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Canadians and Their Government: A Resource Guide

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Introduction

The Canada of today is the result of many great debates over how to govern a country, especially one as diverse as Canada. Many active citizens who challenged the *status quo* and demanded a model to reflect our realities are listed among Canada's greatest heroes. This is indeed a great tradition, and learning about the people and events that have shaped and created our current system of government is one of the best ways to learn about what it means to be an informed and responsible citizen.

Canadians and Their Government is a resource guide containing ready-to-use material for various types of learning environments. The information provided within the guide gives a comprehensive and concise explanation of how Canada has developed, and continues to develop, as a strong democratic country. The goal of this guide is to equip Canadians with activities to become familiar with, think critically about and engage themselves in Canada's democratic system of government. The tools provided will help them to become a new generation of active and informed citizens, by exploring the stories of those who have gone before them and discovering their history and heritage.

These activities use creative tasks, role-playing, research and discussion-oriented tasks to illustrate how government works, encourage responsible citizenship and challenge youth to understand the many different perspectives that make up Canada.

Note: the definitions for underlined terms found throughout this document are located in the [glossary](#) at the back of the guide.

PURSUIT OF AN IDEAL: PEACE, ORDER AND GOOD GOVERNMENT

The meaning of the phrase “peace, order and good government” goes well beyond the first line of section 91 of *The Constitution Act, 1867*, which along with section 92 prescribes federal and provincial responsibilities. It was included by the Fathers of Confederation to define the scope of legislative jurisdiction of Parliament, yet the phrase has evolved, sometimes controversially, to mean much more.

Indeed, the phrase “peace, order and good government” has become meaningful to Canadians and defines Canadian values in a way that is comparable to “liberté, égalité, fraternité” in France or “life, liberty and the pursuit of happiness” in the United States. It is a phrase that truly articulates the journey toward peaceful accommodation throughout Canada’s evolution as a nation. This process, in itself, is reason enough to feel proud of Canada’s accomplishments since before Confederation.

Today, Canada is a world leader in peacekeeping and conflict resolution and is a model for democracy. Upon accepting the 1957 Nobel Peace Prize, Canada’s future Prime Minister, Lester B. Pearson, summed up these concepts:

There can be no enduring and creative peace if people are unfree. The instinct for personal and national freedom cannot be destroyed, and the attempt to do so by totalitarian and despotic governments will ultimately make not only for internal trouble but for international conflict. Authority under law must, I know, be respected as the foundation of society and as the protection of peace. The extension of state power, however, into every phase of man’s life and thought is the abuse of authority, the destroyer of freedom, and the enemy of real peace. In the end, the whole problem always returns to people; yes, to one person and his own individual response to the challenges that confront him. In his response to the situations he has to meet as a person, the individual accepts the fact that his own single will cannot prevail against that of his group or his society. If he tries to make it prevail against the general will, he will be in trouble. So he compromises and agrees and tolerates. As a result, men normally live together in their own national society without war or chaos. So it must be one day in international society. If there is to be peace, there must be compromise, tolerance, agreement.

(Source: 1957 Nobel Lecture by Lester Bowles Pearson. www.umac.org/en/link_learn/canada/pearson/speechnobel.asp)

Nearly a half-century later, these words are reflected in Canada’s system of government.

ONCE UPON A TIME... EARLY GOVERNMENTS

People have always organized their communities by creating forms of government to provide leadership and direction within and among groups. Types of governments have varied greatly over time, and from one place to another; each one, however, had the responsibility to ensure that the community functioned well.

For thousands of years before the arrival of Europeans in the Americas, First Nations and Inuit communities practised their own forms of government. Each community developed a form of government that responded to their particular needs and, as a result, many different systems were to be found. The type of government a community chose was influenced by their geographic, economic and social conditions, as well as by spiritual beliefs tied to the community's ancestral lands. Some nations had monarchs or hereditary chiefs with great authority and power. Other communities had chiefs chosen for their personal attributes and abilities as leaders, and used persuasion and consensus to lead their people. Some communities were small kin groups with informal leadership; others were groups of bands or villages; others still were vast confederacies and empires with formal class structures.

In Europe, during the Age of Discovery (15th and 16th centuries) (the time when Western European explorers encountered and began to explore the Americas), kings and queens directly ruled over the people in their countries through royal prerogative, which gave him or her absolute power to rule. In distant colonies, however, they had governors – the Monarch's eyes and ears – to rule in their place. Governors were under no legal obligation to listen to the advice or opinions of the people, unless the smooth running of the colony was at risk.

This practice was how the portion of the New World that would become Canada was governed, when Samuel de Champlain was appointed governor in 1612 by the King of France. After 1763, when these lands were transferred to British control, a succession of British governors likewise ran the colonies of British North America on behalf of their Monarchs.

Activity 1

FAMILY ENCOUNTER

Objectives

To become familiar with:

- the different forms of government in early 18th century Canada and how they affected individual Canadians;
- the way in which any form of government directly and indirectly affects daily life;
- daily life in early 18th century Canada through various media, including on-line museums.

Suggested Sources

[Canadian Encyclopedia Online](#)

[Canadian Museum of Civilization](#)

[Virtual Museum of Canada](#)
www.virtualmuseum.ca

[Historica](#) www.histori.ca

[McCord Museum link:](#)
www.mccord-museum.qc.ca/en

[Library and Archives Canada link to:](#)
www.collectionscanada.gc.ca

Useful search terms (library/encyclopedia/Internet) for:

All families, Canadian History sources: (Colonial) Government; Family; Social History; 18th century life; fur trade; imperialism

French-speaking Family:
New France; Quebec or New Brunswick; history; habitants; fur trade

English-speaking Family: British North America; Nova Scotia (or other colony); history; settlers, fur trade

Aboriginal Family: First Nations; Native People; Indian Treaties; name of First Nation, e.g. Iroquois, Mi'kmaq, Huron.

Directions

1. Divide the group into families representing French-speaking, English-speaking or Aboriginal (e.g. Iroquois, Mi'kmaq, Huron) cultures.
2. Have the families use research from library resources, local museums and the Internet to complete the Family Encounter activity sheet on page 5.
3. With this information, script a meeting among the three different cultures in which they discuss what they think of their lives, particularly in terms of their treatment by their respective rulers and governments. Encourage creativity in terms of where they choose to set their scenes, the personalities of their characters and their concerns, and the use of humour and historical detail. For example, each member of the group might be assigned a role in the family—mother, father, teenage son in the military, or daughter about to be married. They might have all three families meeting at a border, a trading post, a wedding, or on board a ship on the St. Lawrence River.

Activity Sheet

FAMILY ENCOUNTER

Name: _____

Your family's cultural background: _____

Family members (e.g. father, mother, etc.): _____

What is your family's primary occupation? _____

What is your profession, if any (e.g. priesthood, law)? _____

Note if any of your family members are also engaged in the following activities, full-time or part-time (e.g.: father hunts during winter; family runs a small farm).

Farming: _____

Hunting: _____

Trading: _____

Fishing: _____

School: _____

In your community/area, who makes the laws? _____

To whom do you pay taxes? _____

How freely can you express opinions about your government (especially negative opinions)?

Are there religious/language/cultural rights or restrictions in your community?

Are there restrictions on who can own land? A business?

Where might you encounter families from other backgrounds?

ACTIVITY SHEET: FAMILY ENCOUNTER (Cont.)

Prepare answers for the following questions that you might be asked at this encounter:

Overall, how hard is it for your family to survive?

Who helps you in times of starvation or illness?

How are you governed? What are the layers of government between you and the highest level of authority? _____

Would you have any chance of getting into a position of power? Why or why not?

Does your government tax you? How?

(e.g. taxes on imported goods like sugar or manufactured goods; property tax; income tax)?

If you have a problem – such as being overtaxed, drafted into military service or involved in a property or business dispute – to whom do you go for help?

If they don't help, or you don't like the decision they made, what can you do?

Do you think either of the other families has a better kind of government than you? Why or why not? (Complete this after your encounter with them). _____

Suggested Sources

[Canadian Encyclopedia Online](#)

[Canadian Museum of Civilization](#)

[Virtual Museum of Canada](#) www.virtualmuseum.ca

[Historica](#) Link: www.historica.ca

[McCord Museum](#) link: www.mccord-museum.qc.ca/en

Useful search terms (library/encyclopedia/Internet) for

All families, Canadian History sources: (Colonial) Government; Family; Social History; 18th century life; fur trade; imperialism; royal government; Sovereign Council; child rearing;

French-speaking Family: New France; Quebec or New Brunswick; history; habitants; fur trade; Acadians;

English-speaking Family: British North America; Nova Scotia (or other colony); history; settlers, fur trade; Loyalists (U.E.L.);

Aboriginal Family: First Nations; Native People; Indian Treaties; Aboriginal; name of First Nation, e.g. Iroquois, Mi'kmaq, Huron; Beothuk; Six Nations;

Other Resources used (Web sites, books, CD-ROMs, etc.)

A STEP TOWARD DEMOCRACY: RESPONSIBLE GOVERNMENT

By the end of the 18th century, European kings and queens began to use advisors to help them with their increasingly complex duties as rulers. Eventually they allowed these advisors – often elected politicians – to do the day-to-day governing for them. This practice led to the development of representative government, or, a government in which the people choose (usually by voting) representatives to speak for them. The first elective assembly in what is now Canada met on October 2, 1758 in Halifax.

The idea of responsible government, or a government in which the representatives are held accountable to the people through the elected legislative assembly rather than to the appointed governor, came later.

Some of the more dramatic and influential steps in the road to responsible government in British North America were the Rebellions of 1837, which took place in Lower and Upper Canada. Following the rebellions, the British government sent Lord Durham to Canada to investigate. His report recommended that the Canadas be united under one legislative assembly and that the power of the government be in the hands of the elected assembly, not the appointed governor. While Lord Durham has been a controversial figure due to his assimilationist views toward French Canadians, his plan – considered radical at the time – was implemented in part in 1841 with the Act of Union, which led to the eventual adoption of responsible government with Lord Elgin’s signing of the Rebellions Losses Bill in 1849. Responsible government found an early supporter in Joseph Howe, a newspaper publisher and politician in Nova Scotia. Through his newspaper the *Novascotian*, Howe championed responsible government throughout the 1840s, leading to the election of a Liberal majority in 1847 and the formation of the first responsible government in Canada in 1848. For a more detailed look at the evolution of responsible government, you might wish to complete the activity entitled “Are you Responsible?”

Responsible government gave the colonists of British North America control of their domestic affairs, because governors were obliged to follow the advice of the colonial ministers, chosen from representatives elected by the people, except in imperial matters (e.g. defence). By the time of Confederation in 1867, this system had been operating in most of what is now central and eastern Canada for almost 20 years.

In forging a new nation out of the colonies of British North America, the Fathers of Confederation built the country’s foundations on two great principles: constitutional monarchy and responsible government.

Activity 2

ARE YOU RESPONSIBLE?

Objectives

To become familiar with:

- the development of Canada's unique form of democracy during the pre-Confederation years;
- terms such as representative government, responsible government, democracy and other important concepts; and,
- the reasons for the evolution of responsible governments, in Canada and elsewhere.

Directions

1. Discuss the definitions of, and differences between, responsible and representative governments (see the Glossary in the *Additional Resources* section of the guide). You may wish to have the group decide whether their local school's form of government is responsible or representative, or both.
2. As a whole or in smaller groups, discuss the following questions:
 - a. What kind of government does Canada have today?
 - b. Why do responsible governments often, as in Canada evolve *after* representative governments?
 - c. Is it possible to have a "true democracy" – one in which the citizens rule themselves, directly and equally? Why or why not?
 - d. What are the advantages of representative democracy?
 - e. What are the disadvantages of representative democracy?
 - f. How might interconnectivity – the Internet, etc. – lead to true democracy (e.g. every citizen could vote on every issue and/or bill that affects them)? Would they like such a system? Is it feasible?
3. With this discussion in mind, have users read background material on the development of our system of government. In addition to available library resources, there are excellent on-line resources, such as the *Canadian Encyclopedia* and other Web sites listed in the Additional Resources section of this guide.
4. Using this information, complete the activity sheet, showing for each of the places and dates how they represent progress toward our current federal and provincial/territorial systems of government. In particular, focus on appointed versus elected representatives and the role and rights of the average citizen.
5. Optional activity (enrichment) on cause and effect: create a list of events and pressures that tend to lead to a more democratic form of government. Relate this list to current events on the international stage; where do they see similar developments? They may use newspapers, news magazines and the Internet to research developments in democracy and representative governments.
6. Is there a difference among the terms *responsible government*, *representative government*, and *democratic government*? If there is, explain the difference(s).

Activity Sheet

ARE YOU RESPONSIBLE?

Using the format below, recreate the chart and fill in the missing information.

	Change in Crown/ Government Power	Change in Citizens' Role in Government	Cause/Event/ Central Figure(s)
Nova Scotia, 1758			
Prince Edward Island, 1773			
New Brunswick, 1784			
Upper and Lower Canada, 1791			
Newfoundland, 1832			
British North America, 1839			
Upper and Lower Canada, 1841			
Nova Scotia, New Brunswick, Province of Canada, 1848			
Prince Edward Island, 1851			
New Brunswick, 1854			
Newfoundland, 1855			

Answer Sheet: ARE YOU RESPONSIBLE?

	Change in Crown/ Government Power	Change in Citizens' Role in Government	Cause/Event/Central Figure(s)
Nova Scotia, 1758	Representative government granted.	Elected assembly formed.	Britain wanted to reform the former French colony and give it British institutions and a more British character (In 1758, the 2 nd of 3 waves of Acadian deportations took place).
Prince Edward Island, 1773	Representative government granted.	Elected assembly formed.	Separated from Nova Scotia in 1769, P.E.I. was pressured by Britain to adopt British government institutions; the Secretary of State in London blocked needed land reform bills until P.E.I. agreed to form an elected assembly.
New Brunswick, 1784	Created as a separate colony from Nova Scotia.	Elected assembly formed.	Thousands of Loyalists settled in Nova Scotia after the American Revolution, bringing with them political traditions that were at odds with those of the colony. These refugees wanted to form a new society based on their own values, and the colonial elite in Halifax did not satisfy their desires; the Loyalists lobbied for a colony of their own, and were successful.
Upper and Lower Canada, 1791	Province of Quebec divided into Upper and Lower Canada; representative government granted.	Each colony got an elected assembly. The principle of “no taxation without representation” meant that the assembly had to approve all government spending.	Constitutional Act of 1791: attempt to stem the perceived democratic excesses that had led to the American Revolution and the loss of 13 colonies.
Newfoundland, 1832 government granted	Representative.	Elected assembly formed.	Old administration was weak and had been set up only to coordinate the fishery, and was not designed to run a maturing colony. It was incapable of addressing ethnic, religious and class tensions. This was also a time of reform liberalism in Britain.
British North America, 1839	Lord Durham recommended creating a united Province of Canada with responsible government.	Parliament in London agreed to unite the two Canadas but rejected the proposal for responsible government, there was no impact on citizens’ role in government.	Durham Report into the 1837 – 1838 Rebellions.
Upper and Lower Canada, 1841	Union of the Canadas into a single province, with a form of representative government.	Province of Canada granted a single elected legislature with an equal number of representatives from Canada East and Canada West.	Act of Union (1840).
Nova Scotia, New Brunswick, Province of Canada, 1848	Responsible government granted.	The Executive is responsible to the Assembly, and the Assembly controls revenues.	Britain began to devolve political power to its settlement colonies. In each colony, leaders sought more control to deal with local issues and challenges themselves.
Prince Edward Island, 1851	Responsible government granted.	The Executive is responsible to the Assembly, and the Assembly controls revenues.	The tenant farmers of the Island attempted to gain power to force land reform upon the landlords, many of whom lived in Britain and paid little attention to the farmers’ interests.
New Brunswick, 1854	Responsible government tested.	Principles of responsible government were ultimately upheld.	The Lieutenant-Governor had appointed a judge without the advice of the council, which had the confidence of the assembly. One council member resigned in protest.
Newfoundland, 1855	Responsible government granted.	The Executive is responsible to the Assembly.	Ministerial responsibility and self-determination were major issues of the day, particularly in light of the controversy over French fishing rights around the northern peninsula and ongoing class, religious and ethnic tensions.

Activity 3

FOUNDING FRIENDS AND FOES

Objectives

To become familiar with:

- the various points of view that have contributed to our uniquely Canadian form of democracy;
- how forces of conflict and compromise affect the course of a country's history and its government; and
- terms like "language rights" and "provincial powers."

Suggested Sources

Textbooks, library resources and the Web sites listed in the [Additional Resources](#) section of this guide such as *The Canadian Encyclopedia*.

As well, *Canada in the Making* at: www.canadiana.org/citm

Canadian Confederation: People at: www.collectionscanada.ca/confederation/023001-2300-e.html

Confederation for Kids: People at: www.collectionscanada.ca/2/2/h2-1500-e.html

The *Canadiana Scrapbook Series* are useful resources.

[Virtual Museum of Canada](http://www.virtualmuseum.ca)
www.virtualmuseum.ca

[Historica](http://www.historica.ca) www.historica.ca

[McCord Museum](http://www.mccord-museum.qc.ca/en)
www.mccord-museum.qc.ca/en

Directions

- I. Have pairs students choose two notable figures from Canada's past. They should conduct research on people to find an issue or event related to how Canadians should be governed and about which both personalities felt strongly. They should then research each person's point of view and their reasons, based on their background and circumstances.

Suggestions:

General James Wolfe and the Marquis de Montcalm

Tecumseh and Major-General Sir Isaac Brock

Sir Francis Bond Head and William Lyon Mackenzie

Lord Durham or Governor General Charles Metcalfe and Sir Charles Bagot

Henri Bourassa and Sir Wilfrid Laurier

Louis Riel and Crowfoot

Sir John A. Macdonald and Sir George-Étienne Cartier

Sir John A. Macdonald and Queen Victoria

Sir John A. Macdonald and Oliver Mowat

Various pairings from the Fathers of Confederation

Sir Wilfrid Laurier and Queen Victoria

Robert Baldwin and Louis-Hippolyte Lafontaine

The Right Honourable Pierre Elliott Trudeau and René Lévesque

The Right Honourable Brian Mulroney and the Honourable Lucien Bouchard

The Right Honourable William Lyon Mackenzie King and Lord Byng

The Right Honourable Louis St. Laurent and Joseph Smallwood

Sir Robert Borden and The Right Honourable Wilfrid Laurier

The Right Honourable William Lyon Mackenzie King and

The Right Honourable R. B. Bennett

The Right Honourable John Diefenbaker and

The Right Honourable Lester B. Pearson

Others from your province/territory/community.

ACTIVITY 3: FOUNDING FRIENDS AND FOES (Cont.)

2. Users have a choice of outcomes from their research. They may choose to:
 - a. Script an interview with or brief informal debate between the pair. The interview/debate could be reported in newspaper format, conducted live in front of the group, or videotaped. The length and depth of the debate should vary according to grade level and ability. A benchmark would be a newspaper article with 250 words of text produced by *each* individual or 500 words combined, or a debate of four to six minutes based on a dialogue script of three to five pages.
 - b. Draw (as a direct representation or political cartoon) an encounter between these two with clear reference to their personalities, politics and a significant event in their political lives. The cartoon should include a caption and speech balloons. An individual working alone may choose to draw an editorial-style cartoon.
 - c. Write a song or poem describing an encounter or debate between the two figures.

Activity 4

FIRST WOMEN IN GOVERNMENT

Objectives

To become familiar with:

- the life, achievements and values of women in Canadian government, past and present.

Directions

Have users research and write a short biography of one of the notable women in Canadian politics listed below or any other “first” woman in Canada’s government. (Format suggestions follow the list).

First Women in the Canadian governments

Agnes Campbell Macphail (1890 – 1954): *First woman Member of the House of Commons (1921 – 1940), one of the first two women elected to the Ontario Legislature (1943 – 1945, 1948 – 1951).*

The Honourable Cairine Reay Mackay Wilson (1885 – 1962): *First woman Senator (1930 – 1962), first woman appointed Chair of a Senate Standing Committee.*

The Right Honourable Ellen Louks Fairclough (1905 – 2004): *First woman Minister in the federal Cabinet (1950 – 1963).*

The Honourable Marie Thérèse (Forget) Casgrain (1896 – 1981): *First woman to head a provincial political party in Quebec (1951 – 1957).*

The Honourable Muriel McQueen Ferguson (1899 – 1997): *First woman Speaker of the Senate (1972 – 1975).*

The Right Honourable Jeanne Sauvé (1922 – 1993): *First woman Governor General (1984 – 1990), first woman Speaker of the House of Commons (1980 – 1984) and first woman Member of Parliament from Quebec to be a Cabinet Minister (1972 – 1978).*

The Honourable Rosemary Brown (1930 – 2003): *First black woman elected to a legislature in Canada (British Columbia) (1972 – 1986).*

The Honourable Pauline McGibbon (1910 – 2001): *First woman Lieutenant Governor (Ontario) (1974 – 1980) and first woman to hold a vice-regal position in the Commonwealth.*

Catherine Callbeck (1939 –): *First woman elected Premier of a province (Prince Edward Island) (1974 – 1978).*

The Honourable Bertha Wilson (1923 – 2007): *First woman appointed to the Supreme Court of Canada (1982 – 1991) and the first woman appointed to the Ontario Appeal Court (1975 – 1982).*

The Honourable Ione Christensen: (1933 –): *First woman Territorial Commissioner (Yukon) (1979 – 1999).*

Nellie Cournoyea (1940 –): *First woman elected to NWT legislature (1979 – 1995); First aboriginal premier (1991 – 1995); First aboriginal government leader in Canada.*

Suggested Sources

The Canadian Encyclopedia.

Web sites such as:
www.nlc-bnc.ca/2/12

www2.parl.gc.ca/Parlinfo/lists/Members.aspx?Language=E&Parliament=&Riding=&Name=&Party=&Province=&Gender=F&New=False&Current=False&Picture=False

Virtual Museum of Canada
www.virtualmuseum.ca

Historica www.historica.ca

McCord Museum
www.mccord-museum.qc.ca/en

ACTIVITY 4: FIRST WOMEN IN GOVERNMENT (Cont.)

The Honourable Joyce Fairbairn (1939 –): *First woman Leader of the Government in the Senate (1984).*

The Honourable Audrey McLaughlin (1936 –): *First woman to serve as head of a federal political party in Canada (1989 – 1995).*

The Honourable Andrée Champagne (1939 –): *First woman Deputy Speaker of the House of Commons (1990 – 1993).*

Zanana Akande (1937 –): *First Black woman cabinet minister (Ontario) (1990 – 1994).*

The Honourable Sheila Maureen Copps (1952 –): *First woman Deputy Prime Minister (1993 – 1997).*

The Honourable Jean Augustine (1937 –): *First black woman elected to the House of Commons (1993 – 2004).*

The Right Honourable Kim Campbell (1947 –): *First woman Prime Minister (1993), first woman Minister of Justice and Attorney General (1990), first woman Minister of National Defence (1993), first woman elected leader of the Progressive Conservative Party (1993).*

The Honourable Hedy Fry (1941 –): *First black woman elected to the federal Parliament and appointed to the federal Cabinet (1993).*

Jenny Kwan (1965 –): *One of the first two women of Asian heritage elected to the Canadian legislature (British Columbia) (1996 –); First woman of Asian heritage in cabinet.*

Suzanne Tremblay (1937 –): *First woman appointed Official Opposition House Leader (1997).*

Nancy Karetak-Lindell (1957 –): *First Inuit woman elected to the House of Commons (Nunavut) (1997).*

The Right Honourable Adrienne Clarkson (1939 –): *First Canadian Governor General who was not born in this country and came to Canada as a refugee (1999 – 2005).*

The Right Honourable Beverley McLachlin (1943 –): *First woman Chief Justice of the Supreme Court of Canada (2000 –).*

The Honourable Pat Duncan (1960 –): *First woman Government Leader of a territory (Yukon) (2000 – 2002).*

Members of the “Famous Five”:

Henrietta Muir Edwards (1848 – 1931)

Born in Montreal in 1848, Henrietta Muir Edwards was a women’s rights activist and member of the Famous Five. Edwards was involved in a number of causes during the late 19th century, forming the Working Girls’ Association in 1875 and founding the National Council of Women and the Victorian Order of Nurses in 1897. During the early 20th century, she was involved in the movement to define women as “qualified persons”, who should be eligible to sit in the Senate of Canada.

Format suggestions:

- a 10-page TV script for your own “Historica Minute” style biography (see the Historica Web site for Heritage Minutes at: www.historica.ca/minutes/section.do?className=ca.histori.minutes.entity.ClassicMinute). If possible, have users research television biographies by watching programs or using Web sites;
- a 10-page annotated photo scrapbook using sourced magazine clippings, downloaded and/or scanned pictures;
- a 5-minute radio docudrama; and
- a 2-page “Résumé.”

ACTIVITY 4: FIRST WOMEN IN GOVERNMENT (Cont.)

Nellie McClung (1873 – 1957)

Nellie McClung was a social activist, feminist and politician. McClung is best known for her work in furthering women's rights, and was influential in leading Manitoba to become the first province to grant women the right to vote and run for public office in 1916. From 1921 to 1926, she served in the Legislative Assembly of Alberta. McClung was active in numerous organizations, forming the Federated Women's Institutes of Canada and Winnipeg Political Equality League, among others.

Louise Crummy McKinney (1868 – 1931)

(also mentioned below, under Alberta)

Louise Crummy McKinney was the first woman elected to a legislature in Canada, winning a seat to serve on the Legislative Assembly of Alberta in 1917. McKinney served as a member of the Alberta Non-Partisan League and championed women's rights and temperance while in office. Running as a United Farmers of Alberta candidate, she was defeated in the 1921 Alberta general election.

Emily Murphy (1868 – 1933)

Born in Cookstown Ontario in 1868, Emily Murphy was a women's right activist and feminist. Following a 1916 decision in to grant women the right to vote in Alberta, Murphy became the first woman police magistrate in the British Empire.

Irene Parlby (1868 – 1965)

Born in London, England in 1868, Irene Parlby was an activist and politician. Coming to Canada in 1896, by 1913 Parlby was active in the women's local of the United Farmers of Alberta. She was elected to the Legislative Assembly of Alberta in 1921, rising to become the first woman Cabinet minister in Alberta. Working as an advocate for rural Canadians, and particularly women and children, her efforts led to the improvement of public health care in rural areas.

The Persons Case

Originally put forward by the Famous Five, the Supreme Court of Canada convened in 1928 to decide upon whether women could be described as "qualified persons" and therefore be eligible to sit in the Senate of Canada. The Supreme Court decided that "qualified persons" did not include women, however Viscount Shankey of the Judicial Committee of the Privy Council reversed the decision, allowing women to sit in the Senate. This landmark ruling, handed down on October 29, 1929, became known as the Persons Case.

Also notable:

Henriette Bourque (1904 – 1997): *First woman lawyer hired by the Department of Justice (1939 – 1949).*

Roberta Bondar (1945 –):: *First Canadian woman in space (1992).*

Louise Arbour (1947 –):: *United Nations High Commissioner for Human Rights (2004 –).*

ACTIVITY 4: FIRST WOMEN IN GOVERNMENT (Cont.)

First Women in Provincial and Territorial Legislatures

Alberta

Roberta Catherine MacAdams Price (1917 – 1921)

Louise Crummy McKinney (1917 – 1921)

British Columbia

Mary Ellen (Spear) Smith (1918 – 1928)

Rita Margaret Johnston (1983 – 1991)

Saskatchewan

Sarah Katherine (McEwen) Ramsland (1919 – 1925)

Manitoba

Edith MacTavish Rogers (1920 – 1932)

Newfoundland and Labrador

Lady Helena E. (Strong) Squires (1930 – 1932)

Ontario

Margarette Rae Morrison Luckock (1943 – 1945)

Agnes Campbell Macphail (1943 – 1951)

Nova Scotia

Gladys Muriel Porter (1960 – 1967)

Quebec

Marie-Claire Kirkland-Casgrain (1961 – 1973)

Yukon

G. Jean Gordon (1967 – 1970)

New Brunswick

Hon. Brenda May Robertson (1967 – 1984)

Northwest Territories

Lena (Elizabeth Magdalena) Pedersen (1970 – 1975)

Prince Edward Island

Catherine Callbeck (1974 – 1978)

Ella Jean Canfield (1970 – 1979)

Nunavut

Manitok Catherine Thompson (1995 – 1999)

Also: a current woman Lieutenant Governor or Territorial Commissioner.

RUNNING CANADA

Canada subscribes to a system of responsible government and constitutional monarchy, combined with the features of a federation and parliamentary democracy.

The Federal System

Canada is a federation, which means that the work of governing the country is shared by the federal and provincial or territorial governments. Federalism allows the government of a country as large and diverse as Canada to meet the common needs of all citizens, while also being able to serve the special interests and characteristics of the country's various regions and cultural/linguistic communities.

The original provinces that united to form the Canadian federation were the Province of Canada (now Ontario and Quebec), Nova Scotia and New Brunswick. Later developments brought six more provinces into Confederation. Three territories have been carved out of Canada's north.

The Division of Powers

The *Constitution Act, 1867* gives the federal government responsibility for matters that concern all Canadians, most notably matters that cross interprovincial and/or international borders, such as defence, foreign affairs, the regulation of interprovincial and international trade and commerce, criminal law, citizenship, central banking and monetary policy.

Provincial governments have jurisdiction in matters of local interest, for example, primary and secondary education, health and social services, property and civil rights, provincial and municipal courts, and local (municipal) institutions. Schools are generally run by school boards or commissions elected under provincial education acts.

Some areas of responsibility are shared by both levels of government. For example, in the area of transportation, the federal government has jurisdiction in matters involving movement across provincial or international borders (aviation, marine transport and rail), whereas the provinces look after provincial highways, vehicle registration and driver licensing. Control over agriculture, immigration and certain aspects of natural resource management are also shared; but if federal and provincial laws in these areas conflict, the federal law prevails.

The territorial governments (Yukon Territory, Northwest Territories, and Nunavut) have more or less the same responsibilities as the provinces, but do not control land and natural resources. Further, their powers are not guaranteed by the Constitution but are granted by the federal government, which can change them when it is considered necessary.

A basic principle of the *Constitution Act, 1867* is that any power not specifically assigned to provincial legislatures belongs to the Parliament of Canada. Such powers are called *residual powers* and are captured under the P.O.G.G. (Peace, Order, and Good Government) clause that allows the national government to make any laws in areas not expressly reserved to the provinces. In interpreting the law, the courts have generally followed the principle that if the power appears to be local, then it will be assigned to the provinces and territories, and if national, then to the federal government, or to both levels if the power is both national and local (for example, the environment).

Municipalities are formed to handle the affairs of cities, counties, towns, villages, districts and metropolitan regions. They are set up by provincial legislatures and have only such powers as the provinces give them. They provide citizens with services such as water and sewer systems, garbage disposal, roads, building codes, parks and libraries, and have authority over property tax.

Elections

Canadians play an active role in how and by whom Canada is governed. We elect members of Parliament to the House of Commons and to our provincial and territorial legislatures to make decisions and enact laws on our behalf. Regular elections ensure that Canadians continue to be represented by candidates of their choice. The Constitution sets the maximum term of a Parliament at five years. However, the government in power may call an earlier election at any time. To do so, the Prime Minister must ask the Governor General to dissolve the House and call the election.

Representation in legislatures is based on geographical divisions known as electoral districts, constituencies or ridings. Each riding elects one member to the legislature. Federally, riding boundaries are established every ten years by independent commissions, taking into account population and social and economic links. Elections are conducted riding by riding, with the winner being the candidate with the greatest number of votes. It is not necessary to have a majority of votes to win. Most candidates running in federal, provincial or Yukon elections belong to a political party.

Political parties are a group of people who establish a constitution outlining their common vision, elect a leader and other officers, and support candidates for election to the House of Commons federally, or to the legislature provincially or in the Yukon. Although for the first half century of its existence, Canada had only two political parties, Conservative and Liberal, since the 1920s, there have been representatives from at least three to five political parties in Parliament. To be registered for a federal election, a political party is required to have had at least 12 members in the previous Parliament, or must nominate a minimum of 50 candidates 21 days prior to the election. Provincially and in the Yukon, the process is much more complex, ranging from single-party dominant systems to competitive three-party systems across the country (candidates in territorial elections in the Northwest Territories and Nunavut are not members of political parties).

All Canadian citizens at least 18 years of age on election day are eligible to vote, with very few exceptions. To ensure impartiality, the officials responsible for election administration – the Chief Electoral Officer and the Assistant Chief Electoral Officer – may not vote in a federal election. Some residency restrictions apply for voters outside the country.

For more detailed information on federal, provincial and territorial elections, the Elections Canada Web site is an excellent resource, containing information and activities for a variety of age groups. It can be found at: www.elections.ca/content_youth.asp?section=yth&document=index&lang=e

Activity 5

ON THE RIGHT LEVEL

Objective

To become familiar with:

- the division of powers among the federal, provincial/territorial and municipal levels of government and their degree of responsibility.

Directions

1. Make enough copies of the On The Right Level activity sheet for the entire group. Have them find out which powers are assigned to the federal level of government, the provinces, and which ones are shared, by noting which level(s) of government are responsible for the service or issue involved.
2. Have the group review their findings together. For homework, ask individuals to bring in a news story, or make notes from a TV or radio news story, which refers to one of these areas and the level of government involved and have them explain why that level is involved.
3. a. Individually or in pairs, have users think of a question that they, a family member or a friend has with which the government might be able to assist. (If they have problems with one, individuals can phone the local federal and provincial government information offices and ask them for frequently asked questions. Another good source of questions is www.canada.gc.ca/comments-commentaires/faq-eng.html).
- b. Have them ascertain which level of government, and, if possible, which official might be able to help them answer their question.
4. Have each pair or individual compose a letter to the appropriate official, clearly stating their question and the action that they hope will be taken. You may wish to suggest that a formal tone and stating the issue factually will be most effective in achieving the desired results. They should trade these letters with one another for proofreading and feedback before submitting their rough drafts. As your resources allow, encourage them to send their letters and keep the group apprised of the response. Note that letters to federal Members of Parliament sent to the House of Commons do not require postage, whereas letters to other legislators do. You may consider e-mailing your letters.

Suggested Sources

The preceding Info Box,
Running Canada

The government (usually blue)
pages of the phone book

Internet searches for phrases like
“federal powers” and “provincial
powers”

The Constitution Act, 1867,
Section VI, “The Distribution of
Legislative Powers,” especially
subsections 91, 92 and 93

Federal government contact
information [www.parl.gc.ca/
common/SenatorsMembers_house.asp?
Language=E&Parl=37&Ses=
2&Sect=hoccur](http://www.parl.gc.ca/common/SenatorsMembers_house.asp?Language=E&Parl=37&Ses=2&Sect=hoccur)

Information about provincial
or territorial representatives can
be found on their Web sites.

Activity Sheet

ON THE RIGHT LEVEL

Area:	Level(s) of Government Responsible:		
	Federal	Provincial/ Territorial	Municipal
Agriculture			
Armed Forces			
Copyright			
Correctional Facilities			
Education			
Elections			
Energy			
Fire Department			
Hospitals			
Human Rights			
Immigration			
International Trade			
Internet			
Labour			
Libraries			
Liquor Licenses			
Marriage Licenses			
Parks			
Passports			
Pensions			
Police			
Recycling			
Water and Sewers			
Social Insurance Numbers			
Taxes			
Telecommunications			
Tourism and Travel			
Traffic and Parking Signs			
Transportation			

Answer Sheet: ON THE RIGHT LEVEL

The central principle for determining whether a power is federal or provincial is whether more than one province or Canada's relationships with other countries is affected. Municipalities are under the control of provincial governments. Not all provincial responsibilities are also territorial responsibilities; this varies among the three territories.

Area:	Level(s) of Government Responsible:
Agriculture	Federal and provincial
Armed Forces	Federal
Copyright	Federal
Correctional Facilities	Federal and provincial
Education	Provincial
Elections	Federal and provincial
Energy	Provincial and federal
Fire Department	Provincial and municipal
Hospitals	Provincial
Human Rights	Provincial and federal
Immigration	Federal and limited provincial
International Trade	Federal
Internet	Federal and limited provincial
Labour	Provincial and limited federal
Libraries	Provincial and municipal
Liquor Licenses	Provincial
Marriage Licenses	Provincial
Parks	Federal and provincial
Passports	Federal
Pensions	Federal and provincial (Quebec)
Police	Federal, provincial and municipal
Recycling	Provincial and municipal
Water and Sewers	Provincial and municipal
Social Insurance Numbers	Federal
Taxes	Federal, provincial and municipal
Telecommunications	Federal and limited provincial
Tourism and Travel	Federal and provincial
Traffic and Parking Signs	Provincial and municipal
Transportation	Federal and provincial

THE TOP JOBS

Canada is a constitutional monarchy. This means that although the Monarch is our Head of State, his or her powers are limited by our Constitution. Over the years, the Monarch's role has become largely symbolic and traditional. Canada's elected representatives and appointed officials have taken over the reigns of the decision-making process. Here is a list of the 'Top Jobs' in the federal government. (For a better understanding of the organization of the top jobs, please see the Guide to the Canadian House of Commons, on Line at www.parl.gc.ca/information/about/process/house/guide/guide-e.htm).

The **Prime Minister** is the head of government, yet the powers of the Prime Minister are not clearly defined in the Constitution. Normally, the Prime Minister is the leader of the party that holds the majority of the seats in the House of Commons.

Snapshot:

In 1911, Sam Hughes was Canada's Minister of Militia and Defence. When war was declared in 1914, Hughes raised, trained, and armed 33,000 Canadian soldiers and accompanied them to Britain. Hughes' role in regard to the British army was limited, but he insisted on interfering with the chain of command. The Prime Minister, Sir Robert Borden, knew Hughes' behaviour was erratic and troublesome, but also that he was a popular figure with the public. Since Hughes' dismissal from Cabinet would reflect badly on the government, the Prime Minister allowed him another chance. But in September 1916, Hughes disregarded the Prime Minister's explicit instructions, who immediately gave the duties of Minister of Militia and Defence to two other ministers. When Hughes protested angrily to Borden, he received a letter demanding his resignation. In the letter, Borden wrote: "You must surely realize that I cannot retain in the government a colleague who has addressed to me such a communication. I regret that you have thus imposed upon me the disagreeable duty of requesting your resignation as Minister of Militia and Defence."

(Adapted from: *Canada's Prime Ministers, 1867 – 1994: Biographies and Anecdotes*. [Ottawa]: National Archives of Canada, [1994]. 40 p.).

The Prime Minister controls the organization of government and makes a wide range of appointments including judges, cabinet ministers, ambassadors and many other senior public servants. A typical day for the Prime Minister can include answering questions in the House of Commons during Question Period, meeting official foreign delegations to Ottawa, attending Cabinet meetings, seeing to correspondence as well as representing the needs of his or her home riding. The Prime Minister also spends time meeting Canadians across the country as well as travelling overseas to represent Canada's views while meeting with other world leaders.

For decisions not made officially by the Prime Minister, he or she advises the Governor General on, for example, when to dissolve Parliament and when to call an election, or on appointments of individuals to the positions of Chief Justice of the Supreme Court of Canada, Lieutenant Governors and positions in the Cabinet and Privy Council.

The **Cabinet** is the most powerful part of government. Its chairperson, sometimes referred to as *primus inter pares*, or ‘first among equals,’ is the Prime Minister and its members are the ministers in charge of government departments, or sometimes called ministries or portfolios (Finance, Health, Agriculture, etc.). Cabinet Ministers are members of the governing party and elected members of the House of Commons (or, more rarely, Senators). The Prime Minister also chooses Ministers with an eye to building a team that broadly reflects the diversity of Canadian society in terms of region, language, gender, and background. By tradition, every province has at least one Cabinet Minister. It is in Cabinet that ministers discuss legislation, prepare policies, plan parliamentary strategy, and generally decide government policy.

The **Speaker of the House of Commons** is a Member of the House and is elected by all Members by secret ballot before a new Parliament opens. The **Speaker of the Senate** is appointed by the Governor General on the advice of the Prime Minister. The role of both Speakers is to ensure that fairness prevails in the House of Commons and the Senate. An important consideration in the performance of the Speakers’ duties is that he or she be non-partisan. The Speaker aims to make the rules of Parliament apply equally to all Members and Senators, from the Prime Minister to a backbench member of the smallest opposition party.

Snapshot:

Cairine Reay Mackay Wilson was appointed as the country’s first woman Senator in 1930 by Prime Minister King only four months after the ruling in the “Persons Case”, in which the legal definition of the term “person” was changed so that women were no longer barred from public office or full participation in the affairs of state. As a Senator, she championed issues such as divorce and immigration and was unafraid to take a stance contrary to the Prime Minister’s. Her concern for refugees was marked by personal acts of kindness in addition to her service as president of the League of Nations Society of Canada. She became Canada’s first woman delegate to the United Nations General Assembly in 1949, first woman to chair a Senate Standing Committee (Immigration and Labour) and chairperson of the Canadian National Committee on Refugees.

(Source: National Library of Canada’s *Celebrating Women’s Achievements*, www.collectionscanada.ca/women/002026-800-e.html).

Senators, like Members of Parliament, represent Canadians from their home region. While the House of Commons represents Canadians on the basis of population, the Senate’s role is to ensure that regional, provincial, and minority interests are taken into account by Parliament. Today, the Senate has 105 seats. (For a breakdown of Senate seats by region, please refer to *The Senate Today*, found online at www.parl.gc.ca/information/about/process/senate/senatetoday/senate_today-e.htm).

As public figures and representatives, Senators have many responsibilities. They participate in debates in the Senate on legislation and issues of national importance, sit on committees for the approval or amending of legislation, examine questions of government policy, and study government spending proposals.

Senators also travel across the country to meet with and discuss relevant issues with Canadians. (For further information on Senators’ roles as legislators, please see the Info Box entitled *Setting the Rules: How We Make and Enforce Laws*).

Senate reform has long been discussed in Canada as many critics point to the poor attendance record of some senators as well as what is perceived as the limited role of the institution. In the 1990s, the call for a “Triple-E Senate” – Elected, Equal, and Effective – was raised. However, neither these suggested changes, nor those in senators’ election and duties proposed in the 1992 Charlottetown referendum, were ever approved or implemented. Two Albertans, chosen at provincial elections, were subsequently appointed to the Senate; Stan Waters by Prime Minister Mulroney in 1990s, and Bert Brown by Prime Minister Harper in 2007.

Backbenchers are elected Members of the House of Commons whose job includes representing the constituents from their riding and supporting the leadership of their respective parties in the House of Commons. Many backbenchers participate on committees and introduce Private Members’ bills. Normally, they are newly elected Members of Parliament who sit along the ‘back benches’ of the House of Commons and learn the processes and procedures of government.

Snapshot:

The results of the 1925 federal election produced no clear majority in the House of Commons, which is an infrequent occurrence. Governor General Byng called upon William Lyon Mackenzie King to form a government, as Byng believed that the Liberals under the leadership of Mackenzie King could secure the support of a majority of Members of Parliament. When the Liberals lost the confidence of the majority eight months later, Mackenzie King asked Byng to call a new election; Byng refused, because the Members were still debating a motion of censure against the government, and Mackenzie King resigned. The Governor General then called upon Arthur Meighen, the leader of the Conservatives, to form a new government. It was only after Meighen’s government in turn lost the confidence of a majority of Members of Parliament that Byng dissolved Parliament and called a new election.

The **Governor General** is appointed by the Sovereign on the Prime Minister’s recommendation and is the representative of the Crown at the federal level. The Prime Minister nominates the **Governor General** for his or her five year term. He or she holds the constitutional rights of Head of State and is responsible, on the advice of the Prime Minister, for calling Parliament into session, proroguing it (ending a session) and dissolving it before elections. The Governor General has exclusive power to appoint the Prime Minister, and normally chooses the leader of the party with the most seats in the House of Commons. If there is no clear majority, the Governor General must exercise his or her discretion in calling on a party leader who would be able to command the support of most Members of Parliament.

The Governor General reads the *Speech from the Throne*, opening Parliament and setting out the Government’s vision for the country with the policies and actions it plans to take. The Governor General is also the Commander-in-Chief of Canada and encourages excellence and dedication in the Canadian Forces. He or she promotes Canadian sovereignty both within Canada and overseas. When traveling across Canada, the **Governor General** participates in cultural and community events, recognizes outstanding achievements, and encourages Canadians to be proud of their country. Although the position has evolved into largely a ceremonial one, the Governor General,

nonetheless is an important figure in promoting Canadian unity by presenting various awards, delivering many speeches across Canada, and presiding over important openings and commemorative ceremonies.

Canada's ten **Lieutenant Governors** are the Crown's representatives within the provinces and their provincial responsibilities to some extent mirror those federal responsibilities of the Governor General. They are appointed by the Governor General on the advice of the Prime Minister, usually in consultation with the respective Premier. In reality, The Governor General approves the Prime Minister's choice, who has consulted with his provincial counterpart. They symbolize their province's equal status within Confederation and lend the prestige of their offices to worthy causes such as the promotion of provincial unity, identity and pride during their five-year term.

Canada's three territories have **Territorial Commissioners** whose duties are similar to those of Lieutenant Governors, but they represent the federal government instead of the Crown. They are appointed by the federal government and act under instructions from the Minister of Indian and Northern Affairs. More recently, however, greater executive power has been held by territorial Leaders of Government and Cabinets, and the Territorial Commissioner's role is becoming more ceremonial and advisory.

Activity 6

THE NAME GAME

Objective

To become familiar with:

- the many ways we commemorate the contributions of prominent Canadians in our daily lives; and
- the history of and associations between place names in Canada and Canadian institutions.

Directions

- I. Over generations, Canada's political leaders have been commemorated in a variety of ways. For example, Prime Minister Sir Wilfrid Laurier appears on the five dollar bill, Prime Minister John A. Macdonald appears on the ten dollar bill and William Lyon Mackenzie King had a comic book created about him in 1942 entitled the King of Canada! Many Canadians and visitors to Canada have little idea how places, streets, parks and institutions get their names. Many schools, for instance, are named after prominent men and women who have participated in Canadian government and helped shape our lives today. Have the group find out which well-known Canadian icons, places, landmarks, and institutions are named after prominent politicians.

Here are some examples. Have the group research the origins of these and others as a short exercise:

The Stanley Cup – In 1893, Lord Stanley (Governor General from 1880 – 1893) gave Canada a treasured national icon – the Stanley Cup. He originally donated the trophy as an award for Canada's top-ranking amateur hockey club. Then in 1926, the National Hockey League adopted the Stanley Cup as the championship prize in professional hockey.

In Newfoundland and Labrador, the **MV Joseph and Clara Smallwood Ferry** was commissioned in 1990 to run between the island and the mainland. Joseph Smallwood worked to bring Newfoundland into Confederation in 1949 and was Premier of Newfoundland from 1949 – 1971.

The Lester B. Pearson College of the Pacific, on Vancouver Island, was named as a memorial to the late Prime Minister and winner of the Nobel Peace Prize. In the spirit of Pearson, the college promotes international understanding by bringing students from different cultures and countries together to study how to serve the community.

Lester B. Pearson International Airport in Toronto is also named after the former Prime Minister.

The **Minto Cup** was donated by the then **Governor General**, Lord Minto, in 1901 and is the symbol of lacrosse supremacy in Canada.

The **Lady Byng Memorial Trophy** was first awarded in 1925 by Lady Byng who was the wife of the **Governor General**. It is awarded annually by hockey writers to the National Hockey League to the player judged to have best combined sportsmanship and skill.

Lord Grey, the **Governor General** in 1909, first donated the trophy that bears his name. **The Grey Cup** is awarded annually to the champion team of the Canadian Football League.

Montreal – Pierre Elliott Trudeau International Airport was named after the man who was Prime Minister from 1968 – 1980 and again from 1980 – 1984.

Suggested Sources

The Canadian Encyclopedia at www.canadianencyclopedia.ca as well as other resources.

ACTIVITY 6: THE NAME GAME (Cont.)

2. As a second exercise, have users list as many schools, streets, parks, community centres, and other places named for local, provincial, territorial, or federal politicians as they can think of in a given amount of time. This could lead into a discussion of the role these people have played in the community. Here are some examples from communities across the country:

Osgoode Hall of the University of Toronto Campus is named after the Honourable William Osgoode, (1754 – 1824), the first Chief Justice of Upper Canada.

Maison Thérèse-Casgrain, a halfway house for women in Montréal, is named after Thérèse Casgrain, a Quebec suffragist who became the first woman party leader in Canada when she was chosen leader of the Quebec Social Democratic Party in 1951, and was later appointed to the Senate.

The **Gardiner Dam** on the Saskatchewan River was named after Jimmy Gardiner, who was Premier of Saskatchewan and a prominent Minister of Agriculture under Prime Minister Mackenzie King.

3. Prominent Canadians: It is likely that there will be some names of prominent Canadians that are not politicians appearing on the groups list(s). This can lead to a discussion about how these prominent Canadians have contributed to their country and the world. Using atlases, and city maps, find cities, towns, streets, and other places named after prominent Canadians. Here are some examples of places named after prominent Canadians:

Dawson City in the Yukon was named after George M. Dawson, Director of the Geological Survey of Canada, who explored the region in 1887.

AY Jackson (1882 – 1974), a famous Canadian painter and a member of the Group of Seven, has at least two high schools named after him; one in Ottawa and one in Toronto.

Norman Bethune (1890 – 1939), born in Gravenhurst, Ontario, was a brilliant surgeon, the inventor of the mobile blood transfusion unit and the rib shears and a true humanitarian who saved countless lives.

Bethune Drive in Gravenhurst is named after him. There is also a Norman Bethune University in China!

Robert Bateman is a well known Canadian painter. He lent his name to a high school in Burlington, Ontario, which was formerly called Lord Elgin High School.

M.M. Robinson High School in Burlington, Ontario was named after the founder of the Commonwealth Games.

Jacob Hespeler High School in Cambridge, Ontario was named after the original founder of the town who was a general merchant.

Chief Dan George Middle School in Abbotsford, British Columbia was named after the famous Chief who was also a notable actor.

Antonine Maillet Street in Montreal is named after the award winning novelist and playwright born in Bouctouche, New Brunswick.

Marc Garneau Collegiate Institute is named after the first Canadian in space, born in Quebec City in 1949.

Activity 7

POLITICAL POWER PLAY

Objective

To become familiar with:

- the hierarchy and interrelationships of power in Canada's system of government;
- the branches of government, the names and faces of important roles in governing Canada, its provinces and territories; and
- the multiple functions and sub-groups of some elements of government, such as the Prime Minister and the House of Commons.

Suggested Sources

The *Guide to the Canadian House of Commons* online at: www.parl.gc.ca/information/about/process/house/guide/guide-e.htm

The Senate Today; Info Boxes, reproduced pages from this guide

The Canadian Encyclopedia

Web sites in the [Additional Resources section](#) of this guide

Provincial and territorial government Web sites

Commissioners of the Territories at: www.ainc-inac.gc.ca/ntb/pubs/comm/comm-eng.asp

Lieutenant Governor Web sites.

Directions

This activity enhances users' familiarity with the functions of various elements of government. Use the *Power Grid* activity sheet which is similar to a deck of cards or as a preliminary list for a larger research project. A further grid, similar in style to the *Power Grid*, could also be created to examine the responsibilities of various individuals and elements of government.

1. Card Game

Using the *Power Grid* activity sheet, create a deck of cards. Use these cards in a variety of ways (using one approach or a combination of several, depending on time and suitability) to reinforce the functions and/or responsibilities of various elements of government.

Suggestions:

- Individuals can quiz each other, e.g. ask "Who is the Head of State?" "What is the difference between the executive and the legislative branches of government?"
- Remove the answers from either the *Elements* or the *Functions* columns from the *Power Grid*. Without access to the cards, how much of the empty column can users complete?
- Scan or download photos of the current Governor General, Prime Minister, and other prominent figures and ask users to match them to the correct cards.
- If any of the group are talented artists or caricaturists, encourage them to produce original illustrations for their deck.

2. Mini-Research Assignment

Ask individuals or groups of users (depending on time or level of users) to become "experts" on any of these given areas and make a presentation to the class (posters, presentations, role playing). While listening, the rest of the group can elaborate on the *Power Grid*.

Activity Sheet

THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	
Legislative Branch	
Judicial Branch	
Monarch (Queen or King)	
Governor General	
Prime Minister	
Cabinet	
Senate	
House of Commons	
Leader of the Official Opposition	
Opposition Members	
Supreme Court of Canada	
Federal Court of Canada	
Provincial Courts	

Answer Sheet: THE POWER GRID

ELEMENT	FUNCTION
Executive Branch	Carries out the nation's laws
Legislative Branch	Makes the nation's laws
Judicial Branch	Interprets the nation's laws
Monarch (Queen or King)	Head of State
Governor General	Fulfills the role of Head of State; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition of parties) with the most members in the House of Commons
Cabinet	Suggests federal laws; advises the Head of State as the Privy Council for Canada
Senate	Upper Chamber of law-making branch; appointed
House of Commons	Lower Chamber of law-making branch; elected
Leader of the Official Opposition	Usually the leader of the party with the second-highest number of seats in the House of Commons
Opposition Members	All elected Members of Parliament not part of the governing party
Supreme Court of Canada	General court of appeal for Canada
Federal Court of Canada	Court dealing with certain matters under federal jurisdiction, and court of appeals for territorial tribunals and for decisions of federal commissions, boards and tribunals
Provincial Courts	General administration of civil and criminal law

SETTING THE RULES: HOW WE MAKE AND ENFORCE LAWS

Parliament

Parliament's job is to make laws and to watch over the executive branch. It also serves as the nation's debating chamber, encouraging the free exchange and discussion of ideas. The rules of Parliament guarantee the right of opposition members to criticize the governing party. Through review and discussion, members of Parliament continually challenge and test the Government's policies and help to identify the best course of action for the country.

The liveliest part of the day in the House of Commons is usually the 45 minutes called Question Period when members (mostly from opposition parties) question the Prime Minister and Cabinet ministers concerning the Government's actions and policies. In the Senate, questions are asked of the leader of the Government in the Senate. Question Period plays an important role in keeping the Government responsible and responsive to Canadians. The Leader of the Official Opposition (or his or her deputy) always asks the first question.

Much of the business of Parliament involves the consideration and passage of bills, the term used for proposed laws. Both members of the Senate and the House of Commons can propose bills. However, if they involve spending public money or imposing taxes, bills can only be initiated in the House of Commons.

A bill goes through the following steps on its way to becoming law:

First reading: The bill is introduced and read a first time in either the House of Commons or the Senate, and then printed up for study.

Second reading: Members debate and vote on the principle of the bill. The bill is usually referred to a Standing Committee (of 7 to 15 members), and/or to the Committee of the Whole (that includes all the members of the House or the Senate who conduct an informal session). Political parties are represented on committees in proportion to their numbers of seats.

Consideration in Committee: Committee members study the bill clause by clause. They may summon witnesses and experts to provide information on the bill and develop amendments (changes).

Report Stage: The Committee reports on the bill, clearly indicating any proposed amendments. Additional amendments may be proposed at this stage. The House considers the amendments and votes for or against them.

Third Reading: The bill is debated and voted on in its final form.

Once a bill initiated in the House of Commons has been through three readings, it is then sent to the Senate to be read, debated, and possibly amended, in a similar process. If the Senate amends the bill, then it must be returned to the House for debate and a vote.

The few bills that are introduced in the Senate go through a similar process, first in the Senate, then in the House of Commons.

When the same version of a bill has been passed by both the House and the Senate, it is ready for Royal Assent. Royal Assent is normally given by the Governor General or, in the Governor General's absence, by his or her deputy (usually a judge of the Supreme Court). Upon receiving Royal Assent, the Bill becomes an Act of Parliament and is then considered law. Following Royal Assent, the law must then be called into force before the judiciary can enforce it. There are three ways a law comes into force: upon Royal Assent; on a specific date as set in the Bill; or, by a date to be set by an Order in Council.

Judiciary

Canada's laws, once they have been given Royal Assent, are enforced by our courts. In all criminal cases, the interests of the people of Canada are represented by the *Crown*. For example, *R. v. Smith* means "Regina" or "Rex" versus Smith, Smith being the person accused of committing a crime; Regina meaning Queen; and Rex meaning King. As well, the prosecution is referred to as "the Crown" in Canada's courts.

The Supreme Court of Canada is the highest court in the land. It is the final court of appeal, at the top of Canada's justice system. The Supreme Court considers civil, criminal and constitutional cases, but normally only after the cases have already been heard in the appropriate federal, provincial or territorial courts.

Nine judges make up the Supreme Court, which is led by the Chief Justice. All Supreme Court justices are appointed by the federal government. Three of the judges must come from the Quebec Bar. By tradition, three others come from Ontario, two from western Canada and one from the Atlantic provinces. Any Canadian can have his or her case heard by the Supreme Court, but only after being granted "leave" to do so by the court. Leave is granted for cases involving a matter of public importance, a significant question of law, or a law or principle concerning Canada's Constitution.

The Federal Court of Canada hears claims by or against the federal government. It also decides on matters relating to maritime law (law of the sea), copyright, patent and trademark law, federal taxation laws, interprovincial transportation and communication, and aeronautics, among others. It also acts as a court of appeals for territorial courts, decisions of federal boards and commissions, and for the Tax Court of Canada.

As well, there are Supreme or Superior Courts, Courts of the Queen's Bench, and Courts of Appeal at the provincial and territorial levels.

All federally appointed judges must be lawyers with at least 10 years of experience, approved by *ad hoc* advisory committees, and confirmed by the federal Cabinet. Canada's judges are independent, financially and politically, a principle which is guaranteed in our Constitution.

See also the "*Guide to the Canadian House of Commons*," in particular the sections on "*Making Canada's Laws*" and "*The Senate*." found online at www.parl.gc.ca/information/about/process/house/guide/guide-e.htm

Activity 8

JUDGING YOUR RIGHTS

Objectives

To become familiar with:

- the powers of the Supreme Court;
- the *Charter of Rights and Freedoms*, how it has affected the laws of Canada overall, and how it has affected the lives of individual Canadians; and
- how the powers of the Supreme Court have been changed by the *Charter*, particularly in the area of criminal law.

Suggested Sources

www.laws.justice.gc.ca/en/Const/index.html for many versions

Information on the Magna Carta, www.bl.uk/collections/treasures/magna.html

www.law-faqs.org/nat/char.htm

The Supreme Court's Statistics Report can be downloaded from www.scc-csc.gc.ca/stat/index-eng.asp

The Charter of Rights and Freedoms: www.charterofrights.ca/en/06_00_01

Directions

1. Make enough copies of the *Canadian Charter of Rights and Freedoms* for each member of the group. There are many versions which you can download from the Internet.
2. Discuss the opening sentence of the *Charter* (“Whereas Canada is founded...”). The “rule of law” refers to the long evolution of our laws, which have their roots in Roman Law and English Law. In particular, the English *Magna Carta* (“Great Charter”) of 1215 established, almost 800 years ago, that even the ruler of the nation has to obey its laws. No person or group is “above” the law in our society.
3. List the subjects into which the *Charter* is divided, clarifying any terminology that users might find difficult:
 - Fundamental Freedoms
 - Democratic Rights
 - Mobility Rights
 - Legal Rights
 - Official Languages of Canada
 - Minority Language Educational Rights
 - Enforcement
 - General
 - Application of the *Charter*
4. If appropriate for the level of the group, discuss the *Charter's* direct impact on criminal law. For example, how does it affect the:
 - investigation of a crime;
 - procedural fairness at trial;
 - decisions about the use of evidence;
 - sentencing of convicted individuals;
 - use of criminal laws that contradict rights listed in the *Charter* (the “notwithstanding” clauses).

Note: The Charter is subdivided into 34 Sections, some of which are broken down into even shorter sections.

Note: The Charter's effect has been enormous. The Supreme Court has made hundreds of landmark rulings based on it since 1982, especially due to Sections 2, 7 to 15, and 24.

ACTIVITY 8: JUDGING YOUR RIGHTS (Cont.)

5. Make copies of the *Judging Your Rights* activity sheet. Have users answer the questions following each case summary. Brief answers are given after the activity sheet.
6. You may wish to have an advanced group, individually or in pairs, invent or find cases in the news in which a Canadian's rights may or may not have been infringed upon. To make sure they study the *Charter* thoroughly, assign a section or subsection to each individual or pair. They should also predict or find out the outcome of the cases, based on the *Charter*. These can be presented to the class in a variety of ways:
 - a. Each case is printed on a piece of paper. The case is passed around the group, and each individual or pair has to make a "ruling" on the case, and record it. Everyone rules on everyone else's cases and records their decisions. These decisions can be presented orally, in discussion, or on paper.
 - b. Each case is presented orally and discussed in small groups or the group as a whole. When the discussion is complete, the ruling is "revealed."

Activity Sheet

JUDGING YOUR RIGHTS

The *Canadian Charter of Rights and Freedoms*, commonly known as the *Charter*, is a vitally important document contained in the *Constitution Act, 1982*. It guarantees to all Canadians the right to liberty, equality under the law, and freedom of religion, expression, association, and peaceful assembly, among other things. It is the supreme law of the land. This means that, normally, it takes priority over any federal or provincial law. Therefore, if any legislation, either provincial or federal, conflicts with the rights guaranteed in the *Charter*, it must be revised appropriately or it is likely to be struck down by the courts.

1. A sick baby needs an operation that will require a blood transfusion. Her parents will not authorize the transfusion, because it goes against their religion.

Which sections of the Charter apply to either the child's or the parents' rights in this situation?

2. A TV camera crew videotapes people breaking into a government building and damaging it, and shows it on the evening news. The police get a warrant to search the TV station and seize the tapes. The TV station argues that this is an unreasonable search and that the police should have used other methods to get the information they needed.

What section of the Charter deals with this issue? Who do you think won this case, and why?

ACTIVITY SHEET: JUDGING YOUR RIGHTS (Cont.)

3. Victims of a burglary spot a group of three young men drinking in a back yard, two of whom match a witness' description of the men who stole their television. They call the police. The officer asks the two men to sit in the back of the police car and answer questions. The police officer asks one of the young men to just tell him where the TV set is. One of the men spontaneously answers, incriminating himself. The two men are given the customary caution and told they have a right to counsel. Back at the police station, both men admit to having been involved in the break-and-enter, and the television is found at one man's home with both their fingerprints on it.

Did the police violate any of the burglars' rights under the Charter, making the evidence inadmissible (useless) to the courts?

4. Two gay men, who have been living together for decades, reach retirement age. One of the men has considerable pension benefits and thinks his partner should have the same access to these benefits as a wife would.

Does any section of the Charter support this claim?

5. A Francophone is stopped for speeding in Alberta and criminal charges are laid against him. He insists on having all legal proceedings – including bail, interrogations, his trial and appeal conducted in French and will not merely accept the services of a translator.

Does he have the right to insist the proceedings be conducted in French?

Answer Sheet: JUDGING YOUR RIGHTS

Note: Detailed information about all of these cases can be found at: www.justice.gc.ca/eng/dept-min/pub/fps-sfp/fpd/cases.html and www.lexum.umontreal.ca/csc-scc/en/index.html. The first site lists cases that were affected by the Charter; the second gives a full description of cases from 1985 onward, including the Supreme Court Justices' comments.

1. Two in particular apply in this situation. Under Section 2, the parents have the right to freedom of conscience and religion. On the other hand, under Section 7, the child has the right to life, liberty and security of the person, and the right not to be deprived thereof except in accordance with the principles of fundamental justice. The child was temporarily taken into care by the Children's Aid Society for the period of medical treatment, a decision which the parents appealed. The ruling of the Supreme Court went in favour of the parents' rights to appeal. (*B. (R.) v. Children's Aid Society*, 1995).
2. Although the TV station's case was weakened by the fact that they'd shown the tapes, the final ruling was in their favour. Section 8 prevents "unreasonable search and seizure." and Section 2(b) guarantees the "freedom of the press." Traditionally, the press are allowed to protect their information so that they do not become an arm of the police. (See *Canadian Broadcasting System v. Lessard*, 1991).
3. Yes, the police violated Section 9 by "arbitrarily detaining" the two men in the car. So, according to Section 24 (2) all the evidence the police got from this detention — the confession, finding the TV set, the fingerprints — was improperly obtained. In a similar case, the men's appeal was allowed, but a new trial was ordered in which they were convicted. (See *R. v. Duguay and Sevigny*, 1989).
4. The focus of these kinds of cases is on Section 15, which guarantees equality without discrimination based on (among other things) sex. As well, this Section does not prevent any laws being made that improve conditions for people who are suffering under racial, sexual and other forms of discrimination. Some of these cases have not extended full spousal benefits in same-sex relationships, because they do not fit society's definition of marriage and therefore are not granted the protection we give heterosexual couples and by extension, their children. This case was tried before the Federal Court, because the pension in question belonged to a federal civil servant and so the claim was against the federal government. (See *Egan v. Canada*, 1995).
5. Several sections of the *Charter* apply to this case. Section 7 guarantees him the right to "fundamental justice," but the more important sections are 14, 16, 17, 18, 19, and 20 which guarantee him his right to services and to communicate in French in institutions and courts of the government of Canada. Since he is charged with a criminal offence, and criminal law is under federal jurisdiction, he has the right to have legal proceedings conducted in French. (See *R. c. Mercure*, 1988).

ABORIGINAL SELF-GOVERNMENT AT A GLANCE

The term “Aboriginal people” is a collective name for the original peoples of Canada and their descendants. *The Constitution Act, 1982* refers to three specific groups of Aboriginal peoples with their own unique heritages, languages, cultural practices and spiritual beliefs, namely Indians (Status and Non-status), Inuit and Métis. Since the 1970s, the term “First Nations” has gradually replaced “Indians” in everyday language.

Historically, colonial policies affected Aboriginal governments’ authority. At first, colonial governments signed treaties to ensure friendship between Aboriginal peoples and Europeans so that they could share lands and resources. However, colonial governments, and (after 1867) the Government of Canada, gradually passed laws, such as the *Indian Act*, encouraging Aboriginal peoples to adopt the social and political ways of the mainstream, non-Aboriginal population. A series of “numbered treaties” established the reserve system. In addition, several terms of the *Indian Act* as well the creation of the residential school system and the prohibition of native customs, such as the potlatch and the sun dance, threatened traditional Aboriginal lifestyles.

Treaties include those agreements made between 1701 and 1923, as well as modern-day treaties known as comprehensive land claim settlements. Treaty rights that existed in 1982, as well as those that arose afterwards, are both recognized and affirmed by Canada’s Constitution. Comprehensive land claim settlements deal with Aboriginal rights that have not been previously addressed by treaties or other legal means – the first of these modern day treaties was the *James Bay and Northern Quebec Agreement* (1975). In 1998, the governments of Canada, British Columbia, and the Nisga’a Nation signed the *Nisga’a Final Agreement*. The treaty recognizes Nisga’a Lands and contains self-government provisions. On May 11, 2000, the treaty went into effect, marking the end of a 113-year quest. Comprehensive claims continue to be settled between the federal government and Aboriginal people in Canada. The implementation of self-government through negotiated agreements is built upon the relationship already established through past treaties. Treaties and land claim settlements vary in each province and territory. Comprehensive information is available from Indian and Northern Affairs Canada or through the resources listed at the end of this guide.

Aboriginal leaders have striven to help their people regain their rightful place in the Canadian federation, and to have recognized the right to govern themselves and to enter into partnerships with the federal and provincial/territorial governments and other partners, including the private sector.

In August 1995, the federal government undertook a process to negotiate practical arrangements to make Aboriginal self-government a reality. This process is based on the idea that the inherent right of Aboriginal self-government already exists in the Canadian Constitution. Further attempts such as the *First Nations Governance Initiative* aimed to grant Aboriginal groups the power to shape their own forms of government to suit their particular historical, cultural, political and economic circumstances. This would be done through the development of stronger fiscal powers, the settlements of land claims and the transfer of power to Aboriginal peoples to manage their land. As it stands now, Aboriginal peoples are able to elect Chiefs and band councils which have the ability to make decisions and enact by-laws in only a limited number of areas, on behalf of the people.

Self-government is about a new relationship between Aboriginal peoples and all levels of government in Canada, based on mutual understanding and trust. It means that Aboriginal peoples will be able to make their own laws in some areas, make choices about how to spend money, deliver their own programs and services (like education) to their people, and more easily build partnerships with others to pursue economic development opportunities. It also means that Aboriginal governments will be more accountable to their own people for the decisions they make, but it does not mean that they will operate as independent countries. For example, the Canadian Constitution and the *Charter of Rights and Freedoms* will continue to apply to Aboriginal governments. Federal and provincial/territorial laws will also continue to apply, with federal and provincial/territorial laws of overriding importance, such as the Criminal Code, prevailing over other laws in case of disagreement. In general, self-government is about all levels of government (Aboriginal, municipal, provincial/territorial, and federal) working together as partners to ensure that all Canadians have equal access to the services and opportunities to which they are entitled.

Adapted from *The Learning Circle: Classroom Activities on First Nations in Canada, Ages 12 to 14* and *Treaties with Aboriginal People in Canada*. Indian and Northern Affairs Canada. Copies are available through the Department or on its Web site at www.inac.gc.ca

Activity 9

ABORIGINAL SELF-GOVERNMENT: THEN AND NOW

Objectives

To become familiar with:

- Aboriginal self-government in Canada, from before the arrival of Europeans to present day developments; and
- the meaning of self-government to Aboriginal peoples in the users' regions and across Canada.

Directions

1. a. In small groups, have users research First Nations or Inuit communities from the time before Europeans settled the country. Have them choose two different nations or Inuit communities from the region in which they live or elsewhere in Canada. Using the resources listed in the Additional Resources section of this guide or others from your area (for example, Friendship Centres or National Councils), research the traditional form of government used by each group.
b. Next, compare the two systems of government and have users list the main differences between the two systems. Why do they think the priorities and values of one culture are different from those of another? Compare these specific elements to Canada's present-day system. Are there any similarities? Has one type of government influenced the other? If so, in what ways? If not, why not?
2. a. Have users, as a group, research a local or regional Aboriginal system of government as it functioned before the arrival of Europeans in Canada. Next, research current developments in the area of self-government generally, how it has changed in the last 10 years, and how local or regional organizations and/or councils see it evolving in the next 10 years. (Use the list of organizations and councils in the *Additional Resources* section of this guide if you require assistance). Finally, have users compile this information in order to develop their own "Aboriginal Self-Government: Then and Now" chart. As background, have the users read or listen to the *Declaration of the First Nations* which was adopted by all of the First Nations in Canada at a conference of the Assembly of First Nations in 1980.
b. Download, print, read, and then discuss the 2002 speech by George Erasmus given as part of the LaFontaine-Baldwin Lecture symposium. You might also download the questions and have users answer them. You will find the speech and questions at www.lafontaine-baldwin.com/educational-resources/georgeerasmus_frn.pdf/view
c. Download and print both the landmark 1969 White Paper on Aboriginals in Canada and the 1996 Royal Commission on Aboriginal Peoples. What are some of the major findings contained in both documents? Has there been significant progress in the more than a quarter century between the two publications? Why or why not?
d. *Enrichment:* Invite a guest to speak to the rest of the group about self-government for their people in your region. An Aboriginal person in the group could ask a relative, family friend or other acquaintance to speak to the group. Otherwise, extend an invitation to your local Friendship Centre, National Council or other First Nations, Métis, or Inuit organization in your area. The group should offer a gift of thanks, preferably one that they have created themselves, to honour the speaker after the presentation.

Activity Sheet

ABORIGINAL SELF-GOVERNMENT: THEN AND NOW

Declaration of the First Nations

“We the Original Peoples of this Land know the Creator put us here.

The Creator has given us Laws that govern all our relationships to live in harmony with nature and mankind.

The Laws of the Creator defined our rights and responsibilities.

The Creator gave us our spiritual beliefs, our languages, our cultures, and a place on Mother Earth that provided us with all our needs.

We have maintained our freedom, our languages, and our traditions from time immemorial. We continue to exercise the rights and fulfill the responsibilities and obligations given to us by the Creator for the land upon which we were placed.

The Creator has given us the right to govern ourselves and right to self-determination.

The rights and responsibilities given to us by the Creator cannot be altered or taken away by any other Nation.”

THE COMMONWEALTH AND LA FRANCOPHONIE

Canada has been an active member in two important international organizations since their inception, the Commonwealth and La Francophonie. The two associations have many similarities: each includes developing and developed countries; former colonies of the British and French empires, and the same general goals of mutual assistance, co-operation and development in a wide range of fields. There are significant differences as well. Since the Commonwealth's inception predates La Francophonie by almost a century, it is larger, more complex, and more formal in its organization, holding biannual summit meetings of all the member nations' heads of state and government. La Francophonie, however, has been evolving rapidly, with over 50 members and an ever-growing network of associations and events such as the *Jeux de la Francophonie*.

The Commonwealth

The Commonwealth is a unique family of 53 member countries around the world sharing many common interests. From Africa to India, from the Pacific shores to the Caribbean, the Commonwealth's 1.6 billion people make up a quarter of the world's population. The modern Commonwealth evolved out of Britain's imperial past; with a common working language and similar legal, public administration and education systems, today it promotes democracy, human rights, sustainable economic and social development and many other endeavours among its growing association of states in the modern world.

In 1867, Canada became the first colony to be transformed into a self-governing "Dominion;" a status which came to imply equality with Britain. In Australia in 1884, Lord Rosebery, a British politician, was the first to call this changing empire a "Commonwealth of Nations." In turn, other parts of the empire followed suit: Australia became a Dominion in 1900, New Zealand in 1907, South Africa in 1910 and the Irish Free State in 1921. The important contribution of the Dominions to the First World War led to their increasing autonomy in world affairs.

Over the next decades, the Commonwealth evolved into a freely associated group of autonomous communities, equal in status, united by their allegiance to the Crown. Meanwhile, many groups laid the foundation for today's "unofficial Commonwealth" of professional associations and non-governmental organizations (NGOs). In 1930, the first Empire (later Commonwealth) Games were held. World War II and its aftermath changed the modern world and the British Commonwealth, marking its transition to a multiracial association of sovereign and equal states. That process began with India and Pakistan's independence in 1947. India wanted to become a republic yet remained in the Commonwealth, so the principal criterion of Commonwealth membership was revised. All members, whether they have a republican form of government or constitutional monarchy, agreed to recognize the Sovereign of the United Kingdom as the "symbol of their free association and thus Head of the Commonwealth." At the same time, the word "British" was dropped from the association's title to reflect the Commonwealth's new reality.

Committed to racial equality and national sovereignty, the Commonwealth became a natural association of choice for many new nations emerging from decolonisation in the 1950s and 1960s. Ghana achieved independence in 1957 and became the first majority-ruled African member. From 1960 onwards, the Commonwealth expanded rapidly with new members from Africa, the Caribbean, the Mediterranean and the Pacific. Of these zones, it is interesting to note that Canada belongs to the Caribbean!

La Francophonie

“Francophonie” is a term that has two main meanings. First, it refers to all the peoples and communities throughout the world who have French as their maternal or common language.

Its second meaning, referring to a multilateral, international association promoting special ties among French speakers, is relatively recent. Several private associations began to appear shortly after World War II, such as the *Fédération internationale de la presse de langue française* (Paris, 1948), the *Association des universités partiellement ou entièrement de langue française* (Montréal, 1961) and the *Institut international de droit d'expression française* (1964). The number of these associations continues to grow; there are currently over 50 international French-language federations, communities, academies, associations and institutes that co-operate in many different fields.

The formal international association we now refer to as La Francophonie, similar in structure and purpose to the Commonwealth, developed in the late 1960s. A permanent body was formed in 1970, when ministerial delegates from 21 countries met in Niamey, Niger, to found the *Agence de coopération culturelle et technique* (ACCT), an international organization devoted to multilateral governmental co-operation. The first full-fledged meeting of the ACCT was held in Paris in 1986. In 1987, delegations from nearly forty members and non-member nations met in Québec City. Besides Canada's national membership, two provinces, Quebec and New Brunswick, also have the status of participating governments.

Today, the interests and activities of La Francophonie range from encouraging co-operation in international policy – primarily in the areas of maintaining and promoting peace and human rights – to actively working for higher standards in education through system reforms and literacy programs. La Francophonie is engaged in economic development projects throughout the French-speaking world and is active in promoting cultural diversity. The organization also holds an international sporting event for French-speaking nations, the *Jeux de la Francophonie*, which is comparable to the Commonwealth Games.

Activity 10

CANADA IN THE WORLD

Objectives

To become familiar with:

- the history, culture and government of Commonwealth and La Francophonie nations;
- the similarities and differences among Canada, other Commonwealth members and other members of La Francophonie; and
- the reasons for and the history of La Francophonie and the Commonwealth.

Directions

1. Assign one or two of the more than 50 member countries of the Commonwealth or La Francophonie to each individual (see Additional Resources for lists). Have users research the following information:
 - the years when they joined (or rejoined!) the Commonwealth or La Francophonie;
 - their constitutional status: realm, monarchy, republic, etc.;
 - basic information about the country's history and culture;
 - basic statistics about the country's current economic and political situation;
 - why this country remains in the Commonwealth or La Francophonie: economic reasons, continuity, alliances, etc.

Note: You may wish to make copies of the Canada in the World activity sheet for users to organize their research.
2. Have the group compose a letter to an individual of their age in that country. Ask him or her when and if he or she has studied their system of government and what they know about it. Do they think it works well? What changes would they and/or their parents like, if any? You may wish to actually send the letters, after reading and approving them.
3. Plan a Commonwealth Luncheon/Fête de la Francophonie:
 - a. Have each individual bring a dish or drink typical of the cuisine of the country they researched. Be careful of food allergies, and encourage reasonable substitutions of hard-to-get or expensive ingredients.
 - b. Have them download or reproduce a small flag for their country that they can pin to their shoulder.
 - c. Encourage them, if possible, to wear an item of national dress.
 - d. Each individual should also bring enough slips of paper with their country's name printed on the slip to be able to give one to each of the rest of the group.
 - e. At the luncheon, everyone "visits" each of the other countries. If they can figure out which country they're visiting using the flag, the food, any costume clues, plus a yes and no question and answer game (they can ask only questions about the country and its government that require a yes or no answer) the Commonwealth/La Francophonie member awards them a slip. Award points – or extra food! – to the individual with the most slips by the end of the lunch hour.
 - f. You may consider inviting guests. Suggestions: Other staff members, local officials, community members, even your Lieutenant Governor or Commissioner.

Note: You may wish to schedule your Luncheon during Celebrate Canada! from June 21st to July 1st (which encompasses National Aboriginal Day on June 21, St-Jean Baptiste Day on June 24, Canadian Multiculturalism Day on June 27 and Canada Day on July 1), on Commonwealth Day, which falls on the second Monday of March, the International Day for the Elimination of Racial Discrimination, on March 21, March 20, Journée internationale de la francophonie, or in conjunction with a similarly significant date.

Activity Sheet

CANADA IN THE WORLD

Find the following information about Canada and your other Commonwealth or La Francophonie country.

Sources of Information:

“Info Box: The Commonwealth and La Francophonie”

print resources such as encyclopedias, the Internet

e.g.:

www.rcscanada.org

www.thecommonwealth.org

You might also contact embassies, high commissions and trade commissions of “your” country, or search for its e-mail address online.

1. Full name of country: _____
2. Location: _____
3. Date joined the Commonwealth/La Francophonie: _____
4. Previous history as colony, independent nation, etc.: _____

5. Current form of government and components: _____

6. Head of State: _____
7. Head of Government: _____
8. Type and size of elected assembly: _____

9. Elections (Eligible voters, frequency of elections, election procedure, voter turnout, etc.): _____

10. Executive Branch includes (note if elected or appointed): _____

11. Legislative Branch includes (note if elected or appointed): _____

SPOTLIGHT ON CANADA: OUR INTERNATIONAL ACCOMPLISHMENTS

Peacekeeping

Peacekeeping is an important aspect of Canada's national heritage and a reflection of our fundamental beliefs. It is a concept that responds to changes in the international environment to develop security for people affected by war. Canada builds on its world-renowned peacekeeping tradition to make strong and imaginative contributions to international peace and security.

Peacekeeping is also a significant component of Canada's foreign policy. Over the last 50 years, Canada has participated in an overwhelming majority of peacekeeping missions mandated by the United Nations Security Council, establishing Canada as the international benchmark for peacekeeping.

The term "peacekeeping" did not enter popular use until 1956. The Suez Crisis (1956) prompted Lester B. Pearson, then Canadian Secretary of State for External Affairs, to propose the use of an international peace force under the UN flag. Since that time there have been over 50 United Nations peacekeeping missions.

Traditionally, peacekeeping has been a military activity, but Canadian involvement in international peace support operations has expanded in response to the complex emergencies that we now face. Canadian efforts to support peace include such diverse groups as the Royal Canadian Mounted Police (RCMP) and their provincial and municipal partners, Elections Canada and Correctional Services Canada, and are made not just through the United Nations but also through regional forums such as the North Atlantic Treaty Organization (NATO), the Organization for Security and Co-operation in Europe (OSCE), and the Organization of African Unity (OAU).

In many of the more recent peacekeeping missions in which Canada has participated, such as Bosnia, Somalia, Rwanda, and Afghanistan, the very nature of the operation has been altered from 'peacekeeping' to 'peacemaking'. Owing to the absence of a respected ceasefire, in these instances, as well as others, Canada and other participants, have been forced to implement more active rules of engagement.

At the same time, Canada is sensitive to the fact that meaningful improvement in the lives of people in such conflicts must involve a major humanitarian element. Thus, the government and NGOs (Non-Governmental Organization) bring much-needed relief in the form of food, medical care, and engineering assistance.

(Adapted from: www.dfait-maeci.gc.ca/peacekeeping/menu-en.asp)

Multiculturalism

Canada is internationally recognized as one of the most tolerant, open and democratic countries in the world – a dynamic mosaic of multiculturalism where people live and work together in harmony.

In 1971, Canada was the first country in the world to adopt multiculturalism as an official policy. In doing so, Canada affirmed the value and dignity of all Canadian citizens regardless of their racial or ethnic origins, their language, or their religious affiliation. The 1971 *Multiculturalism Policy of Canada* also confirmed the rights of Aboriginal peoples and the status of Canada's two official languages. During Prime Minister Brian Mulroney's term, the *Act for the Preservation and Enhancement of Multiculturalism* in Canada was passed in 1988.

Canadian multiculturalism has been a core pillar in affirming our belief that all citizens are equal. Multiculturalism ensures that all citizens can be fully integrated Canadians without having to abandon their cultural heritage. The Canadian experience has shown that Canada's pluralist approach encourages racial and ethnic harmony and cross-cultural understanding, and discourages hatred, discrimination and violence.

Immigration

Over the last 150 years, more than 14 million people have immigrated to Canada. Over 18 percent of the more than 30 million people who presently live here are first-generation immigrants.

The reasons why people migrate to Canada are as varied as their cultures. Many come for the social and economic opportunities this country offers them and their families. Some join family already here, while others immigrate to escape from poverty, overpopulation or persecution. Others have been forced to leave their homelands and come to Canada to find safety from environmental disasters, war or political unrest. By welcoming migrants from diverse backgrounds, we benefit tremendously from their valuable economic, social and cultural contributions.

Canada, the United States, Australia and New Zealand are the only four countries throughout the world with open and planned legal migration programs. Canada's legislation, seen by many as one of the most generous, reflects our strong desire to enhance the country's competitiveness in the global marketplace by increasing our skilled workforce, as well as keeping our commitment to humanitarianism and to families.

Canada is facing the challenges of an aging population and an economy that depends on industry. Immigration is crucial to Canadian business and accounts for 70 percent of the growth in the labour force. Within the near future, Canada's population growth will likely be due entirely to immigration.

In 1868, Sir John A. Macdonald's government was the first to create a federal-provincial immigration agreement which led to Canada's first Immigration Act in 1869. The legislation has been modified several times over the years in response to changing interests and needs. In January 2002, the *Immigration and Refugee Protection Act (IRPA)* was approved by Parliament. Its three main objectives are to remain true to Canada's values; to have a more effective immigration system that handles large numbers of applications while providing for the security of Canadians; and to continue our traditions of welcoming visitors and immigrants, and protecting refugees. This law reflects a modern vision of what family is and recognizes common-law couples including those of the same sex. The law also includes provisions to allow easier access to short-term study in Canada for foreign students. Canada's record of accepting refugees has consistently been one of the very highest in the world.

(For more details, visit Citizenship and Immigration Canada's Web site at: www.cic.gc.ca).

Note: Definitions are adapted from *The Canadian Encyclopedia* and the *Gage Canadian Dictionary*, unless otherwise noted.

Aboriginal self-government: The ability of Aboriginal governments to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all orders of government in Canada.

Censure: An official expression of disapproval, especially criticism or condemnation.

Confederation: Confederation refers to the birth of Canada on July 1, 1867. The word is also used to describe the events that led to Confederation. The four original provinces were Ontario, Quebec, Nova Scotia and New Brunswick. In a general sense, a confederation is an association of sovereign states or communities.

Constitution: A set of laws and customs by which a group of people control themselves. Most countries have written constitutions that set out the basic law of their state. The Canadian constitution is written, combining parts of Great Britain's laws such as the *Magna Carta* (1215), the *Bill of Rights* (1689), *Petition of Right* (1629) and *Act of Settlement* (1701). Added to this are documents specifically setting out how Canada is to be run, beginning with the *Royal Proclamation* of 1763. The most important parts of Canada's written Constitution include the *Quebec Act of 1774*, which guaranteed the use of the French language and civil law in Quebec; the *Constitutional Act of 1791*, which created elected assemblies in Quebec and Ontario; the *British North America Act of 1867*, which created the basis of the federal system and laid down the division of powers between federal and provincial governments. This Act was renamed the *Constitution Act, 1867* in 1982. Other important parts of our Constitution are decisions of the Supreme Court; the *Statute of Westminster of 1931*; the Acts that created new provinces and territories after Confederation, for example, the *Manitoba Act* (1870) and the *Alberta and Saskatchewan Acts* (1905); the *Canada Act, 1982*, which was the last Act passed by Great Britain that affected Canada; and the *Canadian Charter of Rights and Freedoms*.

Constitutional monarchy: A monarchy whose ruler is only entitled to the powers given to him or her by a nation through their constitution and laws. Often, the monarch fulfills more traditional and ceremonial duties.

Crown: The Crown is the term used to represent the sum total of executive powers exercised by or in the name of the Monarch, the current Queen or King of Canada.

Democracy: Describes a state in which power is held by elected representatives of the people.

Executive: The part of the government that initiates, proposes or suggests new laws and enforces them after they have been passed by the legislative body. In Canada, the executive is made up of the Governor General, the Cabinet (including the Prime Minister), and the administration, which includes all government departments, the armed forces, Crown corporations and other autonomous bodies.

Fathers of Confederation: The Fathers of Confederation were the delegates from British North America who planned Confederation and brought it about. *From Canada (now Ontario and Quebec):* Sir John A. Macdonald; Sir George-Étienne Cartier; Alexander T. Galt; William McDougall; Sir Hector Langevin; George Brown; Thomas D'Arcy McGee; Alexander Campbell; Sir Étienne P. Taché; Sir Oliver Mowat; J.C. Chapais; James Cockburn; W.P. Howland; Hewitt Bernard (secretary). *From Nova Scotia:* Sir Charles Tupper; William A. Henry; Jonathan McCully; Adams G. Archibald; Robert B. Dickey; J.W. Ritchie. *From New Brunswick:* Samuel L. Tilley; J.M. Johnson; William H. Steeves; E.B. Chandler; John Hamilton Gray; Peter Mitchell; Charles Fisher; R.D. Wilmot. *From Prince Edward Island:* John Hamilton Gray; Edward Palmer; William H. Pope; A.A. Macdonald; George Coles; T.H. Haveland; Edward Whelan. *From Newfoundland:* F.B.T. Carter; Ambrose Shea.

Federalism: Describes the political system in which there is more than one level of government. The responsibilities of the different levels of government in Canada are outlined in the Constitution. In Canada, the federal government is responsible for policies that affect the country as a whole, such as defence, foreign relations, and currency, among others. The provincial government is only responsible for matters within its own borders, such as education, civil law, and licenses. The municipal level of government, which is established and administered by provincial government, is responsible for matters of a purely local nature such as by-laws, property tax, garbage pickup, and snow removal.

GLOSSARY (Cont.)

Federation: The creation of a country (federation) by the union of a group of provinces or states. Canada and the United States of America, for example, are both federations.

Foreign Policy: The policy of an independent state in its interaction with other sovereign states. (*Adapted from: www.m-w.com*).

Judiciary: The branch of government that administers justice through its courts and judges. Even though the Canadian judiciary is appointed, removed and paid by the executive branch of government, it carefully protects its status as equal and independent of that branch.

Legislative branch: The branch of government that has the power and responsibility to create laws. In Canada, the federal legislative branch is bicameral, consisting of the House of Commons and the Senate. (Sometimes also referred to as Parliament).

Legislature: The group of elected representatives of a province or territory. Its federal counterpart is the House of Commons.

Parliamentary: A system of government in which the three components of Parliament – Governor General, House of Commons and the Senate – debate laws before they vote on them. These elements are composed of both elected (House of Commons) and appointed (Governor General, Senate) members.

Peacekeeping: Invented and developed by the United Nations, this technique doesn't have a simple definition. It is in between traditional methods of resolving disputes peacefully, such as mediation and fact-finding and more forceful action, such as military intervention. Traditionally, peacekeepers have been placed between states to supervise cease-fires and, on occasion, the withdrawal of military forces. In most cases prior to the 1990s, peacekeeping operations were purely military. In recent years, peacekeeping has evolved to reflect new realities. (*Adapted from: www.dfait-maeci.gc.ca/peacekeeping/conflict-en.asp*).

Prerogative (powers): The rights and privileges held by one individual or body. Within Canada, the prerogative of the sovereign is delegated to the Governor General on advice from the federal Cabinet, and to the Lieutenant Governors through the Governor-in-Council.

Representative government: A governing body of persons chosen by its citizens, often through election.

Responsible government: A government in which an executive Cabinet, selected from the elected members of a legislature, is the decision-making body that is responsible and accountable to the legislature. This form of government has existed in Canada since 1849 when Lord Elgin signed The Rebellions Losses Bill. This was preceded by the formation of a responsible government in Nova Scotia in 1848, largely from the efforts of newspaper publisher and politician Joseph Howe.

Self-government: The ability of a specific group of people to pass laws and make decisions about matters that affect their communities and lands, including the establishment of new governing structures and institutions, in partnership with all orders of government in Canada.

United Nations: An international organization committed to preserving peace through international cooperation and collective security. The United Nations was established on 24 October 1945 by 51 countries. Today, nearly every nation in the world belongs to the UN: membership now totals 192 countries. The UN has four purposes: to maintain international peace and security, to develop friendly relations among nations, to cooperate in solving international problems and in promoting respect for human rights, and to be a centre for harmonizing the actions of nations. (*Adapted from: www.un.org/Overview/brief.html*).

Please note at the time of publication this information was accurate and complete.

Prime Ministers of Canada

<i>Name</i>	<i>Party</i>	<i>Terms</i>
Sir John A. Macdonald	Conservative	1867 – 1873
Alexander Mackenzie	Liberal	1873 – 1878
Sir John A. Macdonald	Conservative	1878 – 1891
Sir John J.C. Abbott	Conservative	1891 – 1892
Sir John Sparrow Thompson	Conservative	1892 – 1894
Sir Mackenzie Bowell	Conservative	1894 – 1896
Sir Charles Tupper	Conservative	1896
Sir Wilfrid Laurier	Liberal	1896 – 1911
Sir Robert Laird Borden	Conservative	1911 – 1917
Sir Robert Laird Borden	Union Government	1917 – 1920
Arthur Meighen	Conservative	1920 – 1921
W.L. Mackenzie King	Liberal	1921 – 1926
Arthur Meighen	Conservative	1926
W.L. Mackenzie King	Liberal	1926 – 1930
Richard Bedford Bennett	Conservative	1930 – 1935
W.L. Mackenzie King	Liberal	1935 – 1948
Louis St. Laurent	Liberal	1948 – 1957
John George Diefenbaker	Progressive Conservative	1957 – 1963
Lester Bowles Pearson	Liberal	1963 – 1968
Pierre Elliott Trudeau	Liberal	1968 – 1979
Charles Joseph Clark	Progressive Conservative	1979 – 1980
Pierre Elliott Trudeau	Liberal	1980 – 1984
John Napier Turner	Liberal	1984
Martin Brian Mulroney	Progressive Conservative	1984 – 1993
Avril Kim Campbell	Progressive Conservative	1993
Jean Joseph Jacques Chrétien	Liberal	1993 – 2003
Paul Edgar Philippe Martin	Liberal	2003 – 2006
Stephen Harper	Conservative	2006 –

Governors General of Canada (1867 – Present)

<i>Dates of Office</i>	<i>Governor General</i>
1867 – 1868	The Viscount Monck
1868 – 1872	Lord Lisgar
1872 – 1878	The Earl of Dufferin
1878 – 1883	The Marquess of Lorne
1883 – 1888	The Marquess of Lansdowne
1888 – 1893	Lord Stanley
1893 – 1898	The Earl of Aberdeen
1898 – 1904	The Earl of Minto
1904 – 1911	Earl Grey
1911 – 1916	His Royal Highness The Duke of Connaught
1916 – 1921	The Duke of Devonshire
1921 – 1926	Lord Byng
1926 – 1931	The Viscount Willingdon
1931 – 1935	The Earl of Bessborough
1935 – 1940	Lord Tweedsmuir
1940 – 1946	The Earl of Athlone

Governors General of Canada (1867 – Present) (Cont.)

<i>Dates of Office</i>	<i>Governor General</i>
1946 – 1952	The Viscount Alexander
1952 – 1959	The Right Honourable Vincent Massey
1959 – 1967	Major General the Right Honourable Georges Philias Vanier
1967 – 1974	The Right Honourable Roland Michener
1974 – 1979	The Right Honourable Jules Léger
1979 – 1984	The Right Honourable Edward Schreyer
1984 – 1990	The Right Honourable Jeanne Sauvé
1990 – 1995	The Right Honourable Ramon John Hnatyshyn
1995 – 1999	The Right Honourable Roméo LeBlanc
1999 – 2005	The Right Honourable Adrienne Clarkson
2005 –	The Right Honourable Michaëlle Jean

Commonwealth Members

There are 53 member countries of the Commonwealth. These are listed below, with the years in which they joined the Commonwealth and their constitutional status: realm indicates a Commonwealth country which retained a monarchical constitution, recognizing the Monarch as Sovereign; monarchy indicates an indigenous monarchical constitution.

<i>Country</i>	<i>Date</i>	<i>Status</i>	<i>Country</i>	<i>Date</i>	<i>Status</i>
Antigua and Barbuda	1981	Realm	Mozambique	1995	Republic
Australia	1931	Realm	Namibia	1990	Republic
The Bahamas	1973	Realm	Nauru **	1968	Republic
Bangladesh	1972	Republic	New Zealand	1931	Realm
Barbados	1966	Realm	Nigeria	1960	Republic
Belize	1981	Realm	Pakistan	1947	Republic
Botswana	1966	Republic	Papua New Guinea	1975	Realm
Brunei Darussalam	1984	Monarchy	St. Kitts and Nevis	1983	Realm
Cameroon	1995	Republic	St. Lucia	1979	Realm
Canada	1931	Realm	St. Vincent and the Grenadines	1979	Realm
Cyprus	1961	Republic	Samoa	1970	Realm
Dominica	1978	Republic	Seychelles	1976	Republic
Fiji Islands *	1997	Republic	Sierra Leone	1961	Republic
Gambia, The	1965	Republic	Singapore	1965	Republic
Ghana	1957	Republic	Solomon Islands	1978	Realm
Grenada	1974	Realm	South Africa	1931	Republic
Guyana	1966	Republic	Sri Lanka	1948	Republic
India	1947	Republic	Swaziland	1968	Monarchy
Jamaica	1962	Realm	United Republic of Tanzania	1961	Republic
Kenya	1963	Republic	Tonga	1970	Monarchy
Kiribati	1979	Republic	Trinidad and Tobago	1962	Republic
Lesotho	1966	Monarchy	Tuvalu	1978	Realm
Malawi	1964	Republic	United Kingdom	1931	Monarchy
Malaysia	1957	Monarchy	Uganda	1962	Republic
Maldives	1982	Republic	Vanuatu	1980	Republic
Malta	1964	Republic	Zambia	1964	Republic
Mauritius	1968	Republic			

* Fiji Islands was suspended from the Councils of the Commonwealth in December 2006 following a military coup.

** Nauru is a Member in Arrears.

Since membership can change, please see the Commonwealth “Members” webpage for the most up-to-date information: www.thecommonwealth.org/Internal/142227/members

La Francophonie

In 1968, the Heads of State of the Common Organization for Africa and Madagascar (OCAM or Organisation commune africaine et malgache) moved to create an organization for cultural and technical co-operation. By 1969, twenty-eight Francophone countries opted to set up such an organization and gave the Conference of Education Ministers a mandate to work out the practical aspects of the project. On March 20, 1970, twenty-one governments signed the document giving birth to the Agence de coopération culturelle et technique (ACCT), today known as the Agence intergouvernementale de la Francophonie. The international Francophonie today embraces one in four countries in the world, bringing together 55 member states and 13 Observers from five continents.

Albania	Member (September 2006)	Georgia	Observer (November 2004)
Andorra	Member (September 2006)	Ghana	Associate (September 2006)
Armenia	Observer (November 2004)	Greece	Member (September 2006)
Austria	Observer (November 2004)	Guinea	Member (December 1981)
Belgium	Member (March 1970)	Guinea-Bissau	Member (December 1979)
Benin	Member (March 1970)	Haiti	Member (March 1970)
Bulgaria	Member (December 1993)	Hungary	Observer (November 2004)
Burkina Faso	Member (March 1970)	Laos	Member (December 1991)
Burundi	Member (March 1970)	Lebanon	Member (June 1973)
Cambodia	Member (December 1993)	Lithuania	Observer (October 1999)
Cameroon	Member (December 1991)	Luxembourg	Member (March 1970)
Canada	Member (March 1970)	Madagascar	Member (December 1989)
Canada New Brunswick	Participating government (December 1977)	Mali	Member (March 1970)
Canada Quebec	Participating government (October 1971)	Mauritania	Member (March 1980)
Cape Verde	Member (December 1996)	Mauritius	Member (March 1970)
Central African Republic	Member (October 1973)	Moldova	Member (February 1996)
Chad	Member (March 1970)	Monaco	Member (March 1970)
Comoros	Member (December 1977)	Morocco	Member (December 1981)
Congo	Member (December 1981)	Mozambique	Observer (September 2006)
Côte d'Ivoire	Member (March 1970)	Niger	Member (March 1970)
Croatia	Observer (November 2004)	Poland	Observer (October 1997)
Czech Republic	Observer (October 1999)	Romania	Member (December 1993)
Cyprus	Associate (September 2006)	Rwanda	Member (March 1970)
Democratic Republic of Congo	Member (December 1977)	Sao Tome and Principe	Member (December 1995)
Djibouti	Member (December 1977)	Senegal	Member (March 1970)
Dominica	Member (December 1979)	Serbia	Observer (September 2006)
Egypt	Member (December 1983)	Seychelles	Member (June 1976)
Equatorial Guinea	Member (December 1989)	Slovakia	Observer (October 2002)
Former Yugoslav Republic of Macedonia	Member (September 2006)	Slovenia	Observer (October 1999)
France	Member (March 1970)	St. Lucia	Member (December 1981)
French Community of Belgium	Member (March 1980)	Switzerland	Member (February 1996)
Gabon	Member (March 1970)	Togo	Member (March 1970)
		Tunisia	Member (March 1970)
		Ukraine	Observer (September 2006)
		Vanuatu	Member (December 1979)
		Vietnam	Member (March 1970)

Government of Canada Web sites:

Bank of Canada

www.bankofcanada.ca/en/banknotes/education/index_schools.html

Canada's Digital Collections

www.collectionscanada.gc.ca/index-e.html

Canada International Development Agency

www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-1181237-MZJ

Canada Post

www.canadapost.ca/personal/corporate/about/community/postal_planet/eng/index.asp

Canadian Space Agency

www.asc-csa.gc.ca/eng/default.asp

Canadian Wildlife Service

www.cws-scf.ec.gc.ca/theme.cfm?lang=e&category=8

Census 2006

www.statcan.ca/english/research/92-442-XIE/92-442-XIE2006001.htm

Ceremonial and Canadian Symbols Promotion

www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm

Citizenship and Immigration

Celebrate Citizenship

www.cic.gc.ca/english/citizenship/index.asp

CITZINE

www.citzine.ca/home.php?lng=e

Department of Canadian Heritage

Canadian Studies Program

www.pch.gc.ca/pgm/pec-csp/index-eng.cfm

Department of Foreign Affairs and International Trade

www.international.gc.ca/index.aspx

Department of Justice Canada

www.justice.gc.ca/eng/index.html

Exchanges Canada

www.exchanges.gc.ca

Elections Canada

www.elections.ca/intro.asp?section=gen&document=index&lang=e&textonly=false

USEFUL WEB SITES (Cont.)

Environment Canada

www.on.ec.gc.ca/glimr/classroom/intro-e.html

Fisheries and Oceans Canada

www.dfo-mpo.gc.ca/canwaters-eauxcan/bbb-lgb/index_e.asp

Health Canada

www.hc-sc.gc.ca/hl-vs/jfy-spv/edu_e.html

Indian and Northern Affairs Canada

www.ainc-inac.gc.ca/edulindex-eng.asp

Library of Parliament (includes House of Commons and the Senate)

www.parl.gc.ca/common/Aboutparl.asp?Language=E&Parl=37&Ses=1

National Archives of Canada

www.archives.ca/08/08_e.html

National Atlas of Canada

www.atlas.nrcan.gc.ca/site/english/learningresources/lesson_plans/index.html

National Library of Canada

www.nlc-bnc.ca/6/29/index-e.html

National Library of Canada Prime Ministers Site

www.nlc-bnc.ca/primeministers/h4-6000-e.html

Natural Resources Canada

www.seismescanada.nrcan.gc.ca/gen_info/teachers_e.php

March 21: International Day for the Elimination of Racial Discrimination

www.cic.gc.ca/march-21-mars/index-eng.asp

Parks Canada Agency

www.pc.gc.ca/apprendre-learn/jeunes-youths/index_e.asp

Solicitor General

www.csc-scc.gc.ca/text/index-eng.shtml

Statistics Canada

www.statcan.ca/english/edul/index.htm

Supreme Court of Canada

www.scc-csc.gc.ca/education/index-eng.asp

Veterans Affairs Canada

www.vac-acc.gc.ca/youth/sub.cfm?source=teach_resources

USEFUL WEB SITES (Cont.)

Museums:

Canada Aviation Museum

www.aviation.technomuses.ca/schoolzone

Canada Science and Technology Museum

www.sciencetech.technomuses.ca/english/schoolzone/index.cfm

Canadian Children's Museum

www.civilization.ca/cmcl/index_e.aspx?DetailID=20063

Canadian Heritage Information Network

www.chin.gc.ca

Canadian Museum of Civilization

www.civilization.ca/cmcl/index_e.aspx?DetailID=2169

Canadian Museum of Nature

www.nature.ca

Canadian Postal Museum

www.civilization.ca/cmcl/index_e.aspx?ArticleID=379

Canadian War Museum

www.museedelaguerre.ca/cwml/index_e.aspx?ArticleID=16578

Currency Museum

www.currencymuseum.ca/eng/learning/index.php

National Gallery of Canada

www.gallery.ca/english/145.htm

Virtual Museum of Canada

www.virtualmuseum.ca/English/Teacher/index.html

Virtual Museum of New France

www.civilization.ca/cmcl/index_e.aspx?DetailID=6683

USEFUL WEB SITES (Cont.)

General Reference:

About Canada

www.canada.gc.ca/main_e.html

Canadian Archival Information Network

www.cain-rcia.ca

Canadian History

www.linksnorth.com/canada-history

Canadian History and Culture on Suite 101

www.suite101.com/welcome.cfm/3633

CIA Factbook: World Government Types

www.cia.gov/library/publications/the-world-factbook/fields/2128.html

The Canadian Encyclopedia Online

www.thecanadianencyclopedia.com

Learning Sites:

Baxter's Edunet: History

www.edunetconnect.com/cat/history.html#Specifically

Canada's Constitutional Evolution

www.collectionscanada.gc.ca/constitution/index-e.html

Canada's History: A Quebecois' Perspective

www.telusplanet.net/public/dgarneau/french1.htm

Canadiana: The Canadian Resource

www-2.cs.cmu.edu/afs/cs/misc/mosaic/common/omega/Web/Unofficial/Canadiana

Confederation

www.collectionscanada.gc.ca/confederation/index-e.html

Confederation for Kids

www.collectionscanada.gc.ca/confederation/jeunesse/index-e.html

USEFUL WEB SITES (Cont.)

C.P.A.C. in the Classroom

www.cpac.ca/forms/index.asp?dsp=template&act=view3&template_id=192&lang=e

Government at a Glance

www.canada.gc.ca/howgoc/glance_e.html

Historica Social Studies Resources

www.access.ca/home.html

Historica Resources

www.histori.ca/default.do?page=.tl_index

National Atlas of Canada: the Map Archives

www.atlas.nrcan.gc.ca/site/english/maps/archives

Passages: A Treasure Trove of Canadian Exploration

www.collectionscanada.gc.ca/explorers/index-e.html

Pursuit of Justice Quiz

www.justice.gc.ca/eng/pil/fv-vf/fvy-vfj/quiz2.html

SchoolNet

www.snn-rdr.ca

Teaching and Learning About Canadian History

www.canadainfolink.ca/history.htm

The Prime Minister's Teaching Site

www.pm.gc.ca/eng/feature.asp?pageld=56

Canada's Constitution:

Comparing the Canadian and American Constitutions

www.suite101.com/article.cfm/3633/76177

Constitution Act 1982, Constitution Act 1867 (B.N.A.), Quebec Act, etc.

www.polisci.nelson.com/constitution.html

The Crown:

www.royal.gov.uk

The Governor General:

The Governor General of Canada

www.gg.ca

Lieutenant Governors and Territorial Commissioners:

Former Lieutenant Governors of Alberta and the Northwest Territories

www.assembly.ab.ca/laolibrary/lt-gov/index.htm

Former Lieutenant Governors of British Columbia

www.ltgov.bc.ca/ltgov/former/former.htm

Former Lieutenant Governors of Manitoba

www.lg.gov.mb.ca/history/manitoba/index.html

Former Lieutenant Governors of New Brunswick

www.gnb.ca/lg/gov-e.asp

Former Lieutenant Governors of Newfoundland and Labrador

www.mun.ca/govhouse/previous.html

Former Lieutenant Governors of Nova Scotia

www.lt.gov.ns.ca/en/history-of-the-lieutenant-governor.aspx#past

Former Lieutenant Governors of Ontario

www.lt.gov.on.ca/en/History/Vice_RegalRepresentatives.asp?nav=7&sub=1

Former Lieutenant Governors of Prince Edward Island

www.gov.pe.ca/lg/gallery/index.php3

Former Lieutenant Governors of Quebec

www.lieutenant-gouverneur.qc.ca/histoire/predecesseurs-en.html

Former Lieutenant Governors of Saskatchewan

www.ltgov.sk.ca/history.htm

Lieutenant Governor of Alberta

www.lieutenantgovernor.ab.ca

Lieutenant Governor of British Columbia

www.ltgov.bc.ca

Lieutenant Governor of Manitoba

www.lg.gov.mb.ca

Lieutenant Governor of New Brunswick

www.gnb.ca/lg

USEFUL WEB SITES (Cont.)

Lieutenant Governor of Newfoundland and Labrador

www.mun.ca/govhouse

Lieutenant Governor of Nova Scotia

www.lt.gov.ns.ca

Lieutenant Governor of Ontario

www.lt.gov.on.ca

Lieutenant Governor of Prince Edward Island

www.gov.pe.ca/lg

Lieutenant Governor of Quebec

www.lieutenant-gouverneur.qc.ca/histoire/predecesseurs-en.html

Lieutenant Governor of Saskatchewan

www.lt.gov.sk.ca

Territorial Commissioner of Nunavut

www.commissioner.gov.nu.ca/english/commissioner/speeches/commissioner_address.html

Territorial Commissioner of the Northwest Territories

Search www.gov.nt.ca for information on contacting the executive or Commissioner's office, or www.thecanadianencyclopedia.com for "Northwest Territories Lieutenant Governors"

Territorial Commissioner of the Yukon

www.commissioner.gov.yk.ca/about/index.html

Canada, the Commonwealth and La Francophonie:

La Francophonie

www.francophonie.org

The Commonwealth

www.rcscanada.org

www.thecommonwealth.org

Aboriginal Peoples:

Aboriginal Friendship Centres of Saskatchewan

www.afcs.ca/default.html

Alberta Native Friendship Centre Association

www.albertafriendshipcentres.ca

Assembly of First Nations

www.afn.ca

USEFUL WEB SITES (Cont.)

BC Association of Aboriginal Friendship Centres

www.bcaafc.com

Canadian Directory of First Nations, Métis and Inuit Library Collections

library2.usask.ca/native/directory/english/index.html

Congress of Aboriginal Peoples

www.abo-peoples.org

Governance

www.fngovernance.org

Indian and Northern Affairs Canada Kids Stop – General

www.ainc-inac.gc.ca/ach/lr/ks/index-eng.asp

Inuit Tapiriit Kanatami

www.tapirisat.ca

Manitoba Association of Friendship Centres

www.mac.mb.ca

Métis National Council

www.metisnation.ca

Native Women’s Association of Canada

www.nwac-hq.org

National Association of Friendship Centres

www.nafc-aboriginal.com

Ontario Federation of Indian Friendship Centres

www.offc.org

Additional Web Sites:

www.charterofrights.ca

www.classroomconnections.ca

www.currencymuseum.ca

www.dominion.ca

www.justice.gc.ca

www.lafontaine-baldwin.com

www.parl.gc.ca

www.scc-csc.gc.ca



Provincial and Territorial Departments and Ministries of Education

From East to West

Newfoundland and Labrador

Department of Education

Confederation Building, West Block
St. John's, NF and Labrador
A1B 4J6
Tel: 709 729-5097
Fax: 709 729-5896
www.gov.nl.ca/edu

Department of Youth Services and Post-Secondary Education

P.O. Box 8700
Confederation Building, West Block
St. John's, NF and Labrador
A1B 4J6
Tel: 709 729-5097
Fax: 709 729-5896
www.gov.nl.ca/edu

Nova Scotia

Department of Education

Box 578
Halifax, NS
B3J 2S9
Tel: 902 424-5605 or 424-5168
Fax: 902 424-0511
www.ednet.ns.ca

Prince Edward Island

Department of Education and Early Childhood Development

Box 2000
Sullivan Building, 2nd Floor
16 Fitzroy St.
Charlottetown, PE
C1A 7N8
Tel: 902 368-4600
Fax: 902 368-4663 or 368-4622
www.gov.pe.ca/education

New Brunswick

Department of Education

P.O. Box 6000
Fredericton, NB
E3B 5H1
Tel: 506 453-3678
Fax: 506 453-3325
www.gov.nb.ca/education

Department of Training and Employment Development

P.O. Box 6000
Fredericton, NB
E3B 5H1
Tel: 506 453-2597
www.gov.nb.ca/dol-mdt

Quebec

Ministère de l'Éducation, du Loisir et du Sport

Édifice Marie-Guyart
28^e étage, 1035, rue de la Chevrotière
Quebec, QC
G1R 5A5
Tel: 418 643-7095
Fax: 418 646-6561
www.mels.gouv.qc.ca

Ontario

Ministry of Education

Ministry of Training, Colleges and Universities

Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2
Tel: 416 325-2929; 1 800 387-5514
Fax: 416 325-6348
www.edu.gov.on.ca

PROVINCIAL AND TERRITORIAL DEPARTMENTS AND MINISTRIES OF EDUCATION (Cont.)

Manitoba

Department of Education,

Citizenship and Youth

1181 Portage Avenue
Winnipeg, MB
R3C 0T3
Tel: 204 945-7830
Fax: 204 945-8756
www.edu.gov.mb.ca

Department of Advanced Education and Literacy

162 Legislative Building
Winnipeg, MB
R3C 0V8
Tel: 204 945-0825
Fax: 204 945-2216
www.edu.gov.mb.ca

Saskatchewan

Ministry of Education

Ministry of Advance Education Employment and Labour

2220 College Avenue
Regina, SK
S4P 3V7
Tel: 306 787-7360
Fax: 306 787-0237
www.sasked.gov.sk.ca

Alberta

Alberta Education

7th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB
T5J 4L5
Tel: 780 427-7219
For toll-free access, first dial 310-0000.
Fax: 780 422-1263
E-mail: comm.contact@education.gov.ab.ca
www.education.gov.ab.ca

British Columbia

Ministry of Education

P.O. Box 9156, Stn. Prov. Govt.
Victoria, BC
V8W 9H1
Tel: 250 387-4611
Fax: 250 356-5945
www.gov.bc.ca/bced

Ministry of Advanced Education and Labour Market Development

P.O. Box 9156, Stn. Prov. Govt.
Victoria, BC
V8W 9E2
Tel: 250 356-2771
Fax: 250 356-3000
www.gov.bc.ca/aved

Nunavut

Department of Education

P.O. 1000, Station 900
Government of Nunavut
SIVUMUT
Iqaluit, NU
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Tel: 867 975-6529
Fax: 867 975-5095
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Northwest Territories

Department of Education, Culture and Employment

P.O. Box 1320
4501 – 50 Avenue
Yellowknife, NT
X1A 2L9
Tel: 867 920-6240
Fax: 867 873-0456
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Yukon

Department of Education

P.O. Box 2703
Whitehorse, YK
Y1A 2C6
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Fax: 867 393-6254
www.education.gov.yk.ca

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