Outreach Spotlight
The Canadian–American Center at the University of Maine

Internationalization of Canada’s Top Universities

Nunatsiavut – Canada’s Final Inuit Land Claims

Teaching Canada Interview

Innovation Canada – CONNECT
FEATURES

11 Innovation Canada
Engaging new Canadianists for American higher education.

13 Outreach Canada
Nunatsiavut – preserving Inuit culture, language and the environment.

16 Outreach Spotlight
Support and training for K-12 educators.

21 Teaching Canada Interview
An interview with Kevin Cook at the Canadian Consulate General Office in Seattle, WA.

25 Canadian Children’s Literature
Five new titles are added to the treasure chest of books.

30 The Canadian Corner
How are Canadian Universities competing on a global scale.

DEPARTMENTS

2 FROM THE EDITOR

3 FEATURE CONTRIBUTORS

4 VIEW FROM OTTAWA
The Canadian Ambassador to the United States addresses the Chamber of Commerce in Washington.

8 VIEW FROM WASHINGTON
United States Ambassador to Canada speaks to the Empire Club and Canadian Club in Toronto.

33 SCHOLARSHIP CANADA

34 CANADA WRITES

36 THE ARTISTRY OF CANADA
Teaching Canada examines the work of three Canadian artists, Diana Krall, David Milne and Mary Pickford.

45 SPORT CANADA

48 THE LAST WORD
Teaching Canada, the annual Canadian Studies outreach magazine of the Center for the Study of Canada at State University of New York College at Plattsburgh, takes on an entirely new look and feel with this our 2006 edition. Some changes evolve over time and are essentially organic in appearance and content while others are necessitated by sudden and tragic developments (please see the testimonial to George Sherman to the immediate right of this column).

I believe you will find this volume of Teaching Canada has a fresh appealing look and is chock-full of relevant information. The design and contents of Teaching Canada have been completely reviewed, revised and renewed for 2006. The magazine will now annually showcase six features — Innovation Canada, Outreach Canada, Outreach Spotlight, the Teaching Canada Interview, Canadian Children’s Literature and The Canadian Corner. Statements from the Canadian Ambassador to the United States and from the United Ambassador to Canada will continue to be included. New departments, all of which are cumulatively designed to expand our knowledge and understanding of the world of Canadian Studies, will be included in each and every issue of Teaching Canada. The focus of these departments — Scholarship Canada, Canada Writes, and The Artistry of Canada — are introduced at the outset of each article. The column, The Last Word, features André Senécal who delivers insightful and thought-provoking commentaries on developments and trends that impact the study of Canada in the United States.

Enjoy this volume. It represents the collective efforts of many talented individuals who work on and are committed to the daily promotion of Canadian Studies. As Publisher and Editor-in-chief, I am continually struck by the commitment and determination that so many teachers, professors, business people, government officials and other professionals bring to Canadian Studies.

I welcome any and all comments on Teaching Canada. Please direct your correspondence to me at The Center for the Study of Canada or send me an e-mail at canada@plattsburgh.edu

As this edition of Teaching Canada prepares to go to press, a new academic year has swung into full gear with new energies committed to Canadian Studies teaching, research and outreach program activities across the United States. Teaching Canada continues to be, now more than ever, an indispensable asset on this journey.
FEATURE contributors

EMILY FLACHBART CASTINE
Emily Flachbart Castine is the longstanding Canadian children’s literature feature contributor for Teaching Canada. A resident of Northern New York, Ms. Castine served with distinction as a public school educator in many roles, including library media specialist, over a thirty year career. Deeply committed to the promotion of Canadian children’s literature, she is currently a Trustee of the Chazy Public Library and former Trustee of the Clinton-Essex-Franklin Library System. She is the author of Selected Bibliography, Canadian Children’s Literature and enjoys a variety of pursuits including reading, traveling, fundraising activities for various local organizations and the piano.

NADINE FABBI
Nadine Fabbi is the Associate Director of the Canadian Studies Center in the Henry M. Jackson School of International Studies at the University of Washington. Nadine, along with Education and Curriculum Specialist Tina Storer at Western Washington University, head up the “K-12 Study Canada program” serving American educators across the nation.

JULIE B. LEBO
Julie Barker Lebo is the grants manager for the Office of International Programs at Kansas State University, where she also coordinates the Canadian Studies program. Before taking this post at Kansas State, she worked as the Appalachian Education Laboratory research fellow for the Center for Educational Policy at the University of Memphis and was a teacher and administrator for Shelby County Schools in Collierville, TN. She has been the recipient of a Fulbright-Hays China grant, and was a Lempsky fellow as a graduate student at the University of Memphis. Julie is a graduate of the University of Tennessee-Knoxville and The University of Memphis.

CHRISTOPHER KIRKEY
Christopher Kirkey is the Director of the Center for the Study of Canada at SUNY Plattsburgh. Dr. Kirkey holds a concurrent appointment as Full Professor in the Department of Political Science at SUNY Plattsburgh, and serves as an Associate Adjunct Professor in the School of International and Public Affairs at Columbia University. Dr. Kirkey received a Ph.D. in Politics from Brandeis University in 1993, an M.A. in Political Studies from Queen’s University in 1986 and a B.A. Honors from Queen’s in 1985. A keen observer and scholar of the Canada-United States political relationship, Dr. Kirkey has authored a wide variety of journal articles (e.g., International Journal of Canadian Studies, Journal of Canadian Studies, The American Review of Canadian Studies), book chapters, conference papers, and commissioned reports.

He is co-founder and Executive Director of the CONNECT program and serves as a councilor on the Association for Canadian Studies in the United States (ACSUS) Executive Council.
The Honorable Michael Wilson, addressed the United States Chamber of Commerce in Washington, DC on April 5, 2006. The following are his remarks regarding the relationship of Canada and the United States.

**CANADA AND THE UNITED STATES: A SHARED HERITAGE**

Canada’s constitution speaks of peace, order and good government, and your Declaration of Independence of life, liberty and the pursuit of happiness. None of these can be fulfilled without democracy, freedom, the rule of law and respect for human rights. In a volatile world, Canadians and Americans take heart in their shared commitment to these self-evident truths. Our countries are united not just by the world’s longest, safest, unmilitarized border and its largest commercial relationship, but more importantly by family, kinship and shared values. To put a personal spin on that both my mother and my mother-in-law were born in the United States. The words of the New Colossus that grace the pedestal of the Statue of Liberty: “Give me your tired, your poor, your huddled masses yearning to breathe free” could just as easily apply to Halifax’s Pier 21 or Montreal’s Ile St Hélène. Centuries of immigration and migration across our continent by those seeking a better life, one imbued with freedom, fairness and the opportunity to chart one’s own course, have created amongst Canadians and Americans a common ethos of diversity, tolerance, hard work, innovation and self-reliance.

The personal connections that nurture the Canada–United States relationship are the same ones that make our assistance to each other in times of need instinctive and automatic. Whatever the cause — be it hurricane, ice storm, forest fire or terrorist attack, Canadians and Americans help each other immediately, generously and without thought of recompense because that is what good friends, neighbors and family do. Every year Nova Scotia sends a Christmas tree to Boston to thank New Englanders for their help after the Halifax Explosion of 1917 levelled the city. So you can see that the assistance Canadians gave to New Orleans, the Gulf Coast and Florida after last year’s devastating hurricanes is only the most recent example of our countries’ long and proud tradition of helping each other in times of need.

**PARTNERS ABROAD**

The threat our countries face from radical groups and states that reject the basic tenets of democracy, equality, tolerance and freedom is both asymmetric and unremitting. In response Canada is a leader in the Global Partnership Against the Spread of Weapons and Materials of Mass Destruction. The Global Partnership’s
purpose is to prevent the proliferation of weapons of mass destruction to terrorists or those who support them by securing or destroying weapons grade material in the former Soviet Union. Canada is contributing one billion dollars over ten years to the Global Partnership, with over $250 million already disbursed. Both the United States and Russia have recognized Canada as one of the best at, quite literally, delivering the money and the goods. We’re also working closely with the United States on the Proliferation Security Initiative, another program aimed at stopping the flow of weapons of mass destruction. At the International Atomic Energy Agency, Canada has stood four-square with the United States to ensure that nuclear energy is used only for peaceful purposes, and supports the United States’ efforts to secure strong action by the United Nations Security Council to resolve the Iran nuclear issue. Working in partnership with the United States in this way helps to attain these objectives which are important to Canada.

As entrepreneurs, you will know that the business climate in much of Latin America has deteriorated. Canada is working with the United States and a variety of international partners bilaterally and through multi-lateral organizations such as the Organization of American States to assist in governance and institution building throughout the Western Hemisphere. Elsewhere in the Hemisphere, Canada continues to assist Haiti in its struggle to overcome its many hurdles.

Our contribution to ensuring stability in Afghanistan is steadfast. Prime Minister Harper made that crystal clear with his visit [March 2006] and in his Government’s first Speech from the Throne. Canadians are very conscious of the impact of the terrorist attacks on the United States and recognize that we cannot allow terrorists to find safe haven in Afghanistan or anywhere else ever again. That is why we are a key part of the 34 nation alliance there, why we have led NATO’s ISAF force, why we are there with 2300 troops in Kandahar, and why Canada gives Afghanistan more development assistance than any other country in the world. Canadians support our efforts in Afghanistan because the cause is just; because it is vital; because it is our pledge to the Afghan people, our friends and allies. Canada does not cut and run.

In an age where the world has become a smaller, more dangerous place, Canada is stepping up to the plate, re-focusing our efforts on the new threats facing our people. This was recognized by Prime Minister Harper in the Speech from the Throne, in which the Government not only committed to putting more police on the street and improving border security, but to a more robust diplomatic role for Canada, a stronger military and a more effective use of Canadian aid dollars.

PARTNERS AT HOME
The human links between our nations are supplemented by an intricate network of institutions and agreements that underpin the relationship such as NORAD, the Permanent Joint Board of Defense, the International Joint Commission, the North American Electric Reliability Council, and the Great Lakes Commission. The recent Open Skies aviation agreement is a further reflection of our integration, removing all economic restrictions on air services to, from, and beyond each other’s territory by airlines of both countries. And through initiatives such as the Container Security Initiative, new Canadian Permanent Resident Cards, FAST, NEXUS and the Safe Third Country Agreement, the Smart Border Declaration is improving security while keeping our border open to legitimate commerce and travellers.

“Canada is by far the world’s largest exporter of energy to the United States. We are the largest supplier to the United States of oil, natural gas, uranium and electricity.”

Our significant defense trade contributes not only to economic growth and jobs on both sides of the border — Canada buys almost one billion dollars in military goods from American firms each year — but to the interoperability of our forces in the field, and to obtaining the best value-for-money for our taxpayers. Our integrated economies have brought you not only the Canadarm on the space shuttle and International Space Station, but the ubiquitous Blackberry, drug-coated stints that significantly improve the treatment of heart disease and the Stryker light armored vehicle. In an increasingly competitive global economic environment, one in which pandemic threats or terrorist acts could cause immense harm and disruption, we are most secure when we reduce the barriers to cooperation in North America, including in government procurement and investment. Indeed both our countries’ openness to foreign investments has been a key component of our nations’ economic prosperity and our common ability to continue to attract foreign investments remains, now more than ever, instrumental in wealth and job creation in North America.

And against the backdrop of increasing global demand for precious energy resources, Canada and the United States also take comfort in the security of our energy relationship. Canada is by far the world’s largest exporter of energy to the United States. We are the largest supplier to the United States of oil, natural gas, uranium and electricity. For crude oil only, in 2004, Canada displaced Saudi Arabia as the largest supplier to the United States. Oil sands production alone has now surpassed a million barrels per day, on its way to two million by 2012 with already planned investments. And all this supply is safe, secure, and right next door, not from some cartel or an unstable regime.
Pandemics, the protection of our shared environment and growing competition from rising economic powers are other challenges that face both our countries. To ensure the security and prosperity of our peoples our Governments, along with Mexico, have agreed to deepen our cooperation on these and other issues. In an increasingly integrated and interdependent world, our responses to threats and opportunities must likewise be coordinated and complimentary. That is why in Cancun Prime Minister Harper and Presidents Bush and Fox have committed our countries to working together on North American competitiveness, regulatory cooperation, emergency management, energy security and smart, secure borders. Some recent Hill initiatives such as Green Lane Maritime Security bills are out of step with this approach and are worrisome as a result.

Canada is also contributing significantly to the economic security of our continent. From 1997-2005, Canada led the G7 in real GDP growth per capita and employment growth. In February 2006, our unemployment rate reached its lowest level in over 30 years and the employment rate hovered near record highs. Private sector economists expect Canadian growth of 3.0% in 2006 and 2.7% in 2007. We have had eight consecutive budget surpluses through 2004-2005, and the new Government is committed to bringing forward fiscally responsible budgets. Our current account has been in surplus for 26 consecutive quarters. Our total government debt as a percent of GDP is down to 26%, lowest in the G7, with our net foreign debt at its lowest level since 1945: 12.5%. And in the face of an aging population we have taken the tough steps necessary to ensure an actuarially sound public pension plan for the next 75 years. Coupled with low target inflation rates of between 1%-3%, the purchasing power of Canadians’ savings will remain strong for generations to come. These robust economic fundamentals will allow the Government to make tangible improvements that contribute to stronger families, safer communities, and a stronger country.

What else does all this good news from Canada mean for you? Even with US tax cuts, existing Canadian corporate tax rates on manufacturing income will in 2010 be on average 1.6 percentage points less than in the United States. And just two weeks ago, KPMG named Canada for the sixth year running as the lowest cost G-7 country in which to do business.

The foundation for this growth was the 1989 Free Trade Agreement, which pushed Canada’s economy into the twenty-first century. Canada and the United States now share the largest and most productive bilateral trading relationship in the world. Since the implementation of the Canada-U.S. Free Trade Agreement, two-way trade has tripled. Under NAFTA, growth in bilateral trade between Canada and the U.S. has averaged almost 6.0% annually over the last decade. In 2005, our bilateral trade was over $580 billion, with almost $1.6 billion worth of goods and services crossing the border every single day. Canada represents 23.5% of America’s exports and is a larger market for U.S. goods than all 25 countries of the European Union combined. Or put another way, Canada is the number one foreign market for 38 U.S. states. That trade supports over 5 million US jobs.

INTEGRATED ECONOMIES, INTEGRATED SOLUTIONS

Our integrated economies oblige us to ensure that security measures on our shared borders don’t become an unnecessary impediment to the two-way flow of millions of people and billions of dollars in trade and investments. For the most part we are doing an excellent job. One initiative that should cause you concern is the Western Hemisphere Travel Initiative (WHTI). Mandated by the Intelligence Reform and Terrorism Prevention Act, the WHTI requires that by January 1, 2008, all Americans and Canadians alike must have a passport or roughly equivalent documentation to enter the United States. Passed by Congress on the watch of the previous Canadian government, this requirement is little more than a year and a half away from coming into force, [which means there is] not much time to finalize and publish the implementing rule; conduct meaningful economic impact assessments; identify and develop the appropriate technology; actually produce the millions upon millions of required documents; install readers and related infrastructure at border crossings; and convince people to buy the new documents.

“Canada is concerned about the potential impact of the Western Hemisphere Travel Initiative (WHTI) on the economies and border communities of both countries if the appropriate documents and supporting technology are not in place.”

Canada is concerned about the potential impact of WHTI on the economies and border communities of both countries if the appropriate documents and supporting technology are not in place. Similar concerns have been expressed by stakeholders on both sides of the border. With almost $1.6 billion worth of goods and services and 300,000 people passing across our borders every day, it is in neither country’s interest to have confusion and congestion at the border. We therefore encourage the United States Government to carry out economic analysis in light of the anticipated impact of WHTI on cross-border trade and tourism.
Canadians support improved border security and documentation requirements. We neither want to be harmed nor do we want to be the source of any harm to our southern kin. And with approximately one-third of our GDP dependent on trade with the United States, like any prudent business person, Canadians also want to protect their livelihoods. Canadians want a smart border, not a thick one. In this context, the WHTI poses two substantial risks: (1) a cooling effect on cross border travel and commerce generally; and (2) increased border delays for people and business alike. So my message to you is let us ensure that our border continues to bring us together rather than drive us apart. If we don’t, WHTI threatens to drive a wedge between our peoples, threatening the understanding and kinship which has made us good friends and allies for so many years.

Prime Minister Harper and President Bush brought a new sense of urgency to this issue. They did so by directing our Minister of Public Safety and Emergency Preparedness, Stockwell Day, and Secretary of Homeland Security Chertoff to address the various questions raised about WHTI by border communities, business and the travel and tourism industries. It is very important that we get the answers on a timely basis, and we are optimistic that we will. But if they are not satisfactory or we need a little more time, we will engage with Congress and the Administration to reassess the timelines.

There is one other issue I wish to highlight for you, because no speech from a Canadian Ambassador is complete without a reference to the softwood lumber dispute. This is a blight on what is by any measure an outstanding relationship. Solving the dispute is my top priority bar none, not only because of the hardship it is causing to many Canadians, but also because it is becoming the barometer by which many Canadians view the state of our relations.

The paradox of the Canada-U.S. relationship is that the steadier it is the more attention is given to any difference that may arise between us. Put another way, the softwood dispute is the exception that proves the rule that relations between our countries are very, very good and our bilateral trade very, very smooth. Yet Canadians react viscerally to the softwood dispute because after winning so many NAFTA and WTO rulings, fundamentally they view it as an issue of fairness and respect for the rule of law, as do others in the international trade community. Pick your point of departure: the world’s first written constitution; turning the course of two World Wars, followed by the Cold War; leading the way to a rules-based system of international trade through first the GATT and then the WTO; Americans have set themselves the highest moral and legal standards to live by. In the softwood lumber dispute, Canadians’ expectations have therefore been disappointed.

This dispute has ebbed and flowed for some 25 years. In this latest stage, Canadian companies have paid over $5 billion in duties. Successive NAFTA panels have ruled in Canada’s favor. And still the dispute continues.

I have no illusions that a negotiated solution will be quick or easy to find, but find one we must. With an ascendant China and India, and an expanding European Union, we quarrel with each other and distract ourselves at our own risk. Our leaders recognize the importance of integrated North American solutions to the challenges of globalization. It is time for us to respond to that challenge. Editor-in-chief’s note: On April 27, 2006, Canada and the United States reached a preliminary agreement on the terms and conditions necessary to settle the softwood lumber dispute.

CONCLUSION

Ours is a remarkable partnership. We have much to celebrate. A shared heritage. A shared outlook. Neighbors, friends, family. A continent rich in resources, people, ideas and initiative. Partners abroad and at home. Geography has made us neighbors. And history has indeed made us friends. Together we can define our future. My pledge to you is that as Ambassador to the United States I will do my utmost to ensure that this remarkable and unique relationship between our countries is never taken for granted, and that it remains a model of dynamic, respectful and productive partnership for the world to follow.

Editor-in-chief’s note: Mr. Wilson’s remarks have been condensed.
I recently traveled to Nunavut and really enjoyed myself. There are no trees there. So it’s the one place in Canada we don’t talk about softwood lumber. We talked about seals, and the Northwest Passage, but not softwood! I think I’ll go back.

It has been a time of great learning as I’ve been meeting with and listening to folks like you across Canada. I am and remain a proud American and a guest in your country. So I haven’t gone native on you. But Canada doesn’t have a bigger fan than me! Susan and I love your country! Canada is exactly the place we want to be. Since I presented my credentials to the Governor General on June 29, 2005 I’ve thought about little else other than the U.S-Canada relationship. And I wish more people would think about it, because it’s incredibly important and valuable. I’ve been told that in the last few years the tensions between our nations have increased. I have no way of gauging whether that’s true. But I have noticed that thoughtless words, unnecessary criticism, unfair assumptions, and just plain honest disagreements seem to be tearing at the fabric of this very strong relationship.

Here we have the single most successful, productive, and peaceful relationship the world has ever known — and who would really know that? Who would know, by following the news, that there is no better, closer relationship between two nations than the one we share? Everywhere I go in Canada, I’m met with nothing but friendship and warmth. I’ve seen one example after another of collaboration and cooperation. And yet, it’s there, on the fringes, a loose thread here and there, that are small but significant signs that we need to re-examine the fabric of the U.S-Canada relationship. I think our countries are so close, so compatible, that often small disagreements get distorted way out of proportion. It happens in all solid, long-term relationships: sometimes we take one another for granted. We forget to say thanks. We say things we wouldn’t say to a stranger let alone to our best friend.

So I want to start off by thanking Canada once again for all you did for my country in the wake of Hurricane Katrina. I really cannot express our appreciation often or more sincerely enough. Canada was there for us early and eager-
ly. You gave us your time, talent and
treasure and you have the respect
and everlasting gratitude of my
country. So again, on behalf of our
President and all Americans: thank
you.

Canada has so much in which to be
proud: from your rich tradition of
independence and defense of free-
dom, to your financial health today.
Canada never has to tear down the
United States of America to build
itself up. We are two very different,
functional democracies that work
well, both independently and
together. So why aren’t we talking
about the positive rather than the
negative? If you listen to some of the
rhetoric out there it’s like the great-
est enemy we face is each other. I
believe this is a toxic attitude — one
that will impact our relationship if
we don’t make a concerted effort to
build each other up and accentuate
the positive.

My country learned painfully five
years ago who the real enemies are —
they’re the ones who use planes as
bombs; use beheadings as entertain-
ment; and innocent women and
children as pawns and props. Our
enemies are the enemies of freedom.
And no liberty-loving nation is
immune from their wrath.

Canada, like the United
States, is truly one of the
most tolerant and diverse
countries in the world...
It makes us wholly different
from those who fear
inclusion, and who disdain
civil and religious rights.”

But they don’t make good sense for either side. The United States remains firmly
committed to NAFTA. Period. What we have with softwood is a trade dispute — it
involves a disagreement over the legal interpretation of the NAFTA ruling on a
trade issue that represents 2.4% of the total trade between our two great coun-
tries. We have had other disputes and we have resolved them amicably. That’s
what friends do. If the goal was to raise awareness in Washington: that objec-
tive has been met. I will continue to let Washington know exactly what I’m
hearing from all of you. No one wants this issue resolved more than I do.

I cannot promise you immediate answers on softwood lumber. What I can
promise is a steadfast effort on my part to work toward a final resolution that
is in the best interest of both countries. Editor-in-chief’s note: On April 27, 2006,
Canada and the United States reached a preliminary agreement on the terms and condi-
tions necessary to settle the softwood lumber dispute.

We seem to spend a lot of time in our bi-lateral relationship pointing blame
when we ought to be talking about how well we work together. Nowhere is this more evident than when we’re talking about guns. Gun violence is an issue Canadians are rightly concerned about — especially here in Toronto. But the claim that 50% of the guns involved in crimes in Canada come from the U.S. is totally unsubstantiated. It’s just not true. The fact is American and Canadian law enforcement is working closely together to tamp down illegal gun smuggling and violence on both sides of the border. Canada and the United States are doing positive works around the world in freedom’s name. Because of what we’re doing together right now is helping Afghani women and children to greet each new sunrise with hope and opportunity, instead of the fear and horror that marked the reign of the Taliban.

Canada has taken a loud and vocal lead on the need to respect human rights in Iran and against the development of nuclear weapons. And when the Iranian leader called for the removal of Israel from the map — this from a country defying international non-proliferation efforts — Canada and the U.S. were among the first to condemn that statement.

Together with other partners we’re working together in Haiti to build democracy there. And in Iraq, Canada has pledged hundreds of millions of dollars for reconstruction efforts. That help is deeply appreciated because the work there is so critical.

As former Secretary of State Powell has said, we did not claim Germany and Japan as our own after World War II. We built them up and paved the path NOT to domination, but to democracy. Because that’s the kind of nation we are. It is also the kind of nation you are: the kind that sends massive relief to victims of tsunamis and hurricanes and earthquakes; the kind that promotes democracy and diversity. Canada is well respected and appreciated around the world for these characteristics. But I fear the anti-American rhetoric may have some of my countrymen concerned about this relationship. And Canadians likewise are concerned. And that’s a real shame. Because I see every single day — first hand — that we don’t have a better friend than Canada. And Canada does not have a better friend than us. I’m committed to this relationship. Three weeks from now — three years from now — I want it stronger than it is today.

My goal is pure and simple. At the end of my tenure, I want to leave a great relationship even greater. We are two distinct democracies with common goals — unselfish goals. Both of us welcome more democracies, more free-markets, more prosperity on the world stage. We know what’s good for the world is good for us. I pledge to you that I will spend every moment I am privileged to serve in your great country building the relationship and trying to resolve the few issues in which we disagree. I pledge that I will listen and continue to learn. I stand before you a man who deeply loves my country and at the same time, appreciates and admires yours.

So I ask Canada to take another look at your centuries-old friend, the one you’ll live next door to for time eternal, the one you know would be first on the scene in your time of need. We depend on each other. We need each other. Why not work to better appreciate and respect one another? Why shouldn’t all of us be ambassadors working to improve the relationship? And why not work on it now, while the fabric that binds us together is strong? We have everything to gain and nothing to lose. And we can show the world all the good that happens when two great, independent nations empower, encourage, and work together for peace and prosperity.

Editor-in-chief’s note: Mr. Wilkins’s remarks have been condensed.
For some years the teaching and research of Canadian Studies in the United States has been facing a dual dilemma: demographics clearly tell us that many scholars are retiring or about to retire from the profession coupled with the reality that academic departments and colleagues are not, in 2006, as predisposed to hire new Canadianists. This growing concern, recognized by academics and government practitioners alike, provided the necessary impetus for the conception and launch in October 2003 of a national comprehensive program to identify, recruit, orient and mentor new Canadianists for the American higher education community.

That program, CONNECT, purposely reaches out across the United States to engage prospective new Canadianists — i.e., doctoral candidates, junior professors and mid-career scholars seeking to broaden their teaching and research agendas — in sustained Canadian Studies professional development opportunities. Now starting its fourth year of operation, CONNECT — headed by Christopher Kirkey (Director, Center for the Study of Canada, State University of New York College at Plattsburgh) — currently counts more than 200 graduate students and professors in its mentoring program. By all measures, CONNECT has yielded uniformly positive results across all four key phases of the program and as such has made a significant contribution to the promotion and institutionalization of Canadian Studies in the U.S.
Precisely how does CONNECT work? Each year, CONNECT canvases for prospective candidates by identifying books, scholarly articles, dissertations and other samples of recent research publications. CONNECT also contacts a full range of governmental agencies, professional institutions and scholarly associations to secure and review lists of potential candidates for the program. In addition, CONNECT convenes — in association with the offices of Canadian Consulate General and significant research universities — professional development workshops in major metropolitan centers. The program also operates an exhibit booth at large disciplinary and multidisciplinary academic conferences. In sum, more than 40 individual sources are annually examined to identify prospective candidates for the CONNECT program.

These efforts typically yield some 400-500 individuals, who then are subject to an intensive three-step screening process. Prospective candidate files are reviewed and controlled for a variety of indicators including professional identity (i.e. graduate student or professor), scholarly investment in Canadian Studies (i.e., CONNECT measures for long-term or the promise of long-term interest), the professional position held by the candidate at a given institution, research agenda, evidence of involvement in professional academic associations, non-academic authors, Canadian scholars (i.e., individuals residing temporarily in the United States) and the appropriateness of the Canadian material.

As a result of these screening methods, CONNECT annually identifies some 100 potential candidates who are then personally contacted for the purpose of conducting the final phase of an in-depth survey. This results in 65 to 70 scholars being selected each year for inclusion in the CONNECT Mentoring program and for consideration in the week-long CONNECT seminar, convened each July in Ottawa.

All selected scholars are invited to participate in the CONNECT seminar, which is geared toward three complimentary purposes: first, the seminar (which accepts 20 individuals) utilizes leading academics and government practitioners to provide new Canadianists with a thorough grounding in contemporary Canadian public policy issues and the Canada-U.S. relationship; second, participants are introduced to the expansive range of Canadian Studies professional development opportunities (i.e., teaching, research, fellowships, grants, publication outlets, etc...) in the United States; and, third, experts practitioners from academia, Canadian Studies associations and organizations (i.e., the Association for Canadian Studies in the United States, the International Council for Canadian Studies and the Canada-U.S. Fulbright program) and Canadian and U.S. government officials interact and network with seminar participants.

The final element of the holistic program approach undertaken by CONNECT, is the mentoring program. The 65-70 selected scholars are contacted four times each year and provided with individually tailored portfolios. These portfolios feature a wide range of new Canadian Studies scholarship and professional development opportunities. Among the materials included are calls for papers by journals, appropriate conferences, professional training opportunities, detailed funding sources with deadlines, and Canadian Studies associations and relevant personal contact information at Canadian Consulate Generals. The mentoring program as such is designed to facilitate sustained professional Canadian Studies engagement by new Canadianists in the United States.

CONNECT, which at its core can best be characterized as a national outreach initiative to involve individuals in the long-term teaching, research and professional development of Canadian Studies in the United States, looks to build on its past successes by continuing to contribute toward a strong and vibrant academic community of Canadianists for American higher education.
Nunatsiavut – Canada’s Final Inuit Land Claims

The first Inuit ethnic government in Canada was formed in Labrador on December 1, 2005. This is a key historic moment in North American history that can be used to teach students about successful international minority rights and self-governance movements.

Nunatsiavut, “our beautiful land” in Inuttitut (the Inuit language), marks the final of four Inuit land claims agreements in Canada. It is, however, just the beginning of a new era of increased rights and responsibilities for the 5,300 Inuit and Kablunângajuit (people of mixed Inuit/European ancestry) who live in the northeastern most region of Canada’s mainland. Many know of the creation of the new territory of Nunavut, carved out of the eastern half of the Northwest Territories in 1999. While the population of Nunavut is predominantly Inuit, the government is public. Nunatsiavut, on the other hand, will remain part of the province of Newfoundland and Labrador, but it will be Inuit controlled. The main objectives of the new government are to preserve the Inuit culture, language and the environment.

Nunatsiavut encompasses over 10% of the northeast coast of Labrador. The Inuit will now have rights to traditional land use and share in the revenues from resource development including in the almost 3-billion dollar Voisey nickel mine project. The land is rocky and barren on the coastline and has some of the highest peaks east of the Rockies at the extreme northern tip of the region in the Torngat Mountain Range. Nunatsiavut is home to the world’s largest caribou herd, rich in marine resources and has some of the most significant iron ore deposits in the world.

Nunatsiavut, home to about 5,300 Inuit and Kablunângajuit (people of mixed Inuit/European ancestry) comprise over 10% of the northeast coast of Labrador.
The entire region of Labrador is approximately the same size as Italy with a population of about 30,000. Thirty percent of the people are aboriginal including the Innu (distinct from the Inuit and formerly known as the Naskapi or Montagnais), Métis and the 5,300 Inuit/Kablunângajuit.

**THE INUIT — HISTORY**

Indians have occupied Labrador for about 7,000 years — the Inuit came later, about 4,000 years ago. It wasn’t until the 16th century that the Inuit came into contact with European cod fishermen and whalers. For the next couple of hundred years trading took place between the two groups and in some cases the Inuit worked for and with the Europeans harvesting marine resources. Relations were mixed but given the rocky Labrador land and harsh climate, there was no competition for settlement lands. The first settlers — the only non-Inuit to settle in the area until the 20th century — were missionaries who founded Nain in 1771. The Moravians (a small Protestant sect) established a total of seven missions in the region.

The Moravians set up a general store at each mission and provided health care to the Inuit drawing the traditionally nomadic people into a settlement economy. The sect also had a high regard for education and taught the Inuit to read and write in Inuttitut using the Roman alphabet (syllabics were used by other missionary groups creating a dual orthography in Canada’s North). Because of the services provided and literacy education, the Moravians had a fairly positive impact on Inuit.

Thanks to the Moravian focus on literacy, there are a few early journals and writings by Inuit documenting life in the 19th and early 20th centuries. A fascinating though tragic story written by an Inuk from Nunatsiavut was published this last year — *The Diary of Abraham Ulrikab* (edited by Hartmut Lutz, University of Ottawa Press, 2005). In 1880 an Inuk named Abraham Ulrikab agreed to go with his family and friends to Germany to be displayed in a zoo in order to pay off a debt he had to the missionaries. The experience turned out to be devastating — the Inuit were poorly treated and all died of small pox within five months. Ulrikab kept a journal that documented the last months of their lives. The journal was later returned to the Hebron mission. *The Diary* was just translated into English providing an incredibly rare and tragic insight into what was, at that time, a rather common tradition — bringing Inuit to Europe as “specimens” for display.

The Moravians played a key role in the Inuit communities for well over 150 years and until the 1940s, 50s and 60s when the Canadian and new provincial government of Newfoundland (1949) began to take over services. Government interest in Labrador developed as a result of security concerns during World War II and the Cold War as well as the realization that the region held a wealth of resources. During World War II a U.S. military air base was constructed at Goose Bay (the largest airport in the world at that time), radar stations were established along the Labrador coast, and iron ore mines and hydro-electric projects were built. The governments also took over social services including health care and education and imposed English-only in the schools. The sentiment at the time was that the integration of the Inuit into “modern” industrial life was critical to their welfare. In addition, the government closed three of the missions to consolidate services and cut costs. The Inuit, who were forced to relocate, suffered significant disruption and upheaval that would impact the families for generations.

"Nunatsiavut ... is the first Inuit ethnic government in Canada, responsible for advancing the aboriginal, constitutional, democratic, social and human rights of the Labrador Inuit."

— Makivik Magazine, Winter 2005-06

William Andersen III, past president of the Labrador Inuit Association, will serve as head of the Transitional Nunatsiavut Government until the first elections are held.

"Nunatsiavut is home to the world’s largest caribou herd, rich in marine resources and has some of the most significant iron ore deposits in the world."

— Makivik Magazine, Winter 2005-06
In response to the dramatic changes enforced on the communities, the Inuit began to organize politically forming the Labrador Inuit Association in 1973. By the late 1970s the Association had filed the first land claims to the provincial and federal governments. It would be another decade before negotiations between the three governments would begin and finally, in 2004, the Inuit voted to ratify the land claims agreement. This was the first step in preparing the agreement to become law.

**A NEW DIRECTION**

On January 23, 2005, the Nunatsiavut Land Claims Agreement was signed by Labrador Inuit Association president, William Andersen III, Danny Williams, the premier of Newfoundland and Labrador, and the federal government representative, Andy Scott, federal minister of Indian and Northern Affairs. In addition to land claims, the Agreement included provisions for self-government. The following June the Labrador Inuit Land Claims was presented to the Canadian House of Commons where it received unanimous support. On June 23, 2005 the Bill was given Royal Assent (signed into law) by Governor General Adrienne Clarkson.

On December 1, 2005 the Government of Nunatsiavut came into being — the Constitution for the new government was ratified, the Labrador Inuit Association ceased to exist and the new Transitional Government of Nunatsiavut began operations. The Labrador Inuit Association president, William Andersen III, assumed the leadership of the Transitional Government of Nunatsiavut.

“We are very proud of the Labrador Inuit today,” said Nunavik leader, Pita Aatami at the ceremony, “... we envy you because we have also been working for a very long time to have a government in our own Nunavik region. We’re getting there but we’re not there yet.” (The Inuit of Nunavik, in northern Québec, signed the first Inuit land claims in Canada in 1975 and are currently in the process of establishing their own self-government.)

The new Nunatsiavut government has responsibility for health care, education and culture. The Agreement provides the Inuit with co-management authority and/or complete ownership of over a significant portion of the lands of Labrador. The Torngat Mountains were designated a National Park during the agreements and then gifted back to the Canadian government by the Inuit (though the Inuit maintain subsistence harvesting rights in the Park lands). And, the Inuit will benefit from 25% of all provincial revenues for future resource development in the region.

In terms of financial compensation, each Inuk who voted in the 2004 ratification will receive $5,000 over a three year period, $120 million is set aside to establish self-government and the families who were forced to relocate in the 1950s were compensated from a $10 million dollar fund this last December.

**SUCCESS ACHIEVED**

The Nunatsiavutmiut (the Inuit of Nunatsiavut) have worked for over 30 years to achieve this incredible success. As part of North American history, and the changing “landscape” of our countries, Nunatsiavut is a critical model for students. In studying what can and is being achieved in Canada’s North, students will begin to rethink traditional lines of governance. The Inuit in Canada are playing a key leadership role nationally and globally as they work with the Canadian government to create their own governance models that will protect their language, culture and the environment.

A special thank you to Marilyn Butland, with the Nunatsiavut Government, who provided suggestions for the article and educator resources, and to the Nunatsivut Government for the various images.
The Canadian-American Center at the University of Maine sponsors the nationally recognized Office of Canadian Studies Outreach, a leading source of support and training for K-12 educators teaching about Canada. The Center offers Canadian Studies professional development opportunities for K-12 teachers, and produces and disseminates Canadian Studies teaching materials and curricular resources. In addition, the staff routinely consults as curriculum specialists, as guest lecturers, and as guest classroom teachers for teaching Canada and teaching North American French topics.

The Office of Canadian Studies Outreach staff includes the director, Ms. Betsy Arntzen, a full-time education outreach coordinator and K-8 certified teacher. Arntzen, a Canadian Studies Professional Development Provider, serves as a resource to the nation’s K-12 teachers for Canadian Studies content, teaching methods and resources. She directs the Atlantic Canada Teachers Institute and has 25 years experience in education with over 10 years specifically on Canada. Dr. Raymond Pelletier, associate director of the Canadian-American Center, and associate professor of French, brings to outreach a background in
A leading source of support and training for K-12 educators teaching about Canada.
the pedagogy of language teaching and in North American francophone studies. Dr. Pelletier has been a forceful champion of Canadian Studies K-12 outreach for more than two decades. The program initiatives advanced by the Office of Canadian Studies Outreach is further supported by Canadian-American Center staff at Canada House, and by UMaine Canadian Studies faculty and graduate students in several disciplines including anthropology, business administration, economics, English, forestry, French, history and political science. Their outreach work serves to promote Canada and Canadian Studies to a variety of audiences, with an emphasis on reaching K-12 educators locally, regionally, and nationally.

**K-12 PROFESSIONAL DEVELOPMENT**

In the area of K-12 professional development opportunities, the Canadian-American Center offers teachers four types of workshops and two kinds of summer teachers institutes, all of which are purposely structured around Canadian Studies subjects of interest to teachers, while satisfying the professional development requirements of their schools. Participants, depending on their individual circumstances, are provided certificates in contact hours or registered for graduate credit.

Ms. Arntzen outlines the variety of workshops offered by the Canadian-American Center. “The first workshop is informational by design, whereby we promote the services and products of our Office of Canadian Studies Outreach, we offer a basic briefing about Canada, and we introduce examples of materials for teaching Canada. We also provide this kind of information in an abbreviated and more one-on-one format at the resource tables we staff at local, regional, and national social studies and French language teachers conferences. We recently participated in an Information Workshop with the Canadian Consulate/Denver and contributed to a successful follow-up Information/In-District Workshop for 100 teachers by providing materials developed specifically for the Colorado curriculum framework.”

“Content Workshops are set up,” Arntzen notes, “to deliver content background and information about a topic in Canadian Studies and combine it with methods and materials for teaching. This is the kind of workshop that we offer most frequently at teachers conferences and at after-school workshops.” Social Studies topics that have been featured in these workshops include: Canadian and U.S. Women’s History; Canadian Micro-Units: Integrating Canada into Your Curriculum; and What has Canada Given the World: Canadian Inventors and Inventions. Content Workshops on North American French language and culture have included: L’Acadie d’hier et d’aujourd’hui, Le Génie de Frédéric Back, and Tournée littéraire de la région de la ville de Québec.

Similar to Content Workshops, In-District Workshops provide content, methods and resources while focusing on the needs and curriculum frameworks of a specific school district. Teachers leave this kind of workshop having learned what they needed to know, where to find it, and with suggestions for teaching it. Feedback from a Social Studies Curriculum Specialist confirm the value of such efforts: “You brought a wealth of information and materials that were all very age appropriate and directed towards exactly what a teacher needs to know in order to teach a Grade 4 unit on Canada.”

Finally, Curriculum Writing Workshops are also offered by UMaine; these are longer and can take place over several days. The model provides content by means of lectures by specialists, makes available resources and curricular materials, and schedules time for curriculum writing. Teachers gain a solid outline and curriculum relevant materials for teaching their Canada unit. UMaine held the most recent Curriculum Writing Workshop in association with the Canadian Consulate/Boston for Massachusetts area teachers.

Summer Teachers Institutes have long been an outreach staple of the Canadian-American Center, where such institutes have been offered for the past twenty years. These institutes are 7-10 day teacher training study tours...
conducted on the road in the provinces of Atlantic Canada, Ontario, and Québec.

The “Atlantic Canada Teachers Institute,” according to Ms. Arntzen, is “for K-12 teachers and librarians, targets teachers of social studies, world history, and geography as well as elementary level teachers. Institutes in past years have focused on Acadian history and culture, on Canada at the Millennium, and on teaching Acadian culture using maps and historical atlas plates.” “This summer,” Arntzen notes, “we offered a multicultural, historic, and geographical tour of Nova Scotia, based in its capital, Halifax.”

“The North American French Teachers Institute,” Dr. Pelletier points out, “is intended for teachers of French. UMaine’s Canadian Studies Program is the only outreach center to offer summer institutes specifically for teachers of French conducted on the road where North American French is the spoken language. The two desirable aspects of this institute are that teachers practice and refine their own French language skills and explore a theme in depth and in situ. In 2002, the first French-immersion institute attracted 40 teachers. In Québec in 2002 and in Acadia in 2004, the institutes were crafted around interdisciplinary topics such as art, literature, history, and modernity. The 2006 Institute returned to Québec with the study of four novels describing important places and times in the evolution of Québec.”

K-12 OUTREACH EFFORTS
It’s clear that Canadian Studies K-12 outreach efforts at UMaine are closely tied to the energy, enthusiasm and accomplishment of Betsy Arntzen and Raymond Pelletier.

RESOURCES AVAILABLE ONLINE  www.umaine.edu/canam/teachingcanada.htm

The website of the Office of Canadian Studies Outreach, Teaching Canada for a Global Perspective — www.umaine.edu/canam/teachingcanada.htm — is a site dedicated to serving K-12 teachers. The site contains:

- **Canadian Content** – downloadable explanatory maps of St. Croix and Acadia, and Culture Focus: Acadia and Acadians.
- **Curricular Resources** – downloadable maps for teaching Canada, resources for Massachusetts Grade 4, the Canada Valise, and Field Trip to Canada*.
- **Links to professional development**.

*Field Trip to Canada – without leaving the classroom students can download a copy of a series of exhibit stations. They can manipulate objects, sort and group images, scan or read books and articles, and answer brief questions. The result is that students raise their level of understanding about Canada, and an entire class can begin its in-depth study of Canada at the same level. Pre-and post-quizzes confirm this is an effective method for students to teach themselves the basics about Canada.
“We’re currently developing a classroom kit with a social studies coordinator for a town near Boston ... It is a culture kit containing the objects pictured in the vividly illustrated alphabet book, Eh to Zed!”
— BETSY ARNTZEN

lum, or are teachers mandated to teach a Canada unit. We look at their curriculum requirements and produce teaching material and curriculum resources tailored to their requirements. Our services range from one-on-one consulting which can include a loan of handpicked materials from our Teachers Resource Library, to a binder of materials and approaches to teaching targeted directly to a school district’s requirements — such as the Canada in the Western Hemisphere Unit binder we produced for Grade 6 teachers in Colorado’s Jefferson County School District.”

Teaching Canada also asked Arntzen to outline how she works to engage students in a classroom setting: “I like to look for memory devices to help students learn the shape of the provinces and territories and to identify their flags. For example, look at the shape of Ontario. Doesn’t it look like a fish jumping ON the great lakes? See the Nice Boat on the provincial flag? Nice Boat, N-B, New Brunswick. I also like to look for geography hooks. This one works particularly well for students from several northern states. Students asked where Canada is will respond it is a country to the North. I will introduce Canada’s largest city — Toronto — and ask where it is. This is a trick question. It’s not to the North of all of us. Its latitude is 43 degrees, making it South of Bangor, ME, Burlington, VT, Plattsburgh, NY, Traverse City, MI, Minneapolis and St. Paul, MN, Eugene and Portland, OR, and everyone in North Dakota, Montana, and Washington state. The population of Toronto and the other cities in the Niagara Peninsula comprise more than 20% of Canada’s population. So, about 1/5th of Canadians live in Canada south of where this magazine was written and published.”

Ms. Arntzen works to develop and disseminate other timely Canadian Studies teaching materials and curriculum resources. A leading example is classroom kits. Arntzen explains: “we collaborated with Maine’s Hudson Museum (anthropology) to create two object-rich classroom exhibits, each with a binder of teaching material: one is the Arctic Kit, and the other is the Northwest Coast Kit. We also collaborated with a NY 7th grade teacher to package his successful teaching strategies with his favorite objects to create the Canada Valise. Teachers from around the country sign up to borrow it; they love teaching with it and often schedule it for the next year.”

The Canadian-American Center continues to expand its target audience, working recently with Massachusetts teachers as the Commonwealth has mandated a unit on Canada at the Grade 4 instructional level. “We’re currently developing a classroom kit with a social studies coordinator for a town near Boston,” Arntzen notes, “and not only will it be used by their Grade 4 teachers, it will be a model for other Massachusetts towns. It is a culture kit containing the objects pictured in the vividly illustrated alphabet book, Eh to Zed!”

Further examples of Canadian Studies appropriate materials include an illustration-rich teaching resource produced titled Explanatory Maps of St. Croix and Acadia. This resource commemorates 400 years of French settlement in North America. On one side, the maps illustrate the exploratory routes of Sieur de Monts and Champlain, and on the reverse it details population distribution of Acadian deportation in the mid-1700s up to their return and relocation in the Maritimes and northern Maine to the present. Ms. Arntzen notes that UMaine has successfully utilized this map in teaching about Acadian culture, and to illustrate the intensive process of map making. “Both social studies and French teachers use this with their students. We also produce outline maps for teaching Canada, all of which are available to download from our website www.umaine.edu/canam/teachingcanada.htm.”

By any measure, its is clear that the Office of Canadian Studies Outreach at UMaine’s Canadian-American Center — personified most fully in the programs successfully championed by Betsy Arntzen and Raymond Pelletier — is at the forefront of providing top quality Canadian Studies K-12 outreach initiatives across the United States.
Kevin Cook, of the Canadian Consulate General office in Seattle, Washington, brings an intensity and passion for the promotion of Canadian Studies in the United States that few individuals can rival. In a relatively short period, Mr. Cook has successfully worked to significantly expand the presence of Canadian Studies in the Pacific Northwest — at colleges, universities and through unique annual events such as the Canada Gala. No one should be surprised at this track record, as Cook displays an uncanny determination to infuse Canadian content in all his professional endeavors.

Cook was raised in upstate New York and spent several summers vacationing in Toronto. After completing a bachelor’s degree in political science followed by law school at the University of Connecticut, he then took a job practicing law with the United States Navy for 23 years. While based in Seattle, Cook was recruited (he declined) to run for the Washington State Senate but instead opted for a different challenge — a position as Information Officer with the British Consulate in San Francisco. This opportunity, which ran for 6 years, brought him into direct involvement with academic affairs and would in hindsight, provide him with invaluable experience for what was to come next.

Returning to his adopted hometown of Seattle, Cook applied for a position at the Canadian Consulate in Seattle where he was, given his work in San Francisco, tasked with the responsibility of academic relations. He currently serves as the Consulate’s Political, Economic Relations and Academic Affairs officer.

Teaching Canada publisher and Editor-in-chief Christopher Kirkey sat down with Cook in his Seattle office. His report: “Cook was, as usual, thoughtful to a point in his candid observations about what makes Canadian Studies tick, what’s working and what could work better. It’s clear that he has a good sense of how to institutionalize Canadian Studies in the Pacific Northwest. He is unassuming, genial and polite to a fault. He is bright, engaging and very comfortable in his arena.”

TEACHING CANADA: What are the most rewarding aspects of your position at the Consulate?

COOK: Results. At the end of the day being able to see whether or not what you’re doing is making a difference. What’s particularly rewarding about this position is that we’re not just a spokesperson for the Government of Canada. We have the ability to be creative and at the end of the day the question is “have you created something that has achieved a result, something measurable.” My position allows a lot of opportunity for that.

Discuss the growth of Canadian Studies in your territory over the past six years, looking back at where it was compared to where it stands today. Have we seen growth in the Pacific Northwest in terms of sheer numbers?

When I started, the Pacific Northwest Canadian Studies Consortium (one of five regional Canadian Studies associations in the United States) had 19 members. The Consortium, which employs an institutional-based membership model, has now grown to over 40, so we’ve doubled in size in seven years. At the time the Consortium was created, members were all U.S.-based institutions, geographically focused on Alaska, Washington, Oregon and Idaho. It has now been expanded and includes British Columbia, the Yukon Territory, Alberta and Montana. Now of those 40 members, 10 schools or 25% of the members of the Consortium are Canadian institutions.
Which states, looking back, can you point to as having an underdeveloped Canadian Studies presence? Also, where has Canadian Studies noticeably grown?

My personal goal is that every university that is in our territory (currently Washington, Oregon and Idaho) that is a four-year degree granting institution should be a member of the Consortium. So where are we? We probably have about another 15 universities to go to get to reach that figure.

What are the key factors in explaining the success that you’ve encountered in growing Canadian Studies in the Pacific Northwest?

Universities are clearly focused on internationalization today... this is the key point of focus. Second, is study abroad. The third factor, and the most common one, is just having courses on campus that have a lot of Canadian content. So I go to the campuses and talk about internationalization as a theme which ultimately leads to Canada. I have not been to a campus in our territory that doesn’t have an international program, so you simply say “well Canadian Studies fits in International Programs... that’s the umbrella under which it’s going to sit.” So if you’re looking for a home and to grow Canadian Studies the most logical place for it is with International Programs. You also have to know who to go to on a respective campus and to provide the universities with a financial incentive. If it’s a small campus with say 5,000 students or less you go the President, the Academic Vice President, and Deans. At a campus of 35,000 students, I’m unlikely to get in to see the President but my Consul General could, so it depends on the size of the institution.

What key Canadian Studies program initiatives are currently underway in the Pacific Northwest that people should know about?

Gosh, where to start. We’ve undertaken a number of initiatives which I think are fairly unique in the United States. One of the first things that we did was create Canada Days or Canada Weeks. Another program that we began is the International Canadian Studies Institute (ICSI). A third one is the study in Canada scholarships. Those are the three big ones.

Canada Day or Canada Week is a program where we partnered with people that we met on a university campus and offered to do, in the first instance, a Canada Day where we come on campus for a single day and offer some activities, some events, some lectures with an aim toward basically putting a spotlight on Canada that particular day. The day might entail bringing in the Consul General or a guest speaker who would address a couple of classes or a public forum along with a Consulate-sponsored lunch for faculty, administrators and staff, all of which would be geared toward informing participants of various opportunities and resources we could provide the with, including a film festival or maybe an art exhibit. That idea has now grown to where we now do a number of Canada Days or Canada Weeks. In Oregon, we held a series of Canada Weeks that ran for a month, the heart of which focused on a two-week period where we had 49 separate events taking place. We also do it in Idaho.

The ICSI began with the recognition that there were very few professors who were teaching courses on Canada or with Canadian content, so the question was how do we attract faculty to this? There’s a lot of competition out
there... Canada is competing with over 180 countries to get the attention of the United States, so how do we attract American faculty to get interested in Canadian Studies and add Canadian content? We decided to create ICSI, a program where we partner with the province of British Columbia, the Yukon Territory, and the province of Alberta to bring a small group of selected professors to Canada every summer for about two weeks and through that program we try to literally introduce the faculty to everything from A to Z about Canada. From government, history, geography, peoples, economics... there’s hardly anything that we don’t cover.

As for study in Canada scholarships, we find that for students who live along the Northern border, those who share a border with Canada, the thought of going to study abroad in Canada doesn’t seem very exotic. At the end of the day, we just decided to try to create the financial incentives for students to go to Canada. We don’t have funds from the Government of Canada itself that provides scholarships for undergraduate students to study in Canada, so here in Seattle we helped to create the Canada-America Society, and through the Society we established an event called the Canada Gala to attract Americans and Canadians to come together once a year to celebrate the relationship. We work with lots of partners in Canada for the Gala and are able to offer, through the generosity of donors, some incredible gifts which are auctioned off at the Gala with all of the funds going in to a 503c fund called the Canada-America Society Education Fund. These monies are now awarded to American undergraduate students who choose a Canadian university to study abroad. This past academic year, 2005-2006, we had twelve U.S. students studying up in Canada. At our October 2005 Gala, we raised about $15,000 which will be awarded for the 2006-2007 period. Over the Galas of the past five years, we’ve raised close to $50,000 for scholarships.

Looking at the big horizon, what do you consider to be — regionally and nationally — the biggest challenges to the continued vibrancy of Canadian Studies in the United States? Competition would be number one and the second would be time and money. By competition, I mean there’s not a region of the world that is not competing for faculty attention and students. You’ve got the Japanese, Germans and Chinese who are pouring money in. Can you compete with the dollars that are coming in from other foreign countries for that American student or American faculty member? And the second challenge, which has to be taken in conjunction with the first point, is time and money — the time of the faculty to devote to these kinds of things and do they have the money to do it?

With the Summer Institute we’re trying to identify junior academics who are not in a track yet, who haven’t decided exactly where they’re going to go. If we can get such individuals up to Canada and give them an intensive experience, a real intro to Canada such that they might become interested in it and then be in a position to support what they want to do, we will be successful.

Do we have monies that we can award to that professor so that they can do additional research, attend relevant conferences and conventions, and support them in featuring Canadian content in the classroom? At the end of the day for the long range picture, it’s all about competition, time and money.

How do you view the future of the Association for Canadian Studies in the United States (ACSUS)?

I certainly can’t speak for ACSUS, but I’ve been very encouraged by some of the recent initiatives that have been undertaken, specifically the new MBA program. For some reason, it has been a struggle to place Canadian Studies into business schools at U.S. colleges and univer-
Who do you think has made or is currently making a difference in the national promotion of Canadian Studies in the United States?

There are a number of people who work on the Canadian Studies file that are making great contributions starting with people like Michael Hawes (Director of the Canada-U.S. Fulbright Program). Folks in Ottawa at Foreign Affairs and International Trade Canada, such as Jean Labrie, have really supported our efforts. Dan Abele at the Canadian Embassy in Washington, D.C. supports us tremendously and at ACSUS, George Sulzner and David Archibald are the people who really stand out.

What are your thoughts on Canadian Studies K-12 outreach efforts to the K-12 community? Should it be a priority? Observers have suggested with the disbandment of the National Council for Teaching Canada (NCTC) more now needs to be done. Your comments?

I think the K-12 audience is very important. If Canada was taught with greater regularity in the K-12 curriculum, then students when they got to college would not have a minimal knowledge of Canada. It’s therefore logical to support the teaching of Canada at K-12 whether or not it’s part of world history or social studies.

What tools do you presently not have or not have enough of that would allow you to be more successful in strengthening the presence of Canadian Studies in the Pacific Northwest?

That’s easy; everything we do comes down to three things — time, money and staff. The real issue is how do you work with what you have? I’m a firm believer in taking the wealth that you do have and spreading it around because I have found academics to be the most resourceful people in making limited funds go a long, long way. Having enough time to go out and visit universities is a challenge as we cover 3 states and some 30 universities. I should be visiting each of these universities at least once a year just to maintain the personal contacts... well to visit 30 universities a year, we’re looking at visiting one every 10 days or so and there isn’t enough free time on the calendar to do that. The third thing is just not having the staff support to do what needs to be done.

Favorite foods, wines, etc...?

Thailand, the food is wonderful and the people are great. I’ll get shot for this, but I love foie gras. As for wines, I prefer big meaty reds and there’s probably no better place to go for these wines than Eastern Washington State. Walla Walla, Red Mountain, and Columbia River Valley all produce absolutely spectacular reds. After that, probably Argentina where the Malbecs are wonderful. For third place, I look to California.
Reviews of

CANADIAN CHILDREN’S LITERATURE

Five new titles are added to the treasure chest of literature by Canadian authors.

by EMILY FLACHBART CASTINE

LIGHOUSE: A Story of Remembrance
by Robert Munsch, illustrated by Janet Wilson

Publisher: North Winds Press, Ontario, Canada, 2003
Hardcover: $19.99 CDN
Size: 32 pages
Reading Level: Preschool to Grade 3

Robert Munsch has written another poignant story with a message that transcends the ages. In this respect it is akin to his much-acclaimed Love You Forever. Although ostensibly this work, Lighthouse, is for the younger set, its appeal could easily be intergenerational. In his sensitive way, Munsch tells the story of the little girl who implores her father to take her to the lighthouse nearby because her newly deceased grandfather used to take her father there when he was young. As the author wrote on the dust cover, “I wrote Lighthouse for a girl named Sarah, who came up to me after a storytelling in Antigonish, Nova Scotia. She gave me this picture of a real lighthouse near town. All it said on the back was her name. I wrote the story in the van on the way to the next show because something about the picture inspired me. Later, I tracked down Sarah by sending the story to the local librarian. Sarah wrote back and told me that her grandfather had just died and so the story was just right for her.”

Janet Wilson’s painterly technique conveys the sensitive nature of the text and is just realistic enough to give it credence. The deep blues create a mood. The dreamy quality of the paintings lends an impressionistic touch to the story. These were done with oils on canvas. Wilson has illustrated many books including the award-winner, In Flanders Fields.

Munsch’s book can easily serve as a teaching tool about death showing a fitting way to honor and memorialize a grandparent who recently passed away. This is a gentle, caring, loving, picture of a dedicated dad, his little daughter and the strong bonds of family tradition. A winner all the way around!
NO ONE MUST KNOW
by Eva Wiseman

Publisher: Tundra Books, 2004
Paperback: $8.95 U.S.
Size: 194 pages
Reading Level: Grades 4 to 8

Eva Wiseman, author of the award-winners, A Place Not Home (1997) and My Canary Yellow Star (2001), once again has produced a jarring read. No One Must Know centers on ninth grader, Alexandra Gall, and her unknown Jewish heritage. In order to protect her and offer her the “good life”, her Hungarian-Jewish parents have elected to keep from her the fact that they were persecuted under Hitler’s regime. As Alex’s mom rationalized, “I don’t want Alexandra to know the horror of it. I vowed to myself in Auschwitz that if by some miracle I survived and had a normal life, I would make sure that no child of mine would suffer like we suffered. I wanted to keep (Alex) safe.” (p.119)

The time is the 1960s, and the novel’s setting is outside of Toronto where Alex attends school, has a nice circle of friends and is a member of the local Catholic church. Ironically she starts to date a sensitive, Jewish boy named Jacob. Although Alex witnesses some slurs against Jacob, and feels the injustice, she has no idea of her family’s secret. The truth is revealed when one of her mother’s closest girlhood friends comes to visit and assumes Alex knows the facts. When all is admitted, Alex feels without roots. “I was not who I thought I was. I watched my reflection in the mirror as I mouthed the words, “Who are you?” Although she fears loss of her friends through this revelation, she finally musters the courage to tell the truth at a Girl Guides’ tea party. If she didn’t do this, she would dishonor the memory of all of her relatives who suffered so much in the past. She immediately feels a sense of independence to be herself. “Well, I’m still glad that we don’t have to pretend any longer... I feel free.”

This book is a fast read and would appeal to the budding or early teen who could easily identify with Alex, the typical teenager who wants friends, a boyfriend, and inclusion in all school and extracurricular activities. Wiseman, who was born in Hungary and came to Canada as a young girl, well conveys the pain and suffering of surviving the Holocaust on the part of Alex’s mother. No One Must Know is highly recommended reading for young teens.
This story centers on the famous Musical Ride of the Royal Canadian Mounted Police and the training of a colt for participation in that great “display of equestrian precision.” The Musical Ride consists of a team of thirty-two horses and riders from the RCMP who perform intricate patterns to music at international events. The first such performance took place at the Regina, Saskatchewan barracks in 1887. Fifty years later, the Commissioner of the RCMP required that all participating horses had to be jet-black. As there was a scarcity of such, the RCMP started a breeding program in Alberta. This was later moved to Pakendam Farm in Ontario near the Equitation Centre at Rockcliffe in Ottawa.

From birth, the life and training of such a horse is delineated by Robert Knuckle, author of three nonfiction books on the RCMP. His extensive research is evidenced in the many factual details he presents in this children’s book. Molly is the black foal who desperately wants to be chosen to be a part of the Musical Ride. Published in cooperation with The Mounted Police Foundation, the selection process and the intense preparation are all brought out in the pages through the main character, a beautiful black foal named Molly. The art work clearly points up the precision of the day-to-day training and the orderly and exacting nature of the event. There is no sloppiness here. The text never weighs down the story; it works in balance with the profuse illustrations which play a major part in describing Molly’s maturation process.

Knuckle’s picture book serves as a learning experience for the younger set, from the foals’ first visit from the vet at Pakendam Farm to the boarding into the twelve-horse trailer that will take the selected animals to Rockcliffe where they will have their own Mounties who will train and groom them over a period of three years. Finally, Molly gets her wish! A replacement is needed when one of the horses injures her leg; Molly is chosen to join the Musical Ride at the Calgary Stampede. Molly of the Mounties is a commendable introductory book to the world-famous Musical Ride for the younger set.
Julie Johnston, whose first two novels — *Hero Of Lesser Causes* and *Adam and Eve* and *Pinch-Me* — received the Governor’s General Literary Award, has written an outstanding and memorable biographical novel centering on the life of one of the first Canadian writers, Susanna Moodie. Moodie is known for her autobiographical *Roughing It In the Bush* (published in 1852) reviewed on CBC Critic’s Corner as ”...a valuable historic document on Canada as well as a vastly entertaining book to read.” The sequel to this was *Life In the Clearings Versus the Bush* written a year later.

Johnston’s portrayal of this writer superbly brings out the indomitable Susanna, her need to be an individual, to create in her own words, and to express herself freely. Born in England in 1803 to a large, well-to do family, Susannah was used to luxuries. Her life-style changes radically after their father dies. The six siblings go their separate ways. Sister Agnes and Elizabeth later become famous as authors of *The Lives Of the Queens*, as does Catherine, who emigrates to Canada and writes in the colonial letters genre. Susanna is befriended in London by people in publishing, and her desire to become a writer is sparked. Her love and determination for writing poetry and stories proves productive. Soon afterwards, she meets Dunbar Moodie, a half-pay soldier recently from South Africa and falls in love. They marry and then decide to go to Canada to make their fortune. Their first house is a shanty near Port Hope in Ontario. As she said in *Roughing It*, “I gazed upon the place in perfect dismay, for I had never seen such a shed called a house before.” Susanna can barely cope; life is so foreign to her there. She finds the land “hostile.”

Two years later they move to Douro, to be near her sister and brother, and things don’t improve. Her book *Roughing It* describes life in these two places. They tested her mettle. They were her “proving ground.” Susanna would recall the winter and spring of 1839 as the worst time in her life because she and other family members came down with scarlet fever or influenza. Thankfully her neighbors help her out during this trying time. She wrote, “I thought that maintaining the class consciousness that we have known from birth was of the utmost significance. I was wrong. Far more important is the bond of common humanity we have found in the Backwoods.” It took her a long time to value the merits of the people of the bush. After suffering from a failed farm under harsh weather conditions and incurring many debts, Moodie is appointed sheriff in Belleville. The family of seven moves there, and Susannah continues to write. She had come to Canada as a greenhorn, very naive as to survival in the bush. Through the years, she had matured, grown stronger, became more self-reliant, and more tolerant of backwoods ways, until in 1849 she stated, “I believe the land itself began to seep into my soul.” Moodie died at age 82.
Between the years of 1875 and 1930, some 60,000 children from the Barnardo Homes in England were sent to Canada. Dr. Thomas Barnardo, although flaunted in his effort to become a missionary in China, worked in and then opened homes for waifs outside of London. Numbers increased so rapidly that space and money were issues. Barnardo followed up on a suggestion to send these children to Canada where they would work on farms for their keep.

This story, written by well-known and respected children’s author Jean Little, has as its setting, Guelph, Ontario, in 1897 and is told in diary format. The protagonist, Victoria Cope, has been given a diary; she immediately starts to record her daily feelings and activities. As her mother is ailing and there are two other siblings in the household, her father, a medical doctor, decides to take a “home child.” He is sorely disappointed when he goes to meet the child and finds a small, thin girl looking about 10. “We need someone strong to help my wife. That girl is nothing but a child.” She is actually 12 years old. The Copes’ friends and even the schoolmaster have preconceived notions about these home children being dirty, thievish, feebleminded, sick, and full of lice. Marianna proves none of these correct. Although shy and backward at first, she slowly emerges from her protective shell as a responsible, helpful, and thoughtful young preteen. Her mother, a widow, thought her three children would fare better in Canada than the way they had to survive in the workhouse in England.

Sadly, Marianna is parted from her brother and sister upon arriving in Ontario. Overcoming the obstacles of discrimination at home with Victoria’s relatives, in the community, and at school, Marianna grows in confidence and capability. Compassionate Victoria treats her like a sister. When Victoria learns that Marianna’s brother has been taken into a home nearby, her aim is to reunite the two. Since Victoria’s cousin Anna is a good friend of Pansy Jordan, where Marianna’s brother resides, attempts are made to contact him. His “keeper, a Mr. Stone, is a mean, spiteful man who abuses the young boy with a whip. Fortunately the boy is able to run away. Surprisingly, he hides in the Cope’s barn. The children discover him, sick and filthy, and vow to help him survive. Finally, the secret gets out! Jasper is welcomed by the entire family whose members are enraged at this boy’s ill treatment. Happily, both he and his sister are adopted by the Cope family. In the epilogue the reader learns how the characters fared in later life. Victoria started a school for orphan girls in China, and Marianna became a midwife.

Additions to the text of the novel accompany every Dear Canada Series book. Included in this particular work are: description of a Barnardo girl’s Canadian outfit in 1898, photos representing that time period, instructions for making a mustard plaster, an old-fashioned treatment for bronchial conditions, recipes for desserts, maps and historical notes, and a concise author biography.

There is arguably no better person to write this piece of historical fiction than Jean Little who herself had grown up in the Guelph, Ontario house of the story. Little is renowned for her style of writing: personal, real, and sincere. Her empathy is evident in many of her thirty-one books. Orphan At My Door is a sensitive rendering that gives readers a good glimpse into the life of a home child in the late 1800s. For this, Little, a proven writer, won the CLA Book of the Year for Children award. She also won the same award for another title in the series, Brothers Far From Home. Little has been made a member of the Order of Canada for her outstanding contribution to Canadian children’s literature.
Under Canada’s constitution, education is the responsibility of the ten provinces. Institutions of higher education, however, especially research universities can no longer afford a provincial outlook. Thomas Friedman’s book, *The World Is Flat*, points out that each locality and institution is competing on a global scale. As a specialist in educational policy and a Canadianist, I was curious how Canada’s top universities are responding to the challenges of a flat world. I visited each of the universities identified by *Maclean’s* magazine as having both a research mission and a medical school. I interviewed the Chief International Education Officers (CIEOs) at Dalhousie, Toronto, McMaster, Western Ontario, Queen’s, Ottawa, Montreal, McGill, Sherbrooke, Laval, Manitoba, Saskatchewan, Alberta, Calgary, and British Columbia. I began by asking each of these administrators how he or she perceives “internationalization.”

“Internationalization” is one of the trendy buzz words heard from administrators on college campuses today. Most leaders in higher education use the word interchangeably with globalization. In the scholarly literature, however, internationalizing means something quite different from globalizing. One can intentionally internationalize a firm or a curriculum, but globalization is taking place whether we like it or not. In fact, one might think of internationalization as the planned response of higher education to globalization. Canadian expert Jane Knight captures the notion of intentionality by defining internationalization as the infusion of international concepts and ideas into the research, teaching, and service components of a university. How have Canada’s top universities responded to the challenges posed by globalization? Why is it important for Canada that its’ most important educational institutions transform themselves by implementing Knight’s model of what a 21st-century university should be?
In a recent study, the fifteen Chief Internationalization Education Officers (CIEO) of Canada’s top research/medical universities were interviewed regarding their perceptions on eight factors that contribute to the successful implementation of Knight’s paradigm. The study inquired about the following eight areas: mission statements, strategic planning, scholarships/bursaries, international undergraduate enrollment, study abroad, area studies/language programs, faculty research, and curriculum. The study revealed several surprising facts about Canadian universities and their role in Canada’s future.

DECENTRALIZATION
The interviews clearly illuminated the fact that large research universities with medical schools are highly decentralized. Each of the CIEO’s expressed the caveat that their role in internationalizing the campus is quite a daunting task given that most faculty members do not receive tenure and promotion for internationalizing their curriculum or service. Each CIEO did state that tenured faculty members are expected to have an international research reputation. This expectation did encourage faculty to travel abroad and to collaborate with foreign researchers in his/her field. This expectation did not, however, typically trickle down to the undergraduate student.

Another indicator of decentralization was the lack of international content in the curriculum. More than half of the CIEOs stated that they could say very little about the international content of courses currently being taught on campus. They pointed out that this area was not under their control. Most stated that the faculty heavily guarded their academic freedom. Almost all stated, however, that curricular change was a key element in internationalization since most students do not study abroad. Any university-wide curricular change depends on strong leadership from the administration and a “top-down” approach. About one-fourth of the CIEOs acknowledged that redesigning the curriculum to incorporate international content was underway at their campus.

THE CURRICULUM
Internationalizing the curriculum is one of the most difficult tasks that a CIEO can undertake. First, most Canadian CIEOs are not deans; they are administrators lacking jurisdiction over academic matters. As such, they lack authority to make curricular modifications. They can persuade and influence but not command deans, department heads and faculty members to make changes. Experience demonstrates that the two most effective incentives are funds to support curricular reform and modifications in the reward structure for faculty who add international content to their courses. CIEOs are dependent upon higher administrators for the necessary budgetary allocations and on the complex and slow process of changing the criteria for tenure, promotion and salary increases based on merit in an environment of faculty governance. The second obstacle to across-the-board curricular change is fact that faculty carefully guard their academic freedom. Many professors teach highly specialized courses that have little if any room for international content. Internationalizing courses in the humanities and social sciences is a much more feasible project than adding international content to courses in the sciences or professional disciplines, such as engineering or medicine. Therefore, internationalizing...
the curriculum is a tough sell to as many as two-thirds of the faculty at a research university.

Although university-wide curricular change is a daunting task, it is necessary if an institution is truly committed to internationalization. Although many students, parents and university administrators define internationalization as increasing the opportunities for study abroad, the reality is that only a minority of students on Canadian campuses will travel overseas in the course of their studies. Therefore, the only way for most students to gain exposure to international themes is in the classroom. Two of the fifteen universities surveyed did in fact attempt to add international content to all its academic programs. Success required, first, leadership from the very top of the institution, second, financial incentives, and third, widespread participation by the faculty in the process. What seems to work best is a top-down start followed by buy-in from the stakeholders. Another lesson is that faculty members will not redesign existing courses or design new ones without course development grants or released time from teaching. Curricular change requires strong leadership, a sustained commitment from all involved and patience.

IMMIGRATION
A surprising finding emerged from the interviews. Almost all the universities expressed a concern that enhanced security measures instituted in the wake of the terrorist attack in New York on September 11, 2001, could deter international students from choosing to study in Canada. The CIEOs’ perception, however, was that they were receiving more qualified applicants since the United States had toughened its rules and regulations for student visas even more. Canada as a whole seems very appreciative of these bright, motivated students from China, India and other developing countries. One reason that universities may be actively seeking these students is that the number of Canadians of college age is declining, while the number of Canadians age 65 and older has grown significantly over the past ten years. One consequence of these demographic trends is that Canada needs additional younger workers to contribute to the health care system. Foreign students who remain in Canada after receiving their degree, start their own businesses or become employees, raise a family and support the social security system. Thus, most of the campuses visited provided immigration, residency and citizenship assistance to foreign students. This welcoming attitude is significantly different than that found on most U.S. campuses. While American universities typically provide some visa assistance, they do not normally assist the student or his or her family in gaining permanent residency or citizenship. Canada, by contrast, appears to be actively encouraging and assisting its foreign students to remain after completing their degree.

CONCLUSION
While the CIEOs stated that they fully understood the importance of internationalization, they expressed frustration in persuading the faculty and higher administration to make university-wide internationalization a priority.

“While the CIEOs stated that they fully understood the importance of internationalization, they expressed frustration in persuading the faculty and higher administration to make university-wide internationalization a priority.”
Ramirez divides his narrative into five chapters. In chapter one, he sets the historic context for the early-twentieth-century migrations that remain at the heart of his study. Ramirez contends that migrants from three regions of British North America — what became Ontario, Québec, and the Maritime provinces — were not rejecting Canada so much as local conditions in each of the three regions.

Until the 1890s, Ramirez reveals in chapter two, there were no restrictions on those who entered the United States from its northern border. The United States created an Office of Immigration in 1891 expressly to limit the flood of overseas migrants who passed through Canada to reach the U.S.

In the three remaining chapters, Ramirez looks, in turn, at the migration to the U.S. of French-Canadians, of English-Canadians, and of the Europeans who migrated first to Canada. While French speakers comprised one-third, and English speakers two-thirds, of the estimated 2.8 million Canadians who migrated to the United States before the start of the Great Depression, Ramirez suggests in chapter three that French Canadians have received comparatively more attention from scholars, because their language, Catholic faith, and formation of ethnic communities and institutions in the U.S. distinguished them.

Like French Canadians, Ramirez reveals in his fourth chapter, English Canadians participated in a regional migration, often to a nearby U.S. state. In contrast to French speakers, English Canadians came from higher social and economic classes, they were more literate, and they held more diverse and better jobs in the U.S. Ramirez sheds light on some of the reasons why U.S. immigration agents turned Canadians away at the border: poor health, criminal background, illiteracy, and the likelihood of requiring public assistance.

In his fifth chapter, Ramirez addresses a topic that scholars have virtually ignored to date: the remigration of Europeans from Canada to the United States. During the first three decades of the twentieth century, one-fifth of the Europeans who migrated to Canada remigrated legally to the U.S. Like the migration of Canadian-born residents, the remigration of Europeans to the United States constituted a regional movement: Ontario and the western provinces were the largest sending provinces, and bordering U.S. states received two-thirds of the remigrating Europeans, with New York, Michigan, and Washington together receiving more than half.

Ramirez seeks to address these gaps.
Canada's participation in the Great War of 1914-1918 not only transformed the international image of the barely fifty-year-old Canadian Confederation from colonial backwater to modern nation, but went on to inspire generations of writers — as it does even to this day. Although WWI has long been known as “a very literary war,” Canadian war literature, like that of other Commonwealth countries that participated in WWI, has survived only in the shadow of such well-known works as Erich Maria Remarque’s *All Quiet on the Western Front* (1927), Ernest Hemingway’s *A Farewell to Arms* (1929), and the poetry of Wilfred Owen (1920).

Of course, because Canada entered the war in 1914 along with Great Britain, the Canadian Expeditionary Force — which eventually numbered 600,000 troops — experienced for four long years the carnage and brutality, the fatigue, illness and ultimate futility of trench warfare. Significantly the Canadians’ role in several notable battles did much to put their country on the international map: in 1915, they held on against German poison gas during the Second Battle of Ypres; that same year they sustained 16,000 casualties at the Battle of Passchendaele, a name that Canadians will long remember; and in 1917, they proved their mettle beyond question when they captured Vimy Ridge, which later became the site of an impressive monument to the Canadian forces, on ground given to Canada by the government of France.

But to return to the literature: about a year ago, I was putting together the reading list for an upper-division college course in WWI literature that would include works by British, American, German, French, and, I hoped, several Canadian writers. What proved more difficult than whittling down a long wish-list of important poetry and fiction was trying to justify including as many as three Canadians in the projected total of eight or nine books. Worse yet, I had decided not to include Timothy Findley’s 1977 novel, *The Wars* — probably the best, and certainly the best known, of the more recent Canadian WWI fictions — and instead to concentrate on works that students would be less likely to discover on their own.

In the end, the course syllabus included all three Canadians: *Generals Die in Bed: A Story from the Trenches* (1930), by Charles Yale Harrison; *Billy Bishop Goes to War* (1981), by John Gray, with Eric Peterson, and *The Danger Tree: Memory, War, and the Search for a Family’s Past* (1991), by David Macfarlane.

Charles Yale Harrison, who was actually a United States citizen, was living in Canada at the outbreak of the war, volunteered with the CEF, and sailed from Montreal with some of the first troops to enter the war. Obviously, Harrison’s years of service with Canadian forces give his story a Canadian point of view, at no point more clearly than at the arrival of American troops in the spring of 1917, when the narrator identifies not with the wisecracking, confident
and untested Americans, but instead with the war-weary, sardonic Canadians.

In his introduction to the 2002 Annick Press reissue of Harrison’s book, Robert F. Nielson quotes two critical evaluations dating from the first, 1930, publication: John Dos Passos, an American who wrote his own WWI novels, said that “Generals Die in Bed has a sort of flat-footed straightness about it that gets down the torture of the front line about as accurately as one can ever get it.” Nielson also quotes the New York Evening Post’s praise for it as “the best of the war books.” Harrison’s prose is simple and strong, and his straightforward treatment of the horrors of war seemed surprisingly refreshing to students who had previously read Remarque’s somewhat romanticized treatment of comradeship in All Quiet on the Western Front, and the almost more gruesome details of the dead and wounded in Helen Zenna Smith’s Not So Quiet... Stepdaughters of War (1930), an account of the exigencies of life for young British women working as ambulance drivers in France.

As an antidote to these stories of life and death at the Front, the script of the musical play Billy Bishop Goes to War worked well. Adapted from Winged Warfare, Bishop’s own account of his first six kills as a pilot in the fledgling British Royal Flying Corps, the play opened in Vancouver in November 1978, with John Gray as the narrator/pianist and Eric Peterson playing Billy and eight other characters. Bishop was Canada’s WWI flying hero, the leading Allied Ace, who shot down a record of 72 planes, single-handedly conducted a dawn raid on an aerodrome behind German lines, and came close to finishing the career of Manfred von Richthofen, the famous Red Baron.

The value of this story lies in the contrast between Bishop’s devil-may-care success — on his own, flying high, albeit in flimsy aircraft that lacked some of the engineering advances of German planes — and the stifling life of the trenches, where men were forced into silence and inaction, lest they attract fire from an all but invisible enemy. By contrast, Bishop and the other pilots lived the lives of chivalric heroes, often fighting one-on-one, responsible in large measure for their own success or failure, taking their risks in the air instead of mired in mud and decayed bodies, or caught up in barbed wire in No Man’s Land.

The works students read in the latter part of the course focused on the home front during the war, the return of soldiers from the war, and the effects of the war on later generations. David Macfarlane’s The Danger Tree is most simply described as a history and memory of the author’s mother’s family, the prominent Goodyears of Newfoundland, and as such is not exactly a work about Canadians either. Of course, Newfoundland had not entered the Confederation at the time of WWI; Newfoundland regiments resented being called Canadian, and saw the war — much as Canada also did — as their chance to show the world what they were made of.

Dr. Bruce Butterfield — (B.A. Knox College, Ph.D. University of Illinois) has taught Canadian literature at SUNY Plattsburgh for thirty years. He regularly teaches courses in American, Canadian and British twentieth-century fiction, and for several years in the 1980s taught a course in Canadian visual arts. His research interests include writers of the Canadian prairies, such as Robert Kroetsch and Guy Vanderhaeghe, and the fiction and essays of Mordecai Richler.
The Artistry of Canada

by Christopher Kirkey

The Artistry of Canada is expressly multidimensional in purpose. The column is devoted to examining significant — indeed often pioneering — Canadian contributors to the fields of music, art and motion pictures.

MUSIC • ART • MOTION PICTURES

Diana Krall

Canadian musician Diana Krall currently resides at the top of the jazz recording and performing world. Her carefully crafted piano skills — starting at age four in Nanaimo, British Columbia — blended with her decidedly raspy, precision-like vocals, have resulted in a delicious production of Grammy nominated and award winning musical contributions over the past thirteen years. These efforts, captured on ten compact disc's and two DVD's, testify to the brilliant music Ms. Krall has produced. Regarded by musical aficionados and the general public as a top rate studio and live performance artist — as opposed to an arranger or original composer — Ms. Krall has, since 1999’s release of the disc *When I Look in Your Eyes*, created a special body of music that will long be regarded as some of the best jazz productions ever offered. In particular, the period of 1999-2002 represents to date the apex of Ms. Krall’s work. Teamed with arrangers such as Johnny Mandel and Claus Ogerman, Ms. Krall fielded the most heartfelt and rich — both musically and lyrically — contributions of her career. New directions in her personal life (marriage to musician Elvis Costello in December 2003) and professional life thereafter resulted in the 2004 effort *The Girl in the Other Room* and the DVD *Live at the Montreal Jazz Festival*. In 2005, Ms. Krall turned her attention to a seasonal initiative, offering *Christmas Songs*. Her latest venture, *From this Moment On*, was released in September 2006.

Teaching Canada seeks to offer readers a representative as opposed to an exhaustive review of Ms. Krall’s work and as such, will focus on the following contributions: *The Look of Love* (2001), *Diana Krall Live in Paris* — DVD (2002), and *Christmas Songs* (2005).

**THE LOOK OF LOVE**

As the title suggests, *The Look of Love* is a disc that is decidedly focused on the many aspects of love. Wonderfully lush, the music captures the attention of the listener right from the opening moments of the George and Ira Gershwin composed opening track “S’Wonderful” to the closing Rube Bloom-Sammy Gallop song “Maybe You’ll Be There.” The orchestral arrangement and conducting of Claus
Ogerman adds not only backdrop to Ms. Krall’s piano and voice, but indeed adds an indispensably rich texture to the overall production. It is absolutely clear to anyone who has listened to some of Ms. Krall’s earlier productions — such as the disc Love Scenes — that her work benefits from the use of orchestral arrangement.

The Look of Love offers ten songs, all of which are delivered in a highly engaging manner. “S’Wonderful” is a great opening number that benefits from a great paced tempo and well timed use of woodwinds. The pacing of this song, provides an excellent vehicle for showcasing Ms. Krall’s trademark vocal style — deliberative and tightly structured. “Love Letters” is marked by wonderful vocals at the outset framed around a rich orchestral arrangement which includes Ms. Krall’s piano playing during the bridge, followed by a wonderful movement at the close of the number, featuring the strings section. “I Remember You” is lush and intimate, a sound that could only be produced with orchestral accompaniment. The Arthur Hamilton standard, “Cry Me a River,” is the fourth contribution on the disc and features Ms. Krall in a soft whispery voice with a focus on her piano playing and the guitar work of Anthony Wilson. “Besame Mucho,” a Latin-tinged sultry effort, principally works in this context due to the stellar orchestral arrangement. “The Night We Called it a Day,” starts off with a deliberately agonizingly slow pace but evolves into a beautiful effort. Ms. Krall’s version of “Dancing in the Dark” features an opening orchestral arrangement that highlights percussion followed by a very good vocal performance. The piano arrangement and playing during the bridge of the song is nothing short of fabulous. The Hoagy Carmichael composition “I Get Along Without You Very Well” is an interesting yet less than successful contribution, and stands out as the weakest song on the disc. The musical arrangement and vocal styling of this song is more structured — indeed ideally matched — to the late great Ms. Shirley Horn’s talents. Burt Bacharach and Hal David’s composition “The Look of Love” is the featured release of the disc and deservedly so. The orchestral arrangement, rich from the very first note, is incredibly lush. Ms. Krall sings so compellingly, so convincingly, abandoning her generally restrained and passive style. The piano arrangement in the bridge of the song is superb. Yet while “The Look of Love” may prove to be the most celebrated effort on the disc, the final effort “Maybe You’ll Be There,” is the “hidden gem” showcasing perhaps the most lyrically meaningful song which Ms. Krall delivers in a cool and restrained manner. The song, which benefits at the outset from the most sumptuous orchestral introduction on the disc, is the most beautiful contribution on The Look of Love.

LIVE IN PARIS
The DVD Diana Krall Live in Paris captures Ms. Krall at the apex of her musical performing skills. The two hour and ten minute DVD itself is highly recommended, containing seventeen musical selections taken from Ms. Krall’s live stage performances at the Paris Olympia. In addition, the DVD features two bonus musical videos including the highly original and entertaining “The Look of Love,” as well as exclusive rehearsal footage of three numbers including “Love Letters.” The sound quality, featuring DTS Digital Surround Sound, is impeccable.

To the extent that Ms. Krall’s musical output benefits from outstanding orchestral arrangement, accompaniment, and conducting, no clearer example could be offered than Diana Krall Live in Paris. In addition to her own band members — Paulinho DaCosta, John Pisano, Anthony Wilson, John Clayton and Jeff Hamilton — Ms. Krall is accompanied by the European Symphony Orchestra and Paris Jazz Big Band, led by conductor Alan Broadbent and guest conductor Claus Ogerman. These combined musical forces provide the richest tapestry that Ms. Krall has to date recorded with.

The DVD opens with exaggerated speed video footage of Paris at night.
and Ms. Krall launching into the infectious, wildly upbeat “I Love Being Here With You,” that features Anthony Wilson on guitar, a Diana Krall solo and John Clayton on bass. It is hard to imagine a more appropriate, high energy introduction. The DVD does a first rate job, song after song, of capturing the individual performance skills of each featured musician, including Ms. Krall. The videography effectively conveys a group of musicians engaged in the professional responsibility of playing while simultaneously watching and listening to the contributions of their fellow musicians. Indeed, throughout the whole production, we are treated to Ms. Krall’s personal style and accomplishment on the piano. The remainder of the DVD play list includes the very best songs from When I Look in Your Eyes and The Look of Love along with other nuggets. The song selection and musical performances on this DVD are nothing short of outstanding.

“Deed I Do, Devil May Care, East of the Sun, and I Don’t Know Enough About You” demonstrate that Ms. Krall’s principal passion is playing the piano. The orchestral execution is superb throughout and is particularly notable on such numbers as “Under My Skin and S’Wonderful.” Ms. Krall’s vocals are particularly well engaged on this production. Her voice on “Love Letters” is especially compelling. The DVD closes with Ms. Krall alone at the piano playing a hauntingly beautiful version of the Joni Mitchell classic “A Case of You.”

**CHRISTMAS SONGS**

2005 witnessed the release of Diana Krall’s Christmas Songs. “We decided,” Ms Krall writes on her web site, “to focus on the Great American Songbook approach to Christmas melodies.” “It’s the first time with all confidence I’ve said, ‘This is a great record’... I approached this record like I would any other jazz record. It had to swing!” John Clayton serves as the principal musical arranger along with contributions from Johnny Mandel and Ms. Krall herself.

Christmas Songs features twelve well known musical compositions. The opening salvo “Jingle Bells,” suggests that the disc will be infused with an upbeat musical tempo throughout. “Let it Snow,” the Jule Styne and Sammy Cahn favorite, is also given a well paced treatment with an excellent vocal rendition by Ms. Krall. The third number, “The Christmas Song,” introduces the slower, more deliberate pace that Ms. Krall successfully employs in covering jazz standards. This type of approach, however, is ill-suited to the highly melodic upbeat fare of seasonal compositions. This tempo, which at times sucks all energy from a musical number, dominates the remainder of the disc. “Winter Wonderland” is devoid of an up tempo beat. “I’ll Be There for Christmas,” is the least commendable performance on the disc. It is completely dry, very poorly arranged and frankly difficult to listen to. “Christmas Time is Here” the Vince Guaraldi and Lee Mendelson composition, features an uninspired decidedly flat vocal performance around an arrangement that fails to provide any life to what is an otherwise very upbeat song. “What Are You Doing New Year’s Eve” is laborious, poorly arranged and also proves difficult to listen to. There are a number of highlights that do, however, deserve mention. “Have Yourself a Merry Little Christmas” is crafted around a subtle arrangement featuring a sultry vocal performance. “White Christmas” is also given a similar torch-style vocal approach. The best song on the disc comes at the end with “Count Your Blessings Instead of Sheep,” which features a very nice vocal range by Ms. Krall and the single best musical arrangement.

The music of Diana Krall can be recommended by Teaching Canada for all Canadian Studies audiences. In addition to the titles reviewed for this story, see in particular When I Look in Your Eyes. For a fuller biographical treatment of Ms. Krall, please consult Jamie Read, Diana Krall: The Language of Love, Quarry Music Books, 2002. For contemporary information on Ms. Krall, please consult the artist’s web site at www.dianakrall.com.

**Editor-in-chief’s note:** For the very best disc of Christmas and seasonal classics by a jazz musician, please see John Pizzarelli’s contribution, Let’s Share Christmas.
Is David Milne Canada’s greatest painter? While the intention of the question may seem pointedly rhetorical, the fact remains that Mr. Milne, who once languished in the margins next to celebrated Canadian painters such as Tom Thomson, the Group of Seven (most notably Lawren Harris) and Emily Carr, has in 2006 clearly emerged as a recognized premier Canadian artist. Over the past twenty-five years, increased scholarly and curatorial attention — and by extension popular interest — has been dedicated to the unique style and imagery that distinguished the canvases put forth by Mr. Milne.

As a painter, Mr. Milne never enjoyed tremendous commercial success during his lifetime (1882-1953). The most he ever secured for one of his efforts, the oil painting *Boston Corners*, was $450 from the National Gallery of Canada. He painted in Canada, the United States and briefly in Europe, serving as an artist for
Mr. Milne's work was further stamped by two other distinguishing characteristics. First, his watercolor paintings were marked by his consistent application of visible graphite markings on his canvases (which may have further contributed to the seemingly “sketch-like” quality of his efforts). Second, David Milne favored and incorporated (incredibly successfully) a dominant color choice not typically associated with watercolor painting: black. The consistent utilization of black — going against prevailing or indeed current wisdom in watercolor canvas application — would prove to be a cornerstone of Mr. Milne's career.

The hallmark of Mr. Milne's watercolors — indeed stretching all mediums of his artistic vision — was his compositional approach to rendering images on canvas in which untouched, blank elements of the canvas itself were logically and thematically integrated. The so-called “absence of paint” noted by Jackson in the overall artistic representations offered by David Milne perhaps explains why he was not immediately nor readily adopted by the Canadian public. After all, images — particularly watercolors — captured on canvas required definition and amplification which by necessity, it was widely perceived, demanded the liberal use of paint. The unconventional, modern approach championed by Mr. Milne wherein the canvas proved to be an integral element of any artistic rendering — deftly characterized by Milne scholar Carol Troyen as “the evocative power of paper left unpainted” (“A Welcome and Refreshing Note” Milne and the New York Art Scene, 1903-13,” in David Milne Watercolours: “Painting toward the Light” (2005) Art Gallery of Ontario) — seemed therefore to be draft-form or essentially, unfinished.

Only with time would public attitudes — Canadian and beyond — come to fully appreciate and applaud the striking innovativeness that David Milne brought to the watercolor canvas.
periods: from perhaps as early as 1905 until 1925 and then again after 1937. While it is clear that in the latter period his approach to watercolors was decidedly more allegorical in style and technique (not to mention less focused on landscape settings), Mr. Milne nonetheless consistently championed a fresh, original take on watercolor subjects, be they rooted in landscape, urban settings, battlefields, or still life.

What can one say of David Milne’s exhibited watercolors at the Met? First and foremost, they suggest a compelling singularity of style combining a rich tapestry of composition, application of paint (both in quantity and brush stroke technique), color and delineation of shape. The images are neither angular, harsh nor artificially staged but rather present themselves as fresh, natural contemplative interpretations. Mr. Milne’s work, as the Met’s press release accompanying the exhibition correctly noted, is “balanced by representation and abstraction.” Like all artists, some of David Milne’s paintings are technically better executed and aesthetically more pleasing than others.

Of all the images represented in the New York exhibition, Teaching Canada found those works rendered while living in Boston Corners, New York (at various points between 1916 and 1923) complimented by his contributions as a Canadian wartime artist to be the most successful. The latter group of paintings is especially distinguished by Ripon: High Street painted on February 27, 1919. It is an absolute first-rate effort characterized by its acute compositional balance and rich multi-tonal color application. Several of the Boston Corners paintings are nothing short of wondrous. Rooted in the light, water, land and air of rural New York State, Mr. Milne effectively mentally created and physically set forth unparalleled modernist landscape images. Three works deserve special attention. Bishop’s Pond (1916) and Pink Reflections, Bishop’s Pond (1920) are sublime creations, each in its own right, that superbly incorporate the staples of Mr. Milne’s work — blank canvas, graphite markings and the bold use of black — while conveying views of nature that are visually beautiful. The Mountains (Catskills III) painted on September 7, 1917, is also striking in its compositional balance and demonstrates how black, as a primary color choice in watercolor painting, can have a profound impact in creating and conveying the power of landscape.

Simply put, this exhibition confirms that very few Canadian painters have — before or since — set forth such an original catalog of compelling canvases. As a watercolorist, David Milne is unrivaled.

For biographical information, critical artistic insights into Mr. Milne’s paintings, and a variety of images created by the artist, Teaching Canada recommends: (1) David Milne Watercolours: “Painting toward the Light” (2005) Art Gallery of Ontario; (2) David B. Milne: Catalogue Raisonné of the Paintings (1998) by David P. Silcox and David Milne, Jr., a two volume box set University of Toronto Press publication universally regarded as the definitive treatment of Milne; (3) Painting Place: The Life and Work of David B. Milne (1996) by David P. Silcox; (4) David Milne: An Introduction to His Life and Art (2005) by David P. Silcox; and, (5) David Milne (1991) editor Ian M. Thom.

To view Mr. Milne paintings — apart from any forthcoming exhibitions — readers of Teaching Canada are especially encouraged to consider the Milne collections that comprise part of the permanent collection at the National Gallery of Canada (Ottawa) and the Art Gallery of Ontario (Toronto).
At a time when many Canadians have gone on to establish fame and fortune in the motion picture industry, one name — Mary Pickford — stands shoulders above the rest in terms of her pioneering accomplishments. Ms. Pickford’s celebrated screen career (debuting in 1909 and appearing in 194 films) and her formative role in the creation and direction of United Artists place her in the unique position of having made the most substantive contribution by any Canadian figure in cinematic history.

Born Gladys Louise Smith in Toronto, Ontario in 1892, Ms. Pickford would emerge as the first star of cinema, blazing a trail as “America’s Sweetheart” (promoted so by Adolph Zucker) in such films as The Poor Little Rich Girl (1917) and Rebecca of Sunnybrook Farm (1917). She would go on to receive two Academy Awards, including receiving the Oscar for best actress for her performance in Coquette (1928-29). She was married three times, most notably to Mr. Douglas Fairbanks Sr., and was immovably devoted to her mother Charlotte and to her sister Lottie and brother Jack. She was a committed life-long philanthropist, a facet of her life perhaps best represented in establishment of the Motion Picture Relief Fund and the Mary Pickford Foundation.

In 2005, the Public Broadcasting Service chose to commit an episode of their AMERICAN EXPERIENCE series to profiling the life of Ms. Pickford. That episode, now available in DVD format as part of the PBS Home Video series (titled, Mary Pickford), offers a thoughtful overview of Pickford’s professional career and personal relationships. Teaching Canada now turns its attention to considering the merits of this production.

Mary Pickford proves to be a generally well researched and presented profile of Ms. Pickford. Narrated by actor Laura Linney, the film is presented in color complemented with black and white footage and rich still photography. Written and directed by Sue Williams, Mary Pickford makes extensive use of commentary from film historians and biographers. Interspersed throughout the production are snippets of a 1957 audio interview with Ms. Pickford and a statement from Pickford friend, Malcolm Boyd.

How does this film work as biography? Very well indeed. Arguably its strongest feature is the even-handed, period-by-period coverage Mary Pickford offers. Unlike many other biographical profiles — which almost always tend to skew the content and analysis toward an individual’s zenith — this is largely a balanced effort, providing us insights from Ms. Pickford’s upbringing to her latter years.

We learn that Gladys Smith was born to a decidedly working class family, that her father passed away when she was five, and that her mother considered (but ultimately rejected) the possibility of placing her into the adoptive care of the Smith family doctor. Why did Gladys migrate to the stage theatre, making her debut in
January 1900 as Big Girl in a Victorian period piece titled *Silver King*? Was it the lure of fame and fortune? Hardly. As *Mary Pickford* points out, the motivation was simple: the Smith family “needed the money.” This introduction to stage performance would lead Gladys to further theatrical work in Toronto, and (accompanied by her family) from 1900-1906 to appear with traveling theatre troupes in Canada and the United States.

1907 was a watershed year for Ms. Pickford. She would move to New York City, insist on a meeting “that would change the rest of her life” with, and audition for, the theatre impresario David Balasco (who successfully insisted on changing Gladys’ name to Mary Pickford) at the Balasco Theatre at Broadway and 42nd Street. The audition was a hit. Ms Pickford's stage performances were followed by work at D.W. Griffiths Biograph Studios in New York. Between June 1909 and March 1913, Ms. Pickford would appear in a total of 141 one-reel films for Biograph. She was “from the very beginning,” *Mary Pickford* notes, something different… she just lights up the screen. “She invented acting for film… [her use of] more subtle, more naturalistic gestures would be very effective.” Mindful that the cinematic roles she portrayed (i.e., passive heroines and mothers) was beginning to typecast her an actor, Ms. Pickford sought to establish, with a moderate degree of success, a more independent female lead character. The movie *Wilful Peggy* proved to be an important breakthrough for Pickford as she was able to show “women as strong and resourceful.” Her personal life was also flourishing at this time. In early 1911 she had eloped to a New Jersey courthouse to marry Owen Moore.

*Mary Pickford* then moves to chronicle her final five years in New York, 1913-1918; years that would concretely establish Mary Pickford as “the magical presence of the world’s first [cinematic] superstar.” In 1913, Ms. Pickford would leave Biograph and join Adolph Zucker's Famous Players film company. Hired initially at a salary of $500 per week (approximately $10,300 in 2006), she would be showcased in poor, working or middle class performances in Zucker's longer and more complex films, including *Cinderella* and *Tess of the Storm Country*, the latter generally considered to be the film that made Ms. Pickford a cinematic star. By 1916, Ms. Pickford insisted on renegotiating her contract, and a new arrangement — one that was clearly a benchmark by any artistic or creative standard — with Zucker was struck: she would now earn $500,000 per year (approximately $10 million in 2006) and assume creative control (through the establishment of her own production company) and partake in any profit sharing realized from her films (a distribution company, separate from that of Zucker’s Paramount Pictures, was created). As successful as Ms. Pickford was in her professional career, her marriage to Owen Moore began to experience considerable strain. That strain was simultaneously exacerbated and relieved by her affection for, and unofficial relationship with, the actor Douglas Fairbanks.

By 1918-1919, the motion picture production industry had migrated west and firmly settled in the greater Los Angeles area. With Ms. Pickford's contract with Zucker set to expire in 1918, First National tried to recruit her. They offered a handsome package to Ms. Pickford: for completing but three films, Pickford would receive $675,000, 50% of the profits and artistic control. Adolph Zucker ultimately chose not to match First National's offer. Zucker instead would seek to merge with First National, a move many including Ms. Pickford believed, would result in the creation of an industry titan that would be unduly positioned to control virtually all facets of filmmaking, including production (e.g., schedules, salaries, actors, directors, writers) and distribution (e.g., when and where films would be available for public screening). This potential merger, *Mary Pickford* observes, proved to be
Mary Pickford documents that the 1920s and 1930s would prove to be a decade of highs and lows for Ms. Pickford. She would ultimately marry the love of her life Douglas Fairbanks and settle into an 18 acre estate in Beverly Hills, dubbed “Pickfair” by the press. During this period Ms. Pickford, accompanied by Mr. Fairbanks, would reign as Hollywood’s royal couple, hosting dinner parties and large social functions attended by the best and brightest of the silver screen. United Artists would release her most commercially successful film, Coquette, for which she would receive the first Academy Award for an actress in a sound film. Yet Coquette — the mar-

the necessary catalyst in prompting Ms. Pickford, Mr. Fairbanks, Charlie Chaplin and D.W. Griffiths (each partner put in $100,000 in start-up funds) to establish United Artists in January 1919.

Mary Pickford documents that the 1920s and 1930s would prove to be a decade of highs and lows for Ms. Pickford. She would ultimately marry the love of her life Douglas Fairbanks and settle into an 18 acre estate in Beverly Hills, dubbed “Pickfair” by the press. During this period Ms. Pickford, accompanied by Mr. Fairbanks, would reign as Hollywood’s royal couple, hosting dinner parties and large social functions attended by the best and brightest of the silver screen. United Artists would release her most commercially successful film, Coquette, for which she would receive the first Academy Award for an actress in a sound film. Yet Coquette — the mar-

Pickford. She would ultimately marry the love of her life Douglas Fairbanks and settle into an 18 acre estate in Beverly Hills, dubbed “Pickfair” by the press. During this period Ms. Pickford, accompanied by Mr. Fairbanks, would reign as Hollywood’s royal couple, hosting dinner parties and large social functions attended by the best and brightest of the silver screen. United Artists would release her most commercially successful film, Coquette, for which she would receive the first Academy Award for an actress in a sound film. Yet Coquette — the mar-

albeit with only modest success, in a mix of theatre, radio and production efforts. She would over time increasingly retreat to Pickfair, passing away on May 29, 1979, at 87 years of age.

Mary Pickford is an important contribution littered with a few shortcomings. The audience for this production would have been well served by a more intensive examination of Ms. Pickford’s family and social relationships in the 1920s. Little to no attention is paid to the interplay between Pickford and her brother and sister nor for that matter, between Ms. Pickford and her stepson Douglas Fairbanks Jr. Also, what of the relationship between Mary Pickford and her daughter-in-law, the celebrated actor Joan Crawford? Finally, greater focus needed to be spent documenting Ms. Pickford’s social friendships. Yet, as Ms. Pickford herself confessed, “my pictures were my whole life outside of my family.” In the end, Mary Pickford not only celebrates the most accomplished and successful Canadian in the history of motion pictures in a meaningful way, but it leaves the audience craving more on the life and times of this extraordinary woman.
On February 5, 2006, millions of Canadians joined their southern neighbors in watching the Pittsburgh Steelers defeat the Seattle Seahawks in Super Bowl XL. In doing this, they were not merely peering in as outsiders to what became known in the twentieth century as an authentically American game; they were watching a peculiar, southern branch of a game that many Canadians also claim as their own. Football has deep historical roots in Canada, and the game has thrived north of the 49th Parallel for as long as its cousin has held the attention of gridiron enthusiasts south of the border. Despite different rules and pace, the Canadian brand of football (see the Canadian Football League [CFL], Canadian Intercollegiate Athletic Union [CIAU], and myriad high school and youth leagues) shares a common parent with the American game.

In recent years, scholars of the history of sport and games have tried to find ways to explain the genesis, spread and planting of sports all over the world. Why were games such as baseball, cricket, rugby or ice hockey born where they were? How and why did they get sown and bloom in the places they did? On the surface, sports seem not unlike any natural organism that Charles Darwin might have observed in his famous book, *Origin of Species* (1859): the processes of genesis, fusion and fission have governed and shaped sports. The modern game of ice hockey, for example, was not born fully grown when McGill University students first crafted the “Montreal rules” for the game in 1877. It was instead a fusion of old games — bandy, field hockey and ice polo in particular — overlain with a new name and new rules. Similarly, football had its own genesis and growth, shaped peculiarly by Canada’s status in the 1800s as a colony of Britain. Imperialism gave Canadian football its unique form.

Historically, sports can be seen as a rough yardstick for Canadian independence. Until Confederation in 1867, when Canada became a self-governing Dominion, the most popular Canadian sports were British sports; “garrison games” such as cricket, soccer and rugby that British soldiers brought with them to their colonial postings. Lacrosse and ice hockey — New World creations or variations — represented a popular rejection of British gentlemen’s pastimes, and the quest for a new national identity among Canadians that stressed fair play, fast pace and violence. Also while soccer and rugby were played in Canada from the mid-nineteenth century, only after Confederation, by the 1870s, did an interesting variant of that game began to develop.

Canadian football was created by McGill University students in the early 1870s, who had taken the English game of football (soccer), added physical contact (tackling), and permitted picking up the ball and running with it (as in rugby) if chased by an opponent. Hearing that a similar sort of game was being played at Harvard University in Boston, McGill footballers traveled...
to Massachusetts in May 1874 to play a two-game series. These students found that their games were more similar than different; but Harvard found the McGill rules more attractive. Reports of the game were influential. This variation of rugby, or soccer football, soon caught on in the United States and by the 1890s was identified as American football. The McGill-Harvard series of 1874 was a genesis of sorts and marks for both Canadian and American football the beginnings of the sport.

Even so, after 1874, the Canadian and American branches of football took different directions. In Canada, the game with which McGill students returned from Massachusetts soon gained popularity among university and local amateur teams. The Canadian Rugby Football Union was founded in 1884 to standardize rules and organize national competition. In 1909, the Governor General of Canada, Lord Grey, donated a trophy for the Senior Amateur Football Champions of Canada — the Grey Cup. By the 1920s and 30s, Canadian football, like hockey and baseball, had begun to “professionalize”; increasingly players were paid modest sums to play the game for city and industrial teams. By the 1950s, open professional football was fact; the best teams in the nation paid their players to play, and it was agreed in 1954 that the Grey Cup should be awarded to professional teams. With the formation of the professional Canadian Football League (CFL) in 1958, the CFL has represented the pinnacle of Canadian football and the model for university, college, junior and youth teams across the country to emulate.

Though in many respects the same type of game, significant rule differences give each of the North American versions of the game distinctive dynamics. Like the American game, Canadian football is a 60-minute, 4-quarter possession game whose goal is to advance an oval-shaped ball beyond an opponent’s goal line. The game separates offensive and defensive teams by a line of scrimmage, and awards 6 points for a touchdown, 3 points for field goals, and for point-after-touchdown 1 (if kicked) and 2 (if carried across the goal line or if thrown by the quarter- back or eligible passer to a receiver who successfully catches the ball and advances it into the end zone or is in the end zone when the pass completion is made). Canadian footballers introduced the forward pass in the early twentieth century, and have developed strategy and tactics for clock management, fakes and deception, and positional specialization that are, in principle, quite similar to those in the U.S. And yet, the Canadian game has a host of rules that are unique. Played on a field 10 yards longer, and almost 12 yards wider than American football, with end zones 20 yards deep, the Canadian game is played with 12 players aside, one more than in U.S. football. Moreover, teams are granted 3 downs to advance the ball ten yards, as compared with the American 4. One more example involves the rouge, a single point that is awarded to a team that kicks the ball: (1) into its opponent’s end zone, is caught by a player on the receiving team, and said player kneels down to concede; (2) into its opponent’s end zone, is caught by a player on the receiving team, said player attempts to advance by running with the ball beyond the end zone but is tackled before he can escape the end zone; or (3) beyond its opponent’s end zone. The product of these rules is a style of football in Canada that seems odd at first glance to many American viewers. Offensive minded and high scoring, professional games often see game scores reach the 40s and 50s, and rarely are games decided before the final few minutes of the fourth quar-
ter. With only three downs, Canadian football places more emphasis on the work of special teams and, particularly, the abilities of kickers.

Canadians have developed their own panoply of football heroes in the years since 1874 and, though many of them do not enjoy the sort of notoriety as household names as do American football heroes in the U.S., they played an important part in the development of the game north of the border: Lionel Conacher, star of the University of Toronto Blues, Sam “The Rifle” Etcheverry, celebrated quarterback for the professional Montréal Alouettes, Russ Jackson, the last Canadian-born quarterback to excel in the CFL, Tony Gabriel, Matt Dunigan, and Mike “Pinball” Clemons, to name but a few.

Canadian football, like many aspects of Canadian culture, has been enriched and affected by the country’s location right next door to the United States. Just as McGill students took “their” game to the U.S. in 1874, ever since, it seems, Canadians have benefited from the football talents of their neighbors to the South. Many American footballers have brought “their” game to the CFL (and even the CIAU). NFL stars such as Joe Theismann, Warren Moon, and Doug Flutie “cut their teeth” in professional football in the CFL. Aware that allowing too many American players into the game could swamp the game and prevent Canadian talent from developing, CFL administrators have deemed that protection is in order. As such, the CFL has placed strictly observed “import” rules: as of 1996, 17 of 36 positions on each active CFL roster are reserved for Canadians.

For over a hundred years, the Canadian and American branches of football’s family tree have coexisted rather peacefully. They may have had common origins, but time and distance has allowed them to become different enough that they need not compete for players or fans. In fact, football fans in North America are doubly blessed and the Canadians among the many millions of Super Bowl XL fans on February 5 proved that clearly.

“NFL stars such as Joe Theismann, Warren Moon, and Doug Flutie ‘cut their teeth’ in professional football in the CFL.”


Andrew Holman is an Associate Professor of History and Canadian Studies at Bridgewater State College in Massachusetts. His research and writing focus on the history of Canadian-American relations and on aspects of Canadian sport, especially ice hockey.
The world is not only warming, it’s getting smaller. New technologies are shrinking our planet and accelerating change. Concurrently, we live at a time when Americans are redrawing their strategic map of the world to reflect the momentous changes of the last twenty years (the bankruptcy of communism; the electronic connection of the entire globe, etc.) and the rise of new challengers for world supremacy (a reborn Europe; an exploding China, Pakistan, India, not to mention giants such as Indonesia, cropped from our cavalier perspective of the world theater). Knowledge to understand the others is more than ever critical in a world where the term “regional issues” has become meaningless. All issues and actions are global and their repercussions affect the whole earth and every living cell. Whether we speak of energy to sustain the miracles of modern technology, the cataclysmic effect of population growth on limited supplies of water, fuel and raw materials, the decimating effect of mass culture on diversity, the looming ravages of pandemics; the world is now one and the destiny of all nations is interwoven.

American education is reacting to the urgency of the global agenda by “internationalizing” the curriculum. A heady mood for catholicity reigns among the architects of the new course of study. We no longer think of Area and International Studies, an interdisciplinary blueprint born of post World War II strategic imperatives and worldviews; rather we refer to emerging constructs where the words “globalization,” “internationalization” and “cross-cultural awareness” are the currency for the promotion of a peace and justice agenda with its connotation of decolonization, social equality and economic promotion beneficial to all. What is the importance of Canada in this new worldview, in the emerging world curriculum of the American school?

On a given year approximately 35 million Americans, roughly the entire population of Canada, are seated in classrooms, preparing to take their place in the world. They will be lucky indeed if they ever hear of their neighbor in the deconstructed classroom. Canada is not understood as a key to our security; it is not known as our largest and most important economic partner; it is not identified as the single most critical supplier of our energy; it is not seen as an irreplaceable source of water and other resources in our near future. All of the above observations refer to the strategic value of Canada, a neighbor whose peaceful design and state assure and insure our extraordinary abundance and power.

No one, least of all the educational architects of globalization, would think of studying Canada as a unique opportunity to compare and contrast differences and similarities, an education that is at the very heart of “internationalization.” We are mesmerized by the insistent, seemingly insoluble challenges, otherness and inequalities of Africa, Asia and Central and South America. And yet what better focus than Canada to make American students understand the new history, the new geography, the new world of geopolitics and the importance of social responsibility, the relationship between places, people, and environments? If Americans cannot understand a culture so similar to ours, a nation so present in our midst, can we hope that it will prepare a new generation for the new world?

American academics remain supreme-ly ignorant of Canada, disinterested in its critical importance to our survival and its opportunities to develop cross-cultural awareness. A genuine understanding of cultural differences and similarities between our two countries is necessary in order to build a safe and better world. The Canada-U.S. border cannot be militarized or secured in any other way than through mutual confidence in the other partner and the free flow of people. The current and future prosperity and security of both Canada and the United States depend on a permeable border that can only be secured by mutual understanding.

Understanding Canada remains our biggest and most critical challenge.■

Joseph-André Senécal is professor of French language and literature at the University of Vermont, where he offers undergraduate and graduate courses on Quebec culture and literature. Dr. Senécal is known primarily for his bibliographic work on Canada.
Established in 1975, the Center for the Study of Canada is dedicated to promoting and providing comprehensive scholarly professional development programs on Canada to academic, government and business constituents in the United States.

Recognized as a Title VI National Resource Center on Canada by the U.S. Department of Education since 1983, the Center is at the forefront of innovative Canadian-focused curricular, research and program initiatives. The Center is proud to offer the most comprehensive undergraduate Canadian Studies program in the U.S. The Center also sponsors and manages a rich variety of scholarly outreach programs.

For further information or to register for upcoming events, visit our website at www.plattsburgh.edu/cesca.

Christopher J. Kirkey, Ph.D., Director
Center for the Study of Canada/
Institute on Québec Studies
State University of New York College at Plattsburgh
133 Court Street
Plattsburgh, NY 12901
Phone: 518-564-2086
Fax: 518-564-2112
E-mail: canada@plattsburgh.edu

www.plattsburgh.edu/cesca
Established in 2004, The Institute on Québec Studies, State University of New York College at Plattsburgh, serves as the gateway institution for the promotion of Québec Studies in the United States. The Institute is committed to the visible development, expansion, and dissemination of Québec Studies among academic, business and government constituents.

For further information or to register for upcoming events, visit our website at www.plattsburgh.edu/iqs.

Christopher J. Kirkey, Ph.D., Director
Center for the Study of Canada / Institute on Québec Studies
State University of New York College at Plattsburgh
133 Court Street
Plattsburgh, NY 12901
Phone: 518-564-2086
Fax: 518-564-2112
E-mail: quebec@plattsburgh.edu

www.plattsburgh.edu/iqs