

Six Historical Concepts through
Conflict within Canada, 1914-1929

COURSE: Grade 10 Academic Canadian History

SPECIFIC EXPECTATION EXPLORED:

B2.3) describe some major instances of social and/or political conflict in Canada during the period, including conflict between French and English, and analyse some of their causes and consequences.

ABSTRACT: The objectives of these lessons are for students to explore and develop historical inquiry skills when studying conflicts within Canada that will permeate into continuous evaluation and inquiry into current day events and conflicts in Canada. The focus is on skill building rather than memorization of facts therefore, it is pertinent that students be encouraged to ask questions and pursue answers on their own. The use of primary sources are to engage and help students act as historians and *do* history. These lessons explore conflicts between French and English Canada such as the Conscription crisis and Regulation 17 but also conflicts between other members of Canadian society including the rise labour unions and constitutional crisis'. Students will largely be assessed on their ability to portray the habits of a historian via primary sources analysis and other exercises connected to the historical concepts.

KEYWORDS: Continuity and Change; Historical Perspective; Ethical Judgment; Cause and Consequence; Evidence; Historical Significance; Regulation 17; Schools Conflict Ontario; French Canadians; Orangemen; Conscription Crisis 1917; Quebec Easter Riots 1918; Union Government; Military Voters Act; Wartime Elections Act; Sir Wilfrid Laurier; Robert Borden; King-Byng Affair; Prorogued Government; Stephen Harper and Michaelle Jean; Constitutional Crisis; Winnipeg General Strike; Capitalism vs. Socialism; Industrial Workers of the World; J.S. Woodsworth; Bloody Saturday June 1919

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SPECIFIC EXPECTATION(S): B2.3) describe some major instances of social and/or political conflict in Canada during the period, including conflict between French and English, and analyse some of their causes and consequences.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequences

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Evidence and Historical Perspective

LESSON # 1

TITLE: Conflicts in Canada: Causes and Consequences of Regulation 17

OVERVIEW: Students will explore the various causes of Regulation 17 and come to their own conclusions regarding what was the most important cause. Students will also discuss the consequences of this event.

MATERIALS:

1. Primary Source Documents (PSD 1.1/PSD 1.2/ PSD 1.3)
2. Instructions for teacher
3. Black Line Masters (BLM 1.1/BLM 1.2/BLM 1.3), Choose your own Adventure Book, access to the internet

PLAN OF INSTRUCTION:

Step 1: Warm up (15 min.)

-Read a *Choose Your Own Adventure* book, found at <http://www.cyoa.com/> if not available in library

- you can do this as a class with one book or with multiple books in small groups
- an opportunity for students to understand how decisions could lead to different outcomes
- an opportunity for students to comprehend that people and other events lead to events

-watch Thinking Inquiry video to connect these concepts to history

You may choose to have students take notes regarding the prompts this video provides

- factors, immediate and underlying factors, intended and unintended consequences

<http://tc2.ca/take2-causeConsequence.html>

Step 2: Discussion (20 min.)

- present the events of Regulation 17 using BLM 1.1 for reference
- discuss the various factors (Causes) with class
- ask students to rank each cause using the Cause and Consequence worksheet
 - they are now making judgments on what is the most important cause to this event

Step 3: Independent Activity (20 min.)

-provide students time to read through three primary sources regarding Regulation 17 looking at causes such as religion, concepts of assimilating 'aliens' and French Canadians, and separate schools in Ottawa

Ask students to consider what these sources reveal about the *immediate* and *underlying* causes of this event as they read

Step 4: Sharing / Discussing / Teaching (15 min.)

- have students write their answers on the board for the immediate and underlying causes
 - take up/add to answers provided
- Ask students to consider what the intended and unintended consequences of Regulation 17 were through an exit ticket
 - take up next class

ASSESSMENT:

- Students should hand in cause and consequence sheet
- exit tickets will provide opportunity to identify if students understand the causes and the intentions of Regulation 17
- as students write on the board you can assess if students understand the meaning of immediate or underlying causes as well as their understanding of this event

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Evidence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Causes and consequence, Historical Perspectives

LESSON # 2

TITLE: What is the ‘crisis’ in the Conscription Crisis of 1917

OVERVIEW: Students will investigate a variety of primary sources regarding the 1917 Conscription Crisis in order to discover what the ‘crisis’ was. This activity will develop their ability to analyse multiple sources, extract, and organize information. These sources also represent to understand how conflicts are presented in media what crisis’ are.

MATERIALS:

1. Primary Source Documents (PSD 2.1/ PSD2.2/ PSD 2.3/ PSD 2.4/ PSD 2.5/ PSD 2.6/PSD 2.7)
2. Teacher Instructions
3. Black Line Masters (BLM 2.1), access to YouTube

PLAN OF INSTRUCTION:

Step 1: Warm up (10 min)

Show a video clip from *Sherlock Holmes* (3:54)

[<https://www.youtube.com/watch?v=ElH3aVXLZoo>]

-*What kind of details are the most important?*

-*What was Sherlock doing based on what he saw?* (looking for inferences)

Step 2: Discussion (15 min)

Looking at Primary Sources:

What is history? A: looking for history is a discussion/conversation and interpretation of primary sources

What are primary sources? A: something from the time ie newspapers, photos, journal entries

Use this time to present the causes for conscription in relation to the Great War

For example, war wasn’t going well and the Allies needed more soldiers

Will also need to define conscription

Step 3: Guided Practice (25 min.)

-Students will divide into groups where they will work together to explore six primary sources regarding the conscription crisis filling out a primary source tool box worksheet for each source

- come up with a class definition of a 'crisis'

Here's an example From Oxforddictionaries:

A time when a difficult or important decision must be made

- Students should focus on information that helps them understand why this event has been deemed a crisis

What is the conflict? Who is involved? What were the arguments? What were the perspectives?

Circulate around the room and guide inquiry

Step 4: Sharing / Discussing / Teaching (15 min.)

- Groups should present what they think the crisis was regarding conscription
 - encourage students to back up the decision with evidence from the sources

- Get feedback regarding how they felt about exploring primary sources

Either through an exit slip or through a group conversation (I like a talking circle)
some prompts:

What do you like about looking at primary sources?

What was hard about working with primary sources?

Did you like finding the answers for this inquiry?

ASSESSMENT:

- collect primary source tool box sheets
- gauge their thinking as you circulate
- getting feedback regarding evidence allows you to modify or remediate any challenges students had in future lessons

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspective, Ethical Judgment, and Evidence

LESSON # 3

TITLE: What was significance about the Conscription Crisis

OVERVIEW: Students will learn about the events that led to conscription and what followed conscription. Students will be able to identify historical significance as a concept and the significance of the events of the Conscription Crisis in 1917 in Canadian History.

MATERIALS:

1. Primary Source Documents (PSD 3.1)
2. Instructions for teacher
3. Black Line Masters (BLM 3.1/ BLM 3.2 / BLM 3.3) Access to YouTube

PLAN OF INSTRUCTION:

Step 1: Warm up (15 minutes)

Ask students to consider the most significant event/moment in their life, ask them to write down why this event was significant/why do you remember this event. Ask students to then organize their reasoning between two criteria

Significance can be divided into two sets of criteria:

Resulting in Change: does this event result in change; for a large amount of people, how long lasting were the affects and how does this event change

Revealing: how does this event link into a larger trend or narrative or what does this event reveal about something today?

Step 2: Discussion (15 minutes)

Introduce the topic of Conscription

- use the “Avoidance of War” reading with questions to introduce the topic
- take up answers as a class

Step 3: Modeling (15 minutes)

Explain the Military Voters Act and War Time Elections Act

- Extended the right to vote to men and women serving in the Canadian Expeditionary Force
- Extended the right to vote to mothers, wives, and sisters of soldiers serving, also refused

the right to vote to any person deemed 'enemy aliens'

Prompt: *ask students to consider why the government extended these rights taking in historical perspective of these peoples and why they would vote for Conscription, also an opportunity to explore the ethical dimension of granting some people rights and not others*

-Using PSD 3.1 discuss the significance of these two Acts in relation to conscription, discuss significance of these acts in relation to WW1

Step 4: Independent Activity (15 min.)

Show video on the Quebec Easter Riot (9 minutes) stop at 7 minutes

<https://www.youtube.com/watch?v=ugeq0PIjuSQ#t=50>

-this video contains some repetitive material and also uses primary sources
-ask students to take notes as they watch the video regarding the criteria for historical significance

What is significant about these riots in relation to conscription?

What is significant about these riots in regard to Canadian history?

*Assess student's note taking, it might be helpful to pause following informative sections of the video

-students will complete the historical significance worksheet on this event and hand in at the end of class

ASSESSMENT:

-as you take up answers to the reading assess students ability to complete this skill

-through independent activity assess their understanding of the criteria for historical significance as well as their understanding of the Conscription crisis

-Assign the students to watch the news over the course of the following week and pick one event and write down the historical significance following the criteria

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Change and Continuity

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspective and Evidence

LESSON # 4

TITLE: Change and Continuity: Conflicts in Parliament

OVERVIEW: Students will explore change and continuity of political conflict by comparing the King-Byng Affair and when Harper prorogued Parliament in 2008. This lesson is designed to happen in two days to explore both topics and compare them adequately.

MATERIALS:

1. Primary Source Documents (PSD 4.1 / PSD 4.2/ PSD 4.3 / PSD 4.4/ PSD 4.5)
2. Instructions for teacher
3. Black Line Masters (BLM 4.1 / BLM 4.2 / BLM 4.3)

PLAN OF INSTRUCTION:

Step 1: Warm up (15 min.)

Read Article “A Historically Rare Event Amidst an Already Strained Government,” until section on PM Trudeau

Ask: *What is this article about?*

Students should describe the four scenarios/ relationships discussed in the article

What has change regarding the relationships between Governor Generals and Prime Ministers

What has continued regarding these relationships?

Day One:

Step 2: Discussion (15 min.)

Read handout for King Byng Crisis

-be prepared to explain terms regarding Parliament and what made this a constitutional crisis
Show students King-Byng Cartoon to visually explain the crisis/series of events

Step 3: Guided Practice (20-25 min.)

Students will read letters and take note of what these letters suggest regarding the relationship between the PM and GG and the crisis

Step 4: Independent Activity (10 min.)

-ask students to write an answer to this question and explain their thinking

What would you do if you were the Governor General?

Step 5: Sharing / Discussing / Teaching (15 min.)

Students will now pair up with someone who has the opposite opinion and discuss the question

Day Two:**Step 1: Change and Continuity (10 min.)**

Ask students to fill out column one on change and continuity worksheet regarding the King Byng Affair

Step 2: Discussion (20 min.)

Introduce “News in Review” video

-Preparation worksheet should be handed out first to explain major concepts

Step 3: Guided Practice (15 min.)

Students will have the opportunity to read an article and discuss the author’s point of view regarding what Harper is doing

-with a partner, students will discuss what they think Michaelle Jean should do

-students will also compare the two events and identify similarities and differences

Step 5: Independent Activity (give an approximate time for the step)

Students will now fill out the rest of their change and continuity worksheet

Students will also use this time to answer the question about to what degree change and continuity occurred

Step 6: Sharing / Discussing / Teaching (give an approximate time for the step)

-put students into groups

-Students will create their own ‘News in Review’ exploring change and continuity/historical parallels between two historical events

ASSESSMENT:

-Students will hand in continuity and change worksheet

-will display their learning and understand of this concept by creating their own ‘News in Review’

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Evidence

LESSON # 5

TITLE: The Perspectives of the Winnipeg General Strike

OVERVIEW: Students will explore the historical perspectives of those who participated in the Winnipeg General Strike in order to understand the diversity of perspectives in the past and what caused this conflict in Canadian history. Understanding varying perspectives in the past will develop skills in understanding current conflicts within Canada and the world today.

MATERIALS:

1. Primary Source Documents (PSD 5.1/ PSD 5.2)
2. Instructions for teacher
3. Black Line Masters (BLM 5.1 / BLM5.2 / BLM 5.3), Access to YouTube

PLAN OF INSTRUCTION:

Step 1: Warm up (20-30 min.)

Watch Crash Course Video number 33

[<https://www.youtube.com/watch?v=B3u4EFTwprM>]

As you watch video pause following key concepts that you want students to know using the capitalism/socialism T-Chart

Also pause to take any questions or clarify any key ideas, the video moves quickly
Students will have a hard time understanding socialism and may have misconceptions regarding it being 'bad'

*Pause for definitions on Industrial Capitalism and provide this definition for communism:

The political system in which everyone shares in the wealth of a country equally

*This will provide the context of the Winnipeg General Strike

Step 2: Modeling (5 min.)

Review guidelines for historical perspective

-Presentism= bad

-consider the context

-acknowledge that like now, there were different perspectives in the past

Model using Winnipeg Citizen regarding the employer's point of view (as an overhead)

Teacher Prompt:

What do they think the strike actually is?

What is their perspective

Step 3: Guided Practice (30-50min.)

- Students will now complete an 'artifact' activity using the Historical Perspective worksheet
 - Split students into even groups of five and send them to separate stations around the room containing a primary source (IWW Song) and go over instructions
 - Give groups ten minutes at each station, circulate to provide help and keep them on task
- *As it is a reading of the same type of source, students will likely require less time at each station as they progress

Step 4: Independent Activity (10 min)

Give students time to answer question at the bottom of the Historical Perspective worksheet

Given what you now know about the attitudes of those who were on strike, do you believe the government and community at large were justified to fear a communist revolution within Canada?

Step 5: Sharing / Discussing / Teaching (15 min.)

Get group into a talking circle using a talking stick of your choice

Allow students to share their opinions/answers to question

Further teacher prompts could be:

Do you think it was a communist revolution?

What do you think the strikers wanted?

Why do you think the government and other officials believed it to be part of a revolution?

ASSESSMENT:

Gauge students understanding of perspective based on their conversations regarding the reasons that the Strikers went on strike and why employers and the Government felt that it was a revolution. If students are not able to share both perspectives in conversation, concepts may need to be reviewed.

Students will also hand in BLM 5.3 for marks assessing their ability to summarize each source and make connections to socialism

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Ethical Judgment

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspective and Evidence

LESSON # 6

TITLE: Judging the Actions of the Government during the Winnipeg Strike

OVERVIEW: In this lesson students will learn about what happened at the General Strike. They will also explore primary sources and the concept of judging the past through this event.

MATERIALS:

1. Primary Source Documents (PSD 6.1)
2. Instructions for teacher
3. Black Line Masters (BLM 6.1 / BLM 6.2 / BLM 6.3), access to YouTube

PLAN OF INSTRUCTION:

Step 1: Discussion (15-20 min.)

Watch video on Winnipeg general strike:

<https://www.youtube.com/watch?v=WfhIyhZ8XEk>

have student fill out question sheet as they watch

-pause video as answers come up and discuss with class any confusions or ideas that require clarity

Step 3: Modeling (10 min.)

Ask students to answer the question at the bottom of the work sheet

Do you think the government's response was an infraction on the public's right to criticise the government? Explain your thinking.

Ask for some of their responses

-ask them to consider what ethical judgments are (judgments we make on historical actions)

-ask them to consider our ethical universe vs this by gone society, refer to historical perspectives

-What can we learn from this event given what we know at this time?

Step 4: Guided Practice (25 min.)

- Students will divide into groups of six and be given a source package (six sources)
- Each student will each read a primary source and each will fill out a primary source analysis sheet
- students will then work together to fill out the Ethical judgment worksheet

Step 5: Independent Activity (20 min)

Student will now write a paragraph describing what judgments they make regarding the Winnipeg General Strike.

ASSESSMENT:

Mark the Ethical Judgment sheet to assess their ability to think critically about information taken from primary sources

Mark the paragraph to assess their ability to make judgment on the past and their communication skills

TO PROBE RESULTS OF REGULATION 17

Premier Ferguson Makes An- nouncement on Return to Ontario

HE LIKES ELECTION NEWS

Premier Ferguson on his arrival in Toronto on Saturday after his trip to England, announced that the Government this fall would institute a thorough investigation into the operation of Regulation 17. The purpose of the investigation, he stated, would be to find out whether the regulation is being observed in the English-French schools of the Province.

"The purpose of Regulation 17 was to improve the facilities for the teaching of English in the French schools. Whether it has accomplished that end will have to be determined," he said, in explaining that the inquiry would be commenced after the opening of schools in the fall. The Premier said he was not in a position to indicate what form the investigation would take. The matter of Regulation 17 came up as a consequence of the introduction into the interview of the matter of the recent address by Monsignor Halle, Bishop of Hearst, in which it was stated that Regulation 17 was directed more at the Roman Catholic religion than at the French language.

Premier Ferguson expressed himself as being very gratified by the result of the vote in New Brunswick and stated he looked forward to a Federal election in the near future.

In regard to England, Premier Ferguson said he expected to see protection adopted within the next five years. The dole system, he thought, was undesirable, as it fostered indolence and destroyed morale.

REGULATION 17 IN NEW ROLE

Becomes a Factor in Question of Land Settlement in Northern Ontario

ORANGEMEN ACTIVE

French-Canadians desiring to settle in northern Ontario must obey the famous "Regulation 17" of the Ontario school act, which has been the cause of so much trouble in the French districts of the Province.

This is the outstanding feature of important new settlement regulations which are now in force in Ontario. The Globe was informed by a well-known Orangeman yesterday that the new rule is aimed at the French-Canadians, who for some time have been pouring in from Quebec into new Ontario, with the object, the Orangemen fear, of controlling the elections in that part of the Province.

Must Become British Subjects.

The new regulations are also designed to compel aliens settling in new Ontario to become British subjects. "There are already a large number of Germans and Austrians up there," said Hon. G. Howard Ferguson, Minister of Lands, Forests and Mines, yesterday, "and we propose in future that an alien must become a British subject before he can own land in new Ontario. So long as I am Minister of Lands, Forests and Mines," proceeded Mr. Ferguson, "Ontario will remain a British Province, and no German or Austrian will get land in new Ontario until he becomes naturalized."

Not only must the new settlers agree to obey unreservedly all the laws of the Dominion of Canada and the Province of Ontario, but they must make a specific affidavit that they will obey the "laws relating to militia and military service, and all Provincial laws, statutes, rules and regulations of every character whatsoever, that may be in force from time to time." This, of course, includes the famous Regulation 17 of the Department of Education, respecting the teaching of the French language in the schools of the Province. Heavy penalties are provided if settlers fail to carry out their part of the agreement.

Penalty Imposed.

The affidavit contains this paragraph: "That I understand that failure to comply with any of the promises or declarations made herein shall, in addition to any other penalties to which I may be subject, entail forfeiture, without compensation, of all my rights, and of any moneys paid on account of the purchase of land."

The new affidavit further makes clear the Government's decision that "for the duration of the war no application to purchase Crown lands for settlement purposes by a male individual of military age will be accepted, unless accompanied by a medical certificate of unfitness or proof of rejection or exemption, or until approved by the Minister."

FRENCH-CANADIANS TO PETITION GOVERNMENT

Asking for Repeal of the Famous Regulation 17—Congress Concludes

(Canadian Press Despatch.)

Ottawa, Feb. 16.—The French-Canadian Congress, in session here for the past two days, was brought to a conclusion to-night with a monster rally in the Sacred Heart Church, at which Senator Landry presided.

Senator Landry ridiculed the Ottawa Separate School Commission, appointed by the Ontario Government to conduct the separate schools of Ottawa. He urged every French-Canadian to sign the petition which is being prepared for submission to the Ontario Government, asking the repeal of the famous Regulation 17. Under ordinary conditions, he said, the Government might ignore the petition, but backed, as it would be, by united French-Canadians, and under the extraordinary circumstances existing, he believed that the Government could not afford to ignore the representations.

Mr. A. Morin of Montreal, President of the St. Jean Baptiste Association, suggested a boycott of those merchants and firms known to be averse to the aims of the bilingual school supporters. Several other speakers advocated the same course.

Senator Landry was re-elected President of the Congress.

A feature of the forenoon sitting was an address by Henri Bourassa, in which he assailed the Provincial Government for its attitude on the school question, declaring that delegates from Ontario were unable to attend international conferences because they did not understand the French language. "The treaty of peace in this war," he declared, "will be signed in French, whether it be in London, Paris or Berlin."

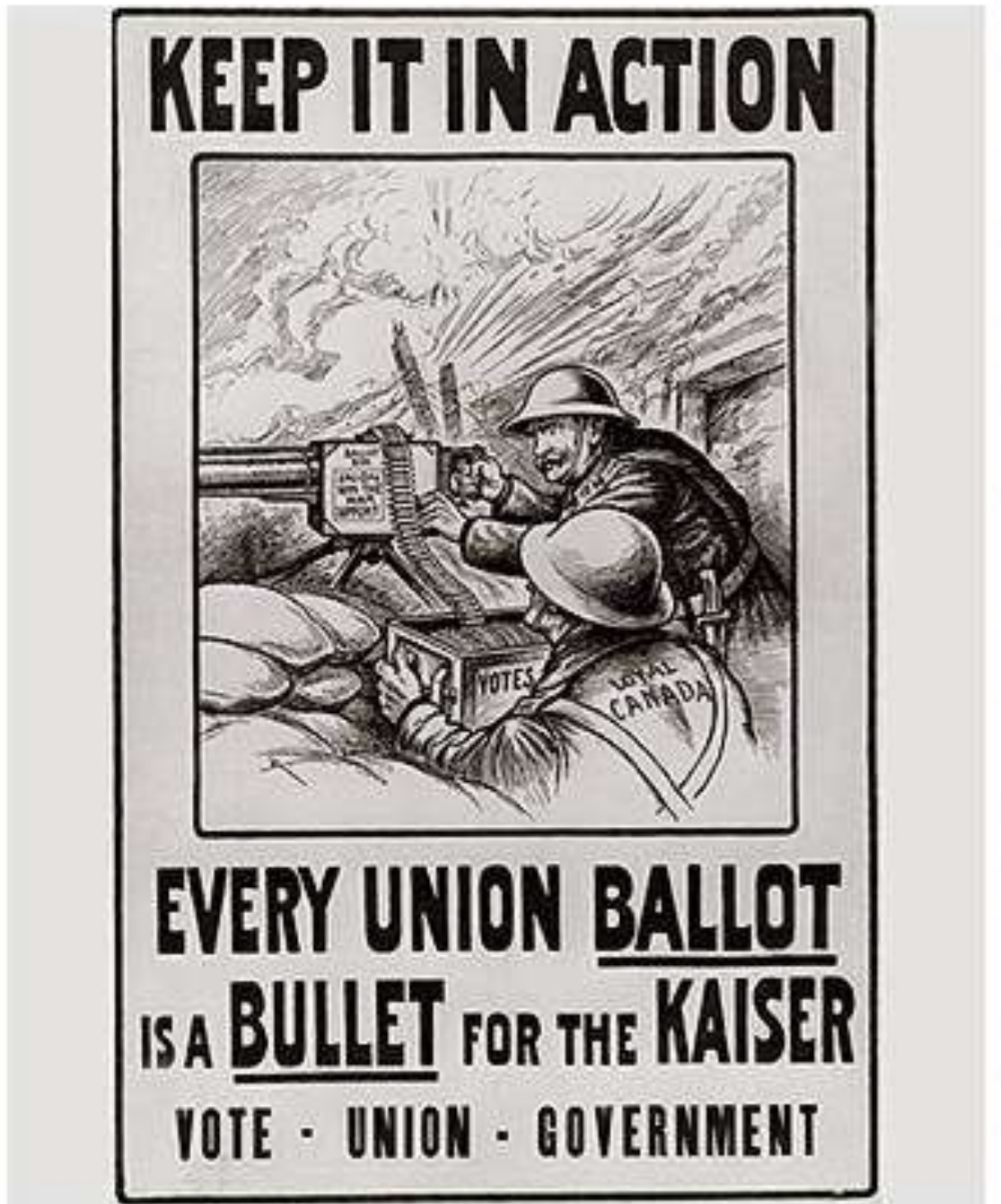
APPENDICES:

Primary Source Documents

PSD 2.1



"Down with Conscription." *The Quebec Chronicle*, May 24, 1917.



Coalition Propaganda Election Posters 1917 from
<http://www.tvdsb.ca/webpages/evendent/chc2d.cfm?subpage=106731>

PSD 2.3

An excerpt from the debates held in Parliament regarding the Military Service Bill introduced by Prime Minister Sir Robert Borden

Sir Wilfrid Laurier:

It has often been wondered why the people of Quebec have not volunteered in larger numbers. It has been asked: Has their blood degenerated? It is sufficient to say that those French Canadians who have enlisted have given answer to that question upon the battlefields of France and Flanders, where they have performed their duty in such a manner as to win the applause of all their comrades in arms, and of all the Canadian people.

The fact that the men of Quebec have not enlisted in larger number does not mean that they have degenerated. Conditions prevail in the province of Quebec which do not exist elsewhere. According to the figures of enlistment which were brought down a few years ago, the English-speaking portion of the community contributed 280 000 men; of these about 125 000 were Canadian-born; the remainder were English-born. The number of French Canadians enlisted was given as 14 000. I have given a good deal of attention to this subject. . .

If the compare enlistment of French Canadians does not compare favourably with the enlistment of their compatriot speaking the English language, it is to be noted that the disparity between enlistment of men who are Canadian-born and men who are British-born is also somewhat marked. What can be the cause of this disparity? The English-born are at the top of the list, the Canadian-born speaking the English language come next, and the Canadian-born of French origin are at the bottom of the list. It is suggested that enlistment has preceded negatively in proportion to the length of time that the men have been in the country. The French-Canadians, who have been longer in the country than any other class of the community, have contributed fewer than the others. . .

I am sure that not one man in the province of Quebec has any relatives natives of France . . . I think it may be truthfully said on the other hand that there is not an English-speaking family in Canada which cannot claim relatives in Great Britain. . .

Canada. House of Commons Debates, 1 August, 1917 (Sir Wilfrid Laurier)

THE MILITIA SERVICE ACT OF 1917

The Government bill for **conscription** under the title "The Militia Service Act, 1917," commences with a recital of the compulsory service provisions of the Militia Act passed in 1904. It recites the clauses of that Act which render the militia liable to be sent for service in or out of Canada for the defence thereof. It explains that, owing to the large voluntary enlistment of those who otherwise would be producers in Canada and to the necessity of maintaining production at the highest possible limit under such circumstances, the method of drafting men as provided in the Militia Act is unwise and improvident, and that the men now required should be secured by a process of selection. The bill provides for securing reinforcements, which, unless Parliament further authorizes, are not to exceed 100,000 men. It sets out ten distinct classes from whom drafts will be selected. These classes will be called out in the order named. They are as follows:

Class 1—Those who have attained the age of twenty years and were born not earlier than the year 1894, and are unmarried, or are widowers but have no child.

Class 2—Those who were born in the years 1839 to 1893, both inclusive, and are unmarried, or are widowers but have no child.

Class 3—Those who were born in the years 1883 to 1888, both inclusive, and are unmarried, or are widowers but have no child.

Class 4—Those who have attained the age of twenty years and were born not earlier than the year 1894, and are married, or are widowers who have a child or children.

Class 5—Those who were born in the years 1839 to 1893, both inclusive, and are married, or are widowers who have a child or children.

Class 6—Those who were born in the years 1883 to 1888, both inclusive, and are married, or are widowers who have a child or children.

Class 7—Those who were born in the years 1876 to 1882, both inclusive, and are unmarried, or are widowers who have no child.

Class 8—Those who were born in the years 1876 to 1882, both inclusive, and are married, or are widowers who have a child or children.

Class 9—Those who were born in the years 1872 to 1875, both inclusive, and are unmarried, or are widowers who have no child.

Class 10—Those who were born in the years 1872 to 1875, both inclusive, and are married, or are widowers who have a child or children.

In its remaining essential points the bill provides:—

(2) For the purpose of this section, any man married after the day of _____, 1917, shall be deemed to be unmarried.

In his speech Sir Robert Borden announced the day as June 11.

(3) Any class, except class 1, shall include men who are transferred thereto from another class as hereinafter provided, and men who have come within class 1 since the previous class was called out.

(4) The order in which the classes are described in this section shall be the order in which they may be called out on active service, provided the Governor-in-Council may divide any class into sub-classes, in which case the sub-classes shall be called out in order of age, beginning with the youngest.

SHALL REPORT FOR ACTIVE SERVICE.

5. (1) The Governor-in-Council may from time to time by proclamation call out on active service as aforesaid for the defence of Canada, either in Canada or beyond Canada, any class or sub-class of men described in section four, and all men within the class or sub-class so called out shall, from the date of such proclamation, be deemed to be soldiers enlisted in the military forces of Canada, and subject to military law for the duration of the present war, and of demobilization thereafter, save as hereinafter provided.

(2) Men so called out shall report and shall be placed on active service in the Canadian Expeditionary Forces as may be set out in such proclamation or in regulations, but until so placed on active service shall be deemed to be on leave of absence without pay.

(3) Any man by or in respect of whom an application for exemption is made as hereinafter provided shall, so long as such application or any appeal in connection therewith is pending and during the currency of any exemption granted him, be deemed to be on leave of absence without pay.

(4) Any man who is called out and who, without reasonable excuse, fails to report as aforesaid to remain on active service where placed shall be guilty, according to the circumstances, of deserting within the meaning of section twelve of the Army Act, or of absenting himself without leave within the meaning of section fifteen of the Army Act, shall, besides being otherwise subject to military law, be liable (a) to be tried by court-martial and convicted and punished by imprisonment, or (b) on summary conviction to imprisonment for any term not exceeding two years.

LOCAL AND APPEAL TRIBUNALS.

(1) There shall be established in the manner hereinafter set out the following tribunals:

(a) Local Tribunals.

(b) Appeal Tribunals.

(c) A Central Appeal Judge.

(2) Any tribunal may hear evidence on oath or otherwise, as it may deem expedient, and for performance of its duties shall have all the powers vested in a Commissioner under part 1 of the Inquiries Act.

(3) The Governor-in-Council may, upon the recommendation of the Central Appeal Judge, make regulations with respect to the establishment, constitution, functions and procedure of the said tribunals, and such regulations may contain provisions for securing uniformity in the application of this act.

(4) In so far as provision is not otherwise made, the procedure of the tribunal shall be such as is determined by the tribunal.

(5) No member of any tribunal shall be responsible at law for anything done by him in good faith in the performance of his duties under this act, and no action shall be taken against any member of a local tribunal or an appeal tribunal in respect of the performance or non-performance.

FOR A NON-PARTISAN HEARING.

There are to be three tribunals. First of all, local tribunals, composed of two persons, are to sit in each locality wherever designated by the Minister of Justice. One of these two men is to be chosen by the Senior County Court Judges of the district where the tribunal first sits. The other is to be chosen by a Board of Selection, and this Board of Selection is to be named, not by the Government, but by Parliament.

The Premier's intention is that it shall be composed of men acceptable to both and all elements of political faith. These local tribunals shall hear applications for exemption, and the principles upon which they shall act are set out in the bill.

Boiled down, they require that the tribunals shall decide whether or not the man who asks for exemption is best serving the national interests at the work he is at or in military service.

The next tribunal is called the Appeal Tribunal, and is composed of one Judge of any court to be designated by the Chief Justice of the Province where the appeal is entered. Any applicant for exemption, and anyone authorized by the Militia Department, has free right of appeal to this appeal tribunal.

SUPREME COURT JUDGMENT.

Above the appeal tribunals throughout, all the Provinces there is a Central Appeal Judge. This Central Appeal Judge is to be chosen from the present Supreme Court of Canada. He is to determine by regulation the conditions upon which appeal may be made to him. Provision is made for providing the assistance of other Judges for the Central Appeal Judge on his recommendation. It will thus be seen that the exemption provisions aim at the fair and impartial and, what is not less important, the uniform application of the exemption clauses throughout the whole of the Dominion.

A Registrar is to be appointed for each Province, whose duty it will be to receive appeals and allocate them by districts for the convenience of the Chief Justice in the selection and allocation of the appeal tribunals.

THOSE WHO ARE EXEMPT.

Certificates of exemption that may be granted are evidently intended to be, in the main, conditional certificates. Men may be exempted for a limited time, or pending the happening of some event. They may also, in proper cases, be placed in the class next in order, and required to report for duty when such class is called. Applications for exemption may be made by one person on behalf of another, and may be made to any local tribunal in the Province where the applicant resides. A local tribunal, once chosen, however, by an applicant, cannot be afterwards changed.

There are also exempted clergy and ministers of religion and certain members of the Mennonites and Doukhobors promised exemption by the Dominion in 1873 and 1898.

When the class to which any man belongs is called out, each member of that class becomes a member of the militia, subject, of course, to apply for exemption. The expense and delay of registration are avoided and apparently at the same time the objects of registration are to be attained. There are only sixteen sections in the bill.

CONSCRIPTION PROPOSAL THE BAR TO COALITION

Ottawa, June 7.—Following is correspondence exchanged between Sir Wilfrid Laurier and Sir Robert Borden yesterday and to-day anent the proposal for a coalition Government:

Sir Wilfrid's Letter.

Ottawa, June 6, 1917.

Dear Sir Robert: On the 12th of May you asked me to meet you on the following day, which I did. After explaining fully the conditions of the war in the light of knowledge acquired during your recent visit to Great Britain you stated the reasons which had led you to the conclusion that compulsory service was necessary, and you explained to me the provisions of the military service bill.

You then proposed the formation of a coalition Government upon the basis that, outside of the Prime Minister, each of the two political parties should have an equal representation in the Cabinet, and you emphasized the importance of avoiding, if possible, an election during the war.

I told you at once that if my cooperation was desired, I regretted that I had not been invited before you had announced a policy of compulsory service, as I dreaded very serious difficulties if a conscription law was passed by the present Parliament. You rejoined that you had thought it preferable to invite me after the policy had been enunciated rather than before.

At an interview which took place on Tuesday, the 29th of May, you suggested to me that you thought it necessary to hold a caucus of your supporters, but desired to consult me before doing so. I suggested to you that to hold a caucus pending negotiations would not likely tend towards the objects to be attained. At the same time I suggested that as I wanted to consult particularly Sir Lomer Gouin and some other friends I would like to have a clear statement in writing of your proposal, which you formulated as follows:

That a coalition Government should be formed;

That the military service bill should be passed;

That a pledge should be given

not to enforce it until after a general election;

That Parliament should be dissolved and the coalition Government should seek a mandate from the people.

At the conference on Friday, the 1st of June, and again on Monday, the 4th, the possible personnel of a coalition Government was considered. Some not insuperable difficulties in that personnel were anticipated, and the subject was not concluded. On Wednesday, the 6th of June, the final conference took place at which I announced that I had not seen my way clear to join the Government on the terms proposed. I asked you at the same time if conscription was the only basis, to which you replied in the affirmative.

At this and previous interviews, I always stated to you that whenever conscription was adopted, after a consultation of the people, I would certainly urge in every possible way obedience to the law.

Believe me, yours very sincerely,

(Signed) Wilfrid Laurier.

Sir Robert's Reply.

On June 7 Sir Robert Borden replied as follows:

Dear Sir Wilfrid Laurier: I beg to acknowledge your letter of yesterday in which you set forth the substance of recent negotiations respecting the formation of a coalition Government. At our first interview you had expressed the opinion that compulsory service should not be enforced until it had been approved by a referendum or at a general election. It was for this reason that I submitted the further proposal on the 29th of May, which is described in the fourth paragraph of your letter.

I agree that it was the policy of compulsory service which, in your judgment, made it impossible for you to join a coalition Government. I was convinced that compulsory service was necessary, and must be included in the policy of the proposed coalition. You, on the other hand, decided that you could not accept such a policy, and that you could not join a Government which adopted it.

Yours faithfully,

R. L. Borden.

RIOTING AT QUEBEC INCREASES SERIOUSLY: SHOTS FIRED AND THREE CIVILIANS KILLED

SEVERAL SOLDIERS INJURED

Soldiers and Mob in Clash on Streets—Cavalry Charges and Drives Crowd Back—Scenes of Uneasiness Develops During Evening—Soldiers Do All Possible to Prevent Unlawful Assembly

(Special Despatch to The Globe.)

QUEBEC, April 1.—Soldiers and rioters fired at each other to-night, and the first casualty list shows that a number of soldiers have been shot and also three civilians killed and several injured. The soldiers when fired on opened back with machine guns. This is the midnight situation.

A number of arrests have been made for breaches of the law, and a large number of other men taken into custody by the soldiers and marched to barracks so as to get them out of the road.

TOO SERIOUS TO BE DISCUSSED.

Shortly before midnight Major-General F. L. Lessard, who is in command, stated that the situation was too serious to be discussed.

MARTIAL LAW IN EFFECT.

Anything may break out at any time. Martial law went automatically into effect when the soldiers were fired upon.

CASUALTY LIST.

The following is the casualty list of soldiers and civilians, as far as can be determined at midnight, and in addition there are a number of minor injuries :

PTE. JACK MARTEL—Bullet wound over right eye ; address Paris, Ont., a soldier of the Engineers' unit of St. John's, Que.

PTE. J. L. PELERINE—Hit on the back of the head with a brick ; address Guysborough County, N.S., with the Engineers' unit at St. John's, Que.

PTE. CHECKLEY—Bullet wound in the left leg ; address Greenwich, Conn., with the **Quebec** Depot Battalion.

ARTHUR LAPAILLEUR—Civilian ; was shot in the heart and died a few minutes later at the office of Dr. Arthur Leclair.

GEORGE HAMEL—Bagot street, civilian ; killed.

— **PREPAVIER**—St. Malo Ward, civilian ; killed.

WILLIAM TREMBLAY—Civilian, address on Bagot street, **Quebec** ; shot in the right leg ; taken to the Hotel Dieu Hospital.

PRISONERS TAKEN.

The following is the list of prisoners as known : Irene Arbour, 106 Morin street, **Quebec** ; Joseph Lachance, 3 Dargenzon street, **Quebec** ; Emile Boisbriant, 11 Duparc street, **Quebec** ; J. R. Giguere, 56 Chateauguay street, **Quebec** ; Albert Berube, 339 Arago street, **Quebec** ; Joseph Marlin, 4 Ste. Therese street, **Quebec** ; J. Adolphe Bernier, St. Foy road.

PERSISTENT GROUPS MARCHED AWAY.

About midnight the soldiers on St. Joseph street, across from Jacques Cartier Square, surrounded several groups who persisted in staying on the streets, and lined them up in the street in front of the big Merger Building and marched them away.

The most reliable information is that about fifteen civilians were wounded, including those listed above, and eight soldiers.

MOB HAD ADVANTAGES.

The mob used rifles, revolvers and bricks, firing upon the sol-

(Continued on Page 7, Cols. 2 and 3.)

RIOTING AT QUEBEC INCREASES SERIOUSLY

(Continued from Page 1, Cols. 7 and 8.)

diers from behind snowbanks and from house tops. The nature of the city lent itself to their attacks upon the soldiers, and what made the task still harder was that Quebec is enveloped in a dense fog, which makes it impossible to see more than a few yards away with any degree of certainty.

MOB'S SULLENNESS FLAMED OUT.

It had been hoped that the energetic measures that the soldiers had adopted along St. Joseph street, in the district surrounding Jacques Cartier Market, for approximately a quarter of a mile on all sides, would have prevented bloodshed. The sullenness of the crowd broke into flame finally, and under the cover of the fog they gathered about in lanes and made descents. The soldiers fired several volleys in the air, but this deterred only for a time.

MACHINE GUNS CARRIED DISMAY.

Matters came to a head shortly before 11 o'clock, when the worst clash of all took place on Boulevard Langelier, about six streets from the Market Square. A patrol of soldiers was fired at, dozens of shots being sent at them from behind protecting snow banks, lanes, and in some cases from housetops. The soldiers fired back, and the machine gun section from Toronto opened fire, three machine guns getting into action with a promptness that carried dismay to the hearts of the rioters. It was here that most of the rioters were wounded, but the majority were taken by their friends to doctors' offices for treatment, and they will probably never be known.

Some more shots were fired at the soldiers, but the aim was bad. The khaki could not be located in the fog.

MILITARY AMBULANCE ATTACKED.

When the military ambulance taking away a wounded soldier was at the corner of Crown and St. Vallier streets some rioters attempted to stop it, and flung ice and stones at it. A civilian was wounded here when the patrol came up.

SOLDIERS BATTER DOWN SHOP DOOR.

There is a candy shop near the steps leading to Crown street, and some of the mob when chased by the soldiers were seen to run in that direction. The store was closed by the proprietor, J. A. LeCours, and the soldiers broke down the door with their rifle butts in order to search for those who were believed to have taken refuge there. However, diligent search failed to show the men wanted.

NUMEROUS YOUNG MEN GATHERED IN.

Young men around midnight were seized almost on sight when near patrols and asked to produce their exemption papers. A number were quickly gathered in by this method, and in some cases men in Class B were also taken, the military evidently not wishing to have their work over again when this class is ordered to the colors. It is entirely a different affair picking up conscripts when the military do the task and when it is done by other men. The order is simply "Fall in," and those in Quebec who have not learned what that means to-night are bound to learn very quickly.

MILITARY SEIZING FIREARMS.

The military are taking every possible step to seize firearms, and gathered in several waggons to-night from various stores.

TREMBLAY'S CONDITION SERIOUS.

The condition of William Tremblay, who was shot in the leg, is reported at the Hotel Dieu to be serious.

HUNDREDS OF REVOLVERS CAPTURED.

Any doubt as to whether there is martial law in Quebec was removed when, after the troubles ceased, the soldiers stopped pedestrians and searched them for weapons. Hundreds of revolvers have been captured since midnight, and there is a queer assortment of firearms. A considerable quantity of ammunition was seized also. The majority of those stopped had weapons, according to reports from some sections.

Quebec, April 1.—(Canadian Press Despatch.)—Despite solemn warnings from the military that the rioting in Quebec would be put down with a stern hand, and a great number of people not to repeat the rioting, in the next three days, crowds gathered in several parts of the downtown section of Quebec to-night, and had to be broken up by the Toronto infantry and dragoons. A number of soldiers were injured in the fighting, and a batch of suspected rioters were placed under arrest.

After being absent from sight all day, at midnight the soldiers were ordered from barracks and stationed in different parts of the city. The Upper Town was cut off from St. Roch, where the disorderly element roamed, by a line of troops. Four hundred men of the 2nd Central Ontario Regiment, under Major Mitchell, were stationed at Jacques Cartier square. The squadron of Royal Dragoons, under Lieut. Arnold, were also held in readiness in the neighbourhood.

Armand Lavigne, the Nationalist leader, was expected to address a meeting in this square, but respect of the military order banning such assemblies.

A large crowd was on hand, however.

Bricks and Bullets Bring Arrests.

The rioting began soon after the rioters were posted. Bricks were thrown from house-tops while revolver shots were fired from alleys. The soldiers, immediately hostilities began, waded into the crowd and arrested seven men.

Several men took shots at the military and escaped into the mob. One soldier had a miraculous escape. He rescued a rioter who dodged in front of him, pulling the trigger of a revolver five times, it did not explode. The cavalry repeatedly charged the mob, to keep them moving, with drawn swords, but the moment the troops' backs were turned the crowd returned. About a hundred yards away, near the C.P.R. station, the soldiers were greeted by a mob with a fusillade of revolver shots, bricks and ice. Several soldiers fell in this attack, slightly injured.

Soldiers Fire in Return.

After patiently bearing the bombardment of the crowd the soldiers received orders to fire in return. A number of shots were sent over the heads of the mob near Jacques Cartier Square.

As the casualties began to occur a Red Cross emergency dressing station was opened in the Berger Building, opposite Jacques Cartier Square, with Major Tasse and Major Starnan, both of Quebec, in charge. Here the men had wounds treated and were conveyed by an ambulance to the military hospital on St. Louis street.

Machine-guns Used.

As the evening advanced a dense fog settled down. The rioters, who had been broken up by the infantry and cavalry, gathered in doorways and fired at random down the street. The soldiers answered the shots whenever they were sure where they had come from. This method of dealing with the snipers failed to stop the shooting, so machine-guns were used in the direction of the revolver shots.

The soldiers bore their ordeal with great calmness and fortitude. One man, Leroy Johnston of Toronto, shot in the jaw, after having his wound dressed, asked for leave to go on duty again. The doctor sent him off to the hospital.

Fake Fire Alarms.

The rioters at 10.30 o'clock caused considerable inconvenience to the fire brigade by ringing in false alarms. At first detachments of soldiers were sent to the scenes of the supposed fires, but the officers in charge soon found out the trick, and after that ignored the alarm.

Five Men Arrested.

The men arrested by the military gave the following names and addresses:—Bernier, St. Poy road; Denoe, Harbor, 106 Morin street; J.J. Giguere, 56 Chateauguay street; Jos. Lachance, 3 Dargenson; Emile Bolsbriant, 11 Dupont. All these men stoutly protested innocence of rioting.

Blank Rounds Disperse Crowd.

Quebec, April 1.—(Special.)—A guard of soldiers at one section of

Town, no one getting a chance to move up except singly, and then he comes under stern scrutiny.

Cavalry Charges Mob in Square.

Around Jacques Cartier Square, where the mob had attempted to gather in an effort to hold a meeting, the situation became critical, and at any moment the flame may burst. It was here that soldiers constantly became ready to "open up." It was in this section that a squadron of cavalry of some fifty men kept the crowds back. It was here that whole sections of one side of the street were closed for civilian traffic altogether.

There are a number of streets opening into Jacques Cartier Square, and this meant a constant influx, and a constant concentration of military, while a dozen policemen were also there to assist in the work of instruction and to tell the people to go home.

Bayonets Backed Advice.

Young women walking along the street or men with female companions were told to go home, that it would be better for them to do so, and to do it at once, so that nothing would happen to them.

"Come, now, you have no business out here this hour, get home at once and stay there," was the advice handed out. Many took the advice, and this facilitated the work of the soldiers. Others just kept moving a few steps away, and were moved along by bayonets presented at them.

Crowds Sullen, But Helpless.

The crowds, of the hundreds of sections, were in a sullen mood. Little groups would pass other little groups of friends and throw out a few hurried remarks and then move forward. There were too many soldiers in the district for anything serious to happen, and that seemed to be realized. These little groups were not allowed to talk to each other, for this would have meant a crowd, and a crowd to-day means more than three people, and even three people are looked on with certain suspicion.

French-Canadian Soldiers' Conduct.

The splendid way in which the French-Canadian soldiers have acted by those troops is perhaps the most commendable of the very highest possible extent. An example of this was told to-day. A French-Canadian soldier on guard ordered several of his companions to move along. They did not take him seriously.

He was a Quebec man, and they told him they knew that he would not attack his own people. When they refused to move on the most obstinacious of the bunch was promptly bayoneted.

While his wound was not serious, for the soldier did only what was necessary — the impression was great.

Mayor's Charges Unsubstantiated.

Ottawa, April 1. Staff Correspondence.—The charge made by Mayor Lavigne of Quebec that the ringleaders in the rioting were strangers in the city have so far not been substantiated by any reports made to the Government here.

Jacques Cartier Square about 9.30 to-night was obliged to fire a volley when sections of young men persisted in disobeying orders to move on. Blanks were used for the first volley, but that was sufficient for the time being.

Stern Dealing With Loiterers.

"Where are you going?" is the stern question the officers ask. There is a moment's hesitation. Sometimes the question is repeated. As often as not the crowd moves up.

The soldiers became more stern as 9 o'clock was reached. This is the time when under martial law traffic is suspended. While there has been no proclamation bringing martial law into effect, there is no lingering along.

"Move fast" is the continual order, and pedestrians are practically passed from pocket to pocket under this system.

St. Joseph Street Storm Centre.

The storm centre is along St. Joseph street. In the evening until 9 o'clock men gathered in the doorways along this street and through the district generally, but when the bars were closed at 9 o'clock a flock of soldiers met the out-comers from each hotel. They were not allowed to stand around the doors talking.

Groups would be stopped by officers, asked where they were going, and allowed to go ahead when they said they were going home, and advised to get home in a hurry.

Pickets Clear the Streets.

The rumbling of the storm can be heard all over lower town. The side streets are the favorite places, and these are being constantly cleared as the pickets swing along.

On St. Joseph street for a distance of about two miles there is a picket every few blocks, and soldiers marching between the units maintaining communications between the groups.

There is no trouble in the upper



Every Vote Counts

A wounded Canadian soldier casts his vote in the December 1917 election at a Canadian hospital in France. The patient and his bed were moved outdoors to pose for this photo with high ranking officers.

George Metcalf Archival Collection CWM 19930012-843

[<http://www.warmuseum.ca/firstworldwar/objects-and-photos/photographs/life-at-the-front-photographs/every-vote-counts/?back=361>]

THE HARPER GOVERNMENT AND MICHAËLLE JEAN

A historically rare event amidst an already strained relationship

MICHAEL VALPY

History has echoes. In February, 2006, Stephen Harper, the country's new leader, met with officials to plan the transition of power from the just-defeated Liberal administration.

Ottawa's senior public servant, Alex Himelfarb, looked across the table at him and said, "Prime Minister, your biggest problem is in Rideau Hall."

Thirty-four months later, Mr. Harper's immediate biggest problem may well be in Rideau Hall, the residence of Governor-General Michaëlle Jean, who could use her constitutional powers to prevent him from avoiding a parliamentary no-confidence vote that could terminate his government.

In 2006, Mr. Himelfarb, then-clerk of the Privy Council, was suggesting that Ms. Jean and her husband, Quebec filmmaker Jean-Daniel Lafond, were turning out to be a pain in the behind to the federal bureaucracy.

Ms. Jean had forced one chief of staff out of her job. A second had quit in anger. Mr. Lafond was involving himself in at least one sensitive issue – the 400th anniversary of the founding of Quebec – in which the Governor-General's office was not welcome.

While the Prime Minister's inner circle considered Ms. Jean too young at 48, too politically naive, too meshed with her former career as a journalist to be the Queen's representative and de facto head of state, the bureaucracy saw her as someone with an imperfect understanding of both the governor-general's role and of the country itself. There also were reports that Mr. Lafond was too close to Quebec separatists.



Governor-General Michaëlle Jean, with her husband, Jean-Daniel Lafond, returns to Ottawa from Europe yesterday. CHRIS WATTIE/REUTERS

Prime Minister, your biggest problem is in Rideau Hall.

Senior public servant
Alex Himelfarb

Respect for how she does the job has grown over time, but the suspicion has never left the Prime Minister's Office that she is a somewhat unpredictable loose cannon.

Now she may determine the future direction of Mr. Harper's government.

Virtually nothing is known about the relationships governors-general have with their prime ministers and whether it matters.

Ms. Jean's predecessor, Adrienne Clarkson, has provided a notable exception: She made clear in her autobiography that she didn't like former prime minister Paul Martin and the people around him.

Moreover, it is known that if Mr. Martin had requested Ms.

Clarkson to dissolve Parliament and call an election in 2004 in the event that his minority government fell on a no-confidence vote, she had received legal advice to tell him no.

What little else is known is little removed from gossip.

The Earl of Dufferin, governor-general for Canada's first prime minister, Sir John A. Macdonald, was appalled by Macdonald's drinking and political morality, but was loyal to him – the opposition thought him too loyal – through the scandals he faced.

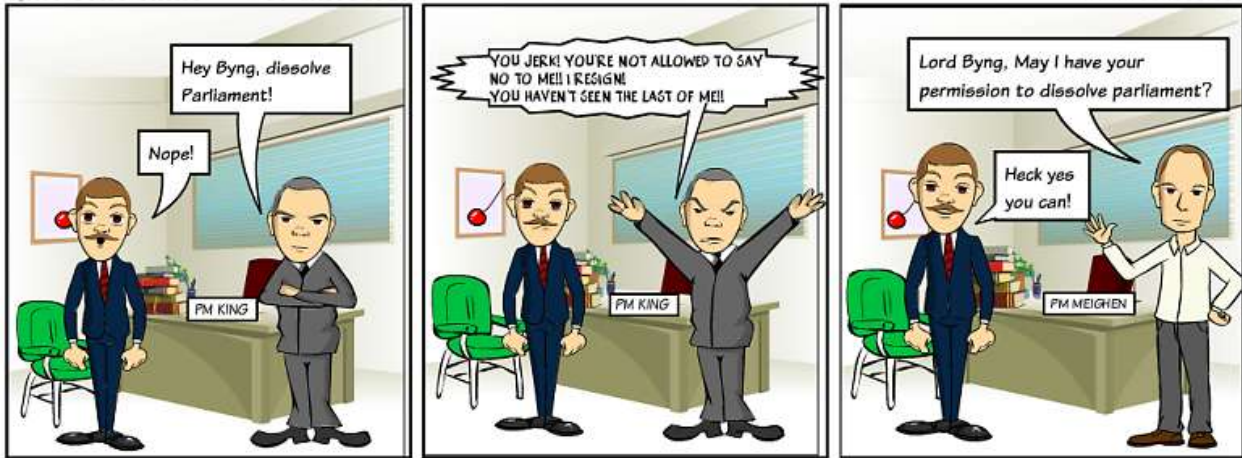
Prime minister W. L. Mackenzie King was known for halitosis, which wouldn't have appealed to his governor-general, the fastidious Lord Byng.

But few people would have concluded that halitosis played a part in Lord Byng denying Mr. King a dissolution, igniting the King-Byng crisis of 1926.

Pierre Trudeau liked all of his governors-general, especially Roland Michener. Jean Chrétien went on trips with one of his governors-general, Romeo LeBlanc. Vincent Massey, the first Canadian-born governor-general, had a reputation for arrogance. But it didn't matter, said historian Michael Bliss. "Ninety-nine per cent of what governors-general do is cheerleading for Canada. He didn't have to do anything [that involved government]."

Michaëlle Jean is in the 1-per-cent zone.

KING BYNG THING - BY LINDSEY27



“King Byng Thing” by Lindsey Martin,
<http://blogs.ubc.ca/etec540sept09/2009/11/11/ripmixfeed-my-toondoo/>



King Byng

Letter from William Lyon Mackenzie King to Governor General Byng, 28 June 1926 Your Excellency having declined to accept my advice to place your signature to the Order-in-Council with reference to a dissolution of parliament, which I have placed before you to-day, I hereby tender to Your Excellency my resignation as Prime Minister of Canada. Your Excellency will recall that in our recent conversations relative to dissolution I have on each occasion suggested to Your Excellency, as I have again urged this morning, that having regard to the possible very serious consequences of a refusal of the advice of your First Minister to dissolve parliament you should, before definitely deciding on this step, cable the Secretary of State for the Dominions asking the British Government, from whom you have come to Canada under instructions, what, in the opinion of the Secretary of State for the Dominions, your course should be in the event of the Prime Minister presenting you with an Order-in-Council having reference to dissolution. As a refusal by a Governor-General to accept the advice of a Prime Minister is a serious step at any time, and most serious under existing conditions in all parts of the British Empire to-day, there will be raised, I fear, by the refusal on Your Excellency's part to accept the advice tendered a grave constitutional question without precedent in the history of Great Britain for a century, and in the history of Canada since Confederation. If there is anything which, having regard to my responsibilities as Prime Minister, I can even yet do to avert such a deplorable and, possibly, far-reaching crisis, I shall be glad to do so, and shall be pleased to have my resignation withheld at Your Excellency's request pending the time it may be necessary for Your Excellency to communicate with the Secretary of State for the Dominions

Source: Public Archives of Canada, King Papers, Letter from William Lyon Mackenzie

King to Governor General Byng, 28 June 1926.

Letter from Governor General Byng to Mr. L. S. Amery, The Secretary of State for Dominion Affairs, 30 June 1926As already telegraphed, Mr. Mackenzie King asked

me to grant him dissolution. I refused. Thereupon he resigned and I asked Mr. Meighen to form a Government, which has been done. Now this constitutional or unconstitutional act of mine seems to resolve itself into these salient features. A Governor General has the absolute right of granting dissolution or refusing it. The refusal is a very dangerous decision, it embodies the rejection of the advice of the accredited Minister, which is the bed-rock of Constitutional Government. Therefore nine times out of ten a Governor General should take the Prime Minister's advice on this as on other matters. But if the advice offered is considered by the Governor General to be wrong and unfair, and not for the welfare of the people, it behooves him to act in what he considers the best interests of the country. This is naturally the point of view I have taken and expressed it in my reply to Mr. King (text of which is being telegraphed later).



You will notice that the letter in question is an acknowledgement of a letter from Mr. King (text of which is also being telegraphed later) appealing that I should consult the Government in London. While recognizing to the full help that this might afford me, I flatly refused, telling Mr. King that to ask advice from London, where the conditions of Canada were not as well known as they were to me, was to put the British Government in the unfortunate position of having to offer solution which might give people out here the feeling of a participation in their politics, which is to be strongly deprecated.

There seemed to me to be one person, and one alone, who was responsible for the decision and that was myself. I should feel that the relationship of the Dominion to the Old Country would be liable to be seriously jeopardized by involving the Home Government; whereas the incompetent and unwise action of a Governor General can only involve himself.

I am glad to say that to the end I was able to maintain a friendly feeling with my late Prime Minister. Had it been otherwise, I should have offered my resignation at once. This point of view has been uppermost in my mind ever since he determined on retaining the reins of office (against my private advice) last November. It has not been always easy but it was imperative that a Governor General and a Prime Minister could not allow a divergent view-point to wreck their relationship without the greatest detriment to the country.

Mr. King, whose bitterness was very marked Monday, will probably take a very vitriolic line against myself — that seems only natural. But I have to wait the verdict of history to prove my having adopted a wrong course and this I do with an easy conscience that, right or wrong, I have acted in the interests of Canada, and have implicated no one else in my decision.

I would only add that at our last three interviews I appealed to Mr. King not to put the Governor General in the position of having to make a controversial decision. He refused and it appeared that I could do no more.

Source: Public Archives of Canada, Byng Papers, Letter from Governor General Byng to The Secretary of State for Dominion Affairs, 30 June 1926.

PSD 4.4

Harper Prorogues Government resources:

News and review:

<http://curio.ca.proxy.queensu.ca/en/the-conservatives-and-the-coalition/s/1932/>

The conservatives and the coalition produced in 2009

PSD 4.5

“Democracy diminished, accountability avoided.” *Globe and Mail*. Dec. 30, 2009.

Editorial

<http://www.theglobeandmail.com/globe-debate/democracy-diminished-accountability-avoided/article577965/>

For the second consecutive December, Stephen Harper is putting Parliament on ice. In the act, the Prime Minister is turning prorogation, a sometimes sensible parliamentary procedure, into an underhanded manoeuvre to avoid being accountable to Parliament. In the interests of political expediency, the government will diminish the democratic rights of Canadians.

Proroguing stops committee work and makes all legislation pending before Parliament vanish. Historically, it has been used when a government has implemented most of its agenda. Until Mr. Harper's innovation, it was not an annual occurrence; the last minority government to use it more than once was Lester B. Pearson's Liberal administration in the 1960s.

Today, the Conservative agenda remains unfulfilled. More than half of all government bills - 37 of 64 - introduced since January, 2009, have yet to be passed into law. Eleven of these are justice bills, dealing with such weighty matters as elimination of the faint-hope clause (which still needs to be taken up by the Senate) and tougher sentencing for white-collar criminals and drug traffickers. These can be re-introduced when the new Parliament resumes in March, but they will need to go through the legislative process anew. In any case, Mr. Harper's decision means Parliament will lose more than 20 days: time that could have been used debating, amending and passing these bills.

There is a tactical political advantage to prorogation. The government temporarily eludes an issue of national importance that is particularly inconvenient: its

knowledge of torture of Afghan detainees. Government members have already acted as truants when Afghanistan committee hearings are called. The government failed to provide documents to committee members, and implied it will disregard a parliamentary order to produce those documents. Prorogation is the logical extension of such thinking: shut down parliamentary debate entirely.

Prorogation would also allow the government a freer hand in the Senate: five vacancies need to be filled, and committees can be reconstituted after prorogation, giving Conservatives a "governing majority."

Political calculation is clearly behind the decision to prorogue. The Conservatives are hoping to bask in the glow of Olympic glory while dodging the mess and scrutiny of lawmaking, Question Period and an outstanding, unprecedented order from Parliament to provide transparency and truth on the detainee file. Then, they hope to return in March, stronger in the Senate and ready to reclaim, they hope, the public agenda.

Canada's democracy should not be conducted solely on the basis of convenience for the governing party. If the debate over detainees cannot be carried out in Parliament, then it should continue among Canadians at large. On this and other important issues, the government cannot delay accountability forever.

PSD 5.1

Winnipeg Citizen (published by the Citizens' Committee of the employers) May 17, 1919

It is to the general public of Winnipeg that we speak in starting without equivocation that this is not a strike at all, in the ordinary sense of the term—it is a revolution.

It is a serious attempt to overturn British institutions in this western country and to supplant them with the Russian Bolshevik system of soviet rule.. why is it that one finds many thousands of men and women among strikers who state quite frankly that they had no wish to strike—that they did not want to strike, and yet, paradoxically, they are on strike?

It is because the 'Red' element in Winnipeg has assumed the ascendancy in the labor movement, dominating and influencing—or stampeding—the decent element of that movement, which desires the preservation of British institutions, yet is now striking unconsciously against them. . .

From:

Steward Reid, J.H., Kenneth McNaught, and Harry S. Crowe, eds. *A Source-book of Canadian History: Selected Documents and Personal Papers*. Toronto: Longmans Canada LTD., 1959, 399.

"Dump the Bosses off Your Back"

By John Brill

From the IWW Song Book

DUMP THE BOSSES OFF YOUR BACK

By John Brill

(Tune: "Take It to the Lord in Prayer")

Are you poor, forlorn and hungry?
Are there lots of things you lack?
Is your life made up of misery?
Then dump the bosses off your back.
Are your clothes all patched and tattered?
Are you living in a shack?
Would you have your troubles scattered?
Then dump the bosses off your back.

Are you almost split asunder?
Loaded like a long-eared jack?
Boob—why don't you buck like thunder?
And dump the bosses off your back.
All the agonies you suffer,
You can end with one good whack—
Stiffen up, you orn'ry duffer—
And dump the bosses off your back.

Know THEIR end is near.

"I'm Too Old to be a Scab"

By TBS

From the IWW Song Book

I'M TOO OLD TO BE A SCAB
(Air: Just Before The Battle, Mother)

By T-B-S.

Good-bye master, I must leave you
Something tells me I must go,
For you know I can't deceive you
Going wage is too darn low.
Yes, you say that you will feed me
If I chop that hardwood cord;
—Do not to temptation lead me,
I'm not toiling for my board.

Though my trials have been sundry,
I must e'er disdain to moan
And although I'm awful hungry,
I would leave "your work" alone
Yes, I fear, I cannot tarry—
And I know just how you feel
But you see, if I'm to marry
I must earn a double meal.

If I work for bread and lodging
While the sun is high and warm;
It would cause me sundry dodging
Through the winter's cold and storm
I must have the all that's in it—
In the labor that I sell;
For you can not tell what minute
It may start to rain like hell.

One more question, boss, one only—
As you count your wealth untold
Would you have me save bologny—
'Gainst the day when I am old,
Now we understand each other
(As we play the game of grab)
But, please do recall, "my brother"
I'm too old to be a scab.

"Mr Block"

By Joe Hill

From the IWW Song Book

Please give me your attention,
I'll introduce to you
A man that is a credit to
"Our Red, White and Blue";
His head is made of lumber,
And solid as a rock;
He is a common worker
And his name is Mr. Block.
And Block he thinks he may
Be President some day.

Chorus:

*Oh, Mr. Block, you were born by mistake,
You take the cake,
You make me ache.
Tie on a rock to your block
And then jump in the lake,
Kindly do that for Liberty's sake.*

2. Yes, Mr. Block is lucky;
He found a job, by gee!
The sharks got seven dollars,
For job and fare and fee.
They shipped him to a desert
And dumped him with his truck,
But when he tried to find his job,
He sure was out of luck.
He shouted, "That's too raw,
I'll fix them with the law."

Chorus:

3. Block hiked back to the city,
But wasn't doing well.
He said, "I'll join the union
Te great A.F. of L."
He got a job next morning,
Got fired in the night,
He said, "I'll see Sam Gompers
And he'll fix that foreman right."

4. Election day he shouted,
"A Socialist for Mayor!"
The "comrade" got elected,
He happy was for fair,
But after the election
He got an awful shock,
A great big socialistic Bull
Did rap him on the block.
And Comrade Block did sob,
"I helped him to his job."

Chorus:

5. The money kings in Cuba
Blew up the gunboat Maine,
But Block got awful angry
And blamed it all on Spain.
He went right in the battle
And there he lost his leg,
And now he's peddling shoestrings
And is walking on a peg.
He shouts, "Remember Maine,
Hurrah! To hell with Spain!"

Chorus:

6. Poor Block he died one evening,
I'm very glad to state,
He climbed the golden ladder
Up to the pearly gate.
He said, "Oh, Mr. Peter,
One word I'd like to tell,
I'd like to meet the Astorbilts
And John D. Rockefeller."
Old Pete said, "Is that so?
You'll meet them down below."

Chorus:

Sam Gompers said, "You see,
You've got our sympathy."

"There is Power in a Union"

By Joe Hill

From the IWW Song Book

Would you have freedom from wage slavery,
Then join in the grand Industrial band;
Would you from mis'ry and hunger be free,
Then come! Do your share, like a man.

Chorus:

*There is pow'r, there is pow'r
In a band of workingmen,
When they stand hand in hand,
That's a pow'r, that's a pow'r
That must rule in every land-
One Industrial Union Grand.*

2. Would you have mansions of gold in the
sky,
And live in a shack, way in the back?
Would you have wings up in heaven to fly,
And starve here with rags on your back?

Chorus:

3. If you've had "nuff" of "the blood of the
lamb,"
Then join in the grand Industrial band;
If, for a change, you would have eggs and
ham,

Then come, do your share, like a man.

Chorus:

4. If you like sluggers to beat off your head,
Then don't organize, all unions despise,
If you want nothing before you are dead,
Shake hands with your boss and look wise.

Chorus:

5. Come, all ye workers, from every land,
Come, join in the grand Industrial band,
Then we our share of this earth shall demand.
Come on! Do your share, like a man.

Chorus

"It is the Union"

By Richard Brazier

From the IWW Song Book

Sing a song in praise of toiling masses,
Sing a song about our sons of toil;
Sing of wrongs done to the working classes,
Wrongs that make our hearts boil.
We have always borne the blows and lashes--
No more we'll patient stand,
But on every hand, throughout this splendid
land,
We sons of toil will make our stand.
Then in our glory will we tower,
What will be the secret of our power?

Chorus:

It is the Union, the Industrial Union--

Our banner is unfurled.

We will unite in all our splendid might

In the Industrial Workers of the World.

We have a union, a fighting union,

And our masters know that, too.

It will keep them in their place

When they know they have to face

Our union of workmen that's true.

2. For countless years and ages we've been
enslaved
Beneath the capitalistic rule;
We, the strong, cringing to those men
depraved.
In whose hands we have ever been a tool.
But the day of liberty is dawning--
Freedom now draws nigh.
We must unite to win the fight--
Wage slavery then will die.
Then in our glory will we tower;
Great will be the workers' power.

Chorus:

PSD 6.1

All of the following sources come from:

Stewart Reid, J.H, Kenneth McNaught, and Harry S. Crowe, eds. *A Source-Book of Canadian History: Selected Documents and Personal Papers*. Toronto: Longmans Canada Ltd., 1959, 400-401.

JS Woodsworth, Western Labour News, June 12, 1919

The General public is up in arms. They have suffered inconvenience and loss. 'Why should innocent non-combatants suffer?' The general public has not been innocent. It has been guilty of the greatest sin—the sin of indifference. Thousands have suffered through the years under industrial system. The general public have not realized. It did not touch them. Now it is coming home to them. They blame the strikers. Why not blame the employers whose arrogant determination provoked the strike. Why not, rather, quit the unprofitable business of trying to place blame and attempt to discover and remove causes that have produced this strike and will produce, if not removed, further and more disastrous strikes? ... The crisis calls for extraordinary measures. Troops and more troops will not settle the question. Constructive radical action must come sometime. Why not now?

J.S. Woodsworth in a letter dated August 25, 1921 (from Woodsworth papers)

That strike has been entirely misrepresented. I know the inside details intimately. Without hesitation I say that there was not a single foreigner in a position of leadership, though foreigners were falsely arrested to give color to this charge... In short, it was the biggest hoax that was ever 'put oer' any people! Government officials and the press were largely responsible. Of course some of them were quite sincere but absolutely hysterical. In the South End where Mother lived, people were guarding their homes with rifles against imaginary monsters, while the flesh and blood strikers were some of them holding what can best be described as great revival meetings, and praying for strength to hold out for another week for what they believed were their rights...

Telegram of the Rt Hon. Arthur Meighen t o A.J. Andrews

The following is from a telegram of A.J. Andrews, agent of the federal Department of Justice, to the Rt. Hon. Arthur Meighen, acting Minister of Justice, commenting on the arrest of the strike leaders on June 17, 1919 (Canada, House of Commons Debates, 1926, p. 4004.)

Notwithstanding any doubt I have as to the technical legality of the arrests and the detention at Stony Mountain, I feel that rapid deportation is the best course now that the arrests are made, and later we can consider the ratification.

The Rt. Hon. Arthur Meighen. (Canada, House of Commons Debates, 1919, p 3035)

It was essential that the greater issue raised by the assumption of Soviet authority—and it was nothing less on the part of those in control of the strike in Winnipeg—should be once and for all decided and be decisively beaten down before they should concern themselves with the smaller and much less important issue upon which certain men had originally gone on strike. That is the stand the citizens of Winnipeg took. That is the stand the Minister of Labour took . . . [He went on to state that there was a high degree of organization among the country's employers, but he insisted that this must not be duplicated in the ranks of labour.] Can anyone contemplate such an event? . . . Are we to have on the one hand a concentration of all the labour interests of the Dominion, fighting it out for supremacy?

During a parade of returned soldiers whose purpose was to seek an interview with Senator Robertson, Mayor Gray read the Riot Act, and the paraders were dispersed by force. The Hon. N.W. Rowell reported to the Commons on the incident.

Canada, House of Commons Debates, 1919, p. 3843

The first shots were fired by the paraders, or those associated with them, and the Mounted Police fired only in self-defence. The information that we have is that the police acted with great coolness, great courage, and great patience, as is the characteristic of the men of the Royal North-West Mounted Police . . . The sooner all classes fully recognise that it is the intention of the federal government and of the provincial and various municipal governments in Canada to maintain law and order and to protect life and property, the more speedily we shall reach common understanding in relation to all matters affecting the public interest.

Reporting the same event, the Western Labour News wrote:

Apparently the bloody business was carefully planned, for Mayor Gray issued a proclamation in the morning stating that 'any women taking part in the parade do so at their own risk'. Nevertheless a vast crowd of men, women, and children assembled to witness the 'silent parade' . . . No attempt was made to use the special city police to prevent the parade. . .

On Saturday about 2:30 p.m., just the time when the parade was scheduled to start, some fifty mounted men swinging baseball bats rode down Main Street. Half were red-coated Royal North-West Mounted Police, the other wore khaki. They quickened their pace as they passed the Union Bank. The crowd opened, let them through and closed in behind them. They turned and charged through the crowd again, greeted by hisses and boos, and some stones. . .

Then, with revolvers drawn, they galloped down Main Street, and charged into the crowd on William Avenue, firing as they charged. One man, standing on the sidewalk, thought the Mounties were firing blank cartridges until a spectator standing beside him dropped with a bullet through his breast. Another, standing nearby, was shot through the head. . .

Blank Line Masters
BLM 1.1

Regulation 17

What is it?

In Ontario, French language education was an issue from 1890 to 1980 in response to anti-French sentiment in Ontario post Confederation. By 1912, in response to a commission headed by Francis Walter Merchant that concluded that the quality of education in English was inadequate, the Ontario Premier James Pliny Whitney's conservative government issued Regulation 17. The Regulation limited the use of French as the language of instruction to the first two years of elementary school and amended in 1915 to permit French as a subject of study for one hour per day.

This became an issue in 1917 during the Great War where French Canadians were already being alienated by the federal government through the Conscription Crisis. It was found constitutional as denominational schools did not guarantee languages, but that the commission to enforce the policy in Ottawa was unconstitutional.

A compromise was not found until after the war when members from the Association Canadienne-Francaise d'Education du l'Ontario, the Unity League of Ontario developed another commission that found Regulation 17 a failure in that it perpetuated inferior schooling. Now in 1927, the Ontario Premier, Howard Ferguson introduced a new policy promoting improved bilingual instruction.

Factors

People:

James Whitney, Irish Catholics, Orangeman, French Ontarians

Ideas/Beliefs:

- Assimilation (social Darwinism/Anglo-Saxon Protestantism as the superior race)
- The school system as the transmission of values, the values here being assimilation, mainly the English language

Institutions/Organisations:

- Both the Federal and Provincial government,
- Organisations such as the ACFEO, Orangeman, and Irish Catholics

Other Events:

Confederation (Constitution Act 1867), previous education Acts (Upper Canada School Act (1797) Adolphus Egerton Ryerson's School Act (1846), Conscription Crisis (1917)

Immediate Factors:

- New mass income of other immigrants aside from Anglo-Saxons (British)

Underlying Factors:

- tensions between French and English that had existed before confederation that it was a compromise that would represent equally the French and English cultures and language.

-“they[being George Munro Grant, George Parkin, Sir Andrew Macphail] deemed the battle of French-Canadian militants like political leader and publisher Henri Bourassa to be harmful because such a battle was contrary to the march of history. The Anglo-Saxon majority tolerated the French presence in Quebec, as long as it accepted the Anglo-Saxon’s vision of the world. As soon as French Canadians left Quebec to settle elsewhere in the country, they had to accept that they would from then on be living in a territory dominated by a community of English-language speakers and culture.” Marcel Martel and Martin Paquet, 49.

Sources:

Barber, Marilyn and Paul-Francois Sylvestre. “Ontario Schools Question.” *The Canadian Encyclopedia*. (October, 2014).
<http://www.thecanadianencyclopedia.ca/en/article/ontario-schools-question/> (accessed November 27, 2014).

Martel, Marcel and Martin Paquet. *Speaking Up: A History and Politics in Canada and Quebec*. Translated by Patricia Dumas. Toronto: Between the Lines, 2012.

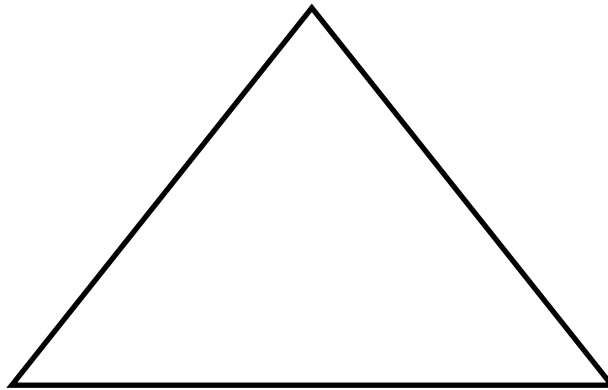
Cause and Consequence

Name: _____ Date: _____

Event or trend:

Decide what individuals, groups, and social forces were involved, then consider to what extent they influenced the event or trend. Place an **X** inside the triangle to indicate the extent to which the event/trend was influenced by these three factors. The closer the X is to one of the three factors, the more you think that factor was influential.

Relevant Social Forces or Conditions:



Individuals involved:

Groups involved:

Explanation: Why did you place the X where you did? What role did each of these factors play?

BLM 1.3

Exit Ticket

Name: _____

Date: _____

Now that you've explored the causes that led to the conflict and enactment of Regulation 17, what do you think the consequences were?

What do you think the intended consequences or expected outcomes of Regulation 17?

What do you think the unintended consequences or unexpected outcomes of Regulation 17?

BLM 2.1

Name: _____

Date: _____

Primary Source Toolbox

1. What **strikes** you in reading this document? What sorts of things **leap out** at you? What **grabs** your attention?
>make two or more **observations**

2. What does this document tell you about **who** was involved, and whose **perspective** it represents?

3. What **patterns** do you see? How does this source relate to other sources from this time? What concepts, images or key words keep coming up?
>**Identify at least one pattern**

4. What **puzzles** you? What don't you get? What do we need to talk about & to try to figure out? What do you find out here that you didn't know or that challenges something you thought you knew?
>**ask two or more questions**

Avoiding the War

Canada struggles to enlist more soldiers as casualties mount during the First World War

In the bloodiest war the world had ever known, thousands of young Canadian men fought and died in the killing fields of Europe. On the homefront, the government waged its own battle to replace the soldiers lost overseas.

At beginning of the First World War, Canadian volunteers flocked to recruiting offices eager to sign up for what most people thought would be short war. Some of the first recruits were unemployed, single men happy to escape an economic depression at home.

Seventy percent of those who enlisted were recent immigrants from Britain, eager to defend their homeland from the enemy. French Canadians felt little attachment to the British Empire's war in Europe and were more reluctant to enlist.

Patriotic enthusiasm and economic hard times kept volunteer recruitment numbers high in the first part of the war. But as the conflict dragged on, the fervour dwindled. And with a flourishing wartime economy, young men preferred working at home rather than fighting in Europe.


By 1916, Canada had turned up its recruiting efforts. Recruitment rallies were organized throughout the country where returning veterans appealed to fellow citizens to join up. In Ontario, recruitment propaganda urged women to refuse the romantic advances of their lovers and husbands if the men didn't turn up in uniform. If there was a sexual blockade, it didn't have much effect.

Recruits were rare, and the quality had dropped, as recruiting officers occasionally looked to vagrants and the "feeble-minded". In October 1916, a survey concluded that only one recruit in five was in shape for military service. In fact, one soldier had signed up five times in Montreal and made the trans-Atlantic crossing twice, despite a record of alcoholism, fits of violence and obviously reduced mental capacities.

In 1916, Prime Minister Borden increased Canada's military commitment to half a million men. All were to be volunteers, Borden pledged. But as casualties mounted and enrolment continued to drop, he retreated from his promise of no conscription.

Borden's government passed a conscription law on July 24, 1917. Conscription dictated that all able-bodied men between 20 and 45 years of age, who were bachelors or widowers without children, had to sign up.

But conscription did not end the government's enlistment troubles.



Hundreds of thousands of men registered for the draft. But roughly 93% of all eligible men in Canada asked for exemptions from military service. Men from English and French-speaking Canada pleaded that they were the sole support of their families, or were disabled, or students or a member of a profession that was vital to the economy. Courts were set up to adjudicate the flood of exemption requests.

Borden responded by canceling all exemptions in April 1918.

Thousands of conscripts, particularly French-speaking ones, refused to be sent to the front and went into hiding. Federal agents combed the countryside.

In hundreds of Quebec villages, people took desperate measures to escape the sweep.

Fearing that he would be drafted, Jules Lachapelle sought refuge in the countryside with his wife Anna. When Anna learned that enlistment officers were searching the region, she asked her sister-in-law to lend them their 18-month-old girl to pass off their own child. The local priest had said that the government was rounding up married men without children.



Fearing that he would be drafted, Jules Lachapelle sought refuge in the countryside with his wife Anna during the First World War. (Courtesy of Threse Legault)

"After nineteen days, the detective (federal agent) came round," Anna Lachapelle wrote. "My baby was ready for bed. I had washed her and was rocking her. I told my husband: watch out, there is a man on his way here. My husband told me: 'just keep cool. Rock the baby, dont let anything show.' He came to the house. He knocked. My husband opened the door - Good evening ,Sir - and offered him a chair. He came straight over to me, and said So, you have a lovely little baby. Theres no denying it. She had blond hair just like me. He spoke to us a little while. Then he said: 'I will be on my way.' Then he passed through the doorway and it was over. The sweat was pouring down my back. I couldn't stand it."

Jules did not go to war. Later on, he and Anna would have five children of their own.

While some men successfully hid from the draft, one hundred thousand men were finally called up and put in uniform. Half that number crossed the Atlantic but only 25,000 reached the front before the end of the war on November 11, 1918.

“Avoiding the War: Canada struggles to enlist more soldiers as casualties mount during World War One.” *Le Canada: A Peoples History*. CBC Learning, 2001.
<http://www.cbc.ca/history/EPISCONTENTSE1EP12CH2PA2LE.html> (accessed November 30, 2014).

Name: _____

Date: _____

Avoidance of War

Questions:

- 1) What likely contributed to the high recruitment at the beginning of the war?

- 2) What was one factor that led to the decline of volunteers?

- 3) What was one effort made in Ontario to increase recruitment?

- 4) How many people did Borden commit to the war efforts?

- 5) When did Borden pass a conscription law?

- 6) What were the reasons that people sought exemption from military service?

- 7) Where did the majority of conscripts who tried to avoid going to war come from?

8) What did Anna and Jules Lachapelle do to avoid enlistment?

9) Considering the testament of Anna Lachapelle tell us about the efforts that they went to avoid going to war?

10) How many men were drafted and how many men actually reached the front of the war?

Historical Significance

Name: _____

Date: _____

With the vast amount of history that exists to this date, we make choices about what events are important or worth remembering. Therefore, we as historians choose what events are considered significant.

Instructions: Use the following chart to organise information you have regarding the event, _____ . Decide whether it meets the criteria for historical significance. Fill in as much information as you can, not every event will meet all of the following criteria.

<p>1.) Resulting in Change</p> <p>a) How were people affected by this event/person?</p> <p>b) How many people's lives were affected?</p> <p>c) How long lasting were the changes?</p>	
<p>2.) Revealing</p> <p>How does this event or person shed light on enduring or emerging issues in history or contemporary life?</p>	

Exploring Historical Significance

Instructions: To display your understanding of Historical Significance you are now tasked to watch or read the news over the course of the next week. Choose one event that interests you and you believe is significant. You must explain the event and explain how it is revealing of a larger trend or narrative or how it results in change, or both where applicable. Use established news outlets such as *CBC*, *CTV news*, *CP24*, *Globe and Mail*, the *Toronto Star*, and/or local newspapers and news stations.

Source:

Event:

Brief Description:

Historical Significance:

The 1926 King-Byng Affair

One of the more controversial events in the recent history of the Governor General is the 1926 constitutional crisis involving Governor General Lord Byng and Liberal Prime Minister William Lyon Mackenzie King (often called the "King-Byng Affair"). This crisis led to changes in the role of the Governor General, not only in Canada, but throughout the Commonwealth.

The role of both the monarch and the Governor General in Canadian government had become largely ceremonial. In theory, the monarch continued to hold several important powers, including the power to dissolve Parliament and appoint the Prime Minister, which could be exercised by the Governor General in the name of the monarch. The custom, however, was that Governors General did not interfere in Canadian politics and exercised their royal powers in accordance with the wishes of elected Prime Ministers. The powers of the Governor General and this practice of non-interference were at the very centre of the King-Byng Affair.

It is worth noting that, at this time, Governors General acted as representatives of both the monarch and the British government. Moreover, they were appointed by the British government and were British, not Canadian, citizens. This left the Office vulnerable to charges of British influence.

In 1924, the Liberal government of William Lyon Mackenzie King lost a general election to the Conservative Party, led by Arthur Meighen. Although the Conservatives won more seats than the Liberals, Mackenzie King was able to form a minority government by gaining the support of the Progressive Party. In the following months, a political scandal relating to the Ministry of Customs and Excise was exposed, leading to corruption charges against the Liberal government and Prime Minister Mackenzie King himself.

In 1926, facing a possible censure vote against his government because of the corruption scandal, Prime Minister Mackenzie King asked the Governor General to dissolve Parliament and call a general election. Normally, a Governor General would automatically grant such a request from a Prime Minister. In this case, however, Governor General Byng declined, instead choosing to call on the Meighen Conservatives to form a new minority government. In making this decision, the Governor General was aware that the House of Commons was in the process of deciding a censure motion against Prime Minister Mackenzie King's government, and that the Conservatives held the largest number of seats in the House and could form another government with the support of the Progressive Party. For Governor General Byng it was preferable to permit the Conservatives to form a new government and allow the censure debate to continue, rather than dissolve Parliament and hold a general election.

The new Conservative minority government, however, only lasted a few days. In the subsequent election, Mackenzie King's Liberals charged that the Governor General had favoured the Conservatives over the Liberals and that the British were again interfering in the politics of Canada. In the ensuing vote, the Liberals were returned to power with a majority government.

Prime Minister Mackenzie King immediately petitioned the British to change the role of the Governor General. This led to the Balfour Declaration of 1926, in which it was agreed the Governors General of all Commonwealth countries would cease to be agents of the British government; instead, they would only represent the monarchy. A new office, that of the British High Commissioner, was created to provide representation for the British government in Canada, with powers and duties similar to those of an ambassador.

Makarenko, Jay. "Office of the Governor General of Canada." *Mapleleafweb*. Jan 1, 2006.
<http://mapleleafweb.com/features/office-governor-general-canada>

Continuity and Change

Name: _____

Date: _____

Topic: **Constitutional conflict in Canada**

List the characteristics you are comparing in the left column. Title the other two columns with whatever it is you are investigating. This may be two time periods, two documents, two items, two events, etc. Record information that helps you to identify what has changed and what has remained the same.

Characteristic	#1.	#2.
<p>Relationship between the Prime Minister and Governor General</p>		
<p>Precedence of Governor General's ability to ask another party to form a government</p>		
<p>The confidence in a Minority government at the Federal level</p>		
<p>Canada's relationship with Britain</p>		

To what degree was there continuity and to what degree was there change between #1 and #2?

Preparation for News in Review

Term	Definition
Minority government	<p>The party that wins the most seats in a general election forms the government.</p> <ul style="list-style-type: none"> • A minority government occurs when the elected government does not have enough seats in the House of Commons to pass legislation without the support of one of the other parties.
Coalition government	<ul style="list-style-type: none"> • A coalition government is formed when several political parties agree to work together to pass legislation. • The usual reason for a coalition is that the elected minority government has lost the confidence of the House. • A coalition government can only occur when the elected government wins only a minority of seats in the House.
Non-confidence motion	<p>motion</p> <ul style="list-style-type: none"> • If the elected government tries to pass a tax or spending bill in the House of Commons, and that bill is defeated, then the elected government has "lost the confidence" of the House. • When a non-confidence motion occurs, the government must either resign or ask the governor general to dissolve Parliament and call an election.
Prorogue	<ul style="list-style-type: none"> • To discontinue Parliament for a period of time • Had only been done once before in Canadian history

News in Review

Instructions: You will now split into groups of four or five and create your own 'News in Review' segments discussing conflicts in Parliament with specific reference to the two conflicts we've discussed in class; the King-Byng Affair and Harper and Michaelle Jean. Use the primary documents you've examined and focus on continuity and change. Include re-enactments of events or quotes. You will present this to the class through 'live-action.'

Name: _____

Date: _____

	Level 1	Level 2	Level 3	Level 4
Re-enactments	Includes a re-enactment of both historical conflicts	Displays a clear understanding of key events of both historical conflicts	Displays connections through re-enactments of key events in both historical conflicts	Creatively portrays both historical conflicts exemplifying change and continuity
Continuity and Change	Change and continuity of conflict in Parliament are somewhat clear	Change and continuity of conflict in Parliament is mostly clear	Clearly states how conflict in Parliament has changed and continued	Change and continuity of conflict in Parliament is clearly stated throughout presentation
King-Byng Affair	Students somewhat explain the King-Byng affair but not what led to it	Students attempt to explain the King-Byng Affair and what led to it	Students clearly explain the King-Byng affair including what led to it	Students clearly describe the King-Byng affair, what led to it in a creative way
Harper and Michaelle Jean	Students somewhat explain the conflict between Harper and Michaelle Jean	Students mostly explain the conflict between Harper and Michaelle Jean	Students clearly explain the conflict between Harper and Michaelle Jean	Students clearly explain the conflict between Harper and Michaelle Jean in a creative way
Presentation	Students attempt to use visuals and clear voices to engage the audience	Students are organised and mostly engaging through visuals and oral skills	Successful oral skills and visuals are used in an effective way	Students keep the audience fully engaged throughout presentation

Use of Primary Sources	Primary sources are mentioned in the presentation	Some primary sources are used in the presentation	Multiple primary sources are used throughout the presentation	Multiple primary sources are presented in an innovative way
Comments				

BLM 5.1

Name: _____

Date: _____

Crash Course World History #33 Capitalism and Socialism

Instructions: While watching video take note of **definitions** of these economic/social systems. Also note **who** is associated with the ideologies, **where** these ideas developed and anything else of interest.

Characteristics of Capitalism	Characteristics of Socialism

To what extent to you feel these systems effect Canada's society today?

BLM 5.2

Name: _____

Date: _____

Historical Perspective

Read each primary source and provide a brief summary about what it says. Imagine that the past is a foreign country with different cultures and perspectives. Given what you have learned about socialism or communism, write key words and/or how this source has a connection to this ideology.

Item	Summary	Connection to Socialism

Given what you now know about the attitudes of those who were on strike, do you believe the government and community at large were justified to fear a communist revolution within Canada?

BLM 6.1

Name: _____

Date: _____

Winnipeg General Strike Video

Answer the questions to the best of your ability.

- 1) What is a general strike?

- 2) Who are the first people to walk out?

- 3) Who is JS Woodsworth?

- 4) What does Woodsworth say the strike is about?

- 5) What is the Citizens Committee of 1000?

- 6) What did the government do to deport strike leaders?

- 7) What did strikers want?

- 8) How long did the Strike committee control Winnipeg for?

- 9) What did the veterans set on fire?

- 10) How many people were killed in the riot?

11) What Canadian event did they refer to that happened earlier in history?

12) What happened on 'Bloody Saturday'?

13) What other strike occurred in 1925?

Post Video Question:

1) Do you think the government's response was an infraction on the public's right to criticise the government? Explain your thinking.

Winnipeg General Strike Primary Source Analysis

Name: _____

Date: _____

1. What type of source is it?	2. Who authored/created it?	3. When was it created?
4. What historical events were occurring when it was created?		
5. How does the point of view/position shape the source?		
6. What evidence does this document provide regarding the government actions towards the strike?		
7. How does the point of view/position shape this information?		
8. What evidence does this source provide to our ethical judgment of this event?		

The Ethical Dimension

Name: _____ Date: _____

1. Historical action involving conflict:	
2. When did it happen?	
3. Who were the main participants?	
4. What other relevant events were occurring around the same time?	
5. What perspectives/points of view existed at the time in relation to the conflict?	Evidence:
6. What differences exist between our ethical universe (values and ideas of right and wrong) and theirs in relation to the issues involved in the conflict?	Evidence:
7. What are the implications for today? a) simply better understanding about human behaviour and human rights; b) bearing witness—the debt of memory; c) reparations and restitution; or d) other.	