

Throughout this textbook, you will be presented with many points of view concerning issues in history, government, and geography. You are not expected to agree with these points of view, but to use them to come to your own conclusions. The following guidelines will help you in analyzing historical information.

### Dealing with Evidence

There are two main categories of evidence: primary and secondary. Primary sources are created at the time of an event. Eyewitness accounts are the most obvious primary sources. These are often found in diaries, government documents, photographs, newspaper articles, and political cartoons. Secondary sources are created after the event, often describing or analyzing it. The perspective of time may provide a more balanced analysis in these sources.

### Understanding Bias

When you interpret evidence, you cannot help but see it through personal biases. Similarly, primary and secondary sources carry the authors' personal views. Having a bias is not necessarily wrong. It is important, however, to be aware of biases when you analyze evidence. These might include political, racial, religious, ethnic, gender, or economic biases.

### Reliability and Credibility

When you read a document, it is important to determine how reliable it is as a source of information.

Ask yourself questions such as:

- Who is the author? Was he or she close to the event?
- Why might the author have recorded the event?
- What were the author's information sources?
- What are the author's biases or points of view?
- What was the purpose of the document, and who was the intended audience?

Photographs should also be examined closely when they are used as a historical piece of information. The reader should ask: Who took the

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photograph? How was the photograph to be used? Sources of information must also be credible, that is, they must be accurate and record the truth. One way to determine the accuracy of a source is to see whether the information is supported by other sources. The following sources offer information about immigrants to Canada in the years before the First World War.

#### Source 1

Rank	Nationality	Number of People	% of Total Immigration
1	U.K.	150 542	37.4
2	U.S.	139 009	34.5
3	Russian	18 623	4.6
4	Ukrainian	17 420	4.3
5	Italian	16 601	4.1
6	Polish	9945	2.5
7	Chinese	7445	1.9
8	Jewish	7387	1.8
9	German	4938	1.2
10	Bulgarian	4616	1.1
	Other	25 903	6.4
<b>Total</b>		<b>402 429</b>	<b>99.8</b>

FIGURE 1-10 Immigrants to Canada in 1913  
—Canada Year Book, 1914

#### Source 2

A historian describes the attraction Canada had for farmers from Eastern Europe:

*In the mountain trenches of Galicia... the furrows of the strip farms ran to the very edges of houses. No wonder that... pamphlets (promoting Canada) were so successful. Across the oceans lay a promised land where 160 acres [65 hectares] of fertile soil could be had for the asking. Thus was initiated a great emigration of Poles and Ukrainians from Austria-Hungary.*

—Pierre Berton, *The Promised Land*

Source 3

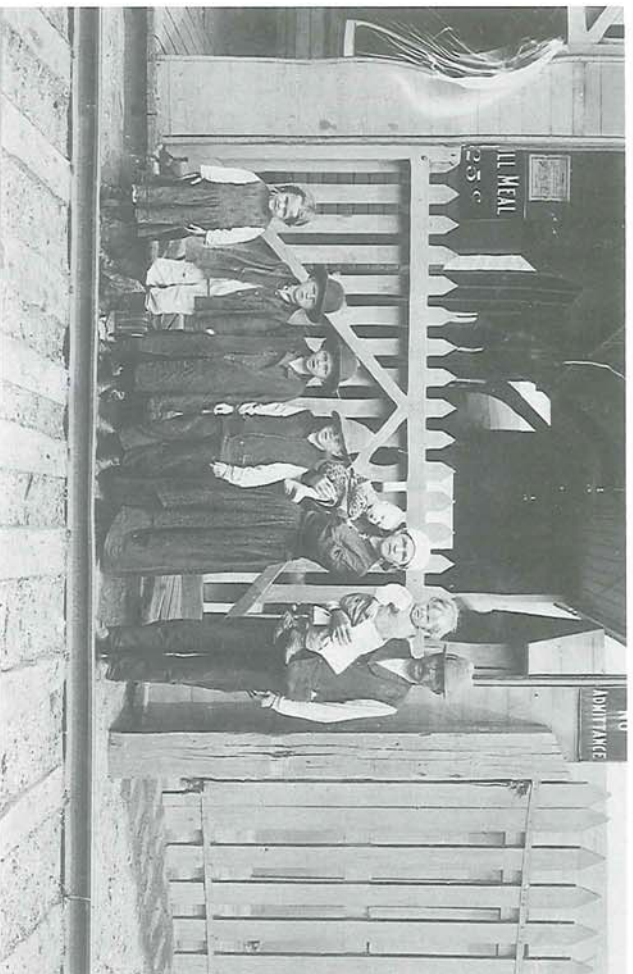


FIGURE 1-11 Galicians at an immigration shed in Québec City

Source 4

Conditions in the slums as described by J.S. Woodsworth, a minister and social activist, in a letter to a Winnipeg newspaper in 1913:

*Let me tell you of one little foreign girl. She lives in a room.... Her father has no work.... The place is incredibly filthy. The little girl has been ill for months—all that time living on the bed in which three or four persons must sleep and which also serves the purpose of table and chairs. For weeks this little girl has had an itch which has spread to the children of the surrounding rooms. She has torn the flesh on her arms and legs into great sores which have become poisoned.*

—J.S. Woodsworth

Applying the Skill

1. Classify each of the sources as primary or secondary. Explain your choices.
2. How reliable might the statistics in Source 1 be? What are some possible reasons for inaccuracies in population statistics?
3. Make a list of information about immigrants that can be found by examining Source 3. What questions would you ask to determine how reliable this photograph is as a historical source? Given the advances in digital technology, are photographs today more or less reliable than those taken 100 years ago? Explain.
4. How reliable is Source 4? What does it tell us about Winnipeg in 1913?
5. Use all four sources to create a picture of Canadian immigration at this time. List some additional sources that might help you to get a more complete picture of the subject.

## KEY TERM

**urbanization** the process by which an area changes from rural to urban

## Urbanization

While thousands of immigrants were settling farms on the Prairies, thousands more were moving to towns and cities. Some immigrant groups, particularly Jewish people, who were not allowed to own land in Europe, chose urban life, which was more familiar to them. For others, living in large communities without having to do back-breaking farm work was appealing. Canada's economy was in transition and the rise in manufacturing meant more job opportunities in urban centres. The population of Canada's western cities exploded in the early 1900s. For example, Winnipeg expanded from 42 340 people in 1901 to 136 035 people in 1911. It optimistically called itself the “Chicago of the North.”

The growing cities were filled with contrasts between the wealthy and the poor. The rich lived in luxury. They usually had servants; their houses were lit by electricity, warmed by central hot water heating, and had running water. Across town, the working class lived in shacks and overcrowded tenements. Low wages forced women and children to take jobs and work long hours to support their families. Restrictions on child labour were few and seldom enforced. Lack of clean water and proper sewers, together with pollution from neighbouring industries, caused widespread health problems. Pneumonia, diphtheria, tuberculosis, and typhoid were common in poorer districts. Still, people flocked to the cities, attracted by jobs as well as by cultural and social opportunities unavailable in rural Canada.



**FIGURE 1–12** Left: Wealthy home in Toronto, circa 1910; right: One-room home in Winnipeg, 1912

**Using Evidence** Find evidence in these photographs of the contrasts between rich and poor as described in the text. Which photograph do you think most people would associate with the time period? Why?

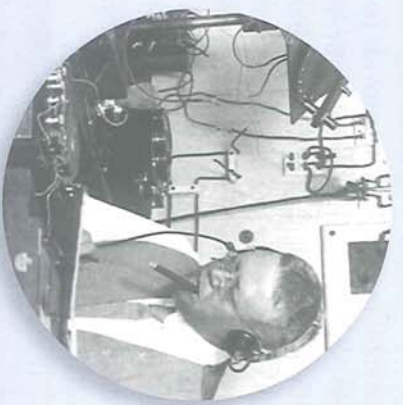
Evidence

# Innovations Farther and Faster

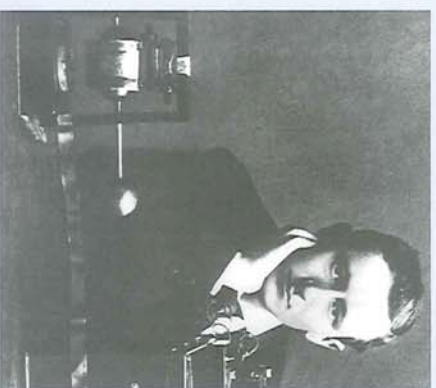
While not exactly an information highway by today's standards, the pace of change in communications in Canada in the years before the First World War seemed amazing. Radio messages could be sent over oceans, telephones connected people in cities, and Canadians were experimenting with new and faster ways to travel from place to place.



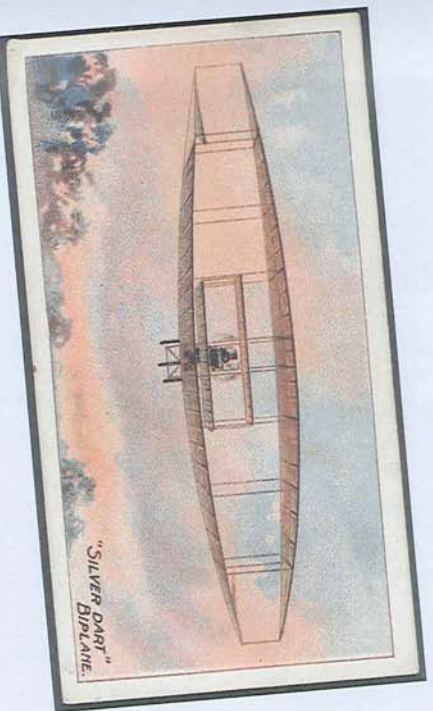
**The telephone** Invented in the 1870s, the telephone was increasingly popular in the early 1900s. People had to share lines and go through an operator to make a call.



**The Father of Radio** Québec-born inventor Reginald Fessenden has been called Canada's greatest forgotten inventor. He made the first broadcast of music and voice in 1906. Fessenden was later called the Father of Radio.



**Wireless communication** Italian-born Guglielmo Marconi invented the wireless telegraph, receiving the first wireless radio message sent across the ocean in 1901, at Signal Hill in Newfoundland.



**Air travel** The Wright Brothers made the first airplane flight in the United States in 1903. In Canada, Alexander Graham Bell and Douglas McCurdy developed the Silver Dart, a gasoline-powered biplane.

**The bicycle craze** Bicycles were the new craze at the turn of the century, when one in 12 people owned a bicycle. Bicycles liberated women from restrictive clothing and from chaperones, even though they were often criticized for riding.



- How did technology impact Canada's economy during this period?

## An Economy Transformed

From its earliest days as a young British colony, Canada was known for its abundance of natural resources. The export of timber, wheat, and minerals was an important part of Canada's economy. Canada's export industries also benefited from cheap shipping costs across the Atlantic Ocean. As well, the opening of the Panama Canal in 1914 created a shorter shipping route for Canadian products from the West Coast en route to Europe. Mining also contributed to the economic boom in the early 1900s. Prospectors and investors flocked to the Yukon and British Columbia after gold was discovered near the Klondike River in 1896.

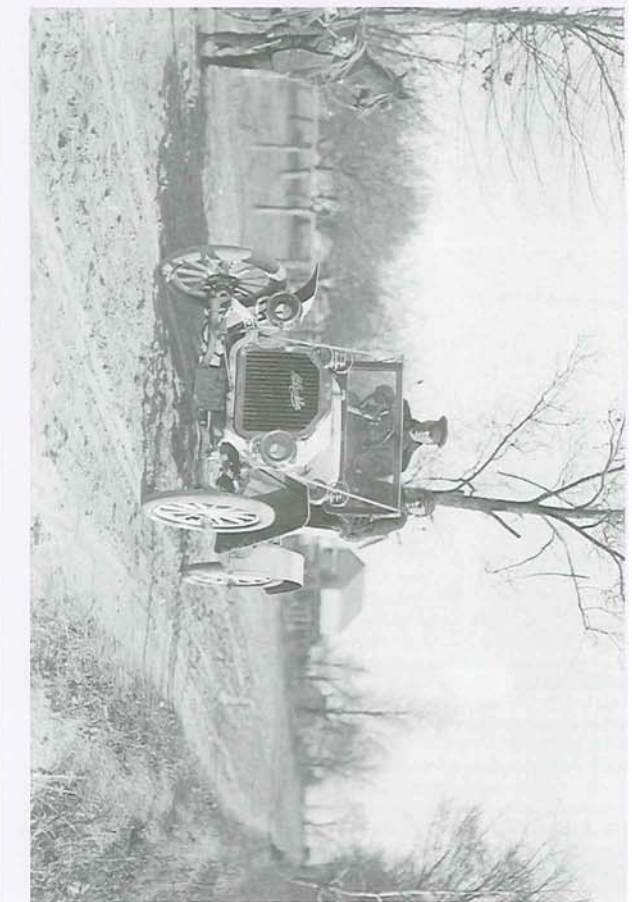
### The Manufacturing Industry

In the late 1800s, electric power was becoming more widely available with wood- and coal-burning steam engines. In the early 1900s, **hydroelectric power** stations were built to provide power to Canada's factories. The arrival of electricity in factories was an enormous boost to Canada's industrial growth. With electric power, bigger and better machines could be used to produce many more goods. This **industrialization** created more jobs in manufacturing. Much of the small manufacturing sector was tied to processing resources or providing tools and equipment for farms and homes. Few people could foresee that the rising popularity of automobiles would change the economy of southern Ontario and the way in which Canadians lived and worked.

With jobs came an increase in the demand for consumer goods. Canada Dry, Shredded Wheat, Palmolive soap, Heinz ketchup, and other brands became familiar to Canadian shoppers, along with the first five-cent chocolate bar. In 1913, more than 300 000 telephones were in use in Canada, and more and more automobiles were appearing on Canadian streets. By 1914, wireless radios were used on board many ships, following their much-publicized role in the rescue of passengers on the ill-fated RMS *Titanic* in 1912.

**FIGURE 1-13** The 1908 McLaughlin-Buick sold for \$1400, which was beyond the reach of most Canadians.

**Thinking Critically** What recent developments in transportation and communication are comparable to the impact of the automobile in the first decades of the 20th century? Explain.



## Corporate Giants

Corporations grew larger during this period of industrial expansion. Huge companies, such as Maple Leaf Milling, Massey-Harris, and Imperial Oil controlled much of industry. With little competition, employers could set high prices for the goods they produced and pay low wages to their workers. Some workers began to form **trade unions** to press for better pay, reduced hours of work, and better safety conditions. When employers refused to give in to union demands, some unions went on strike. Most employers opposed union demands. As a result, strikes could get violent and, in some cases, the police and military were called in to break up the protests. For example, in 1913, coal miners in Nanaimo were involved in a bitter strike that lasted more than two years. The miners were striking over unsafe working conditions and low pay, while the Western Fuel Company, to keep wages low, was trying to stop the workers from forming a union. Eventually, the Canadian government sent in troops to bring the situation under control. They arrested 39 people.

Financial speculation caused by the boom of the previous two decades saw many businesses expand quickly, but by 1910, a series of bank failures led to a collapse in the stock market. By 1914, Canada was in a **recession** after almost two decades of rapid growth. Industries cut back on production, and many workers became unemployed. On the Prairies, most farmers were planting a new, higher-yielding wheat, but the boom was over—the international demand for wheat was down.

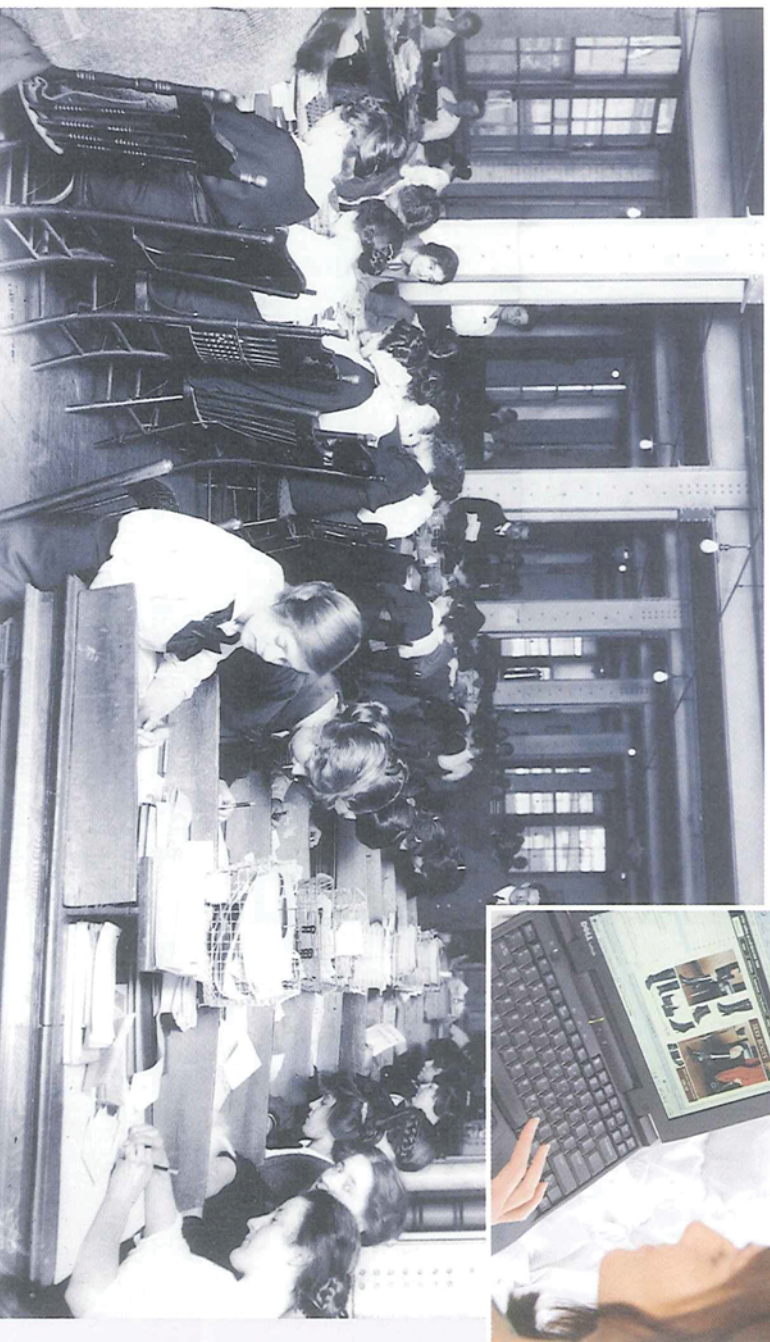
## KEY TERMS

**hydroelectric power** electricity produced from the energy of falling water

**industrialization** change in production systems to large-scale mechanized factories

**trade union** a group of workers who unite to achieve common goals in discussions with owners and management of businesses and industries

**recession** a decline in the economy, resulting in lower levels of employment and production



**FIGURE 1-14** Workers at the Robert Simpson Company mail-order office, 1909. Mail-order companies became a popular and practical way for many Canadians to shop, comparable to online shopping today (inset). **Thinking Critically** Why do you think mail-order companies were so popular in the early 1900s? Compare online shopping today with catalogue shopping of the past.

- What impact did industrial development have on the natural environment?

## Resources and the Environment

From the early days of exploration, Canada was seen as a land of plenty with an endless supply of natural resources, such as fur, water, timber, and minerals. For most Canadians in the early 1900s, protecting the environment was not the issue it is today. In 1914, however, residents of British Columbia saw how human interference could seriously damage an important natural resource. Workers for the Grand Trunk Railway were blasting a new railway line in the Fraser Canyon when an explosion caused a rockslide at Hell's Gate Canyon. This rockslide had disastrous effects on the spawning beds of the sockeye salmon. The fallen rocks were massive and partially blocked the river. This blockage increased the river's current, which prevented many salmon from swimming upstream to spawn. The rocks remained in place for about 30 years before a fish ladder was constructed to allow the spawning fish to swim up the rapids. But catches of Fraser River salmon would never again equal the pre-war numbers of 20 to 30 million fish.

The rockslide posed a particular hardship for the Stó:lō First Nation whose culture and livelihood were founded on fishing in the Fraser River. They worked for days to save the fish, carrying them one at a time over the fallen rocks. As stocks improved, commercial fishers were given a monopoly on fishing to help compensate for their financial losses. The Stó:lō, however, were never given back the allocations they had before the Hell's Gate rockslide.

**FIGURE 1-15** In 1945, the Hell's Gate fish ladder was built to slow down the water flow in the Fraser Canyon, thus enabling the salmon to reach their spawning grounds upriver.



Incidents like this rockslide demonstrated that our actions could have lasting, negative effects on the environment. Since the first national park was established in Banff in 1885, the federal and provincial governments had been setting aside land to ensure some of Canada's natural landscape was protected. By 1914, British Columbia had three national parks: Mount Revelstoke, Yoho, and Glacier. The B.C. government had already designated Strathcona and Mount Robson as provincial parks. Today, there are nearly 1000 provincial parks and protected areas in British Columbia.

## The Athabasca Oil Sands

Canada's landscape still holds a wealth of resources, but today people are more aware of the impact that exploiting these resources has on the environment. One current example is the Athabasca oil sands in northeastern Alberta. The oil sands hold the world's largest reserve of crude bitumen, a sticky, tar-like form of petroleum. About 1.3 million barrels of oil are produced from the oil sands each day. One method used to extract the oil is open-pit mining, in which the oil sand is dug out of the ground and then mixed with hot water to separate the oil from the sand.

Extracting the oil has an environmental impact. Open-pit mining scars the land. Separating the oil from the sand requires large amounts of water, which is diverted from the Athabasca River. The water needs to be heated, and burning natural gas produces greenhouse gases. The Alberta government has programs in place to try to offset environmental effects. However, debate continues over how to best use this resource while minimizing the negative impact on the environment.



**FIGURE 1-16** Mining projects in the Athabasca oil sands are expanding.

**Thinking Critically** Why would a government allow resource development if the production causes environmental damage?

## War and Change

When Laurier predicted the 20th century would be the century of Canadian development, he could not have predicted that Canada would play a role in a devastating war involving many countries throughout the world. He also could not have predicted the events and issues that have shaped Canada's identity during the past century. In the following chapters, you will learn about these events. You can be the judge as to whether the 20th century really became “Canada’s century.”

### PRACTICE QUESTIONS

- Describe the contrasts between rich and poor in cities during this period.
- What technological changes were taking place in Canada prior to the First World War?
- Explain why employers and unions had stormy relations in these years.
- Imagine you are a reporter sent to cover the Hell's Gate Canyon rockslide. Send a telegram to your newspaper describing the tragedy. Include a headline.



CHAPTER FOCUS QUESTION

What defined Canada in the early 1900s, and what attitudes and expectations did Canadians have for the century ahead?

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

1. Perspectives

- a) People living in Canada in the two decades before the First World War had many different perspectives. Use the organizer to summarize how people in each of the groups might have viewed their place in Canada. Include one or more reasons why they would have had that perspective.
- b) Many factors affect a person's perspective. The boxed list includes those that generally have a significant influence on one's perspective. Add any factors not included that you feel are relevant to your situation. Rank the factors in the chart according to the importance they have in determining your perspective (one being the greatest influence).
- c) What effect do you think your background has on the way you view Canada today?
- d) Your perspective will determine how you view the past as well as the future. Do you have a mostly positive or negative view of Canada's future? Give reasons for your choice.

Groups	Perspective of Canada Before the War	Evidence
Aboriginal peoples		
English Canadians		
French Canadians		
European immigrants		
Asian immigrants		
Women		
Industrialists		
Workers		

Factors Determining One's Perspective	Ranking
Age	
Gender	
Ethnicity	
Religious or philosophical beliefs	
Education	
Family income/parents' occupations	
Place of residence	
Places you have visited	

Vocabulary Focus

- 2. Review the Key Terms listed on page 5. Form small groups. Each member of the group selects five terms from the list and writes each term and its definition on an index card. Collect and shuffle all the cards. Each player selects one of the cards, reads the definition, and asks another member of the group to identify the term. Alternatively, each player reads the term and asks for the definition. Continue this process until all the cards have been used.

Knowledge and Understanding

- 3. From what you know of Canadian history before 1913 and from what you have learned in this chapter, how was the French-Canadian view of Canada different from the English-Canadian view? What issues were viewed differently by these two groups?

- Use information in this chapter to discuss the interactions between the Canadian government and immigrants such as Chinese people.
- Public hearings on the testimony of Canada's Aboriginal peoples about their treatment in residential schools are underway. What should be the goal of the Truth and Reconciliation Commission? Would you recommend the same process for other groups? Why or why not?
- Historians look for turning points in history, marking the change from one era to another. Many see the First World War as the end of an era and the beginning of the modern age. What recent event would you choose as a turning point in Canadian or world history? Explain your choice.

### Critical Thinking

- Using the groups from the organizer, list both the positive and the negative impacts of the various changes that were taking place in Canada at the start of the 20th century. Write a paragraph stating which group gained the most and which group lost the most as a result of these changes.

- Choose three new technologies from today that you think will have as great an impact as did those described in this chapter. Support your choices with at least two reasons.

- Examine the following quotation from Olga Pawluk, who was 18 years old when her family moved to Canada from Ukraine. What does this document say about some immigrants' perception of Canada at that time? How accurate was Olga in her description of Canada? Upon what was she basing her opinion?

*I didn't want to go to Canada... I didn't know where Canada was really, so I looked at the map. There were hardly any cities there. It looked so wild and isolated somehow and I felt that it would be very difficult to live there.... I felt I was going to a very wild place.*

—Quoted in Living Histories Series, 2000

### Document Analysis

- Read through the statistics and information about Canada in the table below. Select the four changes that you think were most significant to Canada's emerging autonomy and explain your choices.

	1914	2009
Population	8 million	33.7 million
National Anthem	God Save the King	O Canada
Nationality	British	Canadian
Flag	Union Jack	Maple Leaf
Governor General	Duke of Connaught (British)	Rt. Hon. Michaëlle Jean (Canadian)
Foreign Affairs	British Foreign Office	Canadian Dept. of Foreign Affairs
Final Court of Appeal	Judicial Committee of the Privy Council	Supreme Court of Canada
House of Commons	221 MPs (all male) 133 Conservative 86 Liberal	308 MPs (69 women) 77 Liberal Party of Canada 49 Bloc Québécois 37 New Democratic Party
Senate	87 Senators (all male)	105 Senators (35 women)
Eligible Voters	1 820 742	23 677 639
Prime Minister	Robert Borden, Conservative	Stephen Harper, Conservative

FIGURE 1-7 Canada's population and government in 1914 and 2009