

A TEXTUAL ANALYSIS OF CHALLENGE AND
SURVIVAL AND CANADA-QUEBEC

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PREFACE

My purpose was to analyze the more frequently used current history textbooks in Quebec's French and English high schools for the secondary IV (grade 10) Canadian History program (975-412). In order to determine the most frequently used text, a survey was conducted in May 1981. One hundred forty-seven French schools and fifty-four English schools in both the public and private systems were canvassed. The number of teachers who responded to the first mailing was disappointingly low, so a second questionnaire was mailed to those whom had not responded to the first survey. In September of 1981, this process was repeated a third time. After analyzing the results, I discovered not only that most respondents in the French sector were using Canada-Quebec and those on the English side were using Challenge and Survival but that there were no outstanding numbers of instructors using another textbook in either the French or English systems. As appendices E and H show, the other texts were quite evenly divided as to the amount of teachers, both French and English, who used them. Therefore I decided to use only the two major books, Challenge and Survival and Canada-Quebec as they are clearly the most singly-used text in the Province

in their respective languages.

I would like to acknowledge the aid of Professor J. Bradley of McGill University and Professor T. Copp of Sir Wilfred Laurier University. As my monograph adviser, Professor Bradley was very helpful in the organization of this paper and he also proof-read the various drafts of the monograph. Professor Copp taught two of the three history courses in this program and his insights were helpful in clarifying my ideas about the historical background of Anglo-French relations in this province. In addition, I am also enormously indebted to France, my wife, without whose support at every instance I would not have begun - and would certainly never have completed - this often-times frustrating process.

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May 1, 1983.

CHAPTER 1

ANALYSIS OF SURVEY RESULTS

Introduction

This initial survey was mailed in May of 1981 to 130 French public schools, 17 French private schools, 47 English public schools and 7 English private schools. In an attempt to receive responses from as many of the schools as possible, the academic institutions which did not send back their questionnaires were canvassed again in early June and once more at the beginning of September (see appendices C and D for the complete results). Finally, by the end of October, with 41.9% of the French schools and 51.9% of the English schools having responded, enough information had been received to observe some trends in our secondary institutions. Further, it was reluctantly concluded that additional letters and/or telephone calls would not drastically increase the returns. Actually, the percentages are higher if one discounts the fourteen schools which sent blank questionnaires because they did not teach History 412. Also, the schools which did not respond may only have secondary one and two and may serve as "feeder schools" for the comprehensive regional high schools. This resulted from the fact that the

survey was mailed to schools with small student populations as well as the large institutions in order to cover all types of schools. As a result, a number of these small schools were identified as feeder schools.

As shown in appendices T, U, V, and W, the survey received responses from schools of varying sizes in all parts of the Province of Quebec. These appendices not only show the names of the schools and the area where each is located, but they also show the number of students in each school as well as the textbook used as the primary text. As these appendices clearly show, every area of the Province was represented.

The only major disappointing aspect of the survey results, aside from the number of responses, was that very few teachers filled out the last three questions:

1. Are there any other textbooks which you would like to use if you could change texts?
2. What are the advantages that the above books have over the one(s) already in use in your department?
3. Which texts has your department used in the past fifteen years (other than those in question 1)?

As a result, the sparse responses made it virtually impossible to analyze these questions. Nevertheless, the first five

questions were well-answered and the patterns of thought were quite well illustrated on a provincial level and it is these questions which form the bulk of this chapter.

Public Schools

Comparison of French Texts

Canada-Quebec is the most widely used text with 31.2% of the teachers using it as their main textbook while another 6.1% use it as a secondary book (for full details see appendix E). The vast majority of French instructors (60.8%) are satisfied with Canada-Quebec as only 23.9% expressed dissatisfaction with the book.

Another interesting point shown in the survey was that there are quite a number of other texts being used as the primary book: L'Histoire nationale du Quebec (6.1%), L'Aventure française en Amerique (3.4%), La Nouvelle France (2%) and L'Amerique du nord britannique (2%). Also most of the teachers using these books were satisfied as to their appropriateness for use in secondary schools: L'Histoire nationale du Quebec (100%), L'Aventure française en Amerique (100%) and La Nouvelle France (100%). Obviously the teachers felt that the strengths of the textbooks far outweighed the weaknesses.

The dominating factor for Canada-Quebec was that it contained the basic information needed for students to pass their exams (58.6% - for details see appendix F). Another main strength was that the book contained documentary sources (19.5%) which are, of course, helpful for students to examine in order to support the statements of the textbook. The other technical point that impressed 17.3% of the instructors was that Canada-Quebec was well-illustrated. An interesting fact was that 13% felt the book was well-adapted for students but only 4.3% found the reading level appropriate for students and only 2.2% stated that they felt the book was well-written. Naturally, the teachers who answered that the text was well-adapted for students may have assumed that this included the suppositions that it had an acceptable reading level and was well-written.

Most of the instructors (88.9%) who used L'Histoire nationale du Quebec believed that it was well-adapted for students. In all probability this was because they felt that the textbook had an appropriate reading level (66.7%) and it was not overloaded with details (55.6%). Another often mentioned aptitude of L'Histoire nationale du Quebec was that it contained the basic information needed to have the students pass the course's final, centrally-set examination.

There was unanimous agreement from teachers using L'Aventure française en Amérique that it has an easy reading level - probably because it is not burdened with many details, a fact which 60% of these instructors mentioned. This text and La Nouvelle France were given high marks for having the secondary four curriculum well-covered: 60% and 66.7% respectively. While the same high number did not apply to L'Amérique du nord britannique, at least one-third of the respondents did say that the text was well-adapted for students. The same number also agreed that the book did have the necessary information for the course.

A large number of the instructors (36.9%) who used Canada-Quebec as their main text felt that the book had too many details which was probably why only 13% (see appendix G) felt that it was well-adapted for secondary students. In conjunction with this criticism was the other main one that the reading level was too difficult (32.6%). Further down the list was the comment that Canada-Quebec treated some issues superficially. Although no one mentioned which issues were not studied in depth, approximately 7% said that the book did not explain economic issues very well.

The main complaint about L'Histoire nationale du Québec was that some issues were treated superficially (55.6%) but,

once again, no one clarified the statement. If one examines the second most cited criticism, that being a lack of information concerning English Canada (44.4%), we may presume that a number of Canadian issues were not dealt with properly by the text. Aside from these two criticisms, the others were not well-supported by numbers and it appears that this textbook was the one with the highest satisfaction rating when everything was taken into consideration.

As for the other three, L'Aventure française en Amerique: Un defi 1534-1976, La Nouvelle France and L'Amerique du nord britannique, there were not enough responses to effectively say that there is a body of opinion which feels that the books have a specific major weakness. A sampling of the criticisms for these texts ranges from some issues treated superficially (L'Aventure française en Amerique: Un defi 1534-1976 and La Nouvelle France), and too many details (L'Aventure française en Amerique and L'Amerique du nord britannique) to such complaints as outdated (L'Aventure française en Amerique) and the high price of the book (La Nouvelle France and L'Amerique du nord britannique).

Comparison of English Texts

Certainly, the most used book on the English side is

Challenge and Survival as 38.9% of those surveyed used the book as their primary text (see appendix H for more information about the texts used in secondary schools). After this book there is a noticeable thinning as the next three primary texts In Search of Canada, Canada: An Outline History and Northern Destiny are used by only 3.7% each, or 11.1% of the total respondents. Such texts as In Search of Canada (two volumes) and Forming a Nation (three volumes), while new on the market with perhaps a refreshing approach, have a high cost factor and do not appear to be making a significant dent in the classrooms. Challenge and Survival appears to be the principal text.

While this book has the appearance of being a good scholarly work, it has definite pedagogical weaknesses. First and foremost, 61.9% of the instructors feel that the reading level is too high for the average secondary four student (see appendix J) and noted that word and paragraph arrangements are much too difficult for the teenagers in today's high schools. The other main criticism is that there is a lack of materials about modern Quebec (47.6%). Challenge and Survival only goes as far as 1967 and so cannot possibly deal with Quebec of the 1970s and 1980s. The third condemnation is directly related to this: 28.5% of the teachers

found that the text was outdated.

It seems that finding a book with an appropriate reading level is difficult. The teachers also criticized In Search of Canada and Canada: An Outline History for having high reading levels: fifty percent of the teachers using these books pointed out this weakness. The instructors also found that In Search of Canada and Northern Destiny lacked information about Quebec. One should bear in mind that only six respondents used In Search of Canada, Canada: An Outline History and Northern Destiny as their primary text so the comments regarding these books must be viewed accordingly.

Challenge and Survival may have pioneered the combining of documentary sources in the mainstream of the text and 38.1% of the respondents commented upon this aspect of the book (see appendix I for the strong points of all the textbooks). The next two positive factors are actually connected with the first: contains basic information for the course and exam (28.5%) and has primary sources (28.5%). Almost twenty percent felt that the text offered a balanced interpretation of Canada's history. Aside from these four, the other comments were too sparse to form an accurate assessment of any significant trends in teachers' feelings.

The response for In Search of Canada, Canada: An Outline

History and Northern Destiny was so small that it is impossible to accurately chart the strengths of these texts. Only six teachers (two per text) used the books as their main teaching source and there was a total of five strong points for the three books as shown in appendix I.

Comparison of Main Texts

The two most widely used books in Quebec high schools are Canada-Quebec on the French side and Challenge and Survival in English schools. Superficially both texts are similar: maps, primary sources and pictures of historical figures. Also, the two books have the material arranged chronologically. The strengths that the teachers have pointed out for Canada-Quebec and Challenge and Survival are much the same: contains basic information, has documentary sources and the material is chronologically arranged. Here the similarities end. For while Canada-Quebec has a 60.8% approval rating with 23.9% dissatisfied with the text, its English counterpart has a reasonably low 47.6% approval rating with the majority of instructors (52.4%) dissatisfied.

The main complaint with Challenge and Survival is that the reading level is too high for today's students (61.9%). On the other hand, 13% of French teachers using Canada-Quebec

found it well-adapted for students and another 4.3% found that it had an easy reading level. This is not to suggest that no one found the French text's vocabulary too difficult for students. On the contrary, a significant number (32.6%) found this to be true. Nevertheless, one must realize that any detailed textbook will have a large number of students who will have a reading comprehension problem with that book. Both Canada-Quebec and Challenge and Survival are detailed and as such the majority of today's students will find them difficult. But it is unusual that twice the number of English teachers as French teachers listed the reading level of their text as being too difficult.

Almost half of the instructors (47.6%) felt that Challenge and Survival had a definite lack of information about Quebec-especially modern Quebec. This is an important criticism since the teachers obviously feel that contemporary Quebec is not dealt with in a proper manner. The Ministère de l'Education in Quebec provides the course's final examination for students across Quebec in June of each year and this examination concentrates on the province's role in Canada. Theoretically, this end of the year exam accounts for fifty percent of the student's final course mark which means that the students must know about the province of

Quebec in order not to be at a disadvantage. A similar complaint about English Canada is virtually non-existent among the users of Canada-Quebec as only 4.3% thought that there was not enough information about English Canada. One instructor even found the text too "Canadian".

French Texts Used in the Past Fifteen Years

The most often cited book used by French schools in the past has been the three volume Boreal Express (13%) closely followed by Marcel Trudel's Initiation à la Nouvelle France (10.1%). La Boreal Express's three volumes are: 1525-1760 by Gilles and Boulet, 1760-1810 by Lacoursière and 1810 to 1840 by Vaugeois. As seen by the chart in appendix K there was not much preference shown for the other texts as they were fairly evenly divided. It also appears that past usage of Canada: Unité et diversité is almost the same as on the English side: 7.2% of French teachers listed the book as compared to 8% of the English teachers. One other interesting thing about appendix K is that it reveals a much greater range of books used in the French sector than used in the English system.

English Texts Used in the Past Fifteen Years

Not surprisingly the leading historical textbook that was mentioned was Brown's Building the Canadian Nation (48% - see appendix L for full details). This textbook has been so widely used in the past that it was very influential on the attitude many young people developed towards history. Canadian youngsters were either turned onto or turned off Canadian history by Brown's book. Far behind in second place was Careless's Canada: A Story of Challenge and none of the other books were mentioned in any significant number.

Perhaps the most surprising result for this writer was that only twice was Canada: Unity and Diversity listed by teachers. Yet this writer has personally seen class sets of this text buried in the bookrooms of a number of history departments. When were they used? Certainly not between Brown's Building the Canadian Nation and Challenge and Survival or it would have been mentioned more often. An even more important question: why were they not used?

Texts Which Appeal to French Teachers

Question number six on the survey form asked, "Est-ce qu'il y a l'autres livres que vous aimeriez utiliser si vous le pouviez?", but it was not answered by all respondents.

Of the teachers who answered, there were fifteen different titles of the twenty-seven listed suggestions. By far the leading text was L'Histoire nationale du Quebec which was listed 25.9% of the time (see appendix M). Of the seven people who would like to use this book as their main text, four said that it had an easy reading level. The other main comments were that it was well-illustrated and that it contained maps. (For all pertinent information about the texts in this category see appendix O). Jacques Lacoursière's Nos Racines was selected 11.1% of the time. The main comment was that the book was well-illustrated. The other textbooks were quite evenly divided as to the number of times they were selected.

Texts Which Appeal to English Teachers

Not many teachers answered question six which asked, "Are there any other textbooks which you would like to use if you could change texts?" Stewart and McLean's three volume work Forming a Nation and Kirbyson and Peterson's two volume study In Search of Canada were both selected three times each out of the fourteen suggestions, of which there were eleven separate titles. The three who selected Forming a Nation stated that it had an easy reading level - only one

out of the three instructors who named In Search of Canada said the same thing. The three teachers who selected the Kirbyson - Peterson textbook agreed that the book contained interesting material. The main drawback for both books is that they are multi-voluminous and therefore much more expensive than a one volume history of Canada, such as Challenge and Survival. It is hardly likely that, in this era of budget cutbacks and declining pupil enrolments, many schools will be switching from their current texts to these for quite sometime. (See appendix P for relevant information about these texts.)

Private Schools

There was a serious attempt to cover all areas of Quebec and the responses from French private schools generally accomplished this: the cities of Montreal, Quebec, Trois Rivières, Sherbrooke, Chicoutimi, Joliette, St. Hyacinthe and Hull responded to the survey. However, on the English side only Montreal and Stanstead were canvassed. This was the only logical approach since Montreal and the Eastern Townships are the only areas which have substantial English-speaking populations. Also these schools are widely respected institutions in the English community.

The results of the survey reveal that the private institutions mirror the public ones. In the French sector the text Canada-Quebec is the most widely used (50%) followed by L'Histoire nationale du Quebec (20%), L'Aventure française en Amerique (20%) and Le Boreal Express (10%). Only one person expressed dissatisfaction with Canada-Quebec because it was too involved for secondary students: "C'est un volume qui convient mieux pour l'enseignement collégial." Just as in the public schools this complaint of being too detailed was the most cited. As the chart in appendix Q shows, the other comments generally reflected those made by the teachers in the public schools.

Challenge and Survival is not only one of the main texts used by English private schools it is the primary book for the four schools which answered the survey. Teachers also expressed a high dissatisfaction level (50%) with the book. As in the French sector, English teachers in private institutions had much the same comments as their co-workers on the public side (again see appendix Q). Three of the four teachers felt that Challenge and Survival had a reading level that was too high for secondary students and the same amount felt that there was not enough information about Quebec and especially modern Quebec society. Like its counterpart in

the French schools, Challenge and Survival was given high marks for its comprehensiveness and for inclusion of primary sources in the text.

When French teachers were asked which textbooks they would like to use in place of the one(s) they were using (question 6), the titles Canada-Quebec (once) and L'Histoire nationale du Quebec (twice) were written down. It is not fair to say that this is a general trend because very few respondents completed questions six, seven and eight in either the French or English survey. For instance, of the English-speaking instructors only two answered question six. One teacher said that he would like to use Canada: An Outline History by J.A. Lower and the other said, "Any textbook used in the French section but obviously translated into English" (emphasis put on by the teacher).

Of the few French teachers who completed question eight, two of the four used L'Histoire du Canada by Farley and Lamarche. Another used L'Histoire du Quebec à partie du monde by Lefebvre while the other used L'Histoire generale (tome II) by Savard and Dussault. The Farley-Lamarche text had also been quite widely used in the public schools as well.

On the English side only two teachers filled out question eight and both mentioned Canada: A Story of Challenge by

J.M.S. Careless. Also listed were Lower's Canada: An Outline History and Brown's Building the Canadian Nation. (See appendices R and S for data on comments of the French and English teachers in the private schools).

A few words should be said about the general ignoring of question eight. One must remember that in the last twenty years the entire education system of Quebec has been transformed. The most significant change has been the elimination of small secondary schools (community schools) and the transferring of students to regional comprehensive schools or polyvalentes. In such cases new books were bought as well as other new equipment for the new schools. The result was that as new people entered the history departments the memories of the old texts were lost. So, in many cases teachers did not answer this question due to the fact that they honestly did not know what texts were used before 1970 and not due to lethargy.

Authors of the Main Textbooks

The authors of Canada-Quebec have quite distinguished careers in history. Denis Vangeois, now a member of Levesque's cabinet, taught history at the university level for quite some time and has written a number of articles on Quebec

history. He has also written one part of Le Boreal Express history series, that of the period 1810 to 1840. Jacques Lacoursière is a former pupil of Mr. Vaugeois and appears regularly on French television giving a popular history of Quebec society. He too has written numerous articles on our province and has just published a new textbook for high schools entitled Nos Racines. Jean Provencher rounds out the group and he is best known for his biography of Premier Levesque, entitled, appropriately enough, Rene Levesque.

Of the three authors for Challenge and Survival not much information could be obtained other than the brief blurb given at the front of the textbook. H.H. Herstein holds various degrees (B.Sc., B.A., B. Ed., M.Ed., M.C.I.C.) and teaches history at St. John's High School in Winnipeg. L.J. Hughes (B.A., B. Ed.) was formerly a vice-principal at St. Paul's School in Winnipeg while R.C. Kirbyson (B.A., B.Ed., M.A.) is Head of the History Department at West Kildonan Collegiate, also in Winnipeg. Mr. Kirbyson has also co-authored the text In Search of Canada. (It was once said by a close teaching associate of this writer that Mr. Kirbyson realized the many mistakes of Challenge and Survival so he re-wrote it simplifying the text.) It appears that Messieurs Herstein, Hughes and Kirbyson were selected as pedagogues rather than as historians of rank.

CHAPTER 2

AN ANALYSIS OF THREE EVENTS IN CHALLENGE AND SURVIVAL

The British Conquest of 1763

In the introduction to the section which deals with the period from 1760 to 1820 the first sentence states, "Under British colonial rule, the French Canadians, a defeated people, lived in uncertainty as to their future."¹ The phrase "a defeated people" may be meant to convey the positive impression that French Canadians were to be sympathized because they were at the mercy of a sworn enemy. It can, however, also plant the idea that the Canadiens were the losers of the war and therefore should accept whatever the victors decided to do with them.

Later in this segment, the authors wrote about the Quebec Act of 1774: "On the whole, it was a lenient and generous Act for a defeated people." (p. 89) Again that phrase, "a defeated people", is repeated. This time, however, it does make its imprint as condensation: French Canadians were to accept whatever measures were given to them precisely because they had lost the war.

¹ H.H. Herstein et. al., Challenge and Survival (Scarborough, Ont. 1970), p. 89. (From this point onwards the page numbers of Challenge and Survival will immediately follow the quotation.)

On the whole, the introduction is a reasonably balanced summary of the period. The Royal Proclamation of 1763 had many faults which the authors pointed out before concluding, "Obviously, the Proclamation failed to meet the needs of both the old and the new subjects." (p. 89) The Quebec Act of 1774 was handled in much the same way: the goal of the British government and the faults of the Act were outlined. Thus, the overall effect is one of a balanced overview for students.

Chapter nine, "The Problems of Conquest: 1760-1763", does make it clear to the young reader that the St. Lawrence River valley was the home of the Canadiens:

The Canadians as a rule chose to remain in the land of their birth. They had neither the desire nor the motive to go to unfamiliar France. (p. 91)

The Canadians had to face the reality of the conquest and, under a foreign rule, to conserve their distinctive Canadian way of life which had been born and nurtured on the shores of the St. Lawrence. (p. 93)

Clearly, the people who had capitulated to General Amherst belonged in this area of Canada and Challenge and Survival, in an unobtrusive manner, has built a sympathetic attitude in the reader towards the Quebecois. They had nowhere to go and an uncertain future if they remained in Quebec. While most students will not be able to see this, the perceptive

reader should, and the teacher should draw attention to these statements in order that the pupils understand the dire predicament in which the Canadiens found themselves.

Concerning the terms of capitulation, the authors note: "While the orders of nuns were allowed to carry on their work undisturbed, the Jesuits, Recollets and Sulpicians were not so privileged." (p. 92) The reader is never told why the Jesuits, Recollets and Sulpicians had to cease their work nor what restrictions were imposed on these orders. Since the Roman Catholic Church played an important role in New France's society, and an even more important role in the period after 1760, it would have been appropriate for the authors to explain the position of these religious orders under British military rule.

Chapter ten, "The Problems of Sovereignty", examines the raison d'etre for the Royal Proclamation of 1763. Challenge and Survival does hint that the British government wanted the French to be assimilated:

By arresting the westward expansion of the Thirteen Colonies, Britain hoped to secure peace with the Indians and to encourage a northward movement of British-American colonists to Quebec. (pp. 96-97)

Eventually, these new settlers were supposed to displace the Canadiens as the majority. While it is true that only a

small number of British-Americans took advantage of settling the wilds of Quebec in the decade after the conquest, it does not excuse the authors from not drawing attention to this attempt at absorbing the French into the English milieu. This faux pas on the authors' part is partly rectified on the next page with the inclusion of a document which was sent to Governor Murray by the Colonial Office. This source proves that the ultimate goal of the Proclamation was not only the pacification of the Indians in the western territories but also the assimilation of the Canadiens.

This Colonial Office document says in part, "...the said Inhabitants may by Degrees be induced to embrace the Protestant Religion, and their Children be brought up in the Principles of it..." (p. 98) Most students would have quite a problem understanding this passage so, naturally, the teacher would have to explain the implication as well as the meaning of this primary source to them. Words such as "said Inhabitants", "Degrees", "induced", "to embrace", while not unfamiliar to teenagers, are not part of their daily vocabulary and would hinder the full understanding of the excerpt.

This source is followed by a petition from the American merchants in Albany. They have complained to the Lords of Trade about the new regulations restricting trade with the

western Indians. This document is interesting as it reinforces the claims made about the eighteenth and nineteenth century primary sources.

The reader has only to read the first sentence of the Albany merchants' letter to realize that the vast majority of students would have no idea what is being said.

Humbly Sheweth

That your Petitioners as well as their Ancestors have for near a Century and a half carried on a free trade with the Indians living Westward of Albany...the trade whilst centured at Oswego, flourished...without being subject to any Prohibition of Rum or other spiritous liquors, till the commencement of hostilities by the French and Indians on the Ohio...subsequent Armies in the reduction of Niagara and afterwards Canada with its dependencies, encouraged your Petitioners to use their endeavours in carrying on this valuable branch of Trade in a more extensive manner than had hitherto been practized, tho in pursuit of this plan your Petitioners by some new invented regulations were totally prohibited from carrying rum and other spiritous liquors, the enforcement of which regulations your Petitioners conceive was founded on a mistaken notion, if not some lucrative views... (p. 98)

This is much too complicated for the fifteen to eighteen year olds in our schools. Also the misspelling of some words - or, rather the seventeenth century style of writing such words as "Sheweth", "centured", "practized" and "tho" - would provide an enormous hurdle to the understanding of the source,

as would the use of such words as "commencement", "endeavours", "hitherto", "prohibited" and "conceive". Obviously, the teacher would have to interpret the petition in order for his students to connect it to the authors' commentary.

The recently arrived British Americans are not treated very well by the book. The reader has a clear impression that this group is composed of evil, money-grabbing men. Governor Murray emerges as the champion of the "law-abiding and obedient" Canadiens while the merchants, these "Licentious Fanatiks" who are "ambitious and obstreperous", making "vociferous" protests to their "influential intermediaries" in Parliament (p. 99), are the villains. Yet there must have been some decent men in this group. They could not have all been the dastardly carpetbaggers the authors made them out to be.

When introducing the 1774 Quebec Act, the text again calls the merchants "defiant and vociferous" men with "ambitious pretensions for sharing political power." (p. 100) All that these men wanted was the same rights they had had in the Thirteen Colonies before they had moved to Quebec under British government inducements. Thus "the demanding British minority" were actually calling for their acquired rights to be given to them. It is true that this would put

the Canadian majority at the mercy of a small group but, given the times and what was appropriate action for successful conquest, this was not unusual. It may disgust our 1980's sensibilities to think that an elected assembly composed entirely of British subjects may selfishly impose regulations detrimental to a majority of people but we can not judge past events with contemporary morality. Indeed, Carleton was a realist who did not have the slightest intention of protecting the Canadiens on a moral basis. He foresaw two events which made him change his mind from a position of assimilation to one of protection: a likely rebellion of the Thirteen Colonies and a distinct lack of English immigrants to Quebec because of the harsh climate.

In one of the documents presented in this section, Carleton talks about the military benefit of the Canadiens in case of a rebellion by the English colonies if the British government pursued policies which would mollify their fears and win their confidence:

The new Subjects could send into the Field about eighteen thousand Men, well able to carry Arms; of which Number, above one half have already served, with as much Valor, with more Zeal, and more military Knowledge for America, than the regular Troops of France, that were joined with them. (p. 100)

In this same document he put forward his idea that "there is not the least Probability, this present Superiority should ever diminish" as he predicted that "this Country must, to the end of Time, be peopled by the Canadian Race." (p. 100) So, it would have been much better if the authors had emphasized Carleton's pragmatic outlook rather than to blame his change of policy on the British Americans in Quebec.

After the passage of the Quebec Act, Challenge and Survival states that the merchants drafted a letter to the King which outlined their fears.

Nevertheless we find and with unutterable Grief presume to say that by a late Act of Parliament... We are deprived of the Franchises granted by Your Majesty's Royal Predecessors and by us inherited from our Forefathers THAT We have lost the Protection of the English Laws...and in their Stead the Laws of CANADA are to be introduced to which we are utter Strangers...and...ruinous to our Properties as we thereby lose the invaluable Privilege of TRIAL by JURIES...the HABEAS CORPUS ACT is dissolved and we are Subjected to arbitrary Fines and Imprisonment... (p. 105)

Thus these people are very concerned about the loss of their acquired rights as British subjects. It is conceivable that any democratic country which tried to outlaw such rights as elected parliaments, jury trials and the laws by which the citizenry lived would face the same outcry today that the British Americans in Quebec raised in 1774 and 1775.

The Quebec Act is analyzed in much depth in the textbook. The main provisions of the act (enlarged boundaries for Quebec, religious freedom for Catholics, denial of an elected assembly, the dual legal code) as well as the act's consequences are well-examined by the authors who also reveal (probably unwittingly) that Governor Carleton was to blame for some of the merchants' discontents.

Carleton was also instructed to provide for the welfare of the English minority - the Quebec Act empowered the governor to introduce such basic British legal rights as habeas corpus and trial by jury. But Carleton chose not to do so. He disregarded the English minority in order to win the loyalty of the French Canadians. (p. 104)

What the authors do not make clear to the reader is the inter-connection between Carleton's feelings about the Anglo-Quebecers, their feelings toward him and his denial of their rights which, in fact, was against the Colonial Office's instructions. A discerning adult reader can see the connection but this book was written for high school students who generally can not evaluate material at the same level as mature readers. The authors should have remembered this and should have made it a point to show that the poor relationship between Governor Carleton and the merchants was as much his fault as it was theirs.

The Rebellions of 1837-1838

The introduction to this section is written in quite a straightforward unassuming way. The authors present the traditional interpretation of the struggle for responsible government and the British government's reluctance to grant local self-government:

British leaders had no intention of allowing democratic self-government which, they believed, had been the root cause of the American Revolution and Britain's loss of the Thirteen Colonies. The problem of land in Upper Canada, racial conflict in Lower Canada, the power of timber and shipping interests in the Atlantic colonies - each case involved basically a demand for greater democracy. (p. 151)

The only possible objection to this passage might be the authors' contention that the conflict in Lower Canada was mainly racial. Certainly there was a mixture of French and English on both sides of the struggle and to view the rebellion as being racial in origin is rather too simplistic. A better explication might be that, as in Upper Canada, the will of the people as represented by the Assembly was thwarted by the oligarchy which was protecting its own vested interests. Of course, the textbook does imply this by the statement that "each case involved basically a demand for greater democracy" (p. 151) but the basic premise is that the rebellion in

Quebec was the result of "two nations warring in the bosom of a single state" to quote Lord Durham. Although later in the text the authors do state that Lord Durham had "overestimated the importance of the racial factor as a cause of discontent in Lower Canada" (p. 185). To this may be added that the book's authors have also overestimated this factor.

The chapter on the rebellions, "The Road to Rebellion", begins with a few paragraphs introducing the Family Compact and the Chateau Clique. There are also quotes from Durham and W.L. Mackenzie unfavourably describing the Compact and quotes from Sir Francis Bond Head defending the Compact. This segment is quite well-done and leaves it up to the student to decide the strengths and weaknesses of the government provided by the Compacts. However, there is one minor flaw in this portion of the chapter: the authors state that the Institute for the Advancement of Learning "for a time controlled education" in Lower Canada (p. 164). Two questions immediately arise: how long did this Anglican institution control education? and did the Institute control or try to control the French schools? This second question is the more important one because the reader has the impression that the institution controlled the whole education system in this province. If this was true then it could add credence to the

text's assertion that the problem in Quebec was mainly racial. Unfortunately Challenge and Survival adds nothing more than this one sentence and there is no footnote to show where the authors found this information.

This reader discovered first that the writers had not given the correct name of the body and that it was formally entitled the Royal Institution for the Advancement of Learning. The Act of 1801 (properly named an Act for the Establishment of Free Schools in this Province) set up the institute which was to control the educational institutions in Lower Canada. The governor appointed the members to the Royal Institution for the Advancement of Learning and he kept control over the Royal Institution through such other means as the right to name the school masters and the right to approve the school's location in a parish. His assent was also needed for all of the institute's actions. The 1801 Act stipulated that before a school was built in a parish the majority of parishioners must have requested a Royal Institution's school. Another stipulation - the salient one for it answers the second question - was that all private schools and all schools run by religious orders were to exempt from the Royal Institution's control.² In other words, the Catholic majority in Lower Canada were not affected by the act

² Stanley Brice Frost, McGill University for the Advancement of Learning 1801-1895 volume 1 (Montreal, 1980), pp. 31-32.

unless they chose to have a school founded in their parish by the Royal Institution for the Advancement of Learning. This was unlikely.

As for the question of the length of time that the Royal Institution controlled education in this province, one finds that it was not for long. There was popular opposition against the Institute so the Syndics Act was passed in 1829. This Act effectively bypassed the Royal Institution as the instrument for public education. As a result, the Royal Institution for the Advancement of Learning was left with only two grammar schools (one in Quebec City and one in Montreal) and the James McGill legacy under its control. The Quebec City school closed in 1836 while the one in Montreal was taken over by the new high school in 1846. Thus, by that year the Royal Institution only had to manage the establishment of McGill College.³ So this institute not only did not last long but also was not effectively regulating education for most of its existence.

There is one other statement in the introductory section of this chapter which needs close examination. In the last paragraph the authors partially corrected their earlier assertion that the reform movement "had some English-speaking adherents who sought constitutional reforms." (p. 165) But

³ Frost, p. 44.

they maintain that most of the reformers "championed French-Canadian nationalism." (p. 165) It is true that Papineau's Ninety-Two Resolutions advocated, and would have resulted in a republic being established in Quebec if the British Colonial Office had accepted them. There is no doubt that the resolutions expressed Canadien nationalist feelings to be rid of foreign control. However, it must be borne in mind that the Ninety-Two Resolutions were adopted by the Assembly only in 1834 and only after fifteen years of peaceful attempts at constitutional changes had resulted in few real reforms in the Assembly's power. As a result, the resolutions were actually a cry of outrage and frustration against a system which seemed indifferent to the people's desire for protection against possible assimilation.

The text continues that this nationalism "expressed itself in the attempt to preserve a rural way of life against the more progressive English-dominated commercial community." (pp. 165-166) There is a falsehood implied by this statement: French Canadians are, by and large, unprogressive while English-Canadians are always dynamically pushing forward. The authors believe that the main area of contention between the "rural" Assembly and the "progressive" Legislative Council had to do with the building of canals. The Assembly

continually refused to vote funds for the improvement of the Montreal harbour, and the improvement of the canal system between Upper and Lower Canada. Indeed, most English historians have looked upon this refusal as being the central part of Canadiens intransigence towards modernization. They have wrongly concluded that, since the Assembly vetoed all ameliorations in the St. Lawrence River system, therefore all the French members wanted was to keep the province a rural society. And, it is this historical version which the authors have presented.

There were canals being built in different parts of Quebec during the 1820s and 1830s: one of the main canals linking Chambly and St. Jean. An examination of this canal convinces one that it was a notable financial adventure. The same type of men who voted funds for this water route quashed bills to improve the St. Lawrence canals. Why? The answer is obvious: the St. Jean - Chambly route benefitted many more lower Canadians than the whole system between Montreal and York. It was a good project for everyone, not just the farmers who could now move their produce to markets quicker and at a lower cost, but Montrealers also benefitted with farm products arriving fresher and at a lower price. But, because the English mercantile class in Montreal had

their grand dreams of exploiting the West thwarted by a poor canal network between Upper and Lower Canada, they cried out against the "backward" views of the Assembly. Montreal merchants even went so far as to attempt to annex Montreal to Upper Canada. In this way, the myth grew that French Canadians were frustrating progress and many English historians have contributed to its spread.

The second section, "The Reform Movement in Lower Canada", traces the developments between 1819 and 1837 which led to the rebellions in this province. The authors make an excellent case for their contention that the rebellion was due to racial conflict but, in reading this passage, one notices that it is only after the so-called "Montreal Massacre" in 1832 that Papineau uses racial rhetoric in his speeches. Indeed, up until that time, the textbook clearly shows that the struggle was really for more powers for the Assembly. For example, the book states that Papineau worked with John Neilson and the English reformers "until 1834, when they disagreed on major policy." (p. 167) The policy the text was alluding to was the founding of a republic in Quebec. There were no major disagreements - and certainly no racial problem - between the two reforming groups until 1834. The writers of Challenge and Survival do use a document in the front pages

of this segment which deals with the years 1819 and 1820. The source states that Papineau had "an inveterate prejudice against the English." (p. 167) However upon examining the footnote the reader discovers that this was an excerpt from a letter written by the Secretary to the Gosford Commission which was only appointed in 1835. So the book fails to make an iron-clad case for the racial struggle, and the events of 1832 to 1837, while becoming racist in nature, are understandable: reforms long sought are denied, some French Canadians are shot down and British immigrants arrive to spread cholera in Quebec.

Upon careful reading of "The Reform Movement in Lower Canada" the reader notes that it is not only the Papineau reformers who become more militant but the English ones as well. The authors demonstrate that despite the conciliatory attempts by the British government in the 1828 to 1831 period, the English and French reformers reject Parliament's concessions. By 1831 Papineau and Neilson have rejected seats on the Executive Council, the Assembly has control over most of the revenue but still refuses to vote a permanent civil list and the reformers were demanding an elected Legislative Council. Indeed, if it had not been for certain events in 1832 and 1833 the struggle for reform might never

have taken on strong racial overtones.

The sources clearly show the change in Papineau's feelings. The first excerpt is from a letter written by Papineau to a British Member of Parliament and sets out his objections to the union of the Canadas in 1822:

The preposterous calumny against the Canadians of French origin, as to their supposed attachment to France, requires no other answer than what is derived from their uniform conduct during the wars, and the loyalty evinced by them on every occasion. They are not foreigners in this land of their birth; they claim rights as British subjects, in common with every other subject of His Majesty in these Colonies. These are their birth rights...

...Is it just or reasonable, or even sound policy, that she (Great Britain) should on this occasion, wound the feelings of a loyal population for the purpose of satisfying the prejudices of a few?... (p. 169)

There is definitely nothing contained in this extract which foreshadows Mr. Papineau's later racial prejudice. He has soundly proclaimed his attachment - and the Canadiens' attachment - to Britain.

The next primary source is part of Papineau's address on the Russell Resolutions delivered at Saint Laurent in May, 1837.

The Russell resolutions are a foul stain; the people should not and will not submit to them; the people must transmit their just rights to their posterity, even though it cost them their property and their lives to do so. (p. 171)

Obviously this is quite a different man from the one of 1822. Here Mr. Papineau is inciting his listeners to take up arms against that same country for which he had claimed affection fifteen years earlier. Clearly this evolution reveals that after so many frustrating years the leader of the Canadiens reformers has given up peaceful means. He aims to drive the British, and one assumes the English since both are synonymous to the French at this time, from Quebec. Perhaps the authors of Challenge and Survival should have paid more attention to the documents they chose because none of them reveal Louis Joseph Papineau as a racist before 1832.

The section dealing with the rebellion in Upper Canada clearly explains the events between 1817 and 1837 which culminated in rebellion. The tone is neutral (as it is in most of the book) as the writers merely state the facts. Even the documentary sources are evenly distributed between pro-Mackenzie and anti-reform forces. The primary sources actually create quite a picturesque character sketch of William Lyon Mackenzie. From his archrival Sir Francis Bond Head came this amusing description: "...with the eccentricity,

the volubility, and indeed the appearance of a madman, the tiny creature (Mackenzie was just five feet tall) raved in all directions about grievances..." (p. 174) Goldwin Smith, on the other hand, commented that W.L. Mackenzie was "a wiry and peppery little Scotchman, hearty in his love of public right, still more in his hatred of public wrongdoers..." (p. 174) Such descriptive details form a vivid living image of this reformer and the students should have a good idea what Mackenzie was actually like.

The authors have provided a good number of sources written by Mackenzie in which the astute reader can see Mackenzie's characteristics as he reveals them in his writing. His description of the Legislative Council displays Mackenzie's loathing for this body.

The most extraordinary collection of sturdy beggars, parsons, priests, pensioners, army people, navy people, place-men, bank directors and stock and land jobbers ever established to act as a paltry screen to a rotten government. They cost the country about £40,000 a year and the good laws by which it might benefit, they tomahawk. They don't like being called a nuisance. (p. 175)

In this excerpt the reader perceives that Mackenzie is quite set as far as his attitude towards the government is concerned: the governing body must be abolished for the good of

Upper Canada.

William Lyon Mackenzie's belief in a moral and just government is shown by this statement:

All they (Upper Canadians) want is a cheap, frugal, domestic government, to be exercised for their benefit and controlled by their own fixed land-marks; they seek a system by which to insure justice, protect property, establish domestic tranquility, and afford a reasonable prospect that civil and religious liberty will be perpetuated, and the safety and happiness of society affected. (p. 175)

A man who would utter such words in all sincerity is a man who would not bend from his task. Mackenzie's task was to rid the country of corrupt politicians and a bad system of government. Such a man would never accept the loss of an ally and Mackenzie was a poor loser as shown when Ryerson quarrelled with him. Under the title of "Another Deserter!" Mackenzie wrote,

The Christian Guardian under the management of our reverend neighbour, Egerton Ryerson, has gone over to the enemy, press, types, and all, and hoisted the colours of a cruel, vindictive Tory priesthood...The Americans have their Arnold and Canadians have their Ryerson... (p. 175)

Obviously here was a crusader with a cause and no tolerance for anyone who gives less than all he has. That Ryerson

should "desert" him in this momentous struggle was unforgivable. The idea that he might be wrong and Ryerson right, Mackenzie would never entertain. There could be only one reason for Ryerson's withdrawal of support: he had been bought by the establishment. To Ryerson he warned, "But he and his allies, the church and the state gentry shall now have me on their rear..." (p. 175)

As in other parts of Challenge and Survival, the Maritimes are given very little space. Perhaps because the reform movement never became so radical as to rebel or, perhaps, because of the prevalent view among Canadians that that part of the country is not important. Nevertheless, the authors seem to have provided a decent, though superficial, resumé of the events in the four colonies in a section entitled "The Reform Movement in the Maritimes." The textbook devotes almost a page to Joseph Howe and the importance of his victory for freedom of the press in an 1835 libel suit. The other pages give a brief history of the situation in New Brunswick, Prince Edward Island and Newfoundland.

Lord Durham's mission to the Canada is well reported in the textbook. The authors first give a general background of the man and point out that for "most of his tenure Durham remained in Quebec City" while many "of his impressions

about general conditions came from reports of his assistants and from his brief tour in July to Montreal and Upper Canada as far as Niagara." (p. 181) This is important since he seldom saw or spoke to the common person and the student should be made aware that Durham's report was based more on hearsay rather than first hand evidence. The textbook does a good job outlining for the reader the events that marked Lord Durham's stay in the Canadas, his problems with the British government and his recommendations.

Challenge and Survival also contains numerous and often lengthy excerpts from Durham's letters as well as his final report. The letters are very revealing about Durham's views on the French and, one fears that the authors have included these portions to prove their point as already stated, that the French are basically unprogressive. Durham stated that the English had come into power in Lower Canada because of their "superior energy and wealth." (p. 182) What is contentious is the idea that English people have more energy than French people do. Furthermore, he stated that the Canadiens "are a stagnant people, easily satisfied and disinclined to exertion," who are quite "opposed to the progress of British industry and enterprize." (p. 182) Naturally, these misconceptions about the Franco-Quebecois are under-

standable from Durham's position - after all, he met with few of the people - but to have Messieurs Herstein, Hughes and Kirbyson maintain such an idea is unforgiveable. A few pages later they state that Lord Durham had "the spirit of material progress common to his English-speaking contemporaries" (p. 185) and thus once more imply that the French were lazy peasants.

The last statement in the section on Lord Durham's report is left to the French Canadian historian F.X. Garneau. The selection is a good one because it reveals the disgust that many modern day nationalists feel towards Durham and his recommendations. Garneau and others have difficulty in understanding how Lafontaine would willingly sacrifice his race in return for such a paltry principle as responsible government. It would have benefitted students in all parts of the country if the book had included a section on how the French viewed and still view the Durham Report.

The Second World War

The introduction to the section devotes three paragraphs to the Second World War. The standard phrases are used to describe the events which led to war: "defense of freedom", "forces of repression", "feeble policy of appeasement" and

"arsenal of democracy." (p. 367) However, there is one sentence which is interesting for its quality as an understatement. The authors write, "As never before, Canada recognized its destiny as a North American nation and turned to greater co-operation with the United States." (p. 367) Of course what is meant is that by the end of the war Canada had moved from the position of semi-independent British colony to American satellite. This could never be construed as a progressive move except perhaps by historians who accept the liberal interpretation of Canada's history. In spite of this Challenge and Survival does provide a simple but balanced overview of the war years.

The textbook opens this chapter, "Canada and World War II", with a brief summary of Prime Minister Mackenzie King's attitude towards the war as well as those of Ernest Lapointe and J.S. Woodsworth. There follows a selection of declarations made by the three main parties in the House of Commons outlining their stands as well as assertions made by Lapointe and Woodsworth. The book seems to put a special emphasis on King's promise that there will be no conscription and he is quoted as pledging that "no such measure will be introduced by the present administration." (p. 370)

Ernest Lapointe is also cited as promising in the House

of Commons that conscription would never be supported by the Quebec wing of the federal Liberal Party: "I am authorized by my colleagues in the cabinet from the province of Quebec... to say that we will never agree to conscription and will never be members or supporters of a government that will try to enforce it." (p. 371) In spite of such assurances, some Quebecois did not believe the federal government. One of these, Maurice Duplessis, was Premier of Quebec and he called an election to protest Canada's entry into the war. In one lengthy paragraph, the book gives an excellent summary of the provincial election. Quite correctly, the authors state that Duplessis was counting "on the isolationist sentiment of French Canadians." (p. 371) The position of the Quebec members of the federal government is shown as is the final result of the election.

Prime Minister King's next challenge came from Premier Mitchell Hepburn of Ontario who criticized the Prime Minister for mismanaging the war effort. Challenge and Survival again handles this well in one paragraph. The writers, though, should have accentuated the political astuteness of the Prime Minister who called a federal election against Hepburn's threat to disrupt the unity of the nation. Mackenzie King knew that the people always stand united when faced with

a common foe. Therefore, he knew that he would win. King was a political animal who tried to please all the people all the time and the 1940 election was another example of his excellently honed political instincts. Unfortunately, the textbook never makes this clear.

The next section, "Canada-Arsenal of Democracy", has a rather disjointed sentence in the first paragraph which describes how poorly equipped Canadian factories were to produce war materials. The first sentence tells how Britain was expected to produce all the war material needed. The next sentence says, "In fact, British manufacturers withheld plans, blueprints and processes from Canada." (p. 372) Why would Canada need these things if Britain was going to make the equipment as asserted in the first statement? It seems that the authors are intimating that the war effort was not well co-ordinated but there is nothing more in this paragraph to support this inference. In fact the quoted sentence destroys the paragraph's unity.

The other interesting part of "Canada-Arsenal of Democracy" is the paragraph on "cost-plus" contracts given to businessmen for supplying the government with war material. As in other parts of Challenge and Survival, this segment is completely neutral. The pros and cons of this method of awarding con-

tracts are given but, once again, the writers fail to score an important point: while armed forces personnel were being killed and while the Canadian labour force was making enormous personal sacrifices, the business community was growing richer. Indeed the statement "...profits, it was argued, were only part of the enormous cost of war" (p. 373) implies that this was natural. Ordinary citizens made sacrifices in order that entrepreneurs could make huge profits. A definite position taken by the authors would have been of immense importance to impress upon Canadian youth that this was wrong and should not have been allowed to happen.

"Canadians on the Battlefields" is a good section for Canadian teenagers. Messieurs Herstein, Hughes and Kirbyson have highlighted the effort of Canada's armed forces during the war which they have presented in a simplistic manner. Canadians have been bombarded with material on the Second World War and most of it has come from American sources illustrating America's war effort. Thus the book provides a much needed introduction to this country's fighting men. Unfortunately this segment - and most of this chapter - is not covered by teachers since the final course examination seldom has had a question on this part of Canadian history. The result is that the students do not know any more about

Canada's participation in the Second World War in May than when they had started the course in September.

The only passage of this chapter which is covered in any depth during the last frantic days of the school year is "Canadians on the Home Front." In Quebec, teachers do actually examine this part of the chapter but, alas, only the pages dealing with conscription. The other pages are left to the students to read on their own after being assured that they are not important for the provincial examination. In the spring fever of May, it is quite doubtful that the students do read it over on their own.

The first sentence of "Canadians on the Home Front" declares, "The plight of Britain in the early years of the war drove Canada and the United States into closer relations." (p. 382) Now read that statement again very carefully. What does one expect of this paragraph from that topic sentence? It might lead one to believe that the paragraph might explain how Canada and the United States banded together to help Britain. Or, it might have the reader believe that our country made special arrangements with the United States in order to free us to make even greater sacrifices for our mother country. In this last case the reader would be partially correct for we did enter into a special relationship with our southern

neighbour - not to help Britain but to protect ourselves!

The paragraph describes how the two bordering countries began to work together for their own protection. The text tells of the Ogdensburg Agreement (which set up the Permanent Joint Board on Defence and effectively made this country a satellite nation - even though the book does not state this) and of such projects as the Alaska Highway (built in the April to November period of 1942) and Canol (completed in 1944) which was an oil pipeline across northern Alberta to Alaska carrying oil for the American forces on the Aleutian Islands. It was in this way that Canada and the United States entered into "closer relations". Naturally, one can appreciate the Canadian government's fear of Germany and Japan - a fear which gripped the democracies until the tide of the war turned in 1943. One can even maintain that the signing of such significant agreements between this country and the United States was the continuation of the breaking of bonds between Canada and the United Kingdom and ranks with the policies of the Canadian government during the Boer and the First World Wars, and, indeed, was consistent with the spirit of the Statute of Westminster (1930). Either of these reasons can excuse our government's actions. Nevertheless, this reader believes that Mackenzie King was scrambling under the protective

defensive umbrella of the American government for the additional reason that his admiration of the United States was just as profound as his contempt for "decadent" Britain. In any case, the result of the Mackenzie King's government's actions was to tie Canada to our southern neighbour so closely that in the post-war world the two countries seemed to be Siamese twins.

In less than a page and a half the textbook deals with the conscription debates of 1942 and 1944. The French (anti-conscriptionist) viewpoint is well-represented by excerpts from speeches by P.J.A. Cardin, Hughes Lapointe and Louis St. Laurent. There are no assertions printed in Challenge and Survival supporting conscription but the reader does not miss them as the whole issue is treated in a very bland, unemotional style. The urgent, passionate pleas for and against conscription that raged throughout Quebec and other parts of Canada during 1942 and 1944 seem to be non-existent for the authors. In fact, Prime Minister Mackenzie King appears to be a decisive, forceful leader as he is portrayed by the text during the conscription issue.

The whole plebiscite question of 1942 was a political ploy by King because he could not make up his own mind. He wanted the people to decide an unfavourable political issue.

But, Challenge and Survival creates an image of a man who never existed for Mackenzie King loathed making controversial decisions. His saying that the amendment to the Natural Resources Mobilization (N.R.M.) Act was "not necessarily conscription but conscription if necessary" is a prime example of his wavering. Yet the book uses such phrases as "He sympathized", "he wanted", "He decided", "The Prime Minister felt compelled" and "King served the danger" (pp. 382-383) to convey the impression that Prime Minister Mackenzie King was a determined leader who knew precisely where he was taking his nation. It is too bad that the authors could not make the conscription question more like the stormy issue it was and less like the colourless mush written on these pages; after all, the book makes King look good so it should be able to re-capture something of the energetic debates of the early 1940s.

This section then goes on to describe the measures undertaken by the government during the war such as wage and price controls, rationing and the selling of war bonds to finance the war. Even though these topics are presented in an elementary manner, there is enough material to give the students the basic background of conditions and this is the goal of the writers.

The textbook also examines in some detail the removal and internment of the Japanese. Messieurs Herstein, Hughes and Kirbyson assert that this was "a most flagrant violation of citizens' rights, a violation perhaps more unjust than the expulsion of the Acadians in 1755." (p. 385) Then the book gives the background for the evacuation of the Japanese from their homes as well as the consequences of the federal government's action. There are primary sources which illustrate these points: Howard Green's speech in the House of Commons demanding the expulsion of the Japanese Canadians from British Columbia, Mackenzie King's entry into his diary favouring such a move and an excerpt from La Violette's article, "The Japanese Canadians", written in 1946 deploring the government's action are presented. Challenge and Survival treats this issue very sympathetically and ends with the statement that since 1947 "men in public life, including Prime Minister Lester B. Pearson, have expressed regret for the injustice perpetrated upon these innocent Canadian citizens." (p. 385) In one of the few parts of the text, the authors actually desert their sterile account of this country's history to make the event more lively and it is a most refreshing change.

The last page of "Canadians on the Home Front" deals

with the two social measures implemented by the federal government during the war as well as the recommendations of the Rowell-Sirois Commission. There is almost half the page devoted to quotes from the Rowell-Sirois Report. Then the book states that "the Dominion government adopted two long-needed progressive measures" (p. 386), the Unemployment Insurance Commission (1940) and Family Allowance (1944). Once more Prime Minister Mackenzie King gallops to the rescue of Canada's destitute like a knight on a white steed. Unfortunately the authors fail to mention that it was this same Mackenzie King who sabotaged the Bennett government's unemployment insurance scheme in the late 1930s by sending a corporate lawyer, Louis St. Laurent, to argue a constitutional matter before the British Privy Council.

The two paragraphs on the Unemployment Insurance Commission and Family Allowance (one paragraph on each measure) are quite straightforward as Challenge and Survival presents the explanation of each act and the goal behind each in a simplistic manner which the students should have no trouble understanding. For this the authors should be commended for they have captured the essence of both measures without making them complicated. The unfortunate thing about the page on the Unemployment Insurance Commission and Family

Allowance, as with the previous page on the removal of the Japanese Canadians from their homes, is that by the end of the scholastic year most students are left to read over these pages on their own and few do so.

In conclusion, this writer believes that the primary sources used in Challenge and Survival - at least the documents prior to this century - are too difficult for many students to understand. As can be seen from the examples used in this chapter not only the unfamiliarity of some of the words but the syntax of the sources are quite alien to today's teenagers. It would have been of immense value for high school students if the authors had included a simplified version of the document or at least notes to help explain some of the words or expressions. As it is the teacher's guidance is necessary if the students are to interpret properly the primary sources of previous centuries.

CHAPTER 3

AN ANALYSIS OF THREE EVENTS IN CANADA-QUEBEC

The British Conquest of 1763

The authors use a quote from Professor Maurice Séguin to end the segment on New France. Mr. Séguin called the loss of the Great Lakes - St. Lawrence region the worst defeat ever suffered by France and that "Les défaites de Napoléon ne sont rien en comparaison."⁴ Canada-Quebec has carried this a bit too far for France would certainly never believe such a statement.

The section which begins the era of British North America commences with a chapter entitled "Le régime militaire (1760-1764)." Two things strike the reader immediately. First, on the right hand page is a map of North America showing it "à l'apogée de la colonisation française" (p. 191). The map shows New France as extending from Baffin Island and the Northwest Territories in the north south to the Gulf of Mexico and from the Rocky Mountains in the west to (and including) Newfoundland in the east. This map is a bit deceptive for France never held all that territory for very long and did

⁴ Jacques Lacoursière, et. al., Canada-Quebec: Un synthèse historique, (Montreal, 1970), p. 179 (From this point onwards the page numbers of Canada-Quebec will immediately follow the quotation).

not have all that area at the beginning of the Seven Years War. Yet the impression is that the French Empire in North America was solidly based upon these boundaries at the commencement of the last set of hostilities on this continent.

Secondly, the chapter begins with this sentence: "En 1760, le Canada est écrasé. L'empire français disparaît de l'Amerique; la Nouvelle-France s'efface de la carte." (p. 190) This is a very emotional beginning to the section: New France is dead! Long live New France! might be construed as the appropriate meaning for the above statement. For a Quebecois, and especially a young French Quebecer, that sentence would certainly stir up his nationalistic roots.

The authors' attitude toward the Military Regime is quite benign.

Nos premiers historiens jugèrent avec sévérité ce genre d'administration et le regardèrent comme une violation des capitulations de Québec et de Montréal. En réalité, les habitants ne subirent que l'inévitable; et le régime militaire, en dépit de son nom, n'impose rien de vraiment odieux. (p. 194)

Unfortunately Messieurs Lacoursière, Provencher and Vaugeois do not explicate on the reasons why some Quebec historians have viewed the Military Regime as being a violation of the terms of surrender but the passage is most refreshing because

it is an instance where a high school textbook dares to strike out on a new path and go against the accepted historical interpretation. In English texts, the Military Regime has been considered as quite benevolent towards the French Canadians and it is inspiring for future relations between the French and English communities that the major textbook in Quebec has agreed that the 1760 to 1763 period was not "vraiment odieux."

The writers point out that the Treaty of Paris, which formally ceded the future Canada to Great Britain, was beneficial towards the Canadiens. They were given eighteen months to leave for France with all their possessions. Those who chose to remain would be able to practice their religion. However, there was a "restriction inquietante" (p. 197): the rites of the Roman Catholic Church must follow the laws of Britain. This meant, of course, that the French would not be able to hold any public office and that the Church would not be able to collect the tithes. So, while on the one hand it seemed that the British government had been charitable, in actual fact the French were being bound to accept Protestantism or forever remain "closet Catholics" if they wanted to become involved in the government.

Canada-Quebec, in the chapter on the organization of the

first civil government ("L'organisation du gouvernement civil") states that British Parliament realized the dangers of attaching the Great Lakes - Ohio area to Quebec.

...un avantage tellement grand...qu'il serait à craindre que cette province ne s'accaparât le contrôle de ce commerce et qu'au préjudice des autres colonies, elle ne leur en fermât l'accès. (p. 198)

Thus, the new masters of North America restricted Quebec to the St. Lawrence Valley. Unfortunately, the text does not make it clear to its young readers that the Thirteen Colonies had fought against New France precisely because they wanted control of the interior fur trade and they wanted to settle the Ohio Valley. The text infers that the colony of Quebec was stripped of western territory as a result of English prejudice. The Royal Proclamation of 1763 also restricted the English colonies to the Atlantic seaboard and was designed to pacify the Indians.

The authors emphasize the point that the Proclamation of 1763 called for the anglicization of Quebec. In one instance they cite the Proclamation: "d'augmenter autant que possible le nombre de sujets britanniques et autres nouveaux colons protestants." (p. 200) Then two pages later in bold-face type is the phrase, "favoriser une colonisation anglaises." (p. 202) Many Quebecois today are upset that the British

would do such a thing but what they fail to recognize is that this was the normal course for imperial powers of this time. The most natural thing for Britain to do was to try to make an English colony out of Quebec. What was unnatural was that the Royal Proclamation called for "conserver aux anciens habitants tous les titres, les droits et les privilèges qui leur ont été accordés par les traités..." (p. 200) Unfortunately no Quebec historian, including the writers of Canada-Quebec, place any importance on this humane and futuristic gesture.

The book continues this typical nationalistic Quebecois approach with the declaration, "En déclarant réserve indienne la région de l'Ouest, le gouvernement anglais frustre les habitants de la vallée du Saint Laurent d'un espace vital et limite l'expansion des colonies anglo-américaines." (p. 202) Again, the brutal blow that the Proclamation dealt the American colonies is very understated as Canada-Quebec accentuates the effects on Quebec; the French colony was deprived of a vital area while the Americans only had their expansion limited. If there is any justice in the saying, "To the victor go the spoils" then the English colonies should have been given all of the west. The Thirteen Colonies found it very difficult to comprehend this action by their government.

The Royal Proclamation was a harsh rebuttal of the American drive towards the west while French Canadians were merely forbidden to settle west of Montreal and New France settlement was confined to the St. Lawrence Valley. This meant that the Proclamation was actually continuing the policy of the old French regime. Even the new British policy of requiring permits to trade in the new Indian territory was actually a continuation of France's policy. It was not new for the Canadiens but it was a new restriction for the English. Therefore, the boundary aspects of the Royal Proclamation are blown out of proportion by this set of Quebecois historians as far as their actual effects on Quebec.

At the end of the following paragraph this statement appears: "L'appellation 'Province of Quebec', marque du conquérant, apparaît alors pour la première fois." (p. 202) Why this name should be the trademark of the conqueror is not clear nor have the authors tried to clarify their point. It is true that the name is in English but if this is supposed to be demeaning to the Canadiens then the question, What did the writers expect the British government to call the territory? must be asked. The government could not be expected to continue with the old title Nouvelle France or its English derivative. Once more it appears that Quebecois nationalism

has crept into the textbook. One can surmise that the effect on a young mind would probably be to create a biased attitude against the "conquering" English which would give rise to an imagined wrong having been inflicted upon French Canadians.

In discussing the powers given to the civil governor by the Royal Proclamation, Canada-Quebec does give a good account since all the basic information is reported. But, there is one interesting footnote given in this section:

On peut se demander si les pouvoirs accordés au gouverneur de la 'province de Québec' en 1763 ne sont pas en fin de compte, plus considérables que ceux confiés au Gouvernement de la même province en 1867! (p. 202)

The exclamation mark stresses the implication that once Quebec entered Confederation the English stole powers which historically belonged to Quebec. Messieurs Lacoursière, Provencher and Vaugeois have overlooked a few salient facts: the governors of the English colonies all had comparable powers; many of the powers conferred upon the governor in 1763 were transferred to the assembly as time progressed; and none of the English provinces were given more power than Quebec in 1867. In other words, Quebec was equal to Ontario, New Brunswick and Nova Scotia. Of course, this does not suit many French Quebecois nationalists who have always looked upon this province as

being different and therefore more "equal" than the other provinces.

The authors do go on to show that the government under the Proclamation was not much different for the Canadiens than from that under the French regime. However, they also correctly state that since Catholics were barred from the Governor's Council, the survival of the Church and the French was threatened. Thus the goodwill that the paragraph might have created was undone by the reminder that the Canadiens always had to struggle for their separate existence.

The role of the Roman Catholic Church is given much more space than in English textbooks. At the beginning of the chapter entitled, "L'organisation religieuse et civile: facteurs de survivance" (the title should disclose something to the reader), there is a quote from André Siegfried which explains the disparity between English and French history books.

L'Eglise tient sur les bords du Saint-Laurent une place à part; elle a été de tout temps pour ses disciples une protection fidèle et puissante. Notre race et notre langue lui doivent peut-être leur survivance en Amerique...Sans l'appui des prêtres, nos compatriotes auraient sans doute été dispersés et absorbés. C'est le clocher de village qui leur a donné un centre. (p. 208)

Most English-speaking Quebecois do not realize this significant role that the Church played. Without the Church, the French might have become extinct as a separate cultural group in North America but the writers do recognize the importance of the Roman Catholic Church in this province's history and give it a prominent place in their book. It was the priests who took "l'initiative de diriger l'effort du peuple contre l'assimilation anglais..." (p. 210)

It was the Roman Catholic Church in Quebec which first opposed the British. In a passage entitled, "Le drame épiscopal" the authors graphically tell the story of replacing the bishop. The new governor, Murray, tried to influence the nomination of the bishop, but the different Church orders would have nothing to do with this and their choice finally prevailed. It is very difficult for the average English reader to visualize the significance of this but the text points out that this was a major step in "la survivance":

En gardant l'Eglise, les Canadiens sauvaient les cadres de l'organisation supérieure de l'éducation, les Collèges, qui pendant deux siècles éduqueront leurs principaux leaders politiques.
(p. 210)

Repeatedly the textbook turns towards nationalist and tends to interpret history continually along nationalism lines which is just as monotonous as, for example, a Communist who

always expounds history along class conflict lines. This is a tragedy because it blinds the reader to other explications or views of events. One cannot take every event and see it only as an English-French struggle. While it is acceptable to pay homage to the Roman Catholic Church for its contribution to the French-speaking Quebec community, Messieurs Lacoursière, Provencher and Vaugeois should have pointed out that this same Church was one reason why Franco-Quebecois lagged behind their English compatriots in many aspects of the province's society. For many years the Church-controlled education system turned out good artists and lawyers but in the scientific, technological and industrial fields the French could not compete with Anglo-Quebecers with the result that large areas of Quebec society were developed by the English.

The next section examines French Protestants in New France under the new English regime. The segment provocatively named, "La revanche des huguenots", and this title stirs up such imaginative scenes as a group of Huguenots sweeping down on an isolated farm in the middle of the night and massacring the inhabitants. However, the actual commentary is much different. The book states that under the British regime certain changes took effect: for the first time French Protestants were given positions of power by

being named to the Governor's Council; Huguenots were given contracts by Governor Murray to repair the Recollets' chapel in Quebec; and the Church was ordered to allow French Protestants to be buried in Catholic cemeteries.

These points were important concessions given to the Huguenots but can one honestly term them "revenge"? The first item must be seen in the light of British law under which no Catholics could hold any public office. So Murray, needing Canadiens representation, appointed French Protestants to his advisory council. These people served as the intermediaries between the French population and the English government. As for the second point, this was clearly an example of patronage which all governments of all countries have always practiced. Thirdly, the burial of Protestants in Catholic cemeteries was clearly an affront to the Canadiens. It is also interesting to ponder why a Protestant would want to be buried in ground owned by the Papacy especially considering the religious wars which had ravaged France, in particular, and Europe, in general. Nevertheless, one can only say that this policy was not a good one and the French Canadians had every right to be upset with it. However, none of the changes can really be called "la revanche des huguenots." Obviously the title is much too strong when the content of this section is judged.

In the remainder of this chapter, the authors analyze the merchant's opposition to Murray's policy of allowing the French to exercise their religious and judicial prerogatives as well as the new governor's (Carleton's) attempt to find an equitable solution to these problems. This part is sincerely studied in its historical context and Canada-Quebec does a much better analysis of this period than Challenge and Survival. There is more detail in the French text but the approach is refreshingly simple: the authors concentrate on two opposing people, Carleton, who supports special privileges given to the Canadiens, and Masères, who wants British law carried out and the quick assimilation of the French. The result is that the debate is presented in humanistic terms. Instead of listing the historical points of the two forces, the authors have made history come alive by showing the arguments presented by Carleton and Masères.

The Quebec Act of 1774 is very well explained by Canada-Quebec. There is only one major difference between this textbook and Challenge and Survival and this has to do with the Catholic Church. The French text does a much better job showing the changing role of the Church from the Royal Proclamation to the Quebec Act. Again, the authors manage to give a human flavour to history when, after stating the effects

of the Act, they tell how the average Quebecer felt:

Le peuple, pour sa part, l'accueille sans trop d'enthousiasme. Ne maintient-elle pas les taxes payées au seigneur et les lois criminelles anglaises. Pour cette masse, à 85 ou 90 per cent rurale, les bonnes récoltes des années 1772-73 sont beaucoup plus importantes. Une honnête prospérité paysanne rend sereins les lendemains de conquête." (p. 222)

The writers' tone seems sad that the average person is more concerned with living than cultural survival. Nevertheless, the above passage is marvellously realistic and captures the human dimension to the Quebec Act very well. After all, it is quite useless to worry about Quebec's boundary or whether or not there is to be French or English civil law when one's life is at stake.

The Rebellions of 1837-38 and the Durham Report

The text begins to examine the rebellions with a study of the period just after the war of 1812. Generally the authors see the development of radicalism as a result of the need for responsible government. The struggle is seen as a direct conflict between the elected Assembly and the appointed Councils. However, the book quite directly asserts that the real culprits are the English - or the British in Canada - and this is shown later in this chapter.

In 1823 the attorney-general, John Caldwell, took £96,000 from the treasury. While Challenge and Survival obliquely states only that some money was missing from the treasury, Canada-Quebec says, "John Caldwell, procureur général, avait soustrait cette somme dont il s'était servi pour des spéculations personnelles." (p. 283) Naturally this led to accusations, counter-accusations and ill-feeling between the Assembly and Governor Dalhousie and his councils. The textbook continues in subsequent pages to highlight the distrust felt by the reformers towards the executive branch of government.

Canada-Quebec also investigates the effect the United States had on the deepening crisis between the people and the government. Economically, Montreal was falling far behind New York. While the Americans and Upper Canadians were building impressive canal systems to compete for western trade, Lower Canadians were doing much less to improve the St. Lawrence system. Messieurs Lacoursière, Provencher and Vaugeois maintain that the British wanted to populate Quebec with English-speaking people and to re-vamp the St. Lawrence. They also believe that the two events were inter-connected with the Montreal English business community, which was fighting a losing battle with New York, being constantly,

frustrated by a largely French-speaking Assembly extremely reluctant to carry out either of these measures.

In a revealing passage, Canada-Quebec puts forward its explanation of English immigration and the mercantile conflict between Montreal and New York.

Si les Britanniques appuyés par leur métropole veulent peupler et équiper la vallée du Saint-Laurent, il leur faut déjouer, neutraliser ou contourner la majorité canadienne-française. Engagée dans la lutte - nation contre nation - cette majorité canadienne-française montre peu d'empressement à encourager l'immigration britannique ou à consentir des déboursés pour entreprendre des travaux qui favoriseraient en fin de compte l'enracinement des forces anglaises. (p. 284)

Once more the writers dwell upon the racial nature of the conflict which one could just as easily view in an economic context: a liberal middle class aspiring to increase its fortunes being thwarted by a conservative rural French and English population suspicious of quick changes. When seen in this light, the conflict is similar to those in Britain or the United States. In those countries, businessmen had a difficult time because the government (either the central government or the state governments) was elected by primarily rural populations who perceived the city-dweller with suspicion. These people had been indoctrinated by their churches

into believing that cities were places of iniquity and, therefore, city-dwellers including the merchant class were, in most cases, sinfully beyond redemption. As a result it took a long time for the government to pass laws favouring the business community. Indeed, entrepreneurs had to "buy" their laws which made them seem to be the evil force that many believed them to be.

In Lower Canada, we can see the same division in the population: rural and urban. Also, there existed the same belief in Quebec that city-dwellers were depraved and the fact that the merchants tended to be true aliens (English and Protestant) did not help matters. But, whether the businessmen had been English or French would hardly have changed the conflict a great deal - the Assembly would still have been just as reluctant to favour French merchants (if they wanted to ameliorate the St. Lawrence canals) as it was to the English business community. Thus the authors could have shown the conflict between the mainly English entrepreneurs and the mainly French Assembly in a manner different from the racial one they chose.

Canada-Quebec continues this racial interpretation in analysing the problem of land speculation. The text states that the land in the Eastern Townships, where there was a

largely English population, was reserved for English settlers. The land company holding the unused land would not sell it to French people. This would seem to be the area of grievance but the writers continue by saying that the Canadiens "repugnant à s'établir dans les 'Townships' où la tenure et les lois sont anglaises." (p. 285) Papineau, among others, wanted the land company abolished in order to open the area for French settlement. In order to make French settlers feel comfortable in this area Papineau and other nationalists wanted to arrest British immigration to the colony.

Les chefs canadiens-français auraient pourtant voulu réserver cette région à leurs compatriotes, considérant qu'il vaut mieux pour les Anglais de s'établir à l'extérieur du Bas-Canada. (p. 285)

The British were concerned with the quick population growth of the United States which was constantly pressing against the borders of British North America and they wanted to ensure that Lower Canada - at least the Eastern Townships area - would be populated by native sons. What was involved here was a conflict of interest between the policy of the British government and the attempt by the Canadiens to ensure that Quebec remain French. In short, the Franco-Quebecers were determined to do everything they possibly could to stop future English-speaking immigrants from settling in Quebec.

In 1822, the British Parliament was on the verge of passing a bill uniting Upper and Lower Canada. Generally Canada-Quebec treats this segment fairly as the terms of the union are outlined as well as the position of the French and the English. Then, unfortunately French Quebec nationalism re-emerges in the next section where there is a primary source showing the views of some Townshippers.

This document was a petition sent to His Majesty advocating union of the Canadas and its effect in this book is to accent to French youth the fact that the English were always interested in assimilating the French. It might have been better if the authors had included an editorial from The Gazette in favour of union rather than this provocative document which contains many falsehoods or, at best, unconfirmed statements. Some portions are reprinted and analyzed here to exhibit the anti-French nature of the petition as well as some of its misleading or incorrect assertions.

The petitioners' first contention was that the Townships had a greater growth potential than the French section of Quebec.

Que la situation des habitants des "Townships" diffère de celle des habitants de toute autre partie de l'empire britannique, et il est probable qu'elle sera désastreuse pour eux-mêmes et leur postérité, si dans la terre de

leurs ancêtres on ne leur vient en aide par un législation favorable. La province du Bas-Canada, dans les présentes conditions, peut être divisée en deux parties, savoir: premièrement, les Seigneuries ou le Bas-Canada français, qui comprennent une étroite lisière de terres de chaque côté du fleuve Saint-Laurent, variant de 10 à 40 milles en largeur, et secondairement, les "Townships" ou le Bas-Canada anglais, qui comprennent le reste de la province, sont d'une plus grande étendue et capables de contenir une beaucoup plus forte population que les Seigneuries ou le Bas-Canada français.
(p. 387)

The inference here was that the French part of Quebec was smaller than the English one and, in time, this latter region would dominate the province. The petitioners obviously stretched the truth - the French section being only, at the most, forty miles from the shores of the St. Lawrence while the rest of the province was English. One can theorize that a young Franco-Quebecois reading this opening paragraph would be quite disturbed by this falsehood.

In the next paragraph the petition compounds the error by calling for the absorption of the Canadiens who, the petitioners claim, were being misled by demagogues into believing that they were a nation. This ridiculous assertion, claims the petition, must be destroyed and the English population strengthened through just legislation.

Mais en dépit des obstacles du passé, à moins qu'on les perpetue encore, les émigrés de l'avenir et leurs descendants, joint à ceux déjà établis ici, pourront finir par former une grande majorité des habitants et faire en réalité du pays ce qu'il est de nom une colonie britannique, et cet heureux résultat peut s'atteindre sans préjudice aux justes droits des autres; leurs préjugés même ne sauraient en souffrir, excepté les illusions mises en cours et avivées par les démogogues, que "les Canadiens d'extraction française doivent rester un peuple distinct" qu'ils "ont droit à être considérés comme une nation", préjugés d'où il doit suivre, comme conséquence naturelle, que la province du Bas-Canada (dont un sixième n'est pas encore établi) doit être considérée comme leur territoire national, où ne saurait pourvoir s'établir quiconque n'est pas disposé à devenir français, préjugés, qui tout absurdes qu'ils puissent paraître, vont gagner en force, en influence s'ils ne sont promptement et complètement déracinés, et deviendront non seulement incompatibles avec les devoirs et allégeances du colon, mais encore dangereux pour la sécurité future des colonies voisines, et subversifs des droits de tous les habitants des "Townships", de même que de tous les Anglais établis dans le Canada seigneurial, par les mains desquels se fait tout le commerce avec la mère patrie. (pp. 287-288)

It is obvious that a Canadian would find this paragraph inflammatory since it continually downplays any positive role that the French were contributing to the province. The excerpt has made such a deceptive argument that it is grotesque.

The value of including such a document must be questioned. There is no background information as to the number of people who signed the petition, nor who created the

document. If the authors have included this passage as a though-provoking measure then it may have some value but its true merit actually lies in its potential for propaganda. In fact, the authors re-state two of the assertions of the petition. The first one deals with the excerpt on demagogues claiming that the French are a distinct nation. Messieurs Lacoursière, Provencher and Vaugeois aggressively refute the allegation by declaring,

Bien au contraire, plusieurs "démagogues canadiens affirment que les Canadiens d'extraction française doivent demeurer un peuple distinct, et qu'ils ont droit d'être regardés comme une nation." (p. 287)

The way this sentence is presented impresses upon the reader the uniqueness of the French race. One wonders if a French teenager might not believe that he is the inheritor of a nation which has struggled valiantly against immense odds (as presented by an English population) to remain distinct and that, therefore, it is his duty to ensure the survival of his people. Such a belief, would, of course, cultivate nationalism - if not racism in the twentieth century meaning of this word.

The second claim, that the British believed that with proper protection they would become the majority, is also

reprinted by the writers:

qu'avec plus de protection, ils pourraient rapidement avoir la majorité et démentir cette opinion abusive qu'ont les Canadiens français de vouloir rester un peuple distinct. (p. 287)

Then the authors declare,

Ils résumant en fait leur position dans une phrase toute simple mais combien significative: "Faire du pays une colonie britannique par le fait comme il l'est de nom." (p. 287)

Now that is definitely invidious. How true the statement was is not as important as how many English people actually believed it. Unfortunately, Canada-Quebec does not give the amount of signatures on the petition nor why the authors found the last quote above "combien significative." So the reader is left with one of two views: since those statements, and indeed the petition, has some historical validity, the authors were quite correct to include it; or, since the document represents the feelings of a portion - and an undefined portion at that - of the "British", the writers are not morally justified to enclose it as representative of the English community at large. Of course, the petition's propaganda value fostering French Quebecois nationalism (or even racism) will remain high no matter which point the

reader decides to take.

In the final decade before the rebellions there was much discussion on the reformers' side as to the actual position Lower Canada should have in North America. Canada-Quebec (unlike Challenge and Survival which ignores this issue) does an excellent analysis of the prevalent opinion that Quebec needs to be politically independent from Britain. The text uses excerpts mainly from Le Canadien, although other sources are utilized, to examine the discussion. Le Canadien proclaimed,

Il n'y aura jamais de paix, ni d'affection tant que la métropole n'imitera pas le bon père de famille qui diminue son autorité à mesure que son enfant avance en âge. Nous sommes maintenant assez avancés en civilisation pour conduire nos affaires seuls. (...) Point de milieu: si nous ne gouvernons pas, nous serons gouvernés.
(p. 295)

From this passage the reader perceives that the actual aim of the French reformers was not just local self-government but also independence "pourra se faire un jour 'dans 50 ou 100 ans'" (p. 295) - at least this is what the textbook seems to claim. However, the reformers recognized the enormous influence of the United States and realized that they needed the protection of Great Britain. In short, a type of "sovereignty-association" which would allow Lower Canada complete

freedom while the British Empire stood guard over this freedom against American interference.

The textbook includes a quote from Maurice Seguin's L'idée d'indépendance au Québec, genèse et historique which best summarizes what Canada-Quebec seems to believe was the prevalent mood among the Canadiens of this period. M. Seguin writes,

Mais le but ultime reporté à plus tard est de prendre place parmi les nations et de devenir un État souverain allié utile de la Grande-Bretagne. Les Canadiens aspirent à de plus hautes destinées que d'être à la remorque d'une puissance étrangère. Ils se croient appelés à couronner le nord de l'Amerique de l'auréole d'une civilisation et d'une puissance canadiennes. (p. 295)

This is quite a statement of nationalism but one must not accept M. Seguin's, nor the textbook's claim unquestioningly. First of all, there are no dates given in this section so the reader is never sure if the book is referring to the 1820's or the 1830's or even which section of those decades the primary sources are alluding to.

This reader being concerned about the vagueness of "Positions des Canadiens" decided to follow-up the footnote accompanying the sources which refers the reader to André Beaulieu and Jean Hamelin's Les journaux du Quebec de 1764 à

1964. One finds that the book lists the publishing dates for different newspapers and Le Canadien's background from its inception in 1806 to its demise in 1909. A history of the publishers is given in which there is an interesting statement for the publishers of the 1831-1842 period. It says, "Le Canadien représente les intérêts de group modéré de Québec."⁵ However, an English person would hardly consider this newspaper as moderate. Also the authors of Canada-Quebec should have been more specific as to which issue of the newspaper they were using because this reader was no more enlightened as to the time period of the sources after reading Les journaux du Québec de 1764 à 1964 as he was before re-searching the footnotes.

The second reason why one should not accept Maurice Seguin's assertion without question is that the newspaper Le Canadien was an organ of nationalist aspirations and should not be looked upon as representing the majority of the people's wishes. One can therefore criticize the authors for quoting quite extensively in this section from the one radical journal.

Canada-Quebec then looks at the British in Lower Canada and sees them "dans une situation délicate." (p. 296) They were caught, claims the text, between the unjust Chateau Clique and the French majority with whom they had little in common.

⁵ André Beaulieu and Jean Hamelin Les journaux du Québec de 1764 à 1964 (Quebec, 1965), p. 179.

Finally, after failing in their attempt to have Montreal annexed to Upper Canada and a union of the two colonies, the Montreal merchants advocated flooding the colony with English-speaking people.

Vos braves compatriotes en s'adressant à tous Britanniques du Bas-Canada, ont acheté le Canada des Français par la victoire des pleines d'Abraham et vos pères en ont payé le prix de leur propre sang. Le roi de France en nous cédant le pays a confirmé la conquête. Le Canada est donc à Vous, Britanniques, pour être par vous colonisé selon Vos intérêts... (p. 297)

Again an invidious document is used and there is no doubt that the above passage would inflame the emotions of a youth of French origin. Of course, the same questions can be asked for this citation as for the petition mentioned a few pages back: who actually made this statement? and how much support did he have? If we accept this as being the wish of the majority of English people living in Quebec at that time then the authors missed a glorious opportunity of relating the feelings of Anglo-Quebecers of the 1820s and 1830s to the same insecure feelings of Franco-Quebecers in the 1960s and 1970s. This approach might have actually led to a sympathetic response from young French readers, but, to present the document without any attempt to explain it, is hardly fair in the academic sense.

The textbook does a very good analysis of the Ninety-two Resolutions and the different reactions to them. First, there is a detailed account of the resolutions of which the authors have reproduced sixteen points of the eighty-fourth resolution which outlined the basic grievances of the French reformers. Next Papineau's promise that if Great Britain accepts the resolutions then Lower Canada would always remain in the empire is countered by Guey's accusation that Papineau "vouloir déloger l'Angleterre pour occuper sa place." (p. 301) The reaction of the "Britanniques" (English Quebecois) is graphically illustrated in a quote which includes the sentence, "La nation canadienne n'est qu'un nain rabougri qui a dépassé la fleur de l'âge et est sur le point de sombrer dans le néant." (p. 302) (One should note again that no information is provided as to who made this claim as well as the provocative nature of the passage.) This lively recounting of the events extends through the period from 1834 to 1838 when the rebellions are finally quelled. Generally the accounts are historically accurate but the authors are sometimes carried away by their emotions and this is reflected by such statements as, "Colbourne, victorieux, continue sa tournée de represailles semant la terreur partout. (p. 311)

Although Canada-Quebec goes into great depth about the

reform movement, the position of the English, the actions of the various governors, the events leading up to the rebellions and the events of the rebellions in Lower Canada, the book has little to say about Upper Canada in this period. In the thirty six pages covering the period from 1810 to 1840, there are only five paragraphs on Upper Canada scattered throughout these pages. Joseph Howe and the reform movements in Nova Scotia are only mentioned in one footnote. There is absolutely nothing about New Brunswick, Prince Edward Island or Newfoundland. Interestingly, the Royal Commission on Bilingualism and Biculturalism found this same fault with the "older" history books:

Turning to the French-language textbooks, the focus on the point of view of only one cultural group is even more striking. Events that have no direct relevance to the theme of French Canadian survival are ignored to such an extent that what remains is almost the history of French Canada rather than the history of Canada. Anglophones appear only when they are associated with events central to the story of French Canadian society; often they appear in the role of the villain who seeks to destroy this society.⁶

Messieurs Lacoursière, Provencher and Vaugeois have followed the same road that other French Canadian nationalistic historians have laid. If one accepts that protection of the

⁶ Royal Commission on Bilingualism and Biculturalism, Report of the Royal Commission on Bilingualism and Biculturalism volume 2, (Ottawa, 1968), p. 279.

French race is the supreme object of teaching history in Quebec, then this is acceptable. However, history should never be used as an instrument to further the ideas of a "chosen people" and in this respect the authors have tragically failed by perpetuating this myth.

In reviewing the events of the rebellion, the reader realized that the absence of information on the reform movements outside of this province would result in generation after generation of French Quebecers living without comprehending the events which shaped their fellow Canadians. Given the mental capacity of most teenagers, students would probably not remember anything about the rebellions except for the more graphic events such as Chenier's stand at Saint-Eustache, women and children being thrown into the winter snow by British soldiers who then razed their houses, the anti-French attitude of the English and Colbourne's "reign of terror"; but, definitely nothing about Upper Canada nor Joseph Howe's victorious court case which was the single most important event of the era. Is it any wonder that many French-speaking Quebecois today distrust - in some cases hate - their English counterparts? Is it really puzzling that French Quebecers see their province as being surrounded by a sea of alien and relentlessly manipulative people? Is it surprising that Franco-Quebecois believe that the

world starts and ends at their provincial boundaries? Surely they have nothing in common with the foreign land called Canada!

The segment on Lord Durham is treated in an interesting manner. The textbook claims that Durham was prejudiced against the Canadiens before he even sailed for British North America.

Avent même son départ, Durham se plonge dans l'étude de la situation. Les mémoires et les pétitions s'entassent au "Colonial Office." Il rencontre des marchands de Londres qui lui racontent "le drame de leurs collègues de Montreal menacés de tomber sous l'autorité d'une république canadienne-française..." Il rencontre John Arthur Roebuck qui a déjà habité le Bas-Canada et qui fut un adversaire acharné du nationalisme canadien-français et Edward Ellice, le célèbre marchand qui en 1822 a appuyé le projet d'union. Tous deux ont cependant évolué vers une formule fédéraliste pour mater les Canadiens français et sauvegarder les intérêts supérieurs d'une majorité britannique. (p. 311)

The authors have not explicitly stated that Durham's position on the Canadiens situation had already been determined but they have certainly made an implicit statement. So, the authors contend, it was not surprising that, when Lord Durham's report was released, it completely deflated the aspirations of the French Québécois: "Les espoirs des Canadiens, qui ont déjà été troublés par les propos de Durham la veille de son départ, reçoivent leur coup de grâce." (p. 312) Seen

in this way the Durham Report loses much of its impartiality and Lord Durham becomes another Englishman whose sole aim is to assimilate a noble race. In fact, in this book there is no aura of the crusading knight attributed to Durham by English history books and English historians.

Before Canada-Quebec goes into detail about Lord Durham's recommendations, it has a section on the patriotes who continued to fight against their "oppressors." These rebels organized a secret society called Frères Chasseurs to attempt another drive for independence. They were easily defeated in November 1839 by government forces. Then followed, according to the text, an even greater series of repressive acts by Colbourne:

La seconde répression de Colbourne est plus barbare encore. Des villages sont mis à sac et à feu. Près d'un millier de personnes sont jetées en prison, soit deux fois plus qu'en 1837. (p. 315)

Of the 108 prisoners tried for treason, 99 were found guilty and condemned to death. The textbook tells that the Montreal Herald "avait déjà réclamé des exécutions, désirant voir 'le spectacle de la veuve et le l'orphelin'." (p. 315) If the English wanted blood, the authors assert, then they got blood as twelve rebels were hanged. The book gives a list of the

hanged men along with their occupations, ages and family backgrounds. The authors end the passage with this patriotic paragraph:

Dans tous les pays du monde, celui qui verse son sang pour la patrie a droit au titre de héros. Les peuples libres savent se souvenir de leurs patriotes. (p. 315)

In the segment dealing with the recommendations of the Durham Report, the textbook concentrates exclusively on its detrimental suggestions for the Canadiens. Messieurs Lacoursière, Provencher and Vaugois declare that responsible government was recommended only because Durham believed that it would strengthen the ties between British North America and Great Britain. Their deduction was that in "cette perspective, Durham reste donc un impérialiste..." (p. 315) This conclusion was confirmed by his call for "une immigration soutenue et planifiée" (p. 316) of British subjects in order to neutralize the growing influence of the United States on the continent.

Canada-Quebec continues with Durham's observations about French Canadiens. Durham believed that the Canadiens might one day be annexed by the United States because the colony would try to achieve its independence from Britain. Economically the situation was hopeless for the Canadiens "dont

les terres sont épuisées et surpeuplées." (p. 316) They would have to migrate to the United States due to the force of industrialization "où ils travailleront sous les ordres des Anglo-Saxons." (p. 316) About the Quebecois culture Durham is quoted, "C'est un peuple sans histoire ni littérature..." (p. 316) Thus the authors maintain that Durham wanted to subordinate their interests in order to save the "intérêts supérieurs du 'British North America' et finalement de les assimiler." (p. 316) In a political union with Upper Canada, the Lower Canadians would easily disappear as a national entity solely "by the working of natural causes." (p. 316)

This is a harsh condemnation of the Durham Report as the entire section says absolutely nothing positive about it. In fact, the only extended quote from the report would incite most Franco-Quebecois students to quite a fit of anger. Durham wrote,

Je le désire pour l'avantage des classes instruites...pour qui les professions les plus élevées sont fermées...Je désire plus encore, l'assimilation pour l'avantage des classes inférieures...S'ils essaient d'améliorer leur condition, en rayonnant aux alentours, ces gens se trouveront nécessairement de plus en plus mêlés à une population anglaise: s'ils préfèrent demeurer sur place, la plupart devront servir d'hommes de peine aux industriels anglais. Dans l'un et l'autre cas, il

semblerait que les Canadiens français sont destinés, en quelque sorte, à occuper une position inférieure et à dépendre des Anglais pour se procurer en emploi. (p. 317)

In this way Durham believed the only solution for the Canadas was their union. Responsible government, Durham's other main recommendation, is only mentioned in passing by the authors. They spent one and a half pages in examining a situation (the Canadiens' assimilation) which never came to be and this is decidedly unfortunate. One cannot live in the past which is what Canada-Quebec seems to be doing. It would have made more sense to concentrate on responsible government, its meaning and effect on our system of government since this was the road by which Canada eventually achieved independence.

The Second World War

The title of this chapter is "Deuxième guerre mondiale (1935-1945)" and perhaps it is significant that the authors decided not to call the chapter "Canada and the Second World War." The reason might be the accepted belief that Quebecers never wanted to participate in the war as shown by their overwhelming "no" vote in the conscription plebiscite. But, after reading the chapter, one might conclude that, since the authors had examined the war as a unit, their title is appropriate.

The chapter begins with two short sections, one on the decline of the League of Nations and the other on the immediate events leading to the declarations of war. The textbook states, "Le Vatican, La Belgique, les Etats-Unis, les Pays-Bas et le Canada tentent d'intervenir: rien ne peut plus retenir Hitler." (p. 518) It is interesting that the book should mention this since most history texts tend to leap from the Soviet Union - German non-aggression agreement to the German invasion of Poland and the declarations of war on Germany by Britain, France (September 3) and Canada (September 10). Thus in one sentence Canada-Quebec changes the image of Canada's entry into the war. Canadians - and certainly the King government - did not rush into the battle against the "mad-dog" Hitler. In fact, as many historians have pointed out, Mackenzie King did everything in his power to keep Canada's primary contribution to the war at a minimum but few high school textbooks (including Canada-Quebec) tell about this. Nevertheless, the authors should be commended for putting a damper on Canada's entrance to the war since even our Prime Minister tried to persuade the British to accept Canadian food, some war material and a pilot training school in lieu of Canadian soldiers.

In the segment "Préparatifs de guerre" the primary steps

that the country took are outlined. The book points out that the government's decision "d'envoyer un corps expéditionnaire en Angleterre ne surprend personne au Canada." (p. 518) The writers reason that, in spite of past statements by the Prime Minister and some members of his Cabinet, "la situation s'est considérablement tendue en Europe; il n'est plus question que de 'défense de la liberté' et de 'responsabilité du Parlement' en la matière." (p. 518). Therefore, the book demonstrates that the situation in Europe required urgent action and the reader does not have the impression that Canadians, and especially Quebecers, had been misled by past speeches of Mackenzie King and were now being railroaded into this new round of European hostilities. Indeed, the text explicitly states that the First Canadian Division was composed entirely of volunteers.

In the next paragraph the book tells about this country's air pilot training schools set up to train pilots from every country in the Commonwealth. Statistically it was an impressive contribution as Canada-Quebec points out that 67 military schools were established complete with runways and other necessary equipment to train 25,000 pilots each year. Canadians actively participated in this program as they "souscrivent généreusement au premier emprunt de 200 millions

de dollars lancé par le Gouvernement." (p. 519) Thus the reader's impression after reading this section is that Canadians had decided a job had to be done and they had better get on with it.

The next two pages deal with the events of the war in 1940 and 1941. Generally these events (the Blitzkrieg against the Low Countries and France, the Battle of Britain and the bombing of Pearl Harbour) are told in a straightforward but general manner as the authors have not placed any great emphasis on Canadian participation although they have mentioned instances where Canadian soldiers fought. Two such cited examples are the landing of a British division and a Canadian brigade at Brest, France in early June, but these were quickly withdrawn; and the sending of two battalions to Hong Kong which were captured when that colony fell. Also, the textbook explains that the Ogdensburg Agreement was "un pact défensif" whereby Americans agreed to ship "des armes aux pays en guerre avec l'Axe" (p, 520) but there is not additional information about the accord. The book should have explicated about the Ogdensburg Agreement's great implication: since the United States agree to protect Canada, this country became, in effect, a satellite of the United States.

The next page deals with the conscription issue at the

end of 1941 and the first six months of 1942. If the reader expects to find a great outpouring of nationalist rhetoric and provocative language against conscription, he is mistaken. Once more Canada-Quebec merely outlines the event and the plebiscite results in a straightforward way. The book states the background to the question and points out that conscription already existed in the country: "Le service militaire obligatoire existait au Canada, mais pour la défense du pays seulement." (p. 521) The stand of Prime Minister Mackenzie King is shown by his statement of June 24, 1940 (St. Jean Baptiste Day in Quebec), where he "réaffirme solennellement: 'Le Gouvernement que je dirige ne présentera pas de mesure de conscription des Canadiens pour le service outre-mer.'" (p. 521) The textbook states that King did backtrack somewhat on his stand when Bill 80 was introduced in Parliament on June 30, 1941. The bill brought in a limited form of conscription but the authors stress that the bill stated that "les Canadiens ne peut être exercé pour le service militaire en dehors du Canada." (p. 521) Nevertheless Mackenzie King was being pressured to have draftees sent overseas by the beginning of 1942 with the result that he decided to hold a plebiscite to settle the arguments within his Cabinet.

One pertinent point should be made about this section,

"La conscription au Canada." While the authors have written a neutral section on conscription this neutrality is shattered a few pages later. There the text has an excerpt from Andre Laurendeau's book La Crise de la Conscription which gives a riding by riding breakdown of the results. Mr. Laurendeau writes,

Dans son immense majorité, le Canada anglais - j'entends le Canada d'origine britannique - a voté OUI. Dans son immense majorité, le Canada français a voté NON. Les Neo-Canadiens, en particulier ceux d'origine allemande, se sont divisés, mais chez eux le vote négatif fut important. (p. 529)

This paragraph is significant because it sets the stage for the argument that it was British Canada which forced conscription on the country in general and on Quebec in particular. Laurendeau then illustrates that in French ridings "la proportion des NON est presque gênante à enregistrer" (p. 530) ranging up to 97%. In the Montreal area the ridings voted affirmatively anywhere from 55% in Jacques Cartier to 82% in Mount Royal. Laurendeau writes, "En lisant ces pourcentages, on peut deviner la proportion des Canadiens français qui habitent ces comtés." (p. 530)

In ending this source there is Laurendeau's summary:

Nous avons ainsi vécu ensemble, par-delà les frontières provinciales et sociologiques, une heure d'unanimité comme nous en avons peu connu dans notre histoire. Et cette heure, grâce au plébiciste, s'est inscrite dans les statistiques officielles. De son côté, le Canada anglais a lui aussi manifesté son unité: il avait comme point de ralliement la poursuite d'un effort de guerre totale. Mais le Canada français refusait de se laisser bousculer. (p. 530)

This is a very strong nationalistic statement and leads this reader to believe that most young Quebecois would be enormously influenced by it. The document makes the point very clear: English Canada - in particular British Canadians and the federal government - broke its promise and forced French Canadians to do something with which they disagreed wholeheartedly.

After "La conscription au Canada" there is an interesting primary source. The book has reprinted part of a speech by Premier Godbout delivered in July 1942, broadcast over Radio-Canada and re-transmitted to France. The document begins,

Vous pouvez compter sur nous. Nous faisons joyeusement des sacrifices pour vous. Ici dans la province de Québec, terre française dans le cadre souple et flexible des bien-faisantes institutions britanniques, nous répondons avec empressement à tous les appels de l'Etat fédéral. (p. 522)

Godbout's statements certainly well-illustrate the extreme interpretation of the concept of poetic licence as the above quote directly contradicts the result of the plebiscite. However they do serve a purpose: they help to reinforce the impression that many francophone Quebecois have that Godbout was a "vendu" who gave away some of the province's powers to the federal government. The fact that Premier Godbout did this in order to have Quebecers benefit from family allowances and unemployment insurance at a time when the province could not afford such schemes is generally forgotten by these people. Thus, the authors are guilty, consciously or unconsciously, of reinforcing a mistaken conception of Godbout by including this document.

A complete section is devoted to the Dieppe Raid in August of 1942. This passage does a very good job outlining the background to the raid, the events of the battle and the results of this action. "Le raid de Dieppe" is written in good descriptive language and students should have no trouble picturing the combat.

En certains endroits, la place est littéralement balayée par le feu ennemi. Les victimes sont nombreuses. Quelques pelotons réussissent quand même à franchir la zone meurtrière; d'autres parviennent, au prix de lourds sacrifices, à réduire au silence quelques nids de mitrailleuses.

Dans le ciel, les avions de la 'Royal Air Force' sont aux prises avec ceux de la 'Luftwaffe', pendant que les navires échangent des coups avec les batteries côtières. Le bruit est infernal. Les péniches, par vagues successives, continuent à déverser sur les plages hommes et matériel de guerre, aussitôt décimés par les balles et les obus ennemis. Toute la journée, les troupes tentent de réaliser les plans élaborés par les chefs militaires; quelques objectifs seulement sont atteints. (p. 523)

As shown by this excerpt the authors have actually captured the pulse of that horrendous day as Canadians charged into the murderous machine gun fire of the Germans. Students should be able to easily imagine wave after wave of soldiers wading ashore and then attempting to crawl up the barren beach seeking some sort of shelter from the bullets raining down on them from above.

Canada-Quebec's next passages on the war are well-done. "Invasion de la Sicile", "Invasion de l'Italie", "Le débarquement en Normandie" and "L'effondrement de l'Allemagne" are written in the authors' very picturesque style as exhibited by this quote from "Le débarquement en Normandie":

Ses principaux stratèges éliminés, l'implacable dictateur ne peut, en dépit de tout son génie militaire, enrayer la poussée des armées alliées. Tour à tour les pivots de la défense ennemie sont anéantis. (p. 526)

Not only is the style enjoyable to read but the authors have covered all the main points of the war between 1942 and 1945. It would be extremely hard for any reader to find fault with this part of the chapter as the events of World War Two are told in a simplistic manner with just the needed details included.

The next segment examines Canada during the war years. Unfortunately only two paragraphs - about half a page - are devoted to this. It is not enough. The authors add to their error by revealing their provincial bias in two sentences. The first states, "Les pouvoir constitutionnels du gouvernement fédéral s'accroissent au détriment de ceux des provinces." (p. 528) The writers mean that the federal government wanted to fight a total war and passed certain measures to ensure that the economy was geared entirely for war. However, the text never makes it clear exactly how the provinces were deprived of powers nor even tells which powers the provinces lost as Canada's economy was turned into a war machine churning out aircraft, destroyers, tanks, landing vehicles and other war supplies.

The other sentence is written in this manner, "Très tôt, les provinces quittent le champ de l'impôt sur le revenu des particuliers et de la taxe sur les corporations au profit du

gouvernement fédéral." (p. 529) The inference is that the provinces were making sacrifices to aid the federal government and were not receiving anything in return. Once again, it is suggested that French Canadians were being victimized by English Canada. Quebec was suffering hardships in order that Canada could have a total war economy. Possibly Messieurs Lacoursière, Provencher and Vaugeois did not mean this but, in this case, the sentence should not have been written the way it was.

"Le Bloc populaire" is the next section and the textbook examines the founding of this party and its failure. Not many English Quebecois have heard of the Bloc populaire canadien but it was an important nationalist movement with such prominent people as Maxime Raymond, René Chaloult, Paul Gouin and newcomers such as André Laurendeau, Jean Drapeau and Michel Chartrand being members. However, it only lasted about two years and by the summer of 1944 the split amongst its members was irreversible. Laurendeau described the downfall of le Bloc populaire following his appointment as leader in February, 1944 in these words:

Mais les mois qui suivent sont pénibles; étrange groupement qui prétendait unir les Canadiens français et ne réussait pas à rester uni; bloc fissuré; divisions inexplicables, (...) nous glissons vers le néant. On parle moins de

conscription, la prospérité du temps de guerre s'est installée. Les jeunes soldats outre-mer ne sont-ils pas le prix dont il faut payer ce recommencement de bonheur domestique? (p. 530)

This quote ends a short but well-written passage on a nationalistic movement during the Second World War.

The final part of the chapter is entitled "Le gouvernement Godbout" and it analyzes this government's accomplishments and the reasons for its failure in the 1944 election. Premier Godbout, the textbook states, instituted such reforms as the vote for women, the inclusion of civil servants in the province's pension plan, the nationalization of the Montreal Light Heat and Power Company into a new company called the Commission hydroélectrique de Québec (Hydro-Quebec). Also the government named a commission to report on a medicare plan. In spite of these measures the Liberals were defeated in 1944. The authors write that the reason for this were the attacks by the Bloc populaire and the Union nationale stating that the Liberals had betrayed Quebec on conscription and by giving some of the province's powers - the textbook never clarifies which powers - (i.e. family allowance and unemployment insurance) to the federal government: "Le Bloc populaire et l'Union nationale lui imputent les méfaits de la conscription et de la politique centralisatrice du

gouvernement fédéral." (p. 531) While this interpretation of the downfall of Godbout's government is the standard one, it is also correct and the authors were quite right in selecting this explanation.

CHAPTER 4

THE DIFFERENCES BETWEEN THE TWO HISTORY TEXTBOOKS

As stated in chapter one Challenge and Survival and Canada-Quebec are superficially the same - both texts have three authors, both have illustrations and maps, both have primary sources in the main commentary, and both have pages which are divided into two columns each. However, when one closely examines the textbooks, one finds that they are very different. For example, while the two books are each written by three people, these writers have differing backgrounds. Misterns Herstein, Hughes and Kirbyson, the writers of Challenge and Survival, are teachers whereas Messieurs Lacoursière, Provencher and Vaugeois, the authors of Canada-Quebec, are professional historians. The dissimilarities of the textbooks continue in other areas as well.

In Canada-Quebec's introduction the authors outline their debt to Fathers Farley and Lamarche whose Histoire du Canada was the main textbook in Quebec's French high schools for half a century. Messieurs Lacoursière, Provencher and Vaugeois maintain that Canada-Quebec was not meant to offer a new interpretation of Canada's history but to offer an updating. The text, in their words, is a serious, balanced

study of the country's past: "Cette synthèse se veut sérieuse, objective et équilibrée." (p. 7) The authors also thank the people who have contributed sections to the book and their list of contributors includes such respected historians as Michel Brunet, Guy Fregault, Fernand Ouellet and Marcel Trudel. It is of great import to note that there are no English historians listed as contributors which means that the textbook lacks an English viewpoint. As already seen in chapter three, an English input would have been of immense value for the three events analysed.

The introduction for Challenge and Survival differs markedly. First, the authors have not tried to update a previous work as the writers of Canada-Quebec have stated as being their purpose. Misters Herstein, Hughes and Kirbyson make a revealing statement when they write, "Challenge and Survival is the product of four years of intensive research and often frustrating work." (p. v) Certainly the intensive research is quite evident but the reader is left wondering what they meant by "frustrating work." The book's writers have certainly created a high school text which is original when one compares the format of their book to previous textbooks and this may or may not account for their frustration. Nevertheless, Challenge and Survival is not a rewrite of an

earlier text and the authors do not state their interpretation of Canadian history.

When taken into consideration, this introduction is similar to that found in most books as the writers express their gratitude to colleagues, friends, librarians, wives and families for their co-operation. Mistern Herstein, Hughes and Kirbyson, unlike the authors of the French textbook, have not had contributions from noted professional historians. They denote their indebtedness to Jesuit V.J. Jensen of St. Paul's College of the University of Manitoba and Dr. Cornelius Jaenen of the University of Ottawa who proof-read their manuscript. Neither gentleman is a household name in the field of Canadian history or Quebec history. Since no French Canadian historian contributed to Challenge and Survival, it lacks a French perspective and suffers a similar malaise as Canada-Quebec.

When the reader inspects the end part of each text - the sections after the main commentary - he notices a number of differences. Canada-Quebec has six main segments. The first chart is of the period from 1492 to 1760 and illustrates the happenings in France and Europe, New France, and the Thirteen Colonies. The next deals with the years between 1760 and 1867 showing the occurrences in Canada, England and Europe,

and the United States. The final table covers the era from 1867 to 1970 in Quebec, Canada, and Europe and the United States. These charts are very helpful to students because at a quick glance they are able to discern the events of different countries and, since the tables give only an outline of each happening, they illustrate in a highly effective manner the comparative events. It is regrettable that many high school texts, Challenge and Survival included, do not have such charts.

After these tables there is a chart showing the monarchs of England, the Governors-General of Canada and the Lieutenant-Governors of Quebec. This last heading reveals once more that Canada-Quebec is very much concerned with this province since most English textbooks do not list the Lieutenant-Governors of the individual provinces. It is also a reminder to the reader of the central theme of the text (i.e. Quebec's growth within Canada). Naturally this table, like the previous three, is set up with three columns, one for each position, of comparable dates illustrating the person holding office and his respective dates. It is doubtful if this chart possesses great value for the average student but it does provide students with a quick reference in case they ever need it.

The last pages are similar to those found in most books. There is a page devoted to listing the sources for the text's illustrations. This is followed by an alphabetical index comprising seventeen pages. Following the index the authors have provided a listing of the maps contained within the textbook. Finally the last seven pages of Canada-Quebec comprise the table of contents.

Challenge and Survival is set up much differently. First of all, there are only four sections after the main commentary and there are no tables illustrating the relative happenings in different countries. Instead the book has an appendix which has four parts: the intendants of New France, the bishops of New France, the governors of Canada (beginning with Champlain and ending with Michener), and the Prime Ministers of Canada. In each case the men are listed as well as their years of service but there is not a cross-referential chart as Canada-Quebec. Again this is regrettable since it makes the index harder for students to use as a reference in comparing, for instance, the conflicts between the intendants, bishops and governors of New France.

Although this last portion of Challenge and Survival differs from the French text, it is similar to that found in most English books. The appendix is followed by six and a

half pages listing the documentary sources by their page number as well as their document number used in the book. The next nine pages record the bibliographical sources which the authors used. Interestingly, 20 of the 296 (6.8%) authors listed in this section are French which at least gives the textbook an input sorely missing from Canada-Quebec. In the final eleven pages, the reader will find an alphabetical index for Challenge and Survival. While the last section is similar to those found in other textbooks, this text does suffer by not having tables like those in the final portion of the French book.

The most striking dissimilarities are to be found in the main commentary of the books. First, Canada-Quebec has its footnotes at the bottom of each page and this includes, in some instances, personal comments by the authors. The English text has no footnotes at the bottom of its pages and never has personal observations made by its writers. While this difference may not be of major importance, the other variation is.

The French text zeroes in on Quebec and deals with this province to such an extent that some happenings in other parts of Canada are given sparse coverage. An example of this was the section on the reform movements between 1815 and 1837.

Canada-Quebec has absolutely nothing on Maritime reformers and Joseph Howe is mentioned only as a footnote. The French book ignores the importance of Howe's victory in the 1835 libel suit as a win for freedom of the press. Even Upper Canada is glanced over. As shown in chapter three, Canada-Quebec has only five paragraphs in the thirty-six pages devoted to the reform movements. This is not unusual for French history books as Marcel Trudel and Geneviève Jain observed in their study of Canadian history texts for the Royal Commission on Bilingualism and Biculturalism.

In the textbooks used in Quebec, it would seem that English-language authors have taken pains to follow the recommendation that equal treatment be given to Quebec and Upper Canada, but this is not the case with French-language authors. The latter, rarely throw more than a few crumbs to Upper Canada...⁷

It is interesting to note that Trudel and Jain completed their work before the publication of either of the texts under study here but that both books adhere to their observation. In this case Canada-Quebec has the same fault as the "older" French books and the English textbook centres on events in Ontario and Quebec but the authors try to give a balanced view of the development of the country as a whole unit.

⁷ Marcel Trudel and Geneviève Jain, Canadian History Textbooks: A Comparative Study, (Ottawa, 1970) p. 16.

There are a number of other instances where the textbooks diverge on their examination of events. The Quebec Act of 1774 has a section on the new role of the Roman Catholic Church in Quebec in the French book whereas Challenge and Survival does not mention the growing importance of the Church at all. Secondly, in discussing the reform movement the English text merely mentions that in 1823 some money was missing from the colony's treasury and this led to ill feelings between the governor and the assembly. Canada-Quebec states forthrightly that John Caldwell had used the money for personal business speculations:

L'examen des comptes de la province indique qu'il marque dans la caisse 96,000 livres, soit le double des revenus annuels. John Caldwell, procureur général, avait soustrait cette somme dont il s'était servi pour des spéculations personnelles. (p. 283)

Next in its examination of the Durham Report, Challenge and Survival studies in detail Lord Durham's two major recommendations (union of the Canadas and responsible government) and his reasons for these proposals. The Lacoursière, Provencher, Vaugeois work, however, goes into great detail revealing the deleterious proposal of union for the Quebecois but mentions responsible government only in passing. Fourthly, in dealing

with the Second World War, Canada-Quebec, unlike its English counterpart, devotes very little space to what was happening in Canada during the war and has nothing about the tragedy of the Japanese-Canadians. Of course, for its part Challenge and Survival ignores the important protest movement of Le Bloc populaire canadien in Quebec. The English textbook also excludes the discussion that occurred in the Quebec reform movement during the 1830s as to Lower Canada's future position vis à vis the British Empire. This is covered very well by the French book. In addition, while Canada-Quebec reprints an excerpt from the Ninety-two Resolutions, the other history text just mentions their passage by the assembly with few details given about them.

It is not only the information given on the occurrences which reveal the contrast but also the amount of space given to the different eras in Canada's history. The Royal Commission on Bilingualism and Biculturalism pointed out that French textbooks examine New France in great depth and often divided it into two periods: from the colony's founding to 1663 and from the establishment of Royal Government to the Conquest. The other half of the book deals with the years from 1763 to the present. English texts tend to skim over New France until the pre-Conquest period and divide the

country's history into two sections: the time from Cabot to Confederation and the period from 1867 to the present.⁸ In examining Canada-Quebec and Challenge and Survival one finds a similar pattern. The English book has 32 chapters of which 6 chapters (18.7%) - a total of 60 pages of the 431 pages (13.5%) in the main commentary - are given to New France. In the French text there are 42 chapters of which 15 chapters (35.7%) - a total of 157 pages of the 551 pages (28.5%) - are devoted to New France. This is a significant difference as the figures reveal that Canada-Quebec has more than double the space given to the former French colony as Challenge and Survival has.

The Royal Commission on Bilingualism and Biculturalism noted too these discrepancies in covering events. Although the Commissioners did not know about either Canada-Quebec or Challenge and Survival, they reported,

The importance given by the respective authors to the different periods of Canadian history is an obvious illustration of their different perspectives, but the contrasts of interpretation within these periods are even more revealing. Facts which seem significant to Francophone authors are often omitted by Anglophone authors.

⁸ Royal Commission on Bilingualism and Biculturalism, volume 2, (Ottawa, 1968) p 275.

When all agree to include the same event, they often give divergent interpretations of the historical implications of the incident or of the contributions and motives of the men involved.⁹

Once more it is fascinating to observe that the "new" textbooks committed the same errors that previous books had. Can one, therefore, say that either Canada-Quebec or Challenge and Survival are significantly different from their predecessors as far as the presentation of the other culture's viewpoint is concerned? The answer must obviously be no.

The style of writing is also much different. The French text tends to be quite emotional, very colorful and provocative. For example, when discussing the reform movement of the early nineteenth century, the writers quote an English document from the 1820 era which supported the union bill concerning Upper and Lower Canada.

Ils résumant en fait leur position dans une phrase toute simple mais combien significative:
"Faire du pays une colonie britannique par le fait comme il l'est de nom." (p. 287)

There can be little doubt that this would provoke negative feelings in a French youth towards English people. After all, the English are calling for the absorption of the French

⁹ Royal Commission on Bilingualism and Biculturalism, volume 2, pp. 275-276.

as a distinct people and no one is that broad-minded - or that apathetic - to merely accept this insult to his group.

A number of pages later the authors describe the suppression of the rebellions in Lower Canada in 1838. The tone forces the reader to sympathize with the rebels, or the victims of the suppression, while condemning the British oppressors as shown by this excerpt:

Les Anglais mettent le feu partout et forcent les rebelles à se rendre. Le combat finit en carnage. Chénier, de même que la plupart de ses compagnons, est tué. La population est molestée. Les femmes et les enfants sont jetés hors de leurs demeures et livrés aux rigueurs de l'hiver. (p. 310)

Writing like this brings history to life and incites the reader, who must be impressed (especially if he is French), with the pain and suffering with which these people were inflicted. When history is written in this manner it is truly a living experience. The great fault is that the writers do not create such feelings when they examine the English population with the result that their book becomes a one-sided expression of French Quebecois nationalism.

Challenge and Survival provides an example of the opposite extreme. The style is very dry and very mundane and the text is written at a level which is much too advanced for the

average student. For example, an examination of the following sentence from the chapter entitled, "The Church in New France" reveals these shortcomings.

While the task of evangelization may have seemed insurmountable, the missionaries who came to the North American wilderness were men of fervent faith, ardent zeal and stubborn determination, dauntlessly devoted to the task of conversion.
(p. 60)

This sentence is too long and too complex for most teenagers. Also the students would have little understanding about what the writers were saying because of their use of such words as "evangelization", "insurmountable", "fervent", "ardent zeal" and "dauntlessly." Six high level words in the same sentence are too many and the statement is so spiritless and tedious that students can not see the characters as once having been lively humans experiencing an adventure.

On the topic of writing style Trudel and Jain made two observations about the "older" textbooks that is pertinent to Challenge and Survival and Canada-Quebec. They wrote,

We do not consider it an exaggeration to insist that there is a French or English tone in history books. With all due reservations, it seems that the English tone may be characterized as follows: realistic, sometimes trite, devoid of emotionalism, confident, proud, but generous on occasion... The French tone seems to us to be rarely realistic sometimes heroic...and sometimes rancorous or vengeful...¹⁰

¹⁰ Marcel Trudel and Geneviève Jain, p. 22.

It is at the secondary level that the atmosphere becomes tainted, particularly in the French-language textbooks; here the entire intellectual apparatus serves to reinforce the author's one-sided message. The English-language textbooks certainly have their prejudices too; they are less obvious but they are there, like the very grain of paper. With the French-language authors they cannot be missed.¹¹

These remarks to apply to the books under study. The writing style of the English text is so devoid of animation that it provides sluggish reading while the form of the French one often verges on propagating a nationalistic message so biased that it seems as though the English in Quebec, and in Canada, are a villainous lot always trying to, but never succeeding in, subverting the noble Canadiens. It is also true that the predilection of Challenge and Survival is hidden with no obvert references whereas the preference of Canada-Quebec is quite obvious. Both texts have their prejudices: the English book often refers to the Canadiens of the 1760 period as the conquered people and implies that after the 1942 plebiscite there was no opposition to conscription; the French text blatantly attacks the Anglo-Quebecois during the 1830 era and seems intolerant of other cultural groups.

Another major area where the two textbooks differ is at the end of the book where the authors look to the future.

¹¹ Marcel Trudel and Geneviève Jain, p. 23.

Canada-Quebec's last pages centre on events in Quebec and specifically the 1970 provincial election. Included is a passage from the inaugural speech made by Premier Bourassa to the National Assembly in which he states,

Nous voulons pouvoir aussi assumer pleinement
notre responsabilité à l'égard des Québécois,
car les aspirations de ceux-ci ne sont pas
nécessairement identiques à celles des autres
Canadiens. (p. 563)

In other words, Bourassa was proclaiming that Quebecers were different and again the reader notes the nationalism in this text: the Canadiens must remain united because their future is different from "les autres."

In this same vein is the footnote at the bottom of the last page which analyzes the result of the 1970 election. Generally footnotes are not reprinted as reference material in a manuscript but it is indicative of the tone of the text and as such it is reprinted here.

Pleusieurs observateurs considèrent que le vote anglophone (env. 20%) est allé entièrement au parti libéral. Selon cette hypothèse, le vote francophone se répartirait comme suit: UN: 25%, L: 32%, PQ: 29%, RC: 14%. Pour les 25 comtés de l'île de Montréal, où le vote anglophone est évalué à environ 38%, le vote francophone se distribuerait approximativement ainsi: UN: 16,6%, L: 32,3%, PQ: 47,7%, RC: 3,4%. La carte électorale ajoute à la confusion puisque, avec

2% de moins du suffrage populaire, le parti libéral a tout de même obtenu 22 sièges de plus qu'en 1966. Quoi qu'il en soit de toutes ces données difficiles à contrôler, il est généralement admis que la dispersion du vote francophone et la cohésion de celui des anglophones ont placé dans l'opposition (UN, PQ, RC) la majorité des francophones du Québec. (p. 563)

Here is another example where the authors separate the French and English communities. Of course, the figures they use are approximate because no one knows exactly who voted for each party but people tend to accept statistics as being definitive. A reader would accept these numbers without realizing that they could be entirely incorrect. Secondly there is no attempt made by the authors to explain why many English people traditionally vote for the Liberal Party. Also, an election is not a "them versus us" contest which is the implication given here. People are supposed to vote for the candidate or the party who seems to be the best qualified to represent them. They do not vote to keep a certain race out of power. There is, therefore, nothing wrong with francophones - or anglophones - voting Union nationale or Ralliement Creditistes instead of Liberal or Parti Quebecois. Finally the bias of the writers is clearly revealed in the last sentence where they state that the English shoved "la majorité des francophones du Quebec" out of power. The implicit warning the

text is giving students is that they must remain united in all respects ("la dispersion du vote francophone") otherwise "les anglais" will control them. It is perhaps only in Quebec that the racial voting lines are regularly analyzed and this examination is invariably done by French political scientists, historians and sociologists who are always interested only in the francophone - anglophone voting patterns.

The last paragraph of the textbook continues the nationalistic theme when it examines the future.

À travers les crises et les hésitation, l'État québécois prend forme et se façonne un avenir par une participation plus grande aux gestes de l'humanité. Le Québec est dorénavant présent au monde. Il l'est non seulement par ses écrivains et ses chasonniers - eux-même artisans importants de "la révolution tranquille" - mais par son dynamisme, son vouloir-vivre collectif, son affirmation nationale. (p. 563)

Hesitatingly, the authors assert, Quebec has moved forward and its vitality is finally being reborn. One cannot but help notice certain phrases which imply that the province is becoming independant: "l'État québécois", "son vouloir - vivre collectif" and "son affirmation nationale" are the key words in the passage. An English reader would believe that Canada-Quebec not only rejoices in the new Quebec but also desires a more independant role for the province to play in

the world. As a matter of fact, this reader might wonder if the book does not mean that Quebec's re-awakening or re-birth is because of the new nationalism - often a blind nationalism - that Franco-Quebecers have. Certainly the text seems to revel in this new mood in the province and seems to find it a triumphant throwing off of the English yoke - the writers even appear elated at the flexing of Quebec's new muscles at the expense of Canada.

The last chapter of Challenge and Survival is entitled "The Latest Challenge" and continues the theme that Canada is endangered. This time the nation must struggle not against British colonialism or the expanding American giant but the new threat is from the separatist movement in Quebec. The authors analyze the transformation in the province since 1960 and do a very good job at interpreting the events of the Quiet Revolution for the students. Generally the writers present a sympathetic examination of the French Quebecois' desire to protect his language and culture and this compassionate tone is transferred to the reader by the many documents which show all the viewpoints of the separatist question.

The first primary source which specifically refers to the growth of the province's powers and the need for the protection of Quebecois culture is an excerpt from a speech

made by Daniel Johnson in 1963. He was criticizing the Lesage government's budget but he strayed from his topic to add a warning to the Canadian government:

What we expect of the federal government is that it should merely look after those interests which both nations have in common. The moment it tries to fit us into a single mould, to destroy the characteristics that distinguish us from the other partner, we feel threatened in our very being. This, for us, is the overriding question: to be or not to be. (p. 430)

Naturally this admonition was not directed only at the federal government but also to the Lesage government which was viewed by some nationalists as being too cosy with the Ottawa government - in spite of the pressure often exerted by Premier Lesage on the federal government to release some of its power to the province.

Next, the textbook has a passage from one of the more nationalistic ministers in Lesage's government wherein Mr. René Lévesque states his position and hints that the future goal of the province must be sovereignty.

All our action, in the immediate future, must take two fundamental facts into account. The first is that French Canada is a true nation. It has all the elements essential to national life; it possesses unity, as well as human and material resources including equipment and personnel, which are as good as or better than

those of a large number of the peoples of the world. The second is that politically we are not a sovereign people. For the moment, the point is not whether we might or might not be sovereign; the point is simply that we are not. (p. 432)

Levesque is forewarning English Canadians that the road Quebec must travel, in his opinion, should lead to a politically independent state. It is interesting to compare René Lévesque's view of 1963 with the events which have occurred in the intervening years and a teacher could have an excellent unit based solely on the evolution of Mr. Lévesque's political career which seems to reflect the evolution of Franco-Quebecois society.

Just before reprinting an excerpt from an FLQ manifesto of 1963, Challenge and Survival has a statement of Marcel Chaput which explains his reason for being a separatist.

Since I naturally owe my first allegiance to French Canada, before the Dominion, I must ask myself the question: which of two choices will permit French Canadians to attain the fullest development - Confederation, in which they will forever be a shrinking minority, doomed to subjection? - or the independence of Quebec, their native land, which will make them masters of their own destiny? (p. 432)

People generally have - or at least, had - the impression that separatists were crazed nationalists who planted bombs

in mail boxes. This view is dispelled by Chaput's rationale for being a separatist and the authors should be commended for presenting a balanced examination of the growth of French nationalism in this province.

There follows three main sources which oppose the belief that the only role for Quebec is to achieve political sovereignty. The first is Pierre Trudeau's contention that the province does not need to expand its powers at the expense of the federal government.

...French Canadians could no more constitute a perfect society than could five million Sikhs of the Punjab. We are not well enough educated, nor rich enough, nor, above all, are there enough of us to man and finance a government possessing all the necessary means for both war and peace...

By the terms of the existing Canadian Constitution, that of 1867, French Canadians have all the powers they need to make Quebec a political society affording due respect for nationalist aspirations and at the same time giving unprecedented scope for human potential in the broadest sense... (p. 433)

This conviction was shared by many people, both French- and English-speaking. It is unfortunate that the document does not have a date so the assumption is that it is from the same time period as the previous sources. However, we do not know this for certain. The authors should have given an introduc-

tion to the excerpt like they did for the other documents.

The next document is important because it reveals the view that many English Canadians inside and outside of the province held. Charles Lynch in 1968 proclaimed his opposition to the mood prevailing in some circles that Quebec francophones should be appeased at almost any cost.

...do we want to cast our British connections into outer darkness only to replace them with French connections? Is it necessary, in speaking warmly of our French traditions, to speak harshly of our British ones? If so, it would be a poor and an unreasonable exchange, in terms of logic as well as of history and our own self interest. (p. 433)

Mr. Lynch was voicing his concern that we were merely replacing our attachment for one mother country with another mother country which he did not see as a progressive measure. His worry was shared by many English Canadians who did not want to forego their heritage in order that Quebecois nationalists would feel more comfortable inside Canada. Mr. Lynch's point is important for it raises the question, Why should Premier Levesque decry Canada's attachment to Britain and to British institutions, such as the monarchy, while at the same time he and his government are grovelling to France? Mr. Levesque's adulation for France contrasts sharply with

his insolent criticism and contempt for attachments which many English Quebecois have towards the United Kingdom. In any case, the Lynch statement revealed the anxiety people outside of Quebec had in the late 1960s and early 1970s and also illustrates the concern that Anglophones inside Quebec have at the present. Canadians in other provinces could not discern the need behind the federal government's apparent attempt to erase all mention of the monarchy from its institutions since these people were more than willing to let Quebec find its place in the international community.

Challenge and Survival uses a passage from Eugene Forsey's article "The Constitution: Whence and Whither?" as a strong rebuttal made by French Quebec nationalists and fostered by Quebecois historians that Confederation was an accord between two equal nations, one French and one English. Mr. Forsey wrote,

What are the basic facts about the Constitution
the Fathers gave us?

It was an agreement among the governments of at
first five, finally three provinces. It was not
a "pact" nor an agreement between "English
Canada" and "French Canada."

It created a "new nation"...one nation. Nobody
so much as mentioned two.

It provided for a limited bilingualism in the Quebec legislature and courts, and in the Dominion Parliament...no suggestion of extending this to the legislatures or courts of Ontario, the Atlantic provinces...

Naturally this argument destroys the foundation that Franco-phone Quebecers have put forward for special status - and sovereignty - association - for the province. Whether Mr. Forsey is correct or not does not matter for the purpose of this study. What is important is that it is one view held by some Canadians to which this textbook gives exposure in an attempt by the authors to analyze the question from all aspects: a major contrast with the rather narrow-minded treatment given by Canada-Quebec.

This endeavour is expressed well by Messieurs Herstein, Hughes and Kirbyson in the last paragraph of the book. Whereas the French textbook rejoiced at the growth of Franco-Quebecois nationalism, Challenge and Survival gives an excellent summary of the view held by many Canadians that we need less nationalism and more understanding between the two main cultural groups.

The English-speaking community must regard French Canadian claims as expressions of deep-rooted desires and not as the work of crackpots and bomb-throwing terrorists. The French-speaking com-

munity must see English-speaking Canadians as fellow citizens and not as Anglo-Saxon demons bent on destroying the culture born and nurtured on the banks of the St. Lawrence. Perhaps the two communities will come to the realization that Canada cannot do without Quebec and Quebec cannot live without the rest of Canada. Two hundred years of living together cannot be erased from the pages of history. (p. 437)

This is a sombre epitome on the latest challenge confronting the country. If Canada-Quebec had ended on such a note then there might exist the basis for some hope that French Quebecers would realize that they have a stake in a state called Canada: that they can live with the English fact just as most Canadians have found that they can live comfortably with the French fact.

Another dissimilarity between the last pages of the two texts is that dealing with minority cultures in Canada. Challenge and Survival briefly examines the role of minorities while it analyzes the separatist issue. The book has two main documents which investigate the question of people who belong to neither the English nor French-speaking group. The first source comes from Richard Jones' Community in Crisis: French Canadian Nationalism in Perspective which states in part:

Not surprisingly, the most ardent advocates of the melting pot are almost always members of the dominant cultures which could only be strengthened in the assimilation process. They care not a whit for the ideals of justice, wishing only to do all mankind a service by making others like themselves...

The lesser groups are scarcely enthusiastic over such objectives. For them community personality is a central part of their very being. Assimilation means that this personality is snuffed out. In short, this is cultural murder and they will attempt to fight it in every way possible. (p. 436)

While Mr. Jones was speaking of the attempt by French Canadians to maintain their identity against a dominant English community, it does not preclude this statement from applying to other culture groups in Canada nor even to minorities within the predominately French-speaking Quebec society. Students should be able to view minority cultures more sympathetically after reading this excerpt.

The other primary source was provided by Professor J.B. Rudnycky, a member of the Royal Commission on Bilingualism and Biculturalism, who submitted an individual report to the Commission. His statement said in part,

Consequently, the new version of the recommended amendment to section 133 of the B.N.A. Act is as follows:

5. Notwithstanding anything in this section, any language other than English and French used by 10 per cent or more of the population of an appropriate administrative district of a province or territory shall have the status of a regional language; the legislation of the provisions for regional languages shall be vested in the governments concerned. (p. 436)

Mr. Rudnyckyj's proposal would ensure that the mosaic pattern of Canada's society remain intact. In this way all people who wanted to preserve their distinct cultural group would have this assured by the federal constitution. Francophone nationalists have already rejected such a proposal since they fear that it would result in the loss of a prestigious 'special' status for the French minority by classifying them with the other minorities. Nevertheless, the whole issue of developing Canada's minorities is neglected by Canada-Quebec while Challenge and Survival does examine this issue although in a very brief manner.

CHAPTER 5

CONCLUDING REMARKS

There are serious problems with these textbooks. A constant teacher's complaint is that both Challenge and Survival and Canada-Quebec appear to have reading levels too advanced for the students. This means that while the average student can "read" the words, he can not comprehend the overall message that the authors wish to convey. This makes the English text and, to a much lesser extent, the French text difficult to read and also forces many students to operate at the frustration level. As shown in the previous chapter this criticism applies especially to Challenge and Survival which lacks the vivid descriptive passages found throughout Canada-Quebec. Also both books tend to be overly detailed. This would not necessarily be a problem if the students had a solid background in Canadian history for then either textbook would merely build on the foundation of previous history courses. However, the Ministère de l'Education has decided that our country's history needs to be taught only once in high school and, even more surprising, that students need not pass the course to graduate but only "follow" the subject for a year. In any case, while these two problems are important they are

not the most serious that the books have.

The main history texts used in this province offer a widely different interpretation of our country's past. The Trudel-Jain study for the Royal Commission on Bilingualism and Biculturalism made this statement which is pertinent to the textbooks under study in this paper:

In dealing with the first two periods (colonization and French rule) both French- and English-language authors tread virtually the same ground as far as pure content is concerned. They cite the same names and report the same events; the only noticeable difference is the pleasure taken by the French-language writers in recounting their history and the haste of the English-language writers to be finished and done with it as quickly as possible. When they come to the periods of the British regime and Confederation, however, one has the impression that the two sets of authors are not even writing the history of the same country.¹²

Once more it should be pointed out that neither of the two books analyzed in this paper was available to Trudel and Jain when they made their report. However, their observations certainly apply to Canada-Quebec and Challenge and Survival. The French text devotes 35 percent of the chapters and 28 percent of the pages to New France while the English history book has 18 percent of the chapters and 13 percent of the pages on the same period. Clearly the textbooks show a great

¹² Marcel Trudel and Geneviève Jain, p. 14.

divergence in this area. (Also the three events examined by this writer differ immensely.) In this way these two "new" history texts repeat the same faults to be found with the "old" textbooks. One would have hoped that these weaknesses would have been eliminated by a more enlightened approach to this country's past by our modern textbook writers.

The main problem with Canada-Quebec is its narrow outlook. The authors have not written a national Canadian history text but a national Quebec text which tends to constantly view non-francophones as unwelcome intruders into this province's homogeneous society. In each section studied in this paper the French history book provided either a narrative which openly supported the view that the French Quebecois must be suspicious of those not belonging to their race, or primary sources which showed the English Quebecois as having one purpose - assimilation of French Canadians. In either case, the bias writing had one purpose: to support a nationalistic desire amongst its young impressionable readers. In such an instance what students are studying is not history but propaganda for the text's view is too narrow-minded in its examination of historical events.

The Royal Commission on Bilingualism and Biculturalism perceived the immense importance that people - especially

young people - attach to the printed word. The Commission remarked,

History teachers may present an interpretation not found in the textbook, and examination marks may reward students who disagree with the textbook version. Observation, however, suggests that this rarely happens. The textbook tends to become the OFFICIAL (*italics in report*) version of Canadian history even for the teacher, who wants his students to pass the examination. In any case, teachers will rarely have the confidence or the knowledge to contradict the "expert" testimony of an approved textbook...As for the students, the printed word is likely to be accepted without question.¹³

So the result of studying from a textbook such as Canada-Quebec is that only a coloured one-sided version is given. Most students would accept unquestioningly all the information given to them by the authors and this would form their view not only of their own people but also the relationship their race has had with other races. Of course, the notion would stay with them throughout adolescence and adulthood. Given the findings of Trudel and Jain, past history texts have been harder in the nationalistic aspect than Canada-Quebec but Messieurs Lacoursière, Provencher and Vaugeois should be held accountable for perpetuating such myths as the French Quebecers being an endangered species and the camouflaged underlying theme that the race must be kept

¹³ Royal Commission on Bilingualism and Biculturalism, volume 2, p. 274.

pure - for it is only with a strong homogeneous ethnic group that the Canadiens will survive.

Challenge and Survival certainly does not suffer from this fault. While it is true that there are subtle references made about the Canadiens at the time of the Conquest implying that they were fortunate to have been conquered by the progressive British and these same latent illusions are evident in the period of the rebellions, the English textbook treats the French in a much better manner. There are no inflammatory statements against Francophones. There are no documents given which could in anyway provoke ill-feeling in an English-speaking student towards his opposite number. In fact, the overall neutral tone adapted by Messieurs Herstein, Hughes and Kirbyson not only creates a generally unbiased attitude towards French-speaking Quebecois but it unfortunately does not foster much of a patriotic feeling amongst English Canadians towards Canada because of its irresolute pitch.

The main problem with Challenge and Survival is its blandness! The reading level is much too difficult for today's average high school student which results in the student doing an almost word by word interpretation in order to comprehend the author's message in a purely simplistic manner. This makes for unexciting and surely tedious reading on the

part of the student. Also, the lack of vivid descriptive detail to make the events lively adds to the sterile reporting by the authors. Reading the English book is similar to going to a party where all others are pasteboard people and this writer has always had the impression that the occurrences examined by this textbook are non-events because there is no life given to them. In this instance, Canada-Quebec is a much superior book. The authors of the French text always manage to provoke an emotion from the reader on virtually each page and in this way French students actually become involved in their reading and, therefore, involved with their history.

In conclusion, both texts have certain strengths which are to be admired and certain weaknesses which should be corrected. The writer found that the strong points and the faults that teachers expressed in the questionnaire responses were for the most part quite valid. However, the most telling criticism has to be the tone adopted by the authors of the textbooks. There is absolutely no reason why Challenge and Survival should be so boring nor why Canada-Quebec should be so prejudiced against English-speaking people. If someone could write a high school text that eliminates these two problems, he would be furthering the interests of history as a subject as well as improving the relationship between English and French Canadians.

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APPENDICES DEALING WITH THE
SURVEY RESULTS

APPENDIX A

1. What textbook(s) do you use for History 412? If more than one text is used, would you please list these in order of use.

| | Title of Text | Author | Publisher | Date of Publication |
|----|---------------|--------|-----------|---------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |

2. Which of these do you PREFER to use?

Why? _____

3. Are you satisfied with the main text? Yes _____ No _____

4. Please explain what you feel are the strong points of this text.

5. Please explain what you feel are the shortcomings of this text.

6. Are there any other textbooks which you would like to use if you could change texts?

| | Title of Text | Author | Publisher | Date of Publication |
|----|---------------|--------|-----------|---------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

7. What are the advantages that the above books have over the one(s) already in use in your department?

8. Which texts has your department used in the past fifteen years (other than those in question 1)?

| | Title of Text | Author | Publisher | Date of Publication |
|----|---------------|--------|-----------|---------------------|
| 1. | | | | |
| 2. | | | | |

Please return to:

Stephen G. Adams
817 Antle
Greenfield Park, Quebec
J4V 3G6

APPENDIX B

1. Quel livre utilisez-vous pour l'Histoire du Canada (975412)?
Si plus d'un livre est utilisé, voudriez-vous les placer
par ordre d'utilisation.

| | Titre du livre | Auteur | Editeur | Date de Publication |
|----|----------------|--------|---------|------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |

2. Lequel de ces livres preferez-vous utiliser?

Pourquoi? _____

3. Etes-vous satisfait avec le texte principal? Oui___ Non___

4. Selon vous en quoi est-il superieur.

5. Selon votre opinion quelles sont les faiblesses de ce livre?

6. Est-ce qu'il y a l'autres livres que vous aimeriez utiliser si vous le pouviez?

| | Titre du livre | Auteur | Editeur | Date de Publication |
|----|----------------|--------|---------|---------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

7. Quels sont les avantages de ces livres que vous de mentionner par rapport à ceux que vous utiliser dans votre departement?

8. Quels sont les livres que votre departement a utilises depuis les quinze dernieres années autre que ceux mentionnés dans la premiere question?

| | Titre du livre | Auteur | Editeur | Date de Publication |
|----|----------------|--------|---------|---------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

S.V.P. Retourner à:

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817 Antle
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J4V 3G6

APPENDIX C

SURVEY RESULTS FROM ENGLISH SCHOOLS

| 1. ENGLISH SCHOOLS | NUMBER | PERCENTAGE |
|-----------------------------------|--------|------------|
| A. Public | | |
| Questionnaires sent out | 47 | |
| Completed questionnaires received | 24 | 51.1 |
| Blank questionnaires | 4 | |
| Total questionnaires received | 28 | |
| B. Private | | |
| Questionnaires sent | 7 | |
| Completed questionnaires received | 4 | 57.1 |
| Blank questionnaires | 0 | |
| Total questionnaires received | 4 | |
| C. Total | | |
| Questionnaires sent out | 54 | 51.9 |
| Completed questionnaires received | 28 | |
| Blank questionnaires | 4 | |
| Total questionnaires received | 32 | |

APPENDIX D

SURVEY RESULTS FROM FRENCH SCHOOLS

| 2. FRENCH SCHOOLS | NUMBER | PERCENTAGE |
|-----------------------------------|--------|------------|
| A. Public | | |
| Questionnaires sent out | | |
| Completed questionnaires received | 130 | 39.2 |
| Blank questionnaires | 51 | |
| Total questionnaires received | 10 | |
| | 61 | |
| B. Private | | |
| Questionnaires sent out | 17 | |
| Completed questionnaires received | 10 | 58.8 |
| Blank questionnaires | 0 | |
| Total questionnaires received | 10 | |
| C. Total | | |
| Questionnaires sent out | 147 | |
| Completed questionnaires received | 61 | 41.9 |
| Blank questionnaires | 10 | |
| Total questionnaires received | 71 | |

APPENDIX E

USAGE OF FRENCH TEXTS

1. CANADA-QUEBEC - Jacques Lacoursière, Denis Vaugeois
Jean Provencher

| | | |
|------------------------|--------|-------|
| Used as main text | 46/147 | 31.2% |
| Satisfied | 28/46 | 60.8% |
| Not Satisfied | 11/46 | 23.9% |
| No Answer | 7/46 | 15.3% |
| Used as secondary text | 9/147 | 6.1% |

2. HISTOIRE NATIONALE DU QUEBEC - M. Allard, R. Savoie

| | | |
|------------------------|--------|------|
| Used as main text | 9/147 | 6.1% |
| Satisfied | 9/9 | 100% |
| Not Satisfied | - | |
| No Answer | - | |
| Used as secondary text | 11/147 | 7.4% |

3. L'AVENTURE FRANCAISE EN AMERIQUE: UN DEFI 1534-1976
- Gerard Cachet

| | | |
|------------------------|-------|------|
| Used as main text | 5/147 | 3.4% |
| Satisfied | 5/5 | 100% |
| Not Satisfied | - | |
| No Answer | - | |
| Used as secondary text | 3/147 | 2% |

4. LA NOUVELLE FRANCE - N. Vallerand, et al.

| | | |
|------------------------|--------|-------|
| Used as main text | 3/147 | 2% |
| Satisfied | 2/3 | 66.7% |
| Not Satisfied | 1/3 | 33.3% |
| No Answer | - | |
| Used as secondary text | 10/147 | 6.8% |

5. L'AMERIQUE DU NORD BRITANNIQUE - R. Lahaise, et. al

| | | |
|------------------------|--------|-------|
| Used as main text | 3/147 | 2% |
| Satisfied | 1/3 | 33.3% |
| Not Satisfied | - | |
| No Answer | 2/3 | 66.7% |
| Used as secondary text | 1/147 | .6% |
| Used as tertiary text | 10/147 | 6.8% |

6. LE BOREAL EXPRESS

- (A) 1525-1760 - M. Gilles Boulet
- (B) 1760-1810 - Jacques Lacoursiere
- (C) 1810-1840 - Denis Vaugois

| | | |
|------------------------|--------|-------|
| Used as main text | 0/147 | 0% |
| Satisfied | - | |
| Not Satisfied | - | |
| No Answer | - | |
| Used as secondary text | 5/147 | 3.4% |
| Used as tertiary text | 16/147 | 10.8% |

APPENDIX F

STRENGTHS OF FRENCH TEXTS

1. CANADA-QUEBEC

| | | | |
|-----|-------------------------------------|-------|-------|
| *1. | contains basic information | 27/46 | 58.6% |
| 2. | contains documentary sources | 9/46 | 19.5% |
| 3. | well-illustrated | 8/46 | 17.3% |
| 4. | well-adapted for students | 6/46 | 13.0% |
| *5. | covers program well | 5/46 | 10.8% |
| 6. | good analysis of history | 4/46 | 8.6% |
| 7. | easy reading | 2/46 | 4.3% |
| 8. | diversified | 2/46 | 4.3% |
| 9. | good explanation of economic issues | 1/46 | 2.2% |
| 10. | good treatment of political issues | 1/46 | 2.2% |
| 11. | material chronologically arranged | 1/46 | 2.2% |
| 12. | has exercise book for text | 1/46 | 2.2% |
| 13. | not overloaded with details | 1/46 | 2.2% |
| 14. | objective | 1/46 | 2.2% |
| 15. | well-written | 1/46 | 2.2% |

2. HISTOIRE NATIONALE DU QUEBEC

| | | | |
|----|------------------------------|-----|-------|
| 1. | well adapted for students | 8/9 | 88.9% |
| 2. | easy reading | 6/9 | 66.7% |
| 3. | not overloaded with details | 5/9 | 55.6% |
| 4. | contains basic information | 4/9 | 44.4% |
| 5. | well-illustrated | 1/9 | 11.1% |
| 6. | contains documentary sources | 1/9 | 11.1% |
| 7. | has exercise book for text | 2/9 | 22.2% |

3. L'AVENTURE FRANCAISE EN AMERIQUE: UN DEFI 1534-1976

| | | |
|---------------------------------------|-----|------|
| 1. easy reading | 5/5 | 100% |
| 2. contains basic information | 3/5 | 60% |
| 3. not overloaded with details | 3/5 | 60% |
| 4. material chronologically presented | 2/5 | 40% |
| 5. good treatment of political issues | 1/5 | 20% |
| 6. exercise book for test | 1/5 | 20% |
| 7. material presented thematically | 1/5 | 20% |

4. LA NOUVELLE FRANCE

| | | |
|-------------------------------|-----|-------|
| 1. contains basic information | 2/3 | 66.7% |
| 2. well adapted for students | 1/3 | 33.3% |
| 3. has documentary sources | 1/3 | 33.3% |

5. L'AMERIQUE DU NORD BRITANNIQUE

| | | |
|--|-----|-------|
| 1. good explanation of economic issues | 1/3 | 33.3% |
| 2. contains basic information | 1/3 | 33.3% |
| 3. well-adapted for students | 1/3 | 33.3% |
| 4. has documentary sources | 1/3 | 33.3% |

APPENDIX G

WEAKNESSES OF FRENCH TEXTS

1. CANADA-QUEBEC

| | | | |
|-----|--|-------|-------|
| 1. | has too many details | 17/46 | 36.9% |
| 2. | reading level too difficult | 15/46 | 32.6% |
| 3. | some issues treated super- ficially | 5/46 | 10.8% |
| 4. | needs more graphs and charts | 4/46 | 8.6% |
| 5. | poor explanation of economic issues | 3/46 | 6.5% |
| 6. | too nationalistic | 2/46 | 4.3% |
| 7. | not enough information about English Canada | 2/46 | 4.3% |
| 8. | easily destroyed by students | 1/46 | 2.2% |
| 9. | too "Canadian" | 1/46 | 2.2% |
| 10. | hard to find information | 1/46 | 2.2% |
| 11. | repetitious | 1/46 | 2.2% |
| 12. | outdated | 1/46 | 2.2% |

2. HISTOIRE NATIONALE DU QUEBEC

| | | | |
|----|--|-----|-------|
| 1. | some issues treated super- ficially | 5/9 | 55.6% |
| 2. | not enough information about English Canada | 4/9 | 44.4% |
| 3. | reading level too difficult | 2/9 | 22.2% |
| 4. | has too many details | 1/9 | 11.1% |
| 5. | costs a lot | 1/9 | 11.1% |
| 6. | poorly structured | 1/9 | 11.1% |
| 7. | looks only at Quebec's political issues | 1/9 | 11.1% |
| 8. | hard to find information | 1/9 | 11.1% |

3. L'AVENTURE FRANCAISE EN AMERIQUE: UN DEFI 1534-1976

| | | |
|---|-----|-----|
| 1. some issues treated super- ficially | 2/5 | 40% |
| 2. too many details | 1/5 | 20% |
| 3. outdated | 1/5 | 20% |
| 4. misses graphs and charts | 1/5 | 20% |
| 5. lack of documentary sources | 1/5 | 20% |
| 6. not enough information about English Canada | 1/5 | 20% |

4. LA NOUVELLE FRANCE

| | | |
|---|-----|-------|
| 1. costs a lot | 1/3 | 33.3% |
| 2. some issues treated super- ficially | 1/3 | 33.3% |
| 3. lack of continuity between events | 1/3 | 33.3% |

5. L'AMERIQUE DU NORD BRITANNIQUE

| | | |
|---|-----|-------|
| 1. too many details | 1/3 | 33.3% |
| 2. not interesting | 1/3 | 33.3% |
| 3. costs a lot | 1/3 | 33.3% |
| 4. lack of continuity between events | 1/3 | 33.3% |

APPENDIX H

USAGE OF ENGLISH TEXTS

1. CHALLENGE AND SURVIVAL - H.H. Herstein, L.J. Hughes,
R.C. Kirbyson

| | | |
|------------------------|-------|-------|
| Used ad main text | 21/54 | 38.9% |
| Satisfied | 10/21 | 47.6% |
| Not Satisfied | 11/21 | 52.4% |
| No Answer | | |
| Used as secondary text | 3/54 | 5.6% |

2. IN SEARCH OF CANADA - R.C. Kirbyson, E. Petersen

| | | |
|------------------------|------|------|
| Used as main text | 2/54 | 3.7% |
| Satisfied | 1/2 | 50% |
| Not Satisfied | 1/2 | 50% |
| No Answer | | |
| Used as secondary text | 2/54 | 3.7% |
| Used as tertiary text | 4/54 | 7.4% |

3. CANADA: AN OUTLINE HISTORY - J.A. Lower

| | | |
|------------------------|------|------|
| Used as main text | 5/54 | 3.7% |
| Satisfied | 2/2 | 100% |
| Not Satisfied | | |
| No Answer | | |
| Used as secondary text | 2/54 | 3.7% |
| Used as tertiary text | 3/54 | 5.6% |

4. NORTHERN DESTINY - John S. Moir and Robert E. Saunders

| | | |
|------------------------|------|------|
| Used as main text | 2/54 | 3.7% |
| Satisfied | 2/2 | 100% |
| Not Satisfied | | |
| No Answer | | |
| Used as secondary text | 1/54 | 1.9% |

5. CANADA: UNITY IN DIVERSITY - Paul G. Cornell, et al.

Used as main text

Satisfied

Not Satisfied

No Answer

Used as secondary text

5/54

9.3%

Used as tertiary text

4/54

7.4%

APPENDIX I

STRENGTHS OF ENGLISH TEXTS

1. CHALLENGE AND SURVIVAL

| | | |
|---|------|-------|
| 1. modern approach-documents and texts | 8/21 | 38.1% |
| 2. contains basic information | 6/21 | 28.5% |
| 3. has primary sources | 6/21 | 28.5% |
| 4. has balanced interpretation | 4/21 | 19.4% |
| 5. chronologically arranged | 3/21 | 14.3% |
| 6. well-organized | 3/21 | 14.3% |
| 7. appropriate reading level | 2/21 | 9.5% |
| 8. has many maps and diagrams | 2/21 | 9.5% |
| 9. material interesting | 1/21 | 4.7% |
| 10. written in English | 1/21 | 4.7% |
| 11. well-bound | 1/21 | 4.7% |

2. IN SEARCH OF CANADA

| | | |
|-----------------------------|-----|-----|
| 1. chronologically arranged | 1/2 | 50% |
|-----------------------------|-----|-----|

3. CANADA: AN OUTLINE HISTORY

| | | |
|-------------------------------|-----|------|
| 1. contains basic information | 2/2 | 100% |
| 2. appropriate reading level | 1/2 | 50% |

4. NORTHERN DESTINY

| | | |
|------------------------------|-----|-----|
| 1. appropriate reading level | 1/2 | 50% |
| 2. well-organized | 1/2 | 50% |

APPENDIX J

WEAKNESSES OF ENGLISH TEXTS

1. CHALLENGE AND SURVIVAL

| | | | |
|-----|---------------------------------------|-------|-------|
| 1. | reading level too high | 13/21 | 61.9% |
| 2. | text is outdated | 6/21 | 28.5% |
| 3. | lack of material about Quebec | 10/21 | 47.6% |
| 4. | lack of colour illustrations | 3/21 | 14.3% |
| 5. | too factual - not interesting | 3/21 | 14.3% |
| 6. | text poorly organized | 2/21 | 9.5% |
| 7. | more diagrams for abstract issues | 1/21 | 4.7% |
| 8. | has an Ontario bias | 1/21 | 4.7% |
| 9. | lack of emphasis on historical skills | 1/21 | 4.7% |
| 10. | needs more statistical support | 1/21 | 4.7% |
| 11. | lacks an appropriate glossary | 1/21 | 4.7% |

2. IN SEARCH OF CANADA

| | | | |
|----|-------------------------------|-----|-----|
| 1. | lack of material about Quebec | 1/2 | 50% |
| 2. | reading level too high | 1/2 | 50% |
| 3. | arranged thematically | 1/2 | 50% |

3. CANADA: AN OUTLINE HISTORY

| | | | |
|----|------------------------|-----|-----|
| 1. | reading level too high | 1/2 | 50% |
|----|------------------------|-----|-----|

4. NORTHERN DESTINY

| | | | |
|----|-------------------------------------|-----|-----|
| 1. | does not fit syllabus | 1/2 | 50% |
| 2. | not enough information about Quebec | 1/2 | 50% |

APPENDIX K

FRENCH TEXTS USED IN THE PAST FIFTEEN YEARS

Total Number of Answers - 69

| | | | |
|----|--|------|-------|
| 1. | Le Boreal Express | 9/69 | 13% |
| 2. | Initiation à la Nouvelle France | 7/69 | 10.1% |
| 3. | Histoire du Canada (Farley-Lamarche) | 6/69 | 8.7% |
| 4. | Canada: Unité et diversité | 5/69 | 7.2% |
| | Histoire du Canada (Frégault-Trudel) | 5/69 | 7.2% |
| | L'Amerique du nord britannique | 5/69 | 7.2% |
| 5. | Canada-Quebec | 4/69 | 5.8% |
| | La Nouvelle France | 4/69 | 5.8% |
| | Histoire des Canadas (Brunet, et al.) | 4/69 | 5.8% |
| 6. | Administration du Canada | 2/69 | 2.9% |
| | Histoire du Canada (Groulx) | 2/69 | 2.9% |
| | Le Canada française | 2/69 | 2.9% |
| | Histoire des Canadas (Bilodeau) | 2/69 | 2.9% |
| 7. | Histoire du Canada (Lahaire-Vallerand) | 1/69 | 1.5% |
| | Histoire nationale du Quebec | 1/69 | 1.5% |
| | Histoire du Canada (Lanctôt) | 1/69 | 1.5% |
| | Le cours de télé-université: Histoire 1001-2001 | 1/69 | 1.5% |
| | Histoire du Canada (Filteau) | 1/69 | 1.5% |
| | L'Aventure française en Amerique: Un défi | 1/69 | 1.5% |
| | Les deux Canadas | 1/69 | 1.5% |
| | Le Regime Français au Canada (T. Costain) | 1/69 | 1.5% |
| | Le Regime Français (C. Nish) | 1/69 | 1.5% |
| | Nos Racines | 1/69 | 1.5% |
| | Histoire du Canada (Lefebvre) | 1/69 | 1.5% |
| | Histoire du Canada (Frères ecoles chretiennes) | 1/69 | 1.5% |

APPENDIX L

ENGLISH TEXTS USED IN THE PAST FIFTEEN YEARS

Total Number of Answers - 25

| | | |
|---------------------------------|-------|-----|
| 1. Building the Canadian Nation | 12/25 | 48% |
| 2. Canada: A Story of Challenge | 4/25 | 16% |
| 3. Challenge and Survival | 3/25 | 12% |
| 4. Canada: Unity and Diversity | 2/25 | 8% |
| 5. Canada: An Outline History | 2/25 | 8% |
| 6. Northern Destiny | 1/25 | 4% |
| 7. Canada: Colony to Centennial | 1/25 | 4% |

APPENDIX M

TEXTS WHICH APPEAL TO FRENCH TEACHERS

Total Number of Books - 27

| | | | |
|----|--|------|-------|
| 1. | Histoire nationale du Quebec | 7/27 | 25.9% |
| 2. | Nos Racines | 3/27 | 11.1% |
| 3. | Initiation à la Nouvelle France | 2/27 | 7.4% |
| | Canada-Quebec | 2/27 | 7.4% |
| | La Nouvelle France 1524-1760 | 2/27 | 7.4% |
| | L'Amerique du Nord Britannique 1760-1867 | 2/27 | 7.4% |
| 4. | Histoire du Canada des Origines au Regime Royal | 1/27 | 3.7% |
| | Canada: Unité de diversité | 1/27 | 3.7% |
| | La vie quotidienne en Nouvelle France | 1/27 | 3.7% |
| | Histoire du Canada (Farley-Lamarche) | 1/27 | 3.7% |
| | Histoire nationale du Canada (Allard, Savoie, et al.) | 1/27 | 3.7% |
| | Il était une fois le Quebec | 1/27 | 3.7% |
| | Histoire du Quebec (Hamelin, et al.) | 1/27 | 3.7% |
| | Mons pays (Plants et Martel) | 1/27 | 3.7% |
| | Les gouvernements du Canada | 1/27 | 3.7% |

APPENDIX N

TEXTS WHICH APPEAL TO ENGLISH TEACHERS

Total Number of Books - 15

| | | | |
|----|------------------------------|------|------|
| 1. | Forming a Nation | 3/15 | 20% |
| | In Search of Canada | 3/15 | 20% |
| 2. | Canada: An Outline History | 1/15 | 6.7% |
| | Canada: Growth of a Nation | 1/15 | 6.7% |
| | Canada-Quebec (translated) | 1/15 | 6.7% |
| | Call Us Canadians | 1/15 | 6.7% |
| | Canada's Century | 1/15 | 6.7% |
| | Canada: A Story of Challenge | 1/15 | 6.7% |
| | Canada: Colony to Centennial | 1/15 | 6.7% |
| | The Canadian Experience | 1/15 | 6.7% |
| | Canada: A Modern Study | 1/15 | 6.7% |

APPENDIX O

COMMENTS ON THE TEXTS WHICH APPEAL TO FRENCH TEACHERS

1. HISTOIRE NATIONALE DU QUEBEC - M. Allard, R. Savoie, et al.

Selected 7 times

Comments:

- | | |
|-------------------------------------|-----|
| 1. easy reading | 4/7 |
| 2. well-illustrated | 3/7 |
| 3. contains maps | 3/7 |
| 4. well-organized | 2/7 |
| 5. explains information clearly | 2/7 |
| 6. contains questions and exercises | 2/7 |
| 7. arranged chronologically | 1/7 |
| 8. contains recent material | 1/7 |
| 9. covers Quebec history well | 1/7 |
| 10. seems interesting | 1/7 |

2. NOS RACINES - J. Lacoursiere

Selected 3 times

Comments:

- | | |
|--|-----|
| 1. well-illustrated | 2/3 |
| 2. organized thematically | 1/3 |
| 3. contains interesting documents | 1/3 |
| 4. covers social life and not just politics | 1/3 |
| 5. interesting | 1/3 |

3. INITIATION A LA NOUVELLE FRANCE - M. Trudel

Selected 2 times

Comments:

- | | |
|-----------------|-----|
| 1. easy reading | 1/2 |
|-----------------|-----|

4. LA NOUVELLE FRANCE 1524-1760 - N. Vallerand, R. Lahaise

Selected 2 times

Comments:

1. good synthesis of Canadian history 1/2
2. well-organized 1/2
3. well-illustrated 1/2

5. L'AMERIQUE DU NORD BRITANNIQUE 1760-1867 - N. Vallerand,
R. Lahaise

Selected 2 times

Comments:

1. good synthesis of Canadian history 1/2
2. well-organized 1/2
3. well-illustrated 1/2

6. CANADA-QUEBEC - J. Lacoursiere, D. Vaugeois, J. Provencher

Selected 2 times

Comments:

1. can be used thematically 1/2
2. easy reading 1/2
3. seems interesting 1/2

- *7. HISTOIRE DU CANADA DES ORIGINES AU REGIME ROYAL - Lanctôt

- *8. CANADA: UNITE ET DIVERSITE - J. Hamelin, F. Ouellet,
J. Trudel, P. Cornell

9. LA VIE QUOTIDIENNE EN NOUVELLE FRANCE - R. Douville

Selected 1 time
Comments:

1. shows life of our ancestors 1/1

*10. HISTOIRE DU CANADA - Farley, Lamarche

11. HISTOIRE NATIONALE DU CANADA - Allard, Savoie, et al.

Selected 1 time
Comments:

1. simple language 1/1
2. text is brief 1/1

12. IL ETAIT UNE FOIS LE QUEBEC - J. Lacoursière, et al.

Selected 1 time
Comments:

1. well-illustrated 1/1
2. covers social life and not just politics 1/1

13. HISTOIRE DU QUEBEC - J. Hamelin, et al.

Selected 1 time
Comments:

1. good explanation of economic issues 1/1
2. analysis of social issues 1/1

14. MON PAYS - Plante et Martel

Selected 1 time

Comments:

- | | |
|------------------------------------|-----|
| 1. simple language | 1/1 |
| 2. text is brief | 1/1 |
| 3. <u>NOT</u> enough illustrations | 1/1 |

*15. LES GOUVERNEMENTS DU CANADA - P. Jacques, R. Nadin

* No comments for these books

APPENDIX P

COMMENTS ON THE TEXTS WHICH APPEAL TO ENGLISH TEACHERS

1. FORMING A NATION (3 volumes) - Stewart, McLean

Selected 3 times

Comments:

- | | |
|-------------------------------------|-----|
| 1. easy reading level | 3/3 |
| 2. good maps and diagrams | 2/3 |
| 3. chapter and assignment questions | 1/3 |
| 4. costs TOO much | 1/3 |

2. IN SEARCH OF CANADA (2 volumes) - R. Kirbyson, E. Peterson

Selected 3 times

Comments:

- | | |
|-------------------------------------|-----|
| 1. contains interesting material | 3/3 |
| 2. chapter and assignment questions | 2/3 |
| 3. easy reading level | 1/3 |
| 4. well-written | 1/3 |
| 5. text is diversified | 1/3 |
| 6. text contains time lines | 1/3 |
| 7. relates past events to today | 1/3 |

3. CANADA: AN OUTLINE HISTORY - J.A. Lower

Selected 1 time

Comments:

- | | |
|-----------------|-----|
| 1. well-written | 1/1 |
|-----------------|-----|

4. CANADA: GROWTH OF A NATION - Garrod, McFadden, Neering

Selected 1 time

Comments:

- | | |
|---------------------------|-----|
| 1. easy reading level | 1/1 |
| 2. contains time lines | 1/1 |
| 3. good maps and diagrams | 1/1 |

5. CANADA-QUEBEC (translated) - J. Lacoursière, D. Vaugeois,
J. Provencher

Selected 1 time
Comments:

1. good maps and diagrams 1/1
2. has a workbook to go with the text 1/1

6. CALL US CANADIANS - I.L. Martinello

Selected 1 time
Comments: NONE

7. CANADA'S CENTURY - A.S. Evans, I.L. Martinelle

Selected 1 time
Comments: NONE

8. CANADA: A STORY OF CHALLENGE - J.M.S. Careless

Selected 1 time
Comments:

1. easy reading level 1/1
2. low-cost 1/1

9. CANADA: COLONY TO CENTENNIAL - D. Willows

Selected 1 time
Comments:

1. easy reading level 1/1
2. well-written 1/1
3. material inter-related between
Canada and Quebec 1/1

10. THE CANADIAN EXPERIENCE - J.S. Moir, D.M. Farr

Selected 1 time
Comments: NONE

11. CANADA: A MODERN STUDY - R. Cook, Richer, J. Saywell

Selected 1 time
Comments: NONE

APPENDIX Q

COMMENTS ON THE MAIN TEXTS USED IN PRIVATE SCHOOLS

CANADA-QUEBEC

| | | | |
|-----|---|-----|-----|
| (1) | very complete | 4/5 | 80% |
| (2) | has illustrations | 2/5 | 40% |
| (3) | has exercise book | 1/5 | 20% |
| (4) | historical events treated with precision | 1/5 | 20% |
| (1) | too complex - too many details | 4/5 | 80% |
| (2) | not enough structure | 1/5 | 20% |
| (3) | not enough illustrations | 1/5 | 20% |
| (4) | not enough information about Canada | 1/5 | 20% |

CHALLENGE AND SURVIVAL

| | | | |
|-----|---|-----|-----|
| (1) | comprehensive | 3/4 | 75% |
| (2) | contains primary sources | 3/4 | 75% |
| (1) | reading level too difficult | 3/4 | 75% |
| (2) | not enough information about modern Quebec | 3/4 | 75% |
| (3) | too many details | 2/4 | 50% |
| (4) | no skill development | 1/4 | 25% |
| (5) | lack of maps, pictures | 1/4 | 25% |
| (6) | outdated | 1/4 | 25% |
| (7) | has Ontario bias | 1/4 | 25% |

APPENDIX R

COMMENTS ON THE TEXTS WHICH APPEAL TO FRENCH TEACHERS IN PRIVATE SCHOOLS

1. HISTOIRE NATIONALE DU QUEBEC - M. Allard, R. Savoie

| | | |
|--|-----|-------|
| - number of times mentioned | 2/6 | 33.3% |
| - simple text: on level of the average student | 2/2 | 100% |
| - contains good collection of charts, pictures and maps | 1/2 | 50% |

2. HISTOIRE DU QUEBEC - J. Hamelin, et al.

| | | |
|--|-----|-------|
| - number of times mentioned | 1/6 | 16.7% |
| - treats economic issues seriously | 1/1 | 100% |
| - analyzes social questions intelligently | 1/1 | 100% |

3. CANADA-QUEBEC - J. Lacoursière, D. Vaugeois, J. Provencher

| | | |
|--|-----|-------|
| - number of times mentioned | 1/6 | 16.7% |
| - organized thematically | 1/1 | 100% |
| - students disgusted by the number of pages | 1/1 | 100% |
| - costs a lot | 1/1 | 100% |

4. MON PAYS - Plant, Martel

| | | |
|--|-----|-------|
| - number of times mentioned | 1/6 | 16.7% |
| - well-written | 1/1 | 100% |
| - presents a synthesis good enough for secondary students | 1/1 | 100% |
| - not many illustrations | 1/1 | 100% |

5. LES GOUVERNEMENTS DU CANADA - Jacques P., Nadon R.

| | | |
|-----------------------------|-----|-------|
| - number of times mentioned | 1/6 | 16.7% |
| - NO COMMENTS | | |

APPENDIX S

COMMENTS ON THE TEXTS WHICH APPEAL TO ENGLISH TEACHERS IN PRIVATE SCHOOLS

1. CANADA: AN OUTLINE HISTORY - J.A. Lower

| | | |
|--|-----|------|
| - number of times mentioned | 1/2 | 50% |
| - concise explanation of Canadian history | 1/2 | 100% |

2. ANY FRENCH TEXTBOOK WHICH IS TRANSLATED

| | | |
|-----------------------------|-----|-----|
| - number of times mentioned | 1/2 | 50% |
| - NO COMMENTS | | |

APPENDIX T

DATA ON FRENCH SCHOOLS WHICH COMPLETED SURVEY QUESTIONNAIRES -¹² PUBLIC SECTOR

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|-----------------------------------|-------------------------|--------------------|-------------------------------------|-------------------|
| 1. Polyvalente de Bonaventure | Bonaventure (Gaspé) | 934 | Canada-Quebec | Gaspé |
| 2. Polyvalente Paul-Hebert | Rimouski | 3,260 | Amerique du Nord Britannique | Rimouski |
| 3. Polyvalente des Iles | Madeleine Islands | 1,340 | Canada-Quebec | Madeleine Islands |
| 4. Polyvalente Causapscal | Causapscal (Matapedia) | 541 | Histoire nationale du Quebec | Matapedia |
| 5. Polyvalente de Matane | Matane (Gaspé) | 1,510 | Canada-Quebec (N.S.) | Gaspé |
| 6. Polyvalente C.E. Pouliot | Gaspé | 1,187 | Canada-Quebec | Gaspé |
| 7. Polyvalente de Grande Rivière | Grande Rivière (Gaspé) | 886 | L'Aventure française en Amerique | Gaspé |
| 8. Pavillon Wilbrod-Dufour | Alma (Lac St. Jean) | 2,524 | Canada-Quebec | Lac St. Jean |
| 9. Polyvalente Jonquière | Jonquière (Chicoutimi) | 2,018 | Canada-Quebec | Chicoutimi |
| 10. Polyvalente Kénogami | Kénogami (Chicoutimi) | 1,517 | Canada-Quebec (N.S.) | Chicoutimi |
| 11. Ecole Cité Etudiante Roberval | Roberval (Lac St. Jean) | 1,494 | Canada-Quebec | Lac St. Jean |
| 12. Polyvalente Jean Dolbeau | Dolbeau (Lac St. Jean) | 983 | Canada-Quebec | Lac St. Jean |

¹² Gouvernement du Quebec, Ministère de l'Education, Répertoire des organismes et des écoles: Statistiques de l'enseignement, 1979-1980 Quebec 1980

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|---|-------------------------------|--------------------|---------------------------------|-----------------|
| 13. Polyvalente de Thetford | Thetford Mines | 2,991 | Canada-Quebec | Thetford Mines |
| 14. Polyvalente de Saint Georges | Saint Georges Est (Beauce) | 1,508 | Canada-Quebec | Beauce |
| 15. Polyvalente Neufchatel | Quebec | 2,029 | Canada-Quebec | Quebec |
| 16. Ecole Secondaire Saint Pierre | Rivière du Loup | 1,581 | Histoire nationale du Quebec | Rivière du Loup |
| 17. Polyvalente Mont Sainte Anne | Beaupré (Montmorency) | 1,171 | Canada-Quebec | Montmorency |
| 18. Ecole Louis Joliet | Quebec | 1,213 | Histoire nationale du Quebec | Rivière du Loup |
| 19. Polyvalente La Samare | Plessisville (Mégantic) | 1,527 | Canada-Quebec (N.S.) | Mégantic |
| 20. Polyvalente des Chutes | Shawinigan | 2,161 | Canada-Quebec | Shawinigan |
| 21. Polyvalente Lavigne | Lachute | 1,277 | Canada-Quebec | Lachute |
| 22. Polyvalente Evariste-Leblanc | Duvernay Laval | 1,923 | Canada-Quebec | Laval |
| 23. Polyvalente Armand Corbeil | Terrebonne | 1,514 | Canada-Quebec | Terrebonne |
| 24. Polyvalente des Monts | Sainte Agathe des Monts | 1,240 | Canada-Quebec (N.S.) | Sainte Agathe |
| 25. Ecole Curé Antoine Labelle | Sainte Rose (Laval) | 1,799 | Canada-Quebec | Laval |
| 26. Ecole secondaire Fernand- Lefebvre | Sorel | 2,200 | Histoire Nationale du Quebec | Sorel |

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|---|---------------------|--------------------|--|-------------------|
| 27. Polyvalente Mgr. A.M. Parent | Saint Hubert | 2,448 | 1. La Nouvelle France 2. L'Amerique du Nord Brit. | Montreal |
| 28. Polyvalente Chanoine Armand Racicot | Saint Jean | 1,876 | Canada-Quebec | Saint Jean |
| 29. Ecole secondaire La Magdeleine | La Prairie | 2,872 | Canada-Quebec | Laprairie |
| 30. Polyvalente J.H. Leclerc | Granby | 1,125 | Canada-Quebec (N.S.) | Granby |
| 31. Ecole polyvalente Massey Vanier | Cowansville | 1,583 | 1. Unité et diversité 2. Histoire nationale du Quebec | Eastern Townships |
| 32. Polyvalente de la Baie | Valleyfield | 1,657 | L'Aventure française en Amerique | Valleyfield |
| 33. Polyvalente Beauharnois | Beauharnois | 1,191 | Canada-Quebec | Beauharnois |
| 34. Polyvalente des Sources | Dollard des Ormeaux | 1,515 | Canada-Quebec | Montreal |
| 35. Polyvalente Emile Legault | Saint Laurent | 1,022 | Canada-Quebec | Montreal |
| 36. Ecole Jean François Perreault | Montreal | 1,544 | Canada-Quebec (N.S.) | Montreal |
| 37. Ecole Rivière-des-Prairies | Montreal | 1,022 | Canada-Quebec (N.S.) | Montreal |
| 38. Ecole Sophie Barrat | Montreal | 1,047 | Canada-Quebec | Montreal |
| 39. Polyvalente Calixa-Lavallée | Montreal | 2,707 | Canada-Quebec | Montreal |

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|--|-----------------------------|--------------------|---|---------------|
| 40. Ecole Secondaire de Roberval | Montreal | 477 | Canada-Quebec | Montreal |
| 41. Polyvalente Nicolas Gatineau | Gatineau (Hull) | 3,135 | Canada-Quebec | Hull |
| 42. Polyvalente Louis Joseph Papineau | Papineauville (Montebello) | 936 | Histoire nationale du Quebec | Montebello |
| 43. Polyvalente d'Iberville | Rouyn | 1,305 | Histoire 1534-1968 (Lacoursière-Vaugeois) | Rouyn |
| 44. Ecole secondaire Ville Marie | Ville Marie (Témiscaminque) | 412 | Histoire nationale du Quebec | Témiscaminque |
| 45. Ecole secondaire Le Delta | Matagami | 219 | Canada-Quebec | Matagami |
| 46. Polyvalente La Mosaique | Amos (Abitibi) | 2,366 | Canada-Quebec | Abitibi |
| 47. Cité Etudiante Polyno | La Sarre (Abitibi) | 1,609 | Canada-Quebec | Abitibi |
| 48. Ecole polyvalente La Porte-du-Nord | Chibougamau (Abitibi) | 952 | Canada-Quebec (N.S.) | Abitibi |
| 49. Ecole Jacques Rousseau | Baie-James | 133 | Canada-Quebec | Baie James |

APPENDIX U

DATA ON FRENCH SCHOOLS WHICH COMPLETED SURVEY QUESTIONNAIRES -¹³ PRIVATE SECTOR

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|--|----------------|--------------------|----------------------------------|----------------|
| 1. Seminaire de Chicoutimi | Chicoutimi | 690 | Canada-Quebec | Chicoutimi |
| 2. College Jesus-Marie de Sillery | Sillery | 693 | Canada-Quebec | Quebec |
| 3. Externat Classique Saint Jean Eudes | Quebec | 704 | L'Aventure française en Amerique | Quebec |
| 4. Séminaire Saint Joseph | Trois Rivières | 1,203 | Le Boreal Express | Trois Rivières |
| 5. Séminaire de Sherbrooke | Sherbrooke | 772 | Canada-Quebec (N.S.) | Sherbrooke |
| 6. Séminaire de Joliette | Joliette | 828 | L'Aventure française en Amerique | Joliette |
| 7. Séminaire de Saint Hyacinthe | St. Hyacinthe | 825 | Histoire nationale du Quebec | St. Hyacinthe |
| 8. Collège Saint Anne de Lachine | Lachine | 820 | Histoire nationale du Quebec | Montreal |
| 9. Collège Régina-Assumpta | Montreal | 1,338 | Canada-Quebec | Montreal |
| 10. Ecole secondaire Saint Joseph | Hull | 712 | Canada-Quebec | Hull |

¹³ Gouvernement du Quebec, Ministère de l'Education.

APPENDIX V

DATA ON ENGLISH SCHOOLS WHICH COMPLETED SURVEY QUESTIONNAIRES -¹⁴ PUBLIC SECTOR

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|-------------------------------------|----------------|--------------------|-------------------------------|-------------------|
| 1. Gaspé Polyvalente School | Gaspé | 366 | Canada: Colony to Centennial | Gaspé |
| 2. Saint Patrick High School | Quebec | 623 | Challenge and Survival | Quebec |
| 3. Quebec High School | Quebec | 384 | Challenge and Survival (N.S.) | Quebec |
| 4. Three Rivers High School | Trois Rivières | 119 | Challenge and Survival (N.S.) | Trois Rivières |
| 5. Richmond Regional High School | Richmond | 560 | In Search of Canada | Eastern Townships |
| 6. Laurentian Regional High School | Lachute | 887 | Challenge and Survival | Lachute |
| 7. Chomedey Polyvalente High School | Chomedey Laval | 1,447 | Challenge and Survival (N.S.) | Laval |
| 8. Macdonald Cartier Polyvalente | Saint Hubert | 2,524C | Challenge and Survival (N.S.) | Montreal |
| 9. Vaudreuil Catholic High School | Vaudreuil | 521C | Challenge and Survival | Vaudreuil |
| 10. Massey Vanier High School | Cowansville | 1,394 | Challenge and Survival | Eastern Townships |

¹⁴ Gouvernement du Quebec, Ministère de l'Education.

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|---|----------------------|--------------------|---|------------|
| 11. Hudson High School | Hudson Heights | 392 | 1. Northern Destiny 2. Challenge and Survival 3. Canada-Quebec - histoire 412 only | Vaudreuil |
| 12. Bishop Whelan High School | Lachine | 560C | Challenge and Survival | Lachine |
| 13. Father McDonald Comprehensive High School | Saint Laurent | 975C | Challenge and Survival | Montreal |
| 14. John F. Kennedy School | Montreal | 1,505C | Northern Destiny | Montreal |
| 15. Lester B. Pearson Comprehensive | Montreal | 1,442C | In Search of Canada | Montreal |
| 16. William Hingston Comprehensive | Montreal | 1,928C | Challenge and Survival | Montreal |
| 17. Lindsay Place High School | Pointe-Claire | 1,449 | Challenge and Survival | Montreal |
| 18. Malcolm Campbell High School | Montreal | 1,214 | Challenge and Survival (N.S.) | Montreal |
| 19. Northmount High School | Montreal | 740 | Canada (Lower) | Montreal |
| 20. Outremont High School | Outremont (Montreal) | 1,136 | Challenge and Survival (N.S.) | Montreal |
| 21. D'Arcy McGee School | Hull | 1,464 | Challenge and Survival (N.S.) | Hull |
| 22. Victoria High School | Shawville | 353C | Canada (Lower) | Hull |
| 23. Queen Elizabeth High School | Sept-Iles | 340 | Challenge and Survival | Sept-Iles |
| 24. Sand Park School | Fort Georges | 219MC | Forming a Nation | Baie-James |

APPENDIX W

DATA ON ENGLISH SCHOOLS WHICH COMPLETED THE SURVEY QUESTIONNAIRES -¹⁵ PRIVATE SECTOR

| SCHOOL | CITY - AREA | NUMBER OF STUDENTS | TEXT | AREA |
|--------------------------------|-------------|--------------------|----------------------------------|-------------------|
| 1. Stanstead College | Stanstead | 135 | Challenge and Survival | Eastern Townships |
| 2. Loyola High School | Montreal | 658 | Challenge and Survival | Montreal |
| 3. Selwyn House Association | Montreal | 251 | Challenge and Survival (N.S.) | Montreal |
| 4. Convent of the Sacred Heart | Montreal | 398 | Challenge and Survival (N.S.) | Montreal |

N.S. denotes Not Satisfied
 C denotes Catholic
 MC denotes Multi-cultural