
- 1907** • Vancouver riots
- 1908** • *Anne of Green Gables* is published
- 1909** • First airplane flight in Canada
- 1911** • Robert Borden defeats Laurier in the federal election
- 1912** • Coal miners strike on Vancouver Island
- 1913** • Nisga'a First Nation takes their land claim to the British Privy Council
• 400 870 immigrants arrive in Canada
- 1914** • First World War begins

compromise settling a difference by each side giving up something

What event during your lifetime do you think was a turning point in Canadian or world history? The election of 1896 is considered to be a turning point in Canadian history. Twenty years of Conservative rule had come to an end with the election of a Liberal majority. The Liberal leader, Wilfrid Laurier, was Canada's first French-Canadian prime minister.

Laurier wanted to promote national unity in Canada and to protect Canada's interests in the world. However, since the Northwest Uprising of 1885 and the execution of Louis Riel, tension between English and French Canadians had grown. As a French Canadian, Laurier had to be careful when dealing with issues of language and religion. French and English Canadians also disagreed about Canada's relations with Britain and its empire. Yet despite these challenges, Laurier had confidence in his country's future and was convinced that "the 20th century belonged to Canada."

The Manitoba Schools Question

When Manitoba joined Canada in 1870, equal rights were given to English-language Protestant schools and French-language Roman Catholic schools under the Manitoba Act. However, during the 1880s, the arrival of English-speaking immigrants created an English-speaking majority in the province. Pressure was placed on the government to review its language laws. The result was the Manitoba Schools Act, which removed government support from Roman Catholic schools. Francophones across Canada were outraged.

The Liberals had won the support of Quebec voters on a promise to protect the French language and Roman Catholic rights. Laurier believed in solving problems by **compromise**, so with Manitoba's premier, Thomas Greenway, Laurier worked out the following solution:

- Upon request, French instruction would be allowed in any school that had a minimum of 10 French-speaking students.
- There was to be no government funding for a Catholic school board.
- Catholic religious instruction would be allowed for a half-hour at the end of the school day.

Laurier's compromise left French Catholics feeling that they had given up far more than English-speaking Manitobans. For Laurier, it was a lesson in how difficult it was to govern Canada.

Wilfrid Laurier believed in people coming to a reasonable agreement when they had a difference of opinion. He had to convince people that this was the best way to solve problems.

In Laurier's time, politicians relied on their speeches to convince people of their points of view. Skilled public speakers used persuasive techniques to grab the audience's attention and influence its thinking:

- repetition
- literary devices such as simile (a comparison using "like" or "as"), metaphor (a direct comparison without "like" or "as"), and personification (comparing a thing or animal to a person)
- strong, emotional language
- rhetorical questions

In the speech shown here, Laurier's mention of a coat, wind, and sun would have been familiar to his audience as a reference to a fable by Aesop, a writer from ancient Greece. In the story, the gentle warmth of the sun is more effective at getting a person to remove his coat than the raging wind, which only makes him pull it tighter around himself.

*Well, sir, the governments are very windy. They have blown and raged and threatened but the more they have raged and blown, the more that man Greenway [the premier of Manitoba] had stuck to his coat. If it were in my power, I would try the sunny way. I would approach this man Greenway with the sunny way of **patriotism**, asking him to be just and to be fair, asking him to be generous to the minority, in order that we may have peace between all the creeds and races which it has pleased God to bring upon this corner of our common country. Do you not believe that there is more to be gained by appealing to the heart and soul of men rather than by trying to compel them to do a thing?*

—Wilfrid Laurier in 1895

- What point of view on the Manitoba schools issue is Laurier putting forward in this speech?
- Find evidence of Laurier's skills as a convincing speaker in this speech. Identify examples of three persuasive techniques he uses.
- What does this source suggest about Laurier? About Canada at that time?
- Find a speech by a modern politician and compare its style and content with that of Laurier's speech.

patriotism love of one's country



FIGURE 7-1 What clues does this photo give you about Wilfrid Laurier's skills as a public speaker?

Imperialism: A French–English Split

imperialist someone who practises or supports imperialism, the policy of one nation acquiring, controlling, or dominating another country or region

mother country a term describing the country immigrants came from

For Laurier, Canada's relationship with Britain was a difficult problem. Most English Canadians were proud of being in the British Empire. Supporters of the Empire were known as **imperialists**. French Canadians, on the other hand, felt little pride in Canada being part of the British Empire, even as a self-governing colony.

Canada's involvement in the South African War, also known as the Boer War, split the country along French–English lines. In 1899, Britain controlled much of Africa. Because of newly discovered gold and diamonds in South Africa, Britain attempted to extend its control of the region. Descendants of early Dutch colonists, called Boers, resisted the British advance, leading to war in 1899.

The British government called on its colonies for support. Most English Canadians supported sending Canadian troops to help Britain. French Canadians sympathized with the Boers. They did not think Canada should get involved in an unjust imperialist war. Laurier compromised: Canada would equip and transport only volunteers. Still, English Canadians thought Canada should do more to help the **mother country**. French Canadians pointed out that Canada was getting involved in a place with no real connection to Canada.

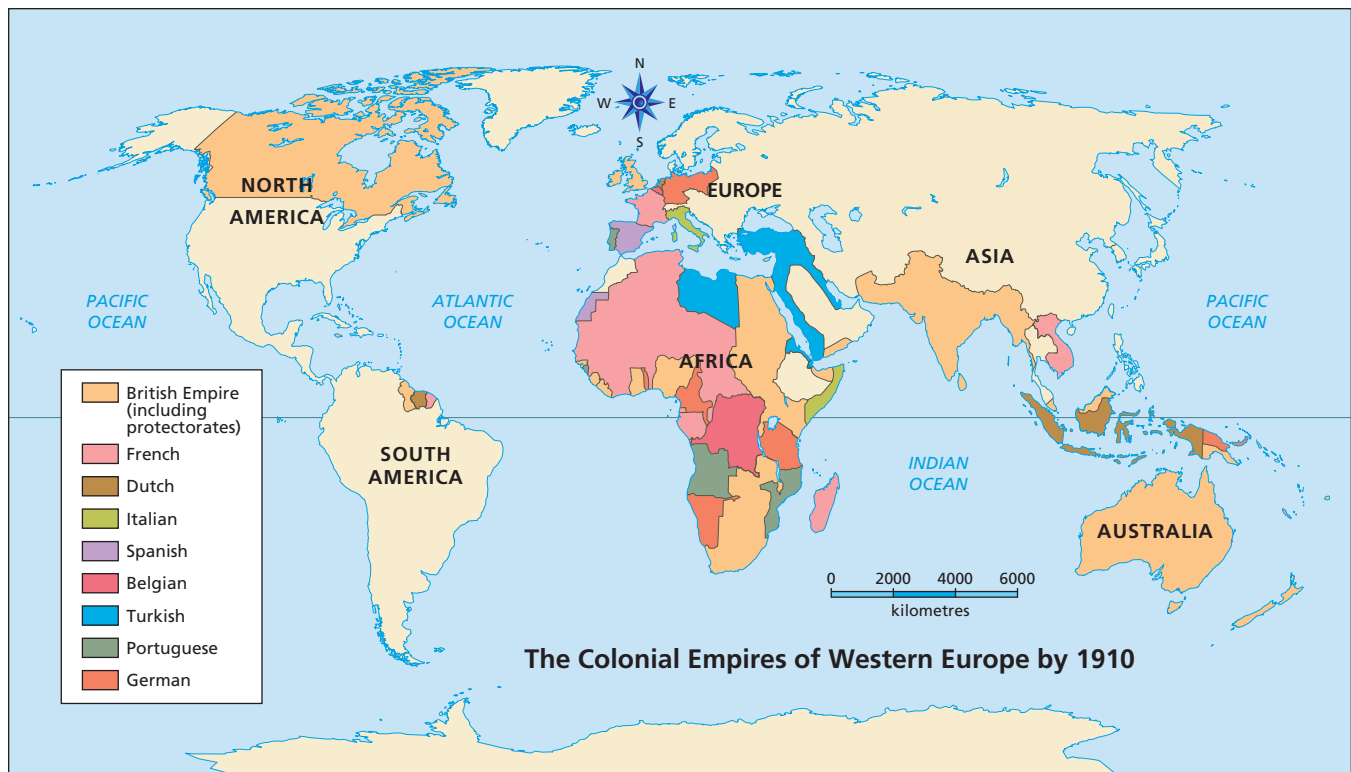


FIGURE 7–2 Of the European powers, Britain had the largest empire in land and population. Many residents of imperialist nations believed themselves to be superior to the people they had colonized. How was this view reflected in Europeans' attitudes and behaviour toward Canada's Aboriginal peoples? What attitude do you think most Canadians have toward imperialism today?

Henri Bourassa, a French-Canadian politician, had resigned from Laurier's cabinet in protest over the South African War. He clashed with Laurier again over the Naval Issue. Canada had been asked to give Britain money to help build warships. English Canadians were in favour, but French Canadians wanted Canada to have a navy of its own. As usual, Laurier looked for a compromise.

In 1910, Laurier set out the Naval Service Act, which stated that Canada would have a navy of its own that could be turned over to the British in the event of an emergency. Both English and French Canadians opposed Laurier's plan. English-Canadian imperialists joked about Canada's insignificant "tin-pot" navy. Quebecois, led by Bourassa, feared involvement in wars that were unrelated to Canada's security.

I gave you the names of the wars which Great Britain has conducted during the course of the last century. It's on average, a war every four years... by the will of Sir Wilfrid Laurier we will be at war every time England is attacked or causes a conflict to arise at any point whatever on the entire globe...

—Bourassa, writing about the Naval Issue in 1910

If we were disconnected with Britain, we would have less occasion of conflict with Europe... if the British connection has some disadvantages... it has advantages that far outbalance the objections. We are all the same a nation... and we have to assume the duties and responsibilities of a nation. Part of these duties is the keeping of some armed force, both on land and at sea.

—Laurier in a letter to a friend in 1909

WHAT DO YOU THINK?

1. On what point did both Bourassa and Laurier agree? On what point did they disagree?
2. Why would Laurier's letter be unsatisfactory from an English-Canadian perspective?
3. What is historically significant about the Naval Issue? What "big story" is it part of?

The Giant Next Door

Britain was not the only country getting Laurier's attention. Canada, next door to the rapidly expanding United States, felt threatened by the growth of its powerful neighbour. This feeling united Canadians. When Laurier dealt with the American government over the new border between Alaska and northwest British Columbia, Canadians were united behind him. This issue became known as the "Alaska Boundary Dispute."

Few had been concerned about the exact location of the border, until 1897, when the discovery of gold brought than 100 000 miners into the Yukon. This prompted a struggle by hopeful prospectors to get themselves and their equipment to the Yukon as quickly as possible, as you can see in the Window on Canada following this page.

A storyboard is like a graphic organizer that can be used to sketch out the action of a cartoon, television show, or movie. It can be drawn by hand or on a computer, and can be in colour or black and white, such as the storyboard that follows. Details in a storyboard are up to the artist, but they usually include arrows or notes to indicate the movement of the camera during the shot.

“The Lure of Yukon Gold” is a television show that tells the fictional story of a young man, Brendan Byrne, who sets out in 1898 to make his fortune in the Klondike. These selected storyboard scenes show some of his adventure as he makes his way to Dawson City.



Panel 1 “At last, Chilkoot Pass—the so-called Golden Stairs! I hope I can get these packs up there. But I’ve already come 1000 km. I can’t stop now.”



Panel 2 “It’s going to be worth it, hauling these packs! Flour is more than \$6 a sack in Dawson!”



Panel 3 “Sometimes I think we were crazy to come North in the winter. At least it’s downhill from here to Lake Bennett.”



Panel 4 “You’ll be OK here, son. There are 200 of us in the territory, and Sam Steele makes sure there’s no lawlessness.”



Panel 5 "Don't wear yourself out!"
"I need to get onto the Yukon River before the spring thaw."



Panel 6 Brendan and Dorothy join the two other miners to build a boat to use on the Yukon River after the ice breaks up in the spring.



Panel 7 "I can't believe I'm finally here."
"Nearly 200 000 people are here now!"



Panel 8 Brendan walks with other miners as they pass casinos, saloons, and hotels advertising steam baths, running water, electricity, and telephones. They also see banks, a hospital, and a school.



Panel 9 "I thought Dawson was a roaring boom town!"
"It must be Sunday. Sam Steele locks the place up tight from midnight Saturday to Monday morning. You can't even cut firewood on Sunday."



Panel 10 "It's so expensive here... I'm going to the goldfields, but I guess I'd better look for a job and leave the gold for now. But I'll get to the gold. No matter how long it takes."



FIGURE 7-3 Canada wanted the boundary measured from the mountains nearest to the ocean, giving Canada access to the Pacific Ocean. The American president threatened military action when he heard the plan. What difficulties would people in northwestern British Columbia and the Yukon face without access to the sea?

Access to the Yukon goldfields by the easy sea route was only possible by crossing American territory. This was clearly a problem for Canada.

The strip of coastline extending south from Alaska was called the Alaska Panhandle. Everyone, including Canadian police, had to ask American permission to travel through ports such as Skagway. To solve the boundary dispute, Laurier agreed to an international tribunal—three judges from the United States, one from Britain, and two from Canada.

International politics decided the outcome. American President Theodore Roosevelt made it clear he wanted a result that favoured his country. Britain, already involved in border disputes in South America, did not want to anger Roosevelt. The British judges voted in favour of a boundary line that cut off half of British Columbia's coast from the sea. Canadians were outraged.

Canada was in a terrible position: it could not make its own international treaties, and it clearly could not rely on Britain to look after its interests. "Canada's Hands Are Now Tied," proclaimed the *Victoria Daily Colonist* on October 24, 1903. The same theme was echoed from coast to coast and in the House of Commons by Prime Minister Laurier.

ACTIVITIES

1. Why did English Canadians and French Canadians disagree on a) the South Africa War and b) the Naval Issue? Explain how Laurier's decisions on these issues had an impact on national unity.
2. Compare and contrast the Alaska Boundary Dispute with the present boundary problems in the Arctic.
3. What problems still exist for British Columbia as a result of the boundary settlement of 1903?
4. How might the Alaska Boundary Dispute have contributed to Canada's emerging identity as a nation independent of Britain?

Patterns and Change

5. How successful was Laurier's policy of compromise? In your evaluation, consider the impact on French–English relations.

“The Last Best West”

► How did government policy shape immigration to the West?

The booming economy of Canada during the Laurier era attracted thousands of immigrants, and the main destination was the Canadian West. The growing world demand for wheat and the end of free **homestead lands** in the United States made Canada an attractive destination.

From 1896 until 1914, the Canadian government actively encouraged people to come to Canada. Clifford Sifton, Laurier’s Minister of the Interior until 1905, was a westerner who was committed to bringing settlers to the Prairies. How would he get the word out to the world?

The Power of Advertising

Canada’s Immigration Department attracted tens of thousands of settlers to the Canadian West by offering free homestead lands. Clifford Sifton set up a recruitment program to encourage immigrants from Europe and the United States to settle on the Prairies instead. Millions of pamphlets, newspaper ads, public lectures, posters, and bonuses for promoters were used. Sifton hired agents to distribute posters and pamphlets advertising “The Last Best West.” All references to cold and snow were banned.

[The] advertising that is done by the department in the United States is pretty extensive. We have advertised in over 7000 American newspapers having a circulation of about 7 000 000 and the states we have advertised in are [a list of twenty states follows]. In the United States, we also have a system of sending [American] delegates to inspect Manitoba and the Northwest and to make their report to the section of the country from which they come. These delegates... are chosen by a meeting of farmers called together by one of the agents [at the immigration department... the Canadian Pacific Railroad gives these delegates free transportation.

—Superintendent of Immigration, 1909

homestead lands public lands granted by governments on the understanding that they be turned into farms



FIGURE 7-4 Why do you think readers in Europe might have been persuaded by these images? What was the purpose of this poster? What details in the poster support that purpose?

Canada's immigration policy from 1896 to 1914 was successful because of "push-pull" factors. Vast migrations occur for two reasons: a need to leave one's homeland (push factor) and/or the attraction of opportunity in another country (pull factor). Push and pull factors often work together.

People looked to Canada as a place where they could improve the quality of their lives (pull factor). Some were fleeing harsh

governments, discrimination, and poverty (push factor).

Push and pull factors also worked together for the Doukhobors, a group of Russians who left their homeland because service in the army was against their religious beliefs (push factor). They were also in search of free land (pull factor). Canada exempted them from military service and assisted their passage to the Prairies, where they were granted nearly three-quarters of

a million acres of land. By 1899, more than 7000 Doukhobors had settled in Saskatchewan.

- Identify economic, social, and geographic factors that led to immigration to Canada.
- Which push-pull factors attract immigrants to Canada today? Explain how they are similar and different from those shown on the map below.

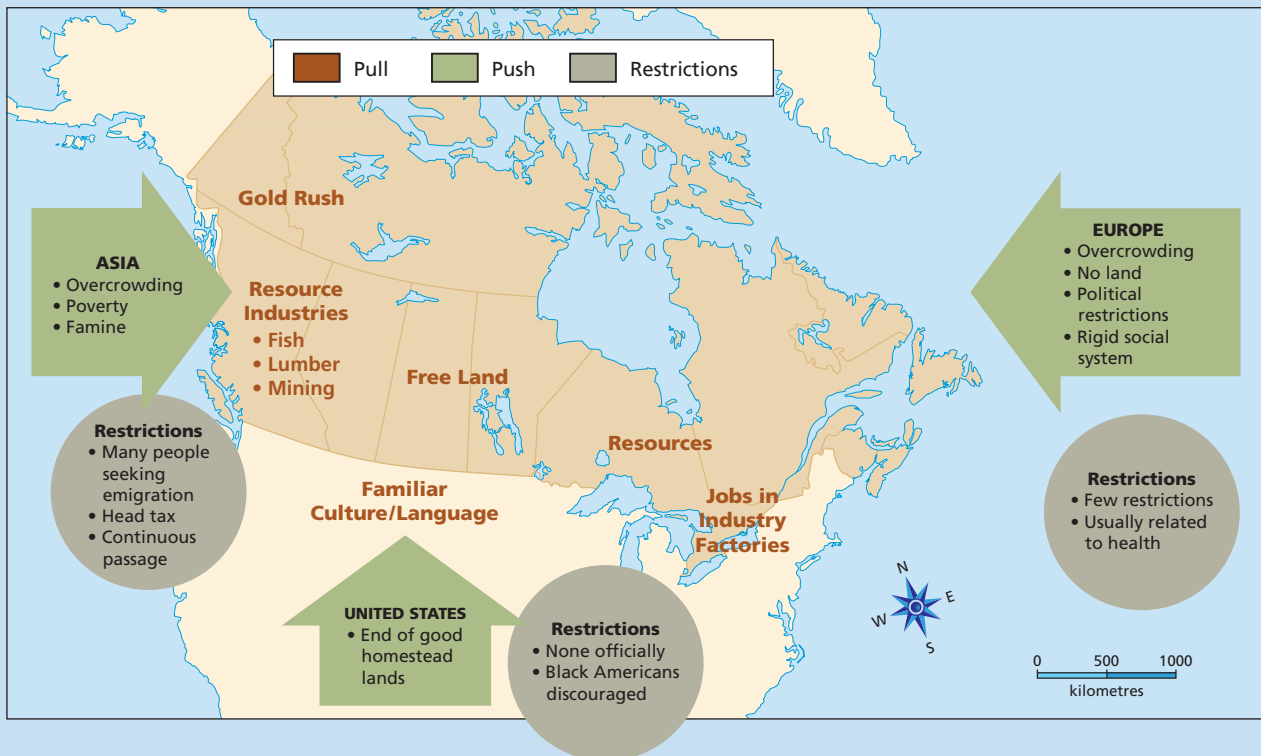


FIGURE 7-5 Vast migrations of people occur because of the need to leave one's homeland and/or the attraction of another country. Today Canadian immigration policy favours highly skilled immigrants, many of whom are from less developed countries. What is your opinion of this policy?

An Open-Door Policy

There were three main sources of immigrants during the Laurier era: Britain, the United States, and Europe. Sifton was criticized for encouraging immigrants from eastern and central Europe, but these farmers had the advantage of coming from an ecosystem similar to that of the Prairies. They were used to the climate and understood **dryland farming** methods. However, some Canadians were **prejudiced** against people whose language and customs differed so much from their own. As a result of Sifton's **open-door policy**, settlers on the Prairies came from many countries, including Russia, Poland, and Ukraine.

Britons also arrived during these years, making up one-third of all immigrants. However, those who did not come from farming backgrounds often failed as farmers. British immigrants were mostly working-class people from cities who were not used to the hardships of life on the Prairie.

American migrants were much more successful. They blended easily into Canadian society, some with knowledge of prairie farming and more money than the average European. American settlers favoured Alberta to such a degree that, by 1914, the province's population was overwhelmingly American.

dryland farming farming methods practised in regions with limited rainfall

prejudice dislike or distrust of a person or group; forming a judgement before knowing the facts

open-door policy an immigration policy that puts no restrictions on who can immigrate

Did You Know...

The average American coming to the Prairies brought \$1000 and farming equipment. The average European immigrant brought \$15.



FIGURE 7-6 Thousands of British children were sent to Canada as “home children.” Many had lived in orphanages, and it was thought that farms in Canada would provide good homes for them. Farmers adopted some of the children, but others were used as cheap labour and lived in harsh conditions. How does the story of the home children tie in with the “big story” of immigration at this time?

Population Growth, 1891–1921

Year	Manitoba	Saskatchewan	Alberta	B.C.	Yukon	Canada
1891	152 506	—*	—*	98 173	—*	4.83M
1901	255 211	91 279	73 022	178 657	27 219	5.37M
1911	461 394	492 432	374 295	392 480	8512	7.21M
1921	610 118	757 510	588 454	524 582	4157	8.79M

This table shows the rapid growth of population in western Canada during the Laurier years. Examine the table and make a statement about the rate of population growth on the Prairies. What reasons can you give for some provinces growing faster than others?

* Separate 1891 data for Saskatchewan, Alberta, and the Yukon are not available.

Adjusting to Life on the Prairies

31	32	33	34	35	36
30	29	28	27	26	25
19	20	21	22	23	24
18	17	16	15	14	13
7	8	9	10	11	12
6	5	4	3	2	1

Free homestead	Hudson's Bay Company
School	Railway

FIGURE 7-7 Most land in the West was surveyed in a grid system of 10 km square blocks. How might this affect the shape of communities in the West?

Once Canadian settlers claimed their land, they had to adjust to a new life. Each family was granted a quarter-section of 160 acres (64.75 hectares). Their first task was to raise at least \$500 to outfit their homestead with the basics: a plow, a wagon, a horse, and a milk cow. Working on other farms, or in lumber or mining camps, was the typical way to make start-up money.

For the homesteading family, living conditions were primitive. Hardships included long, cold winters, a boring diet, mosquitoes, and natural disasters such as drought, hail, and swarms of grasshoppers. Families lived in tents until they could build housing. Their homes were usually made of local materials: wood, or sod.

Sod was typically the first choice of building material on the Prairies. To build their “soddies,” homesteaders cut slabs of sod from the prairie ground. The tough roots of grasses held the sod together. Walls were built by stacking the slabs of sod. Doors and windows were covered with sacks, and the roof was thatched. Inside was a dirt floor. Soddies were usually cramped, malodorous, and damp. Eventually, the soddie would be replaced by a more permanent home, once the family could afford to ship in building materials.

...then the inside. That was boards and blankets laid out along them so to make little rooms. One for my mother and father. One for us. A kitchen. I think we had a toilet, which just meant digging another hole in the ground every month. [Felt cloth] was pinned to the sod with wooden pegs... to make you think you weren't living in a sod house.

—a Prairie immigrant



FIGURE 7-8 How do the quote and this image of a soddie work together to give a picture of life in the past? What would a picture of your home tell future historians about your life?

Since the arrival of newcomers, human activity has dramatically altered the prairie ecosystem. Other than the temporary effects of drought, fire, and overgrazing, the prairie grasslands had remained in a state of natural balance. With the coming of settlement, everything changed.

In Canada and the United States, Aboriginal peoples did little to alter the ecosystem. They lived almost entirely on the bison, and the natural grasslands were unchanged. As you read in Chapter 5, factors such as the opening of the West to European settlement brought the bison close to extinction.

A prairie free of bison was a prairie wide open to farming and ranching. Cattle ranching on the western Prairies replaced the bison herds and, in some areas, led to problems of overgrazing.

Newcomers also introduced cereal farming, particularly wheat, to the Prairies. Natural prairie grasses were plowed under. Diversity within the ecosystem was lost when the many species of grasses were replaced with new, hardy strains of wheat.

The loss of variety in plants also changed the nature of the soil. Wetlands were lost, and runoff from farms and feedlots polluted the rivers and lakes.



FIGURE 7-9 Projects to bring back native species to the Prairie, such as the bison, are part of restoring the original Prairie grasslands. The effects of the bison's grazing, for example, are a vital component in restoring a grasslands ecosystem which once included a large variety of plants and animals. Other species supported by conservation programs include the pronghorn antelope, the burrowing owl, and the swift fox. Research a project that is dedicated to bringing back original Prairie grasslands, and explain how this work may affect the people, animals, and birds of the Prairies.

WHAT DO YOU THINK?

1. Make a two-column list of the positive and negative effects of agricultural development on the Prairies. Do the positive effects outweigh the negative? Explain.
2. Why was the loss of the bison critical to the Prairies and those who lived there? Research at-risk species today that are vital to the survival of ecosystems and people.
3. Using the chart you created for question # 1 and the information you researched, write a paragraph discussing how human action had consequences for the geography and ecosystems of the grasslands.

Railways to Everywhere

As more people settled on the Prairies, the demand for new rail lines and faster travel for people and goods increased. Prairie farmers complained about the monopoly of the CPR and the high freight rates it charged. Two rival companies asked for federal and provincial government aid to build new rail lines. The Macdonald government had built one transcontinental railway; the Laurier government would better it by building two.

The Canadian Northern Railway used government **subsidies** to extend lines it was building on the Prairies east to Quebec and west to the Pacific. Investors such as William Mackenzie and Donald Mann received more than \$200 million in subsidies and land grants from the British Columbia government to expand their business empire from rail lines to mining and shipping.

The Grand Trunk Railway also went from coast to coast. The Laurier government even agreed to build railways in eastern Canada to service areas not covered by the CPR. In the west, the Grand Trunk Pacific went through the Yellowhead Pass to Prince Rupert.

However, the First World War stopped both the flow of immigrants and capital for industry. The new railways were no longer profitable and faced bankruptcy. The government joined all railways that did not belong to the CPR to form the Canadian National Railways, which was “to be owned by the people of Canada.”

subsidies financial support to businesses to encourage projects considered to be in the public interest

Did You Know...

Towns along the new rail lines on the Prairies and in British Columbia were named starting with A and going through the alphabet to Z as many times as necessary. Towns were spaced every 18 km.



FIGURE 7-10 By 1914 new railways allowed settlers to move away from the CPR's southern route. What might be the consequences for an already established community if it were bypassed by the new rail lines?

Railway Cities

Many large cities in western Canada exist because of the railways. They often began as small fur-trade centres whose locations were originally chosen because of their **site** or **situation**.

Saskatoon, Edmonton, Prince George, and Prince Rupert were selected as divisional points on the Grand Trunk Pacific Railway. They all grew into major centres as a result of the coming of the railway. The rail yards and station became the hub from which the city expanded. However, when the automobile became more popular, the railway lost its central position.

site the features of the land on which a settlement is built, such as elevation or landforms

situation the position of a settlement in relation to its surrounding area, including its relationship to other settlements and routes

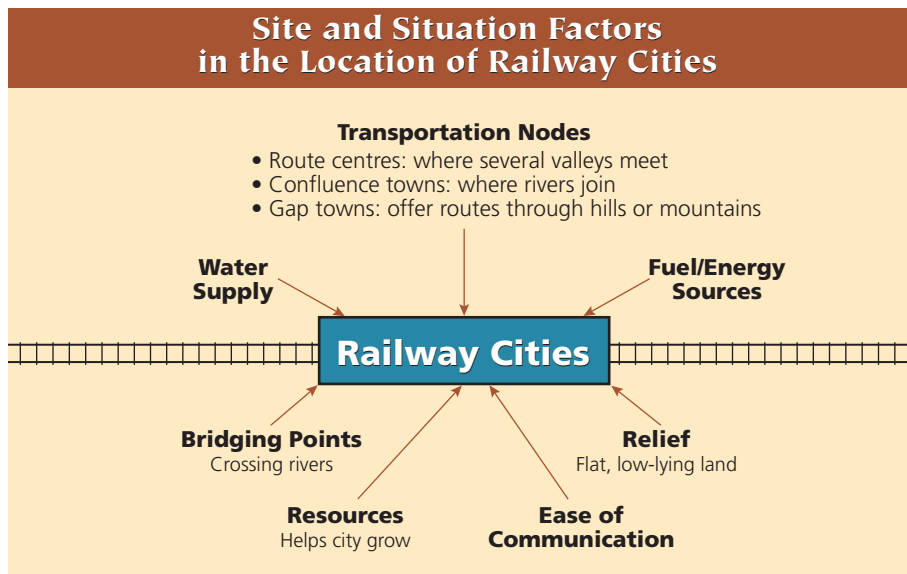


FIGURE 7–11 Cities grow because of the location factors shown above. Use an atlas to locate a railway city in British Columbia. How many of these factors can you identify within the community? Which of them would you consider to be the most important? Why?

ACTIVITIES

- State three reasons for the rapid growth in immigration to Canada after 1896.
 - List three problems resulting from the arrival of so many immigrants.
- How accurate was it to call western Canada the “Last Best West”? Explain your answer.
- What push and pull factors would apply to each of these immigrant groups: Americans, Asians, Britons, and Europeans?
- Imagine you are an immigrant to Canada in the Laurier era. Write a letter home describing your experience homesteading on the Prairies.
- Why do you think more immigrants continued to prefer the United States to Canada? To what extent is this still true today?
- Why was there a rush to build so many railways during the Laurier period? Were all railways needed? Explain your answer.
- Why did the government step in to create the Canadian National Railways? Find recent examples of governments stepping in to assist private companies. What do you think of this use of tax revenues?

Life in the Cities

urban in a town or city as opposed to the country

ghetto an area of a city inhabited by a minority group, usually with sub-standard housing, power, and sewage systems

WEB LINK

For more information about Canada's population history, visit the Pearson Web site.

► What was the reality of urban life during the Laurier era?

What draws people to live in cities? Most immigrants to Canada were encouraged to live on the Prairies, yet almost one-third of immigrants during the Laurier period settled in cities. The growth of manufacturing industries drew people to **urban** areas. Montreal and Toronto doubled in size, and Winnipeg, Edmonton, Calgary, and Vancouver grew rapidly as well. By 1914, Canada's urban population was almost 50 percent of the total population.

Life was often hard for immigrants in the cities. Many lived in **ghettos** and stayed in one- or two-room apartments that were often dirty and lacked light, fresh air, or heat. Many were unskilled, spoke little English, and worked as labourers for poor wages.

FIGURE 7-12 In 1912, this family lived in one room in Winnipeg. Crowded, unsanitary conditions were common for working-class families. Women and children often took jobs and worked long hours to make ends meet. Where in Canada would you find conditions like these today?



Population Growth, 1891–1921

City	1911	2006
Montreal	490 504	3 669 000
Toronto	381 833	5 424 000
Winnipeg	136 035	707 500
Vancouver	100 401	2 257 300
Canada (percentage of population)	45.6 percent	80 percent

Between 1911 and 2006, these four cities grew at different rates. Why didn't the population of Winnipeg grow to match the other three? Think of factors including climate and location.

Urbanization and the Pacific Rim

In February 2008 the United Nations released a report that contained a momentous milestone. It stated that during 2008, for the first time in history, the proportion of the world's population living in urban areas would reach 50 per cent. Globally, the level of urbanization is expected to rise from 50 percent in 2008 to 70 percent in 2050.

What is the significance of this trend? Cities will become even more influential in the global economy as centres of business, trade, and investment. However, urban areas will still depend on rural areas and rural people to produce the resources that urban dwellers need. Food, water, minerals, forest products, and even clean air are produced in rural areas. Governments will need to enact policies and practices that revitalize rural areas. Nowhere is this more important than in the **Pacific Rim**.

Urban growth is occurring at a faster pace in the Pacific Rim than anywhere else in the world. Many Pacific Rim cities in Asia and the Americas—Beijing, Hong Kong, Kuala Lumpur, Mexico City, Santiago, Seoul, Singapore, Shanghai, Taipei, Tokyo, and Vancouver—will create global connections and become important players in the global economy. These cities have invested in new infrastructure, invited foreign investors, promoted new architectural styles, and recruited professionals to help make their cities modern, world-class, cosmopolitan

centres. The challenge, for these and all major cities, will be to maintain a sustainable relationship with the rural communities upon which they depend.

Pacific Rim the region of the world that borders on or is connected economically and culturally to the Pacific Ocean and the Pacific Basin



FIGURE 7–13 Vancouver (top) and Hong Kong (bottom). What challenges do these two cities face as they continue to grow?

WHAT DO YOU THINK?

1. After studying about the rise of urbanization at the beginning of the 20th century, are you surprised by the UN report about urbanization in the 21st century? Why or why not?
2. Why do urban areas still rely on rural areas? Why does rural–urban migration threaten the sustainability of both rural and urban areas?
3. Consider how the site and situation factors in Figure 7–11 on page 257 apply to Vancouver and Hong Kong. Based on these factors, do you think these cities can sustain themselves in the future?
4. Conduct research to find out more about the problems associated with increasing global urbanization. Present your findings in an oral report.

Historians use sources you are already familiar with: documents, photographs, diaries, and newspapers. Statistics are another source of information involving the collection of data such as population growth, immigration, and income.

At first glance, statistics may not provide as clear a picture of the past as a photo might. Yet information about changes in wages or immigration can provide a broader view of what Canada was like in a particular era.

Statistics also show trends. For example, by 1914 the origin of the population of Alberta was mostly American. This trend may explain later political or social

developments in that province. Other statistics related to literacy or working hours can open a window into people's lives.

Historians get a lot of information from **census** data compiled by Statistics Canada. Much of the information shown here comes from that source. Other sources of statistics include government departments, Canada Yearbooks, industries, and union files.

Sometimes companies will release only favourable statistics. Sources such as Statistics Canada are generally considered reliable and impartial. However, it is always a good idea to ask questions before accepting the accuracy of statistics.

- Who provided the statistics? What was their purpose? Are they from a reliable source?
- Are there any gaps in the data? If statistics for almost all years are provided, why are certain years left out?
- Has the information been presented in a way that could alter the reader's perception of it? For example, does a graph showing statistics use a consistent scale?

census an official count of a population, often including information such as age, language, and work

APPLY IT

1. What pattern is evident in Table 1? What factors might have contributed to this pattern?
2. Examine Tables 2–5 on page 261. As you read, consider three trends or patterns you notice. What jumps out at you? Record your findings.
3. Examine Tables 6, 7, and 8. What information does the data in these tables tell you about changes in Canada's economy during those years?
4. Look at the data in Tables 10 and 11. What is something historians would find important? What might this tell us about working conditions at the time?
5. Support your response to the following with evidence from these pages:
 - a) What additional statistics might give you a fuller picture of the period?
 - b) How accurate a picture of the period is given by the statistics alone?
6. Do you think statistics today are more or less reliable than they were in the Laurier era? Explain.

TABLE 1 Aboriginal Population of B.C.		
	Aboriginal Population*	% of B.C. population
1881	25 661	51.9%
1891	27 305	27.8%
1901	28 949	16.2%
1911	20 174	5.1%

* Includes only those with status under the Indian Act

TABLE 4 Immigrant Arrivals in Canada				
Year	Britain	U.S.	Others	Total
1897	113 383	2412	7921	123 716
1901	118 101	7987	19 352	145 440
1908	120 182	58 312	83 975	262 469
1913	150 542	139 009	112 881	402 432

TABLE 6 Total \$ Value of Minerals Produced in Canada	
1891	18 976 616
1901	65 797 911
1911	103 220 994

TABLE 8 Export in \$		Import in \$
1891	88 671 738	111 533 954
1901	177 431 386	177 930 919
1911	274 316 553	452 724 603

TABLE 10 Working Time and Wages	
1901	56.7 hrs/week
Average Wage	\$16/week
1911	52.2 hrs/week
Average Wage	\$21/week

TABLE 2 Population of Canada	
1891	4 833 239
1901	5 371 315
1911	7 206 842
2006	32 649 500

TABLE 3 Immigration and Emigration			
Years	Population	Immigration	Emigration
1901–1911	7.207M	1.55M	740.000

TABLE 5 Population of the Prairie Provinces (Alberta, Saskatchewan, Manitoba)	
1901	419 512
1906	808 863
1911	1 328 725
1916	1 698 220

TABLE 7 Acres of Wheat in Canada	
1891	2 701 213
1901	4 224 542
1911	8 864 154
1916	15 369 709

TABLE 9 Literacy	
1901	6%
1911	11%

TABLE 11 Wage on Farms per Month in \$		
	Male	Female
1901	24.32	N/A
1908	33.69	19.08
1914	35.55	18.81

Fighting for Labour Rights

Did You Know...

Craigdarroch Castle, built by Robert Dunsmuir, cost \$650 000 to build. This was an enormous sum in 1890. Other wealthy industrialists used their resources to help others. For example, Andrew Carnegie, an American, spent millions building libraries in the United States and Canada, including the Carnegie Centre in Vancouver.

labour unions an organization representing workers in dealing with employers

The economic prosperity of the Laurier era did not extend equally to all. Canadian industry was controlled by a few, often family-owned corporations, such as Imperial Oil, Massey-Harris (which manufactured farm and other machinery), and Dunsmuir Coal. The newly found wealth of the industrialists was in contrast to the poverty of those in the working class. The wealthy built enormous mansions, such as Casa Loma in Toronto and the Dunsmuir Craigdarroch Castle in Victoria. As the gap between rich and poor widened, workers wanted a greater share in the prosperity created by their labour.

Many immigrants had left countries with strong **labour unions** or reform movements. Canadian workers began to organize their own labour unions to improve their lives. These early unions faced a difficult struggle. With a steady influx of new immigrants, unskilled workers could easily be replaced. The government and the legal system were clearly on the side of the employers. Companies hired private police and called in the militia when workers staged public demonstrations or went on strike. Some unions, such as the Industrial Workers of the World, called the Wobblies, were particularly strong in British Columbia. From 1910 to the First World War, labour unrest was widespread and a number of violent confrontations broke out between employers and workers.

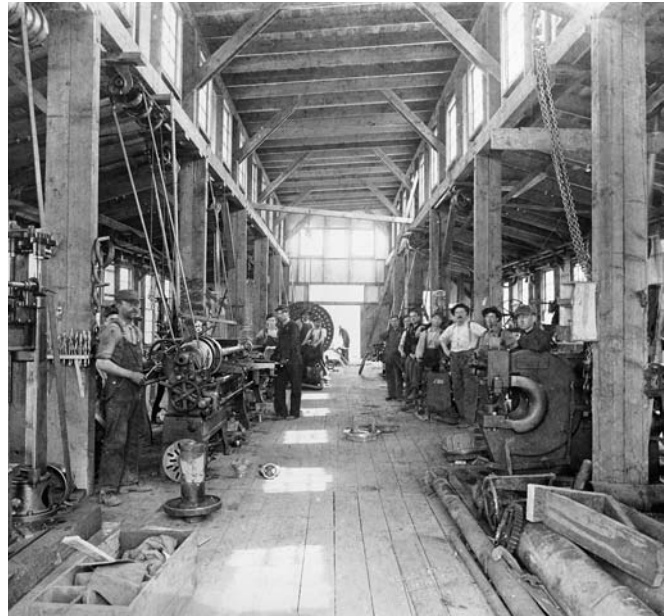


FIGURE 7-14 Compare and contrast the image of Craigdarroch Castle (left) with the image of the factory in Medicine Hat, Alberta (right). In factories such as this one, labourers often worked up to 12 hours a day in unsafe, uncomfortable conditions. What evidence can you find in these images about the gap between the rich and poor during the Laurier era?

Union Membership in the 21st Century

In Canada, as the number of people employed in primary and secondary industries continues to decline, labour unions have looked to the expanding service sector as a place to find new members. Statistics Canada's 2007 survey found union membership to be slightly more than 30 percent of the labour force. Fast food chains such as McDonald's and retail giants like Wal-Mart have become the main targets for the unions' membership campaigns.

Attempts to unionize Wal-Mart workers in the United States have failed, as they have in many other countries. However, unions see Canada as a more promising place for a breakthrough. Canada has become the North American battleground for the world's largest retailer and North America's largest private-sector union, the United Food and Commercial Workers (UFCW). The UFCW, one of Canada's largest unions with more than 200 000 members in a wide variety of workplaces, has set its sights on the 60 000 Wal-Mart workers in Canada.

As of December 2008, the Wal-Mart in Weyburn, Saskatchewan, became the only unionized store in the chain in western Canada. For the UFCW, this was the successful conclusion to a five-year battle with Wal-Mart. Through the courts, Wal-Mart has fought the union's application to obtain certification (official recognition of employees

as part of a union) from the Saskatchewan Labour Relations Board. A collective agreement must also be negotiated between Wal-Mart and the workers represented by the UFCW.

Days after the Weyburn certification, the Quebec Labour Board approved certification of Wal-Mart workers in Hull. This approval

follows a pattern of union successes in Quebec. However, some of these stores were then closed by the company, citing increased labour costs from the new union contracts. In British Columbia, a number of attempts to unionize failed to get to the point of negotiating collective agreements.



FIGURE 7-15 These workers perform a warm-up dance during the opening ceremony of a Wal-Mart store in Shanghai, China in 2005. As a result of pressure by the Chinese government, Wal-Mart agreed to allow unions in its Chinese outlets.

WHAT DO YOU THINK?

1. What reasons would Wal-Mart have for wishing to keep unions out of their stores?
2. What does the UFCW union hope to achieve by organizing Wal-Mart workers?
3. As a class, brainstorm both advantages and disadvantages of union membership.
4. If you were a worker at a Wal-Mart store, would you be in favour of joining a union? Why or why not?

The Big Strike

In the early 1900s, Vancouver Island coal mines were known for their high-quality coal. They were also known for their dangerous working conditions. In 1912, a two-year strike started when workers decided to fight for better working conditions.

For years the Dunsmuir family had controlled the coal industry on Vancouver Island. Workers toiled long hours for poor wages. Hundreds of miners were injured or killed in frequent explosions, and the Dunsmuirs were known to have little concern for safety. To replace striking miners, they hired strikebreakers and Asian workers, who agreed to work for poor wages.

In 1910 the mines were sold, and the new owners tried to increase profits by cutting wages. After two years, the miners in Extension went on strike. The strike then spread to Nanaimo, Ladysmith, and Cumberland. It lasted for four years.

In 1913, strikers' families were thrown out of their company-owned houses with little notice, forcing them to camp on beaches. After disturbances in Nanaimo and Cumberland, the government called in the militia, and a mass arrest of strikers followed: 179 miners were arrested, and 39 were sent to prison. This was the biggest mass arrest in British Columbia's history until the arrest of environmental protesters at Clayoquot Sound 80 years later.

FIGURE 7-16 Striking mine workers and their families parade in Ladysmith in 1913. Is the government ever justified in using the militia and the courts to deal with protest? Discuss.



ACTIVITIES

1. What attracted immigrants and rural workers to Canada's cities? Describe the living and working conditions they experienced there.
2. Summarize the conditions and issues that led workers to form unions during this period.
3. Create a political cartoon that captures the major issues and events of the Vancouver Island mining strike. Consider whose point of view you wish to portray (workers, owners, or government).
4. Use the Internet to locate provincial and federal government policies that are in place today to protect both business owners and workers.
5. Research the working conditions of migrant workers today, particularly farm workers. Examine workplace safety, wages, and rights.

The Struggle for Human Rights

► What did the treatment of women and minorities reveal about the attitudes and beliefs of Canadian society at this time?

During the Laurier era, not all people were treated as equals. Women, Aboriginal peoples, and minorities had few rights. Some people argue that these three groups have still not achieved their rightful place in Canadian society today. Do you agree or disagree?

It was during this time that organized efforts to gain equality began. The economic boom and immigration to the West revealed a great divide between the “haves” and the “have-nots.” Many people who were proud of their British heritage looked down on other Canadians. They especially resented newcomers from eastern Europe and Asia. This wealthy **elite** controlled much of the industry, and they resented workers’ attempts to improve wages and working conditions.

Rights for Women

At the turn of the 20th century, most Canadian women had very hard lives. Before the invention of labour-saving devices such as washing machines, housework and child rearing took up most of a woman’s day. Families of 10 or more children were common. The risk of death during childbirth was still high. Middle-class women seldom worked outside the home after marriage, and education for women was not considered important.

By the time Laurier was elected in 1896, the practice of voting by secret ballot had been in place for more than 20 years. However, only male property owners were entitled to vote. Women, Aboriginal peoples, Asian immigrants, and many other newcomers to Canada were denied the right to vote. The campaign for women’s suffrage—the right for women to vote—really got started in the Laurier era. Canadian **suffragists** were convinced that the skills of women would bring a fresh, more caring attitude to male-dominated governments. They also wanted laws that would improve the lives of women and children.

Many suffragists blamed social ills, such as poverty and child neglect, on the evils of alcoholism. They saw women’s suffrage as a way to bring in laws leading to the **prohibition** of alcohol.

elite a group of persons enjoying superior social or economic position

suffragist a person who advocates extending the right to vote, especially to women

prohibition the banning of the sale and consumption of alcohol

Did You Know...

By 1900, women made up only 15 percent of undergraduates at Canadian universities. Today, 55 percent of Canadian undergraduates are women.



FIGURE 7-17 The suffragist movement took place all over the world. Its members, like the woman in this photo, held demonstrations and hunger strikes. Why do you think that women, Aboriginal peoples, and many newcomers to Canada were initially refused the right to vote?

Nellie McClung: Suffragist and Reformer



FIGURE 7-18 Nellie McClung was a member of the “Famous Five,” a group of Canadian women who in 1927 petitioned the British government to declare Canadian women “persons” under the law.

One important Canadian suffragist was Nellie McClung (1873–1951). Raised in Manitoba, she became a teacher and well-known author who published many articles and books, including her autobiography. McClung began promoting women’s suffrage as a way to improve the working conditions for women in Manitoba. McClung was an effective speaker and often used wit and humour to win over an audience.

Devoted to many reform issues concerning women, McClung worked especially hard to win suffrage for the women of Alberta. In the excerpt below McClung’s words are typical of the suffragist argument that if given the vote, women would change the world for the better.

The real spirit of the suffrage movement is sympathy and interest in other women, and to make the world a more homelike place to live in. Women must be made to feel their responsibility. All this protective love, this instinctive mother love, must be organized in some way, and made effective. There [is] enough of it in the world to do away with all the evils that war upon children, undernourishment, slum conditions, child labour, drunkenness. Women could abolish these if they wanted to.

—Nellie McClung, Canadian suffragist and author

VOTE FOR WOMAN’S FREEDOM

THE WOMEN OF BRITISH COLUMBIA WANT THEIR POLITICAL FREEDOM BECAUSE

1. IF WOMAN HAS TO OBEY THE LAWS IT IS ONLY JUST THAT SHE SHOULD HAVE A VOICE IN MAKING THEM.
2. WOMAN’S INFLUENCE WOULD BE INCREASED AND LAWS FOR WOMAN’S PROTECTION WOULD BE MORE EASILY SECURED.
3. AS POLITICAL RIGHTS MAKE MAN NOBLER, SO THEY WOULD MAKE WOMAN NOBLER ALSO.
4. THE BALLOT IS AN EDUCATOR. WOMAN NEEDS THE EDUCATION OF THE BALLOT; THE WORLD NEEDS THE EDUCATION OF THE WOMAN’S BALLOT.
5. WOMAN CAN BETTER PROTECT HER HOME INTERESTS.
6. WOMAN HAS BORNE HER SHARE OF THE TOIL, SUFFERING AND LONELINESS IN THE PIONEER WORK OF THIS PROVINCE AND SHE OUGHT TO HAVE A VOICE IN HOW IT IS GOVERNED.

WOMEN ARE FREED FROM POLITICAL SLAVERY IN NORWAY, SWEDEN, FINLAND, NEW ZEALAND, AUSTRALIA, TASMANIA, ISLE OF MAN, UTAH, WYOMING, COLORADO AND IDAHO, WITH THE RESULT THAT THE LAWS ARE BETTER AND CONDITIONS IMPROVED.

GIVE THE WOMEN THE BALLOT

FIGURE 7-19 This handbill was circulated by the Women’s Equality League in British Columbia. Women could not vote in British Columbia until 1916, a right which was at that time still denied to Asian and Aboriginal peoples. Today, you must be a resident of your province and be at least 18 years of age to vote. Should the voting age be lowered? Explain.

The Rights of Aboriginal Peoples

As you read in Chapter 5, the Canadian government did not always live up to the terms of treaties negotiated with Aboriginal leaders. First Nations farmers on the prairies were frustrated by the attitudes and policies of government employees such as Hayter Reed, and Aboriginal farmers were denied proper machinery, stock, and seeds. Even when Aboriginal farmers managed to overcome these difficulties and harvest crops, their efforts were often sabotaged by government agents who would deny them the passes they needed to leave the reserve and market their crops.

The myth that Aboriginal peoples were not suited to farming on the Prairies was soon widely believed, which allowed the Canadian government to displace them in favour of new settlers. As more immigrants continued to arrive in the West, the government allowed sections of reserve land to be transferred to homesteaders or to mining companies. Protests from Aboriginal leaders had little effect. In British Columbia, the same policies of seizing Aboriginal lands and ignoring protests were being followed.

Residential Schools

Land loss was not the only problem faced by Aboriginal peoples. As you saw in Chapter 2, the Canadian government believed that Aboriginal children were the key to assimilation, so it established a system of residential schools. The government hoped that by removing Aboriginal children from their families and communities, they would lose their culture and identity and become part of the dominant culture.

It was a national policy of cultural extinction. By 1910 more than 60 government sanctioned and supported residential schools had been established. Over 150 000 Aboriginal and Métis children were forced to attend these schools.

WEB LINK

Find out more about Canada's residential schools on the Pearson Web site.

Did You Know...

Aboriginal children were the only children in Canadian history who, because of their race, were forced by law to live in institutions for years.



FIGURE 7-20 Some non-Aboriginal settlers complained that it was unfair that they should have to compete with Aboriginal farmers to sell their crops. What might have caused them to feel this way?



FIGURE 7–21 The first-known residential schools were set up by Roman Catholic missionaries in the 1600s. Nuns and priests continued to be administrators and teachers at the schools; this photo was taken in 1900. Why might religious organizations have been interested in this work?

Did You Know...

In 2006, the federal government reached a settlement with former residential school students—the largest settlement in Canadian history. Students received \$10 000 each for the first year they attended the schools and \$3000 for each subsequent year. There was additional compensation for sexual and physical abuse.

Young children were removed from their homes and families by police or Indian agents and transported hundreds of kilometres away to the frightening, unfamiliar boarding schools operated by strangers. The children had no contact with their families for up to 10 months at a time.

In the face of harsh physical discipline, the children were forbidden to speak their language or practise their culture. Overcrowding and unsanitary conditions caused outbreaks of tuberculosis and other infectious diseases, and many students were physically and sexually abused. In some schools, more than 50 percent of the children died as a result of the terrible living conditions, poor diet, and inadequate medical care. The discovery in 2008 of many unmarked graves around the former schools is a testament to the tragedy of these lost children.

I knew I couldn't stay home. I knew that. But the times that really, really get to the bottom of my soul: the first day back [after being home for the summer holidays]... You're feeling pretty lonesome, suddenly go to bed and in the morning, you wake up and you see this white ceiling. You may as well have a knife and stab me through the heart... You know where you are and you got to survive and you just cover it over, seal it up for ten months.

—a residential school survivor

Truth and Reconciliation

On June 11, 2008, Prime Minister Stephen Harper offered an apology to all Aboriginal peoples in Canada on behalf of the Canadian government.

I stand before you today to offer an apology to the former students of Indian residential schools. The treatment of children in Indian residential schools is a sad chapter in our history... The burden of this experience has been on your shoulders for far too long. The burden is properly ours as a government, and as a country.

—Prime Minister Stephen Harper

Assembly of First Nations Chief Phil Fontaine replied, “Our peoples, our history and our present being are the essence of Canada. Attempts to erase our identities hurt us deeply. But it also hurt all Canadians and impoverished the character of this nation.”

In 2008, the Canadian government formed the Truth and Reconciliation Commission (TRC). The goal of the commission was to give anyone affected by residential schools a chance to share their experiences and create a historical record. The TRC practises **restorative justice**. By exposing the truth about this tragic part of Canadian history, the nation can work toward a stronger and healthier future.

Many Aboriginal peoples argue that the journey to an equal and fair relationship between Canada and Aboriginal peoples has a long way to go. The refusal of the federal government to sign the United Nations Declaration on the Rights of Indigenous Peoples in 2007 and the delay in settling land claims are two issues that show just how much has yet to be done.

restorative justice a process that focuses on healing relations between the victims and the accused rather than finding fault



FIGURE 7–22 Chief Phil Fontaine (wearing headdress) and residential school survivor Mike Cachagee react to Prime Minister Harper's 2008 apology in the House of Commons.

Land Claims in British Columbia

Did You Know...

According to the 2006 census, Canada's Aboriginal population has grown faster than the non-Aboriginal population. Between 1996 and 2006 it increased 45 percent, nearly six times faster than the 8 percent rate of increase for the non-Aboriginal population. Aboriginal peoples make up nearly 4 percent of the Canadian population.

Aboriginal peoples in British Columbia were in a special situation. The isolation of the province had delayed large-scale settlement, which allowed Aboriginal peoples to retain their lands longer than those in eastern Canada and the Prairies. The question of land in British Columbia was further complicated by the fact that the federal government looked after Aboriginal affairs while the provincial government controlled reserve lands.

As you learned in Chapter 6, the first governor of British Columbia, James Douglas, recognized Aboriginal ownership of the land. He had negotiated treaties with a number of groups. When immigrants began to flood into British Columbia during the Laurier era, issues of land and title became more urgent. The federal government wanted to settle all land issues by establishing reserves by treaties or special arrangement. By 1900, only 15 treaties had been made with the province's 200 distinct Aboriginal groups. These treaties covered only a small area of British Columbia.

Aboriginal groups in British Columbia united to press for Aboriginal title to the land. In 1911, Aboriginal leaders from across the province presented the provincial government with claims regarding land title, treaties, and self-government. The federal and provincial governments could not agree on how to respond to these claims.

The Banning of the Potlatch

The Aboriginal peoples of British Columbia had another problem with the federal government. The cornerstone of their culture was the potlatch, a ceremony that served many social functions.

Potlatches involved elaborate feasts to celebrate special occasions, such as the naming of a child, a marriage, or a burial. It showed the power of leaders and provided a way to share wealth throughout the community. Hosts gave away much of their possessions to their guests and later received gifts themselves.

Because the potlatch preserved important Aboriginal customs, the federal government thought that it slowed down the process of assimilation. In 1884, the government banned potlatch ceremonies. In 1914, the ban was extended to include a prohibition of appearing in "Aboriginal costume." However, the isolation of some villages allowed the potlatch to secretly continue.



FIGURE 7-23 This button blanket was once given away at a potlatch. It was not until 1951 that the federal government removed the anti-potlatch sections from the Indian Act.

The Nisga'a were the first Nation in British Columbia to use the political system to fight for their ancestral lands in British Columbia's Nass River valley. Here are some highlights of their struggle:

1887 Nisga'a leaders lobby the provincial government for a treaty. Premier Smithe turns them down.

1907 The Nisga'a form the Nisga'a Land Committee and protest government surveys that mark off reserves in their territory. They argue that they have not signed a treaty with the provincial government, so the concept of a reserve is invalid.

1910 Laurier encourages the Nisga'a Land Committee to take its case to the Privy Council in London. The British government decides that the claim must first be heard in a Canadian court.

1949 Nisga'a leader Frank Calder is elected to the British Columbia legislature.

1998 The Nisga'a sign a historic treaty with the federal government giving them land, self-government, and a cash payment.

2006 The Final Agreement, a full and final settlement of Nisga'a Aboriginal rights, is signed by Nisga'a and federal and provincial governments.

We are not opposed to the coming of the white people into our territory, provided this be carried out justly and in accordance with the British principle... in the Royal Proclamation... What we don't like about the government is their saying: "We will give you this much land." How can they give it when it is our own?... If therefore the aboriginal rights which we claim should be established by the decision of His Majesty's Privy Council, we would be willing to take a moderate and reasonable position. In that event, while claiming the right to decide for ourselves the terms upon which we would deal with our territory...

—1913 petition of the Nisga'a Land Committee to the Privy Council

In appraising the Indian title we should go back to the times when the lands were a wilderness, when we find a wild people upon an unimproved estate... cession [surrender] of Indian territory has always preceded the settlement of a country and whatever has been granted for the transfer has represented the good will of the Crown...

I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone... Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question and no Indian Department.

—Letter from Duncan Campbell Scott,
Deputy Superintendent of Indian Affairs 1913–1932

WHAT DO YOU THINK?

1. Compare the perspectives on Aboriginal territorial rights revealed in these two sources. How do you account for the differences between them?

Closing the Door on Immigration

What factors might lead a country to close its doors to immigrants? The people of Canada were split in their reactions to Clifford Sifton's open-door immigration policy. Business owners tended to support the growth of immigration because the arrival of so many people gave them a cheap pool of labour, as well as markets for their products. However, many groups of Canadians began to resent the increasing numbers of immigrants during these years. There were four main reasons for their objections:

- Some labour unions saw unskilled immigrant workers as a threat to their members' jobs and livelihoods.
- Some British Canadians feared that immigrants from eastern, central, and southern Europe would change the British character of the country.
- Some French-Canadians feared that their culture would decline as they became a smaller percentage of the population.
- Racial prejudice was also widespread. People of African or Asian origin were not accepted by many Canadians.

British Columbia and Immigration: A Difficult Issue

Immigration policy was an especially difficult issue in British Columbia. Employers in the mines, forests, and canneries encouraged the arrival of hard-working Asian immigrants who were willing to accept less pay, sometimes as low as half, compared to other workers. However, many British Columbians felt their jobs were threatened by Clifford Sifton's open-door policy. They demanded the federal government restrict Asian immigration.

In 1905, Frank Oliver replaced Sifton as the federal Minister of the Interior. He agreed with those who wished to reduce the number of non-white immigrants. Oliver brought in a more selective immigration policy that was particularly aimed at Asian immigrants. Both the federal and provincial governments began to restrict Chinese, Japanese, and South Asian immigration.

Did You Know...

According to the 2006 census, visible minorities made up 24.8 percent of British Columbia's population, the highest among all provinces. The two largest groups were Chinese (10 percent) and South Asian (6.4 percent).

British Columbia Population by Ethnic Origin, 1901–1921

Year	British	European	Asian
1901	106 403	21 784	19 524
1911	266 295	69 799	30 864
1921	387 513	72 743	39 739

How does the increase in British population compare with the other two groups?

The “Golden Mountain”

Chinese immigrants were the largest single group of Asians in British Columbia. As you read in Chapter 6, the Cariboo Gold Rush and the construction of the Canadian Pacific Railway lured many Chinese people to British Columbia. By 1891, 9400 Chinese immigrants were living in the province. Most of them intended to return to their families in China when they had made enough money. Immigration from China continued despite the **head tax**, an extra charge for entry into Canada that was levelled against Chinese immigrants. Many Chinese workers lived in isolated “Chinatowns” in Vancouver, Victoria, Nanaimo, and New Westminster.

Most of the Chinese workers were employed in the salmon canneries and in the coal mines of Vancouver Island. When councils representing labour unions complained that the Chinese workers took the jobs of their members, labour organizations called for laws to restrict the number of Chinese people entering Canada.

Opponents of Asian immigration in British Columbia formed the **Asiatic Exclusion League**. In 1907, they protested against the Lieutenant-Governor’s refusal to sign a bill excluding Japanese immigrants from entering Canada. The protest turned into a riot, and a thousand demonstrators left a trail of destruction through Chinatown and the Japanese section of the city.

head tax a tax paid only by Chinese immigrants to Canada; it started at \$50 in 1885, was raised to \$100 in 1900, and then went up to \$500 in 1903

Asiatic Exclusion League an organization with an agenda to prevent Asian immigration



FIGURE 7–24 Debbie Yam holds the head tax certificate of her grandfather, Won Bing Yam, who immigrated to Canada in 1923. Beginning in the 1980s, Chinese Canadians fought for recognition and compensation from the Canadian government. In 2006, the government offered both an apology and compensation to those who had paid the tax and to their families. How did Chinese Canadians respond?



FIGURE 7–25 The mob from the Asiatic Exclusion League rampaged through the Chinese and Japanese sections of Vancouver during the riot of 1907. Many people had to find shelter in their homes and shops, some of which, like this store, were damaged. Fortunately, no lives were lost. Are there groups today that wish to restrict immigration? What are their reasons?

TIMELINE

The Asian-Canadian Experience

- 1872** ● Voters Act denies Chinese people the right to vote in B.C.
- 1885** ● Head Tax imposed
- 1902** ● Royal Commission recommends an end to Chinese immigration
- 1907** ● Anti-Asian riots in Vancouver
- 1908** ● Continuous Passage Act
- 1914** ● *Komagata Maru* incident
- 1947** ● All Asians except Japanese given right to vote

Continuous Passage Act a law passed in 1908 that allowed entry into Canada only to immigrants who had arrived by a single direct route

The riot brought international attention to Vancouver, much to the embarrassment of the federal government. Because Japan was an ally of Great Britain, Prime Minister Laurier apologized to the Japanese government. He also formed a Royal Commission to look into the riot and compensate Japanese and Chinese people for damage to their property. Nevertheless, in that same year, the Canadian government set an annual limit of 400 male Japanese immigrants.

By Continuous Passage Only

Laurier’s Minister of Labour, William Lyon Mackenzie King, led the Royal Commission to investigate the Vancouver riots. He was also asked to find out how workers from Asia had been “enticed” to come to Canada. Since 1904, for example, CPR agents based in Hong Kong had encouraged East Indians to emigrate to Canada. As they were also subjects of the British Empire, it was difficult to restrict their entry into Canada.

The federal government decided to pass the **Continuous Passage Act**, a law that required all immigrants to come to Canada by a non-stop route. However, direct or “continuous” passage from countries such as India was impossible, since no steamship companies would offer such a route. The government thought it had solved the “problem” of Asian immigration.

This policy was challenged in 1914, when a Sikh businessman, Gurdit Singh, chartered a steamer called the *Komagata Maru*. It transported 354 Sikh immigrants from Hong Kong to Vancouver. The ship was put in quarantine, so the passengers could not land. The people on board nearly starved to death. Finally, the *Komagata Maru* was escorted out of Vancouver Harbour by the Royal Navy cruiser HMCS *Rainbow*.



FIGURE 7-26 The Punjabis aboard the *Komagata Maru* spent two uncomfortable months in Vancouver harbour while their fate was decided. How might Canadian government officials have explained the need to turn away the passengers on the ship? What arguments might members of the Canadian Sikh community have made to allow the ship to land?

On May 23, 2008, the British Columbia legislature voted unanimously to extend an apology for the *Komagata Maru* incident.

The House deeply regrets that the passengers, who sought refuge in our country and our province, were turned away without benefit of the fair and impartial treatment befitting a society where people of all cultures are welcomed and accepted.

—Resolution of the British Columbia Legislature

ACTIVITIES

1. Why did the suffragists believe that giving the vote to women would make the world a better place? Do you agree or disagree?
2. Explain the policies of the federal government toward Aboriginal Canadians during the Laurier era. Organize your response in a graphic organizer providing details for each of the policies.
3. Who was in opposition to Asian immigration, and why were they opposed? Was there any group that welcomed Asian immigrants? Explain.
4. **a)** Do you agree with present-day governments apologizing for past wrongs? Explain.
- b)** Are Truth and Reconciliation Commissions the best way to deal with historic injustices? Explain.
5. Research immigration to Canada in the last ten years. What trends do you see? Investigate any opposition (government or popular opinion) to Canada's immigration policies and share your findings.

Evidence

6. Research the terms of the Nisga'a Treaty and compare it to one of the numbered treaties negotiated during the late 1800s.

Prosperity and Innovation

► How did economic prosperity encourage technological change?

Laurier had won the election of 1896 at the same time as a worldwide depression was ending. The next 20 years were prosperous for Canada. The economy grew as industry and transportation expanded, helped by rapid growth in immigration. Still, Canada's growth was largely based on its resources. Is this still the case today?

The Laurier Boom

The Yukon Gold Rush stimulated the Canadian economy. The gold helped provide a flow of **capital**, which was used to expand industries and buy equipment. A growing world economy meant rising prices and expanding **markets** for Canadian products, and demand for Canadian resources such as lumber and minerals was increasing. As you read earlier, this demand helped lead to the expansion of Canada's railway network.

In British Columbia the mining, forestry, and fishing industries grew. Railways expanded into the Kootenay along the Crowsnest Pass, allowing for a dramatic growth in forestry. Ease in getting harvesting rights and the nearby ocean transport led to a cutting bonanza. Easy water access also led to the building of a number of pulp mills along the coast.

Rising world prices also increased agricultural production in Canada, which encouraged farmers to expand their operations. As the population of the Prairies grew, that region became one of the main grain-growing areas of the world. As a result, manufacturing in the East expanded to supply the growing West. Now, the eastern industries needed electric power, which led to the development of hydroelectric dams.

Prime Minister Laurier benefited from this prosperity and won three more elections in 1900, 1904, and 1908. He lost the election of 1911, in part over his attempt to negotiate a reciprocity agreement with the United States. The agreement would allow western farmers to buy cheaper American goods, but in Ontario, industry owners were opposed and turned the province against Laurier.

capital money that is used by a company to increase production by investing in equipment, seeking new markets, and other strategies

markets a place or group demanding goods or services; also where goods are bought and sold, for example, the world market for wheat or oil



FIGURE 7-27 Logging at Powell River on British Columbia's coast began in 1908. Four years later the new pulp and paper mill, at one time the largest in the world, produced the first newsprint in Western Canada. What is the state of this industry in Powell River today?

A Transportation Revolution

At the turn of the 19th century, Canadians knew they lived in an exciting age, and they marvelled at the new technological developments. These “wonders of the age” promised speedy travel by car and by plane, rapid communication with the amazing wireless radio, and a new view of the world in “moving pictures.”

The Arrival of the Car

In 1901, an automobile appeared for the first time on the cover of the Eaton’s catalogue. As they became increasingly affordable, more cars appeared on Canadian roads. Many were produced in the United States, but Canadian companies such as the Canadian Cycle and Motor Company (CCM) quickly went into production.

Although some people complained about cars, most reactions were positive. Soon doctors, politicians, businesses, and the well-to-do were using cars. Lengthy trips in cars, such as from Victoria to Port Alberni and back, became a favourite pastime on Sundays. Cars were found mainly in the southern populated parts of British Columbia, where roads were generally in better condition.

Did You Know...

In 1908, Prince Edward Island banned cars after complaints that they tore up the roads and frightened children and livestock.

Zoom In ➤ Canada’s First Gas Station

The first gasoline-powered cars began to appear in British Columbia in 1904. They cost about \$200 each. The number of cars in British Columbia doubled every year, creating the need to open Canada’s first gas station in Vancouver in 1907.

Before that time, gasoline for cars in Vancouver was supplied from pails dipped into a wooden barrel for 20 cents a gallon (4.5 litres). Some bicycle shops were also selling gasoline at 40 cents a gallon. This method was considered unsafe and inefficient. A 60-litre hot-water tank was then used to store the gasoline, with a rubber hose attached to it. Later, as the photo shows, a more efficient system was installed.

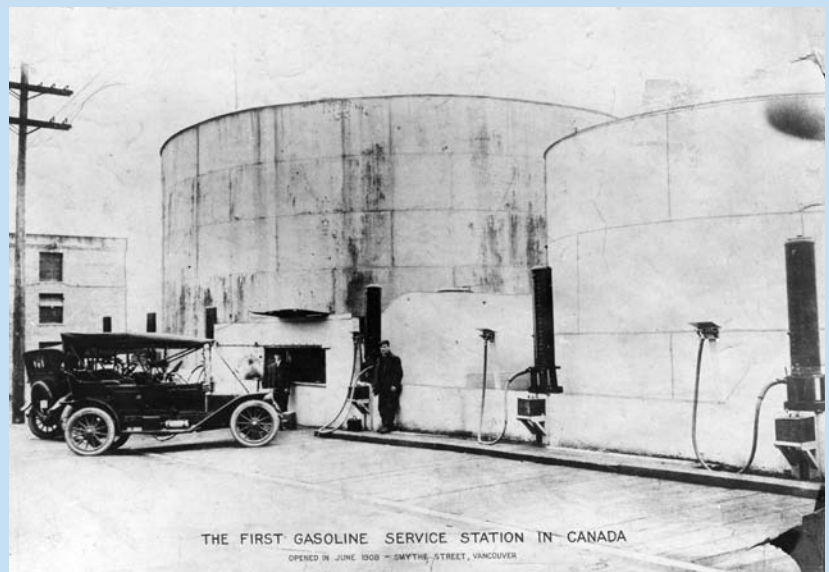


FIGURE 7–28 The first gasoline station in Canada, on Smythe Street in Vancouver. Why were oil companies initially unprepared to service cars? How has the system changed since then? How might it change in the future?

It took much longer for airplanes to become as widely accepted as automobiles. Early planes were held together by wire, and most pilots did their own repairs. The first successful flight in Canada took place in 1909 in Baddeck, Nova Scotia. The airplane flew 9 metres above the ground for a kilometre and a half at 65 km/hour.

A Communications Revolution

Canadians were quick to use the new communications technologies of the age. More than 300 000 telephones were in use in Canada in 1911, and Canadians became the greatest users of telephones in the world. Working conditions were hard for telephone operators, most of whom were women, and the pay was low.

In 1901, Canada also led the way when Guglielmo Marconi received the first wireless telegraph communication from Wales on Signal Hill, in St. John's, Newfoundland. Soon the Marconi Wireless Telegraph Company was accepting messages from the public for transmission to Britain at a rate of 15 cents a word. In 1907, Canadian inventor Reginald Fessenden transmitted the world's first radio broadcast of music and voice. This new medium was slow to catch on. People continued to listen to sound recordings on cylinders, a method introduced in the 1890s.

Perhaps even more exciting than the telephone or wireless telegraph was the new moving picture show. The first public screening of a moving picture in Canada was in 1896. Viewers paid 10 cents to crowd into a hall in Ottawa to see several one-minute films showing people performing everyday tasks. As films became more popular, the price was reduced to 5 cents, leading film theatres to be called “nickelodeons.”



FIGURE 7–29 The novelty of airplane flight is shown in this program for a flying demonstration at Minoru Park in Richmond, British Columbia. What present-day event might match the excitement and glamour of these airplane demonstrations?

Did You Know...

The use of wireless radio in shipping grew after publicity surrounding its role in the *Titanic* rescue. On April 14, 1912, the sinking *Titanic* wired a distress message to the nearby ship *Carpathia*. The transmission of this message saved the lives of more than 700 people adrift in lifeboats.



FIGURE 7–30 Guglielmo Marconi began to investigate long-distance radio waves around 1900. He believed it was possible to send signals across large distances, without having to rely on physical telegraph cables. How might past events in Canada have been different with wireless communication?

Enjoying Life: Arts and Leisure

The growth of towns and cities led to the growth of spectator sports and outdoor recreation. Paying spectators watched Babe Ruth's first home run at Hanlan's Point, Toronto. The first Grey Cup football game was also held in Toronto in 1909. In 1912, 75 000 people watched the parade that kicked off the first Calgary Stampede. Owning a car meant people could pursue recreation farther from home, so skiing, hiking, and camping became popular pastimes in Canada.

During the late 1880s and early 1900s, many Canadians became world champions in sports. George Dixon, of Halifax, won a world boxing championship. In rowing, oarsman Ned Hanlan of Toronto took part in more than 300 races and became world champion. In 1908, Canada sent its first team to the Olympics.

Canadians' tastes in food also began to change. The invention of refrigerated rail cars made a greater variety of food available. By 1910, processed foods such as Heinz ketchup were common, and the first 5-cent chocolate bars went on sale. The soft-drink craze sweeping the United States also came to Canada. Coca Cola, first promoted as a medicine, was now marketed as a soft drink. In Toronto, a pharmacist developed Canada Dry Ginger Ale, a brand now recognized around the world.

Poets, Writers, and Artists

Canadian poets, writers, and artists began to find wider audiences at this time. In British Columbia, artist Emily Carr was developing her unique style of painting. She also supported herself by working as a cartoonist for a weekly Victoria newspaper. Soon she started taking trips to the Queen Charlotte Islands, now called Haida Gwaii. First Nations villages and the landscape of British Columbia gave her the inspiration for some of her well-known paintings.

In Prince Edward Island, Lucy Maud Montgomery wrote *Anne of Green Gables* in 1908, and her books remain very popular. In Ontario, humorist Stephen Leacock wrote *Sunshine Sketches of a Little Town* in 1912, making gentle fun of small-town life. In the north, poet Robert Service brought the Yukon Gold Rush to life in his writing with poems such as "The Cremation of Sam McGee." All of these writers and poets represent the beginning of a growing national literature in Canada, and each had a distinct point of view of Canadian life.



FIGURE 7-31 Tom Longboat, from the Six Nations Reserve in Ontario, was one of the world's greatest distant runners. He won the Boston Marathon in 1907. During the First World War, he served as a dispatch runner in France.



FIGURE 7-32 Although Emily Carr is best known for her paintings of British Columbia's natural environment, she also produced many newspaper cartoons. How does this example provide us with information about Victoria's society at that time?

Pauline Johnson was born in 1861 on the Six Nations Reserve in Canada West. She was the daughter of a Mohawk father and an English mother.

Johnson began writing for magazines and newspapers such as the *Globe* and *Saturday Night* for a living, but poetry was her real passion. She wrote in the style of the British and American poets she admired. Her first poems were published in 1884, and her work was included in one of the first anthologies of Canadian poetry.

In 1892, Johnson began her career as a performer, and her poetry readings were popular in the United States and Europe.

When Johnson retired, she moved to Vancouver and wrote stories told to her by her friend Joe Capilano, a Squamish chief. She died in 1913.

- What evidence can you find in this poem of Johnson's values and her purpose in writing?
- How did her work contribute to a new Canadian identity?



FIGURE 7-33 Pauline Johnson adopted the name of her great-grandfather, Tekahionwake, and wore traditional Mohawk clothing for her appearances. Why do you think her performances were so popular?

The Corn Husker

Hard by the Indian lodges, where the bush
Breaks in a clearing, through ill-fashioned fields,
She comes to labour, when the first still hush
Of autumn follows large and recent yields.

Age in her fingers, hunger in her face,
Her shoulders stooped with weight of work and years,
But rich in tawny colouring of her race,
She comes a-field to strip the purple ears.

And all her thoughts are with the days gone by,
Ere might's injustice banished from their lands
Her people, that today unheeded lie,
Like the dead husks that rustle through her hands.

ACTIVITIES

1. Give two reasons why telephones became more popular in Canada than in any other country.
2. What other new technologies excited people in the Laurier era? How did these technologies affect Canadian leisure activities?
3. Choose three new technologies from today that you think will have as great an impact as did those described in this chapter. Support your choices with a least two reasons.
4. Research one of the athletes or artists discussed in this section. Develop a Facebook-type profile of this person in print form or electronically.

Explore the Big Ideas

In the two decades before the First World War, Canada experienced remarkable changes. Wilfrid Laurier skillfully guided Canada through 15 years of prosperity, as well as political and social upheaval. Immigration transformed Canada into a truly transcontinental nation with growing cities and industries. Agriculture and manufacturing prospered. New technologies changed social and cultural habits. However, not all Canadians were part of the new positive outlook. Aboriginal peoples, immigrants, women, and workers struggled for their rights. By 1914, Canada was beginning to resemble the country we live in today.

1. **a)** At the time, all Canadians were affected by these changes with both favourable and unfavourable results. Complete the organizer below to identify which changes affected each group either positively or negatively.
- b)** After completing the organizer, write a paragraph stating which group gained the most, and which group lost the most as a result of these changes.

Group	Positive	Negative
Aboriginal peoples		
English Canadians		
French Canadians		
European immigrants		
Asian immigrants		
Women		
Industrialists		
Workers		

2. Laurier needed to follow a path of compromise to govern Canada. Make a list of issues facing Canada today. Look at different areas, such as the economy, social and cultural developments, regional differences, and human rights. Speculate how Laurier would deal with these issues and how his approach would compare to the approach of the current prime minister.
3. Working with a partner, assume the roles of two people living in Canada with opposing viewpoints

on one of the following topics: Aboriginal rights, women's rights, the labour movement, settlement of the Prairies, supporting Britain overseas.

- a)** Make a list of facts and opinions to back up the point of view you are supporting. You may need to do research to gather information.
- b)** Consider what arguments your opponent might make and how you will respond.
- c)** Perform your dialogue for the class.

4. Canada began on the road to multiculturalism during the Laurier era. Today we are one of the most multicultural countries in the world.

- a)** Make a list of changes in Canadian society that were influenced by immigration.
- b)** Who might see these changes as progress? Why?
5. Identify and show how various elements contributed to an emerging Canadian identity during the Laurier era.