

SOME MISSING PAGES

**THE BLACK COMMUNITY
IN THE HISTORY OF
QUEBEC AND CANADA**

ACTIVITY BOOKLET

GENERAL INTRODUCTION

One of the major aims of this activity booklet is to assist teachers in using *Some Missing Pages -The History of the Black Community in Quebec and Canada* which is now available in Quebec schools.

Some Missing Pages is a document of primary and secondary source materials which focusses on Black contributions to Canadian History. The document was released in 1996 by the Quebec Ministry of Education in partnership with the Provincial Association of Social Studies Teachers and the Quebec Board of Black Educators.

This activity booklet contains excerpts and precise summaries from *Some Missing Pages*. It also has action projects and easy-to-use assignments which will not only assist teachers but which are also designed to perk the users' curiosity and enthusiasm which should act as a springboard to encourage them to explore and learn more.

In addition, the booklet affords teachers supplemental information and readily available answers to some of the assignments given.

It is believed that by encouraging students as outlined above they would develop a more inclusive vision of history and the world around them.

PARTNERS IN THE PROJECT

MINISTRY OF EDUCATION

Alan Patenaude Services à la Communauté Anglophone
Direction des Politiques et des Projets

PROVINCIAL ASSOCIATION OF SOCIAL STUDIES TEACHERS

Sam Allison Centennial Regional High School
Walter Baslyk Social Studies Consultant Protestant School Board of
Greater Montreal

QUEBEC BOARD OF BLACK EDUCATORS

Gordon Blackman John Rennie High School
Junia Wilson Rosemount High School

FUNDING

Funds for substitution for teachers who worked on the activity booklet of *Some Missing Pages* was provided by the Quebec Ministry of Education through the Professional Enhancement Opportunities for Practising Teachers (PEOPT).

THE INTERNET

Some Missing Pages and its accompanying booklet can be found on the Internet via the Quebec English School Network. The address is www.qesn.meq.gouv.qc.ca

TABLE OF CONTENTS

PART 1	BLACKS IN NEW FRANCE 1600-1760	PAGE(S)
A)	Data Set and Questions	2-3
B)	Historical Documents	
	• Jacques Raudot	4
	• Code Noir	5
C)	Chronological Activities	6
D)	Concept Map on Slavery	7-8
PART 2	BLACKS IN BRITISH NORTH AMERICA 1760-1867	
A)	Data Set and Classification	10-11
B)	Questions on the Data Set	12
C)	Identifying Important People in History	13-14
	• Mary Ann Shadd	
	• Harriet Tubman	
	• Governor James Simcoe	
	• Josiah Henson	
D)	Read and Comment on Document	15
E)	Wonderword Questions	16-18
	• Wonderword	
	• Wonderword Key	

PART 3 BLACKS FROM PRE-CONFEDERATION TO WORLD WAR ONE 1867- 1919

- | | | |
|----|---|-------|
| A) | Data Set and Questions 1850-1918 | 20-21 |
| B) | Some Coloured Pioneers: Victoria, B.C. <ul style="list-style-type: none">• Questions | 22 |
| C) | Provincial Distribution of Blacks in Canada 1871-1921 <ul style="list-style-type: none">• Questions | 23-24 |
| D) | War Documents <ul style="list-style-type: none">• Questions | 25-26 |

PART 4 BLACKS IN CANADA 1919 - 1945

- | | | |
|----|---|----|
| A) | Historical Context <ul style="list-style-type: none">• Questions | 28 |
| B) | U.N.I.A. Pledge <ul style="list-style-type: none">• Questions | 29 |
| C) | The Coloured Women's Club of Montreal <ul style="list-style-type: none">• Questions | 30 |
| D) | Charles Humphrey Este <ul style="list-style-type: none">• Questions | 31 |
| E) | World War Two <ul style="list-style-type: none">• Similarities and Differences to World War 1 | 32 |

PART 5 POST WORLD WAR YEARS 1919 - 1945

- | | | |
|----|---|-------|
| A) | Data Set and Questions 1945 - 1980 | 34 |
| B) | Sources of Canadian Immigration <ul style="list-style-type: none">• The Top Ten Sources• Questions | 35-36 |
| C) | Individuals and their Accomplishments <ul style="list-style-type: none">• Charles Drew• Dr. Glenda Smith• Esmeralda Thornhill• Oscar Peterson• Rosemary Brown | 37-39 |

SOME MISSING PAGES

PART 1

BLACKS IN NEW FRANCE

1600 - 1760

A) DATA SET ON BLACKS IN NEW FRANCE

Read the data set and answer the questions which follow.

1. By the end of the French Regime in 1760, historical data indicate that there were about 3500 slaves in New France, of whom about 1200 were Blacks.
2. The first recorded slave purchase occurred in New France in 1628. it involved a boy from Madagascar, who was given the name Olivier Le Jeune.
3. Slavery became legal in New France in 1709.
4. Mathieu da Costa, a Black man, travelled with the expedition on which Champlain came to the Atlantic region. Da Costa, who had previously sailed with the Portugese fishing fleet, served as an interpreter between the French and the Micmac Indians of the area.
5. In 1736, Intendant Hocquart of New France ordered that all individuals who wanted to free their slaves had to have a certified notarial deed of declaration.
6. In 1745, the King's Council declared that Negro slaves who fled from colonies belonging to France's enemies, into French colonies, became the property of the King.
7. Three quarters of the 2300 native slaves who were brought into Canada were Panis Indians drawn from the Mississippi Valley. Almost 1200 Negroes were imported from the English colonies to the south or from the West Indies.
8. Possession of a slave or two was visible proof of social status. Slave owners included governors, intendants, army officers, bishops, parish priests, religious communities, seigneurs, merchants (who owned the greatest number of slaves), professional people, and small traders.
9. One of the most dramatic acts of resistance to slavery in New France occurred on April 11, 1734. Marie-Joseph Angélique, the slave of a wealthy Montreal merchant, set fire to her owner's house after learning she was going to be sold. The fire spread causing serious damage to buildings in the city of Montreal. In June of 1734 she was captured, tortured, paraded through the streets, then hanged and her body burned.
10. Blacks were primarily enslaved to do the domestic work for their owners whereas the Panis Indians did mainly agricultural work.
11. Montreal, Quebec, and Detroit (in order of importance) were the principal slave centres, bur slaves were found more or less everywhere in the countryside.

QUESTIONS

1. From the data on the previous page, choose statements containing a political element, a social element, and an economic element.
2. List the following events in chronological order.
Legalization of slavery ____ Arrival of Mathieu da Costa ____
First slave purchase ____ Marie-Joseph Angélique's escape ____
3. a) Olivier Le Jeune came from Madagascar. Where is that country found ?
b) Who gave Olivier Le Jeune his Christian name? Suggest reasons.
4. Where and how did Da Costa learn to speak Mic-Mac and French?
5. Who was involved in legalizing slavery in New France ?
6. What are your views on the Angélique episode ?
7. What was a slave centre ?
8. State one reason why certain individuals in New France would want to own slaves.

B) HISTORICAL DOCUMENTS

1. *Decrees Issued by Intendants, 1709*

DECREE

Issued with Respect to Negroes and the Savages
Known as Panis

JACQUES RAUDOT

We are well aware of the benefits that this Colony would derive if inhabitants could, without risk, purchase and import the Savages known as Panis (Pawnee Indians), whose nation is very far from this country. The Panis can be obtained only through Savages who go and capture them in their own territory and most often trade them with the English of Carolina. These Savages have also, on occasion, sold Panis to the people of this country, who often lose considerable amounts of money because those who have not bought slaves instill in the Panis a desire for freedom. Consequently, they almost always leave their Masters, claiming that there are no slaves in France, which is not always the case, since there are Colonies that depend on slavery. For example, on the Islands of this continent, any Negro bought by an inhabitant is always regarded as a slave. All Colonies must be treated equally, and the inhabitants of this country need the Panis nation to do agricultural and other types of work as much as the inhabitants of the Islands need the Negroes. Furthermore, these types of contracts are very important to this Colony, since those who have bought slaves and who will buy them in the future must be guaranteed ownership of their slaves. Hence, in accordance with the wishes of His Majesty, we order that those who have bought or who will hereafter buy any Panis or Negro are to be granted complete ownership of that slave; that these Panis or Negroes are to be forbidden from leaving their Masters; and that a fifty-pound fine is to be levied on anyone who incites slaves to leave their Masters. This decree shall be read and published in the usual locations in *Quebec City, Trois-Rivières* and *Montréal* and shall be filed with the Clerk of the Court of each of these Provostships at the request of our subdelegates. Completed and filed in the town hall of Québec on April 13, 1709.

(Signed)

RAUDOT

Note: This is a free translation.

Read the above decree and answer the following questions.

- A) Who were the Panis?
- B) Blacks did heavy domestic work, but what kind of work did the Panis do in New France?
- C) On two occasions Raudot refers to the native people as "savages". What does this tell you about European attitudes towards the native population ?
- D) Why did Raudot feel that it was important for slave owners to be guaranteed ownership of their slaves?

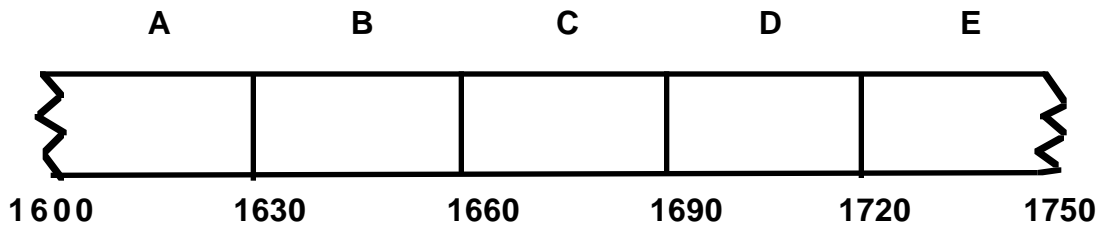
2. **CODE NOIR 1685**

The "Code noir" became law in France. The "Code noir", or "Black Code", provided elaborate guidance on such topics as the sale of slaves, their religious instruction and training, and the disposition of their offspring. It clearly ruled against slaves' inter-marrying with whites, being the subject or object of lawsuits, or possessing military arms. The code was never proclaimed in New France, but cases of theft and escape by slaves appear to have been dealt with within the spirit of the code.

Twenty-four years after the acceptance of the Code noir, slavery was legalized in New France.

- A) What was the purpose of the "Code noir" or the "Black Code"?
- B) According to the French why was the "Code noir" necessary ?
- C) Suggest some long-term effects of this code.

C) CHRONOLOGICAL ACTIVITIES



1. Using the timeline , place each of the following statements in their correct time-period.

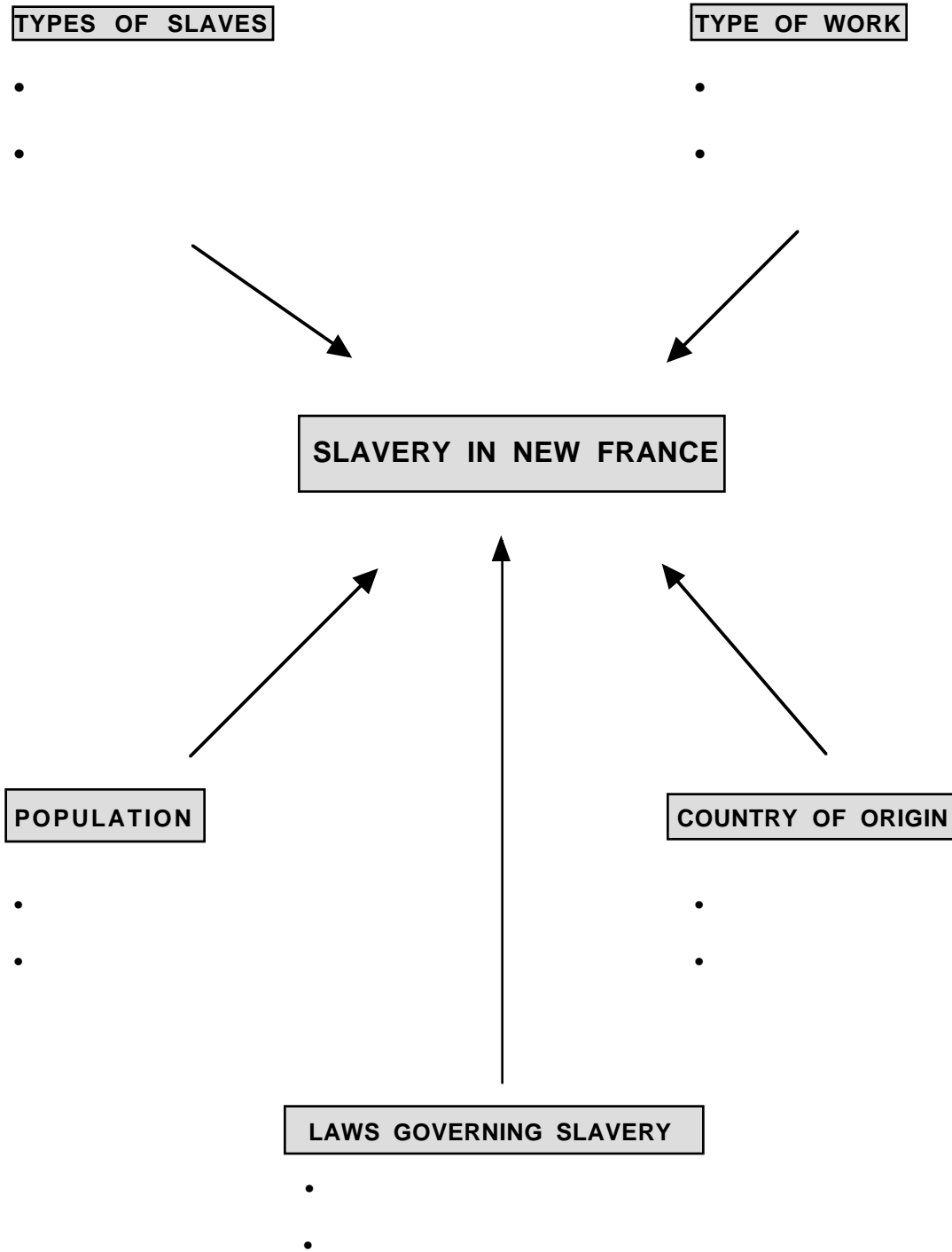
1. Mathieu Da Costa acted as Champlain’s interpreter. _____
2. Slavery is legalized in New France. _____
3. The “Code noir” or “Black Code” of rules governing French slavery becomes law in France. _____
4. Marie-Joseph Angélique sets fire to her owner’s house, a fire which spreads over much of Montreal. _____
5. Olivier Le Jeune becomes the first recorded slave purchased in New France. _____

2. Match the names and events with the following dates.

- | | |
|-------------------------------------|------|
| (A) Olivier Le Jeune | 1734 |
| (B) Marie-Joseph Angélique | 1604 |
| (C) Mathieu Da Costa | 1628 |
| (D) Slavery legalized in New France | 1709 |

D) CONCEPT MAP ON SLAVERY IN NEW FRANCE

Using the information from the data set add supporting details to each category on the map.



Answer Key

TYPES OF SLAVES

- Blacks
- Panis

TYPE OF WORK

- Domestic
- Agricultural

SLAVERY IN NEW FRANCE

POPULATION

- 2300 (Panis)
- 1200 (Blacks)

COUNTRY OF ORIGIN

- 13 Colonies (U.S.A.)
- Caribbean

LAWS GOVERNING SLAVERY

- Code Noir
- Decrees

SOME MISSING PAGES

PART 2

**BLACKS IN BRITISH NORTH
AMERICA**

1760 - 1867

A) DATA SET AND CLASSIFICATION

Analyze each of the statements below and place it in its correct category (A - E).

- A) **Military developments**
- B) **Migration / Settlement**
- C) **Slavery in British North America (pre 1833)**
- D) **Efforts made to abolish and to escape from slavery**
- E) **Individual achievement / accomplishment**

1. The 47th Article of Capitulation permitted slavery to continue after the British Conquest of New France.
2. The Black settlement at Dawn (now Dresden) began in the 1840s and by the 1860s 4000 Blacks were living in Ontario.
3. Henry "Box" Brown escaped slavery by having his friends ship him in a wooden crate from Richmond, Virginia to Pennsylvania.
4. A key area of Black Loyalist settlement was Shelburne, Nova Scotia.
5. In 1792, the first wave of Black migrants to Sierra Leone in Africa, left Nova Scotia, because promises of free land and equality by the British were not fulfilled.
6. Governor Simcoe abolished the importation of slaves to Upper Canada in 1793. Slave children reaching the age of 25 were set free.
7. Six hundred Jamaican Maroons migrated to Nova Scotia in 1796. Four years later many of the 600 emigrated to Sierra Leone.
8. On April 3rd 1790, a Black youth named Antoine was sold by Oliver Hastings to Chevalier Charles Boucher in exchange for 90 minots of wheat.
9. Fleury Mesplet, founder of the Gazette, promoted the use of his newspaper to re-capture escaped slaves.
10. Fugitive slaves settled in many Canadian communities. More often than not British authorities refused to comply with U.S. requests for their return.

11. Charlotte, a slave belonging to Miss Jane Cook of Montreal earned her freedom in 1798 by obtaining a writ of Habeas Corpus. This effectively abolished slavery in Lower Canada.
12. Many Black Americans escaped to Canada by joining the British Army during and immediately following the War of 1812.
13. Harriet Tubman was responsible for freeing some 300 American slaves, including her aged parents on the Underground Railroad.
14. James Murray, the first British Governor of Quebec, sought to purchase slaves through a friend in New York.
15. The U.S. Fugitive Slave Act stipulated that even free Blacks unable to prove their free status could be arrested and enslaved. As a result Black migration to Canada increased, especially via the Underground Railroad.
16. After the American War of Independence Black Loyalists migrated to Quebec, Nova Scotia, New Brunswick, and Southern Ontario.
17. Slavery was officially abolished throughout the British Empire in 1833.
18. The Elgin Settlement was a plan devised by the Reverend William King in 1840 to establish a Black settlement in Upper Canada for Blacks entering Canada.
19. Elijah McCoy, a Canadian inventor, held more than 50 patents. The familiar saying “the real McCoy” has since been used to describe something good and authentic.
20. At age 46 Mary Ann Shadd was the first woman law student at the newly established Howard University.
21. The Underground Railroad was the popular name for the process of receiving slave fugitives, hiding them overnight and then conducting them to the next station or “refuge” en route to freedom.
22. Black newspapers such as Henry Bibb’s *Voice of the Fugitive* and Mary Ann Shadd’s *The Provincial Freeman* started in Upper Canada during the 1850s.
23. In the 1830s Black militia units were formed to put down the 1837 Rebellion and to guard the Rideau Canal.
24. Josiah Henson was a Canadian pioneer in adult education.

B) Answer the following questions using the data from the previous page.

1. Explain why the route taken by Black American slaves to escape slavery was called the “Underground Railroad” ?
2. What Act was a key factor in the development of the Underground Railroad in the 1850s ?
3. What evidence shows the growth of Black communities in Canada after the 1830s ?
4. Suggest 2 strategies used by American slaves to earn their freedom.
5. What impact did the American War of Independence have on settlement in British North America ?
6. List in chronological order the steps leading to the abolition of slavery in Canada prior to 1833.
7. Canada became the *promised land* to American slaves. Why ?
8. Historically speaking, what is the significance of the Articles of Capitulation ?
9. Did all Black immigrants who came to Canada remain here on a permanent basis. Support your answer.
10. Which group was an example of Black immigration to Canada and Black emigration from Canada ?

C) IDENTIFYING IMPORTANT PEOPLE IN HISTORY

Do a short research project on each one of the following individuals by completing the following information.

- 1. Name **Mary Ann Shadd**
- 2. Dates birth _____ death _____
- 3. Country or nationality _____
- 4. Job (example- writer, scientist, inventor) _____
- 5. Two or three important reasons to remember the person :

- 1. Name **Harriet Tubman**
- 2. Dates birth _____ death _____
- 3. Country or nationality _____
- 4. Job (example- writer, scientist, inventor) _____
- 5. Two or three important reasons to remember the person :

1. Name **Governor James Simcoe**
2. Dates birth _____ death _____
3. Country or nationality _____
4. Job (example- writer, scientist, inventor) _____
5. Two or three important reasons to remember the person :

1. Name **Josiah Henson**
2. Dates birth _____ death _____
3. Country or nationality _____
4. Job (example- writer, scientist, inventor) _____
5. Two or three important reasons to remember the person :

D) Read and comment on the document below.

“The prejudices existing here against the coloured man, is of such a nature, that a whole neighbourhood of old and richly settled farmers, are now offering their farms for sale in order to leave and settle elsewhere, because the coloured people are settling around them”

Amhertsberg, Nova Scotia 1846
The Modern Witness

E) WONDERWORD

- Write in the answers to each of the statements below by reading the data set on Blacks in British North America.
- Find the answer in the Wonderword.
- Words can be found in either a horizontal, vertical, backward, or diagonal position.

1. West African country where freed slaves went (two words) **S**_____ **L**_____
2. Surrender of New France: Articles of **C** _____
3. Can not be detained illegally **H** _____ Corpus
4. Black **L** _____ came to Canada after the War of Independence
5. American law that increased Black migration **F** _____ Slave Act
6. Method of escaping to Canada **U** _____ Railroad
7. Black settlement: originally known as Dawn **D** _____ **d** _____
8. Nova Scotian town where many Blacks went **S** _____ **b** _____
9. Black editor of the "Voice of the Fugitive" **H** _____ **B** _____ (2 words)
10. First British Governor in Canada who owned slaves James **M** _____
11. Person who migrated from Jamaica to Nova Scotia to Sierra Leone **M** _____
12. Famous conductor of the Underground Railway Harriet **T** _____
13. Black Ontario settlement named after a famous Governor-General **E** _____
14. Upper Canadian governor who freed the slaves **S** _____
15. Black Newspaper "**V** _____ **o** _____ **t** _____ Fugitive" (3 words)
16. Woman editor of "The Provincial Freeman" **S** _____
17. Henry Brown escaped by shipping himself in a **b** _____
18. "The Real McCoy" famous Black **i** _____ **t** _____
19. Person owned by someone else **s** _____
20. Antoine was sold for 90 **m** _____ **n** _____ **s** of wheat
21. Many Blacks joined the **a** _____ to escape slavery
22. Charlotte gained freedom by a **w** _____ of Habeas Corpus.

MISSING WORDS

T _____ **F** _____ **S** _____ **A** _____

ANSWER KEY

1. West African country where freed slaves went (two words) **Sierra Leone**
2. Surrender of New France: Articles of **Capitulation**
3. Can not be detained illegally **Habeas Corpus**
4. Black **Loyalists** came to Canada after the War of Independence
5. American law that increased Black migration **Fugitive Slave Act**
6. Method of escaping to Canada **Underground Railroad**
7. Black settlement: originally known as Dawn **Dresden**
8. Nova Scotian town where many Blacks went **Shelburne**
9. Black editor of "Voice of the Fugitive" (two words) **Henry Bibb**
10. First British Governor in Canada who owned slaves **Murray**
11. Person who migrated from Jamaica to Nova Scotia to Sierra Leone **Maroon**
12. Famous conductor of the Underground Railway Harriet **Tubman**
13. Black Ontario settlement named after a famous Governor-General **Elgin**
14. Upper Canadian governor who freed the slaves **Simcoe**
15. Black Newspaper "**Voice of the Fugitive**" (3 words)
16. Woman editor of "The Provincial Freeman" **Shadd**
17. Henry Brown escaped by shipping himself in a **box**
18. "The Real McCoy" famous Black **inventor**
19. Person owned by someone else **slave**
20. Antoine was sold for 90 **minots** of wheat
21. Many Blacks joined the **army** to escape slavery
22. Charlotte gained freedom by a **writ** of Habeas Corpus.

MISSING WORDS The Fugitive Slave Act

WONDERWORD

S D N U O R G R E D N U C
I I T H Y T I R W E F A U
M B E D A U G I T I P R E
C B S R R B S V N I F M H
O I T E R M H B T I U Y T
E B S S U A E U O E G S F
L Y I D M N L A V X I L O
E R L F H A B E A S T D E
V N A N T E U A O C I D C
A E Y I M A R O O N V A I
L H O T M I N O T S E H O
S N L I N V E N T O R S V

SOME MISSING PAGES

PART 3

**BLACKS FROM PRE-
CONFEDERATION TO W.W.1**

1867 - 1919

A) DATA SET

Using the data below answer the questions which follow.

1850-1918

- William Hall, a Canadian Black, fought for Britain during the Crimean War (1852). He won the Victoria Cross for “conspicuous bravery” in the Indian Mutiny Rebellion at Calcutta, India in the mid 1850s.
- American Blacks moved from California to British Columbia (1858) because of racist laws. These laws deprived them of the right to own property, disqualified them from giving evidence against white people, and forced them to wear distinctive badges.
- Victoria’s first policemen were a half-dozen Black gold miners from California.
- John Ware, pioneer Black cowboy arrived in Alberta in 1882. At his death in 1905, he was the owner of several acres of land and a thousand head of ranch cattle.
- In the period 1896-1907, 1.3 million Europeans and Americans emigrated to Canada. Less than 900 Blacks were admitted.
- The Coloured Women’s Club of Montreal started in 1900, during the Boer War, as a social club.
- Montreal’s Black community grew around railway headquarters because many were hired as railway porters.
- The Union United Church, home of Montreal’s oldest Black congregation, was founded in 1907.
- Many Blacks joined the segregated Nova-Scotian Construction Battalion formed in July 1916.

1. What is meant by “conspicuous bravery” and by “pioneer” ?

2. List some of the jobs held by Black women and men between 1850 and 1918.

3. Montreal was experiencing the first phase of industrialization in the last half of the 19th century. What new jobs developed for Blacks because of industrialization

4. Canada was expanding westwards at this time. Who helped pioneer Western Canada ?

5. What was the attitude of the Canadian government to Black immigration during the early years of the twentieth century ? Why ?

6. How did Black Canadians react to World War 1 ?

7. List two organizations that indicate the growth of the Black community in Montreal.

8. Why did Black Americans leave California during the 1850s and where did they settle in Canada ?

B) SOME COLOURED PIONEERS

1. Using a dictionary, explain the occupations of some of the coloured pioneers of Victoria, British Columbia, in the late 1850s.

NAME	OCCUPATION	EXPLANATION
Samuel John Booth	Caulker	
Timothy Roberts	Teamster	
Nathan Pointer	Merchant	
Robert Williamson	Blacksmith	
T. Devine Mathews	Carrier	
Thomas H. Jackson	Drayman	
Archer Lee	Porter	
Fielding Spots	Cooper	
John Thomas Dunlop	Carman	
William Miller	Saloon - keeper	

2. Classify each occupation as either rural or urban.
3. What other occupations would have been found in Victoria's Black community ?
4. Based on the above data list some service industries that one could have found in Victoria in the late 1850s.

C) POPULATION DISTRIBUTION TABLES

Study the tables below and answer the questions which follow.

DOMINION OF CANADA CENSUS 1871-1921 DISTRIBUTION OF BLACKS IN CANADA

PROVINCIAL DISTRIBUTION OF BLACKS IN CANADA					
PROVINCE	1871	1881	1901	1911	1921
P.E.I.		155	141	81	43
Nova Scotia	6,212	7,162	5,984	6,541	6,175
New Brunswick	1,701	2,638	1,368	1,079	1,190
Quebec	148	141	280	401	1,046
Ontario	13,435	12,095	8,935	6,747	7,202
Manitoba		25	61	209	491
Saskatchewan			1	336	396
Alberta			37	979	1,048
British Columbia		274	532	473	676

THE PERCENTAGE OF CANADA'S TOTAL BLACK POPULATION

YEAR	TOTAL	PERCENTAGE
1871	21,496	.62
1881	21,394	.50
1901	17,437	.32
1911	16,877	.23
1921	18,291	.21

QUESTIONS

1. Suggest reasons why Ontario's black population fell between 1881 and 1911.
2. Between 1911 and 1921 which province in Canada had the most dramatic increase in its Black population. Why ?
3. Study the growth of the Black population in Western Canada. Draw two conclusions from these statistics.
4. Suggest a reason why Nova Scotia's Black population is considerably high than that of New Brunswick.
5. Which province in Atlantic Canada shows the leastf population change between 1871and 1921? Explain.
6. Explain the drop in the percentage of Canada's total Black population between 1871 and 1921.

D) WAR DOCUMENTS

Read the two documents and answer the questions which follow.

COLORED MEN

Your KING and COUNTRY

Need YOU

NOW is the time to show your Patriotism and Loyalty

WILL YOU HEED THE CALL AND DO YOUR SHARE ?

Your Brothers of the Colonies have rallied to the Flag and are distinguishing themselves at the Front.

Here also is your opportunity to be identified in the Greatest War of History, where the fate of Nations who stand for Liberty is at stake. Your fortunes are equally at stake as those of your White Brethern.

NO.2 CONSTRUCTION BATTALION

Now being Qrganized All Over the Dominion Summons You.

WILL YOU SERVE ?

The British and their Allies are now engaged in a great forward movement. Roads, Bridges and Railways must be made to carry the Victors forward. The need of the day is Pioneers, Construction Companies and Railway Construction Companies. No. 1 Construction Company has been recruited. No. 2 Construction Company is now called for.

Lt. Col. D.H. Sutherland is in charge of the Company's Headquarters in Pictou; at Halifax applications may be made at the Parade Recruiting Station; elsewhere to any Recruiting Officer, or by letter to -

MAJOR W.B.A.RITCHIE, Chief Recruiting Officer, Halifax, N.S.

**MEMORANDUM FROM GENERAL HEADQUARTERS
OTTAWA, APRIL 1916**

“ Nothing is to be gained by blinking facts, the civilized Negro is vain and imitative ; in Canada he is not impelled to enlist by a high sense of duty ; in the trenches he is not likely to make a good fighter ; and the average white man will not associate with him on terms of equality,” further, “ in France, in the firing line, there is no place for a Black battalion, C.E.F., it would be eyed askance; it would crowd out a white battalion ; and it would be difficult to re-inforce.” “No white officer would accept an all black platoon. “

W.G. Gwatkin, Major General
Chief of the General Staff
Ottawa

QUESTIONS

1. The battalion, mentioned in both of the documents, became active during which war ?
2. Read the two documents and state what is ironic about them ?
3. List ways in which war was an advantage and a disadvantage to Blacks who enlisted ?
4. Which Colonies and which Flag is being referred to in the document “Coloured Men” ?
5. What is a “front” ?
6. What reasons might you give for Blacks not being part of the regular army ?
7. What was the role played by construction battalions in the war ?

SOME MISSING PAGES

PART 4

BLACKS IN CANADA

1919 - 1945

A) HISTORICAL CONTEXT

Read the two paragraphs below and answer the following questions.

Although traces of institutionalized racial discrimination still existed between the wars, there was evidence that Black citizens were developing a variety of strategies to dismantle old barriers. For instance, a Montreal chapter of Marcus Garvey's Universal Negro Improvement Association was established in June 1929. The Coloured Women's Club of Montreal and the Union Church of Montreal were also active in promoting the interests of Blacks.

Individual Black men and women continued to break down old stereotypes. Their achievements advanced their local communities, benefitted the wider society and often received international acclaim. Contributions ranged from intellectual and religious leaderships through accomplishments in sport, journalism, music and the entertainment industry.

1. What is meant by "institutionalized racial discrimination" ?
2. Research the life of Marcus Garvey and describe his importance to Blacks.
3. What is meant by the phrase "continued to break down old stereotypes" ?
4. What economic phenomena occurred during the 1930s? How did it affect Blacks and the population in general ?

B) THE UNIA PLEDGE

Read the pledge and answer the questions which follow.

UNIA PLEDGE

*I commit my body, mind , and spirit
to the protection, defense and security
of the Red, Black and Green.*

*I dedicate my life to the redemption
of Mother Africa and the Liberation
of her scattered children.*

*I accept for myself and my descendants
the teachings of
Universal African Nationalism.*

*I promise that our children will be
instilled with purpose and
knowledge of themselves as African
People in order that the cause of our
struggle will neither falter nor fail until
all Black people are free and united
through one God, One Aim, and
One Destiny*

QUESTIONS

1. What does UNIA stand for and who was its founder ?
2. What is the Red, Black and Green and what do you think the colours symbolize?
3. Explain the expression “ scattered children “.
4. What is asked of all Blacks in the pledge ?

C) THE COLOURED WOMEN'S CLUB OF MONTREAL

The Coloured Women's Club of Montreal started in 1900, during the Boer War, as a social club and was founded formally in 1902. At that time there were few social agencies to relieve hardship or to aid the poor of any race, so that it was the Club's aim generally to assist Black people in Montreal in every way it could. Also, during this time there were many immigrants from the West Indies. They were often unprepared for Canadian winters and Canadian discrimination. The Coloured Women's Club provided warm clothing for these newcomers and a welcome into the community.

During the First World War, when there was a flu epidemic, the Club maintained, as it did for many years after, a bed in the Grace Dart hospital; it sent its members to look after the homes and children of hospitalized parents; and it provided a plot of land in the Mount Royal cemetery for the internment of members of the community whose relatives could not afford burial. The Club volunteered its members as visiting nurses and mothers' aides and, throughout the Depression between the two great wars, operated soup kitchens for the unemployed.

The Club has always worked closely with the Union United Church, drawing on its own resources to provide the Church with furniture, with its christening font and with its carpeting and linen. On its own and in cooperation with the Church and the Negro Community Center, the Coloured Women's Club has provided bursaries for Black students, and aided in establishing among the young a knowledge of and a pride in its Black heritage by the provision of books for their Black Studies Library at the Negro Community Center.

The Club is a member of and active participant in the Montreal Council of Women, the National Black Coalition of Canada, the Negro Community Centre, the Y.W.C.A. and the Union United Church.

(Roy States Collection)

QUESTIONS

1. Why was the Club founded ?
2. What role did its members play :
 - a) In assisting immigrants.
 - b) During World War 1.
 - c) During the Depression
 - d) In education.

D) CHARLES HUMPHREY ESTE

Charles Este was known and respected throughout the city as the minister of the Union United Church, the only Canadian Black congregation in the United Church of Canada. During his ministry many happy events took place such as the various young people he married, baptized their children and then married many of these children in the course of time. Charles Este derived a good deal of joy in helping others. To him the most important thing is serving his people. "I just don't have enough time to do all I should among my people," he says. Hundreds of Montreal businessmen have received letters from him regarding the cause of coloured people in employment. He led many a successful campaign to get people into industry and business. He interviewed influential people, marshalled support from press and radio. The greatest battle he ever fought was for Black women to be admitted to nurses-training in Montreal hospitals. Now nearly half the nurses in Montreal hospitals are from the Third World.

Dr. Este was an integral part in the organization of the Negro Community Centre which had its origins in February 1927. It has developed many projects including a nursery school, basketball league and other recreational programmes. The Church has maintained its interest and influence in the centre.

The Montreal Oracle
January 20, 1977

QUESTION

1. Dr. Charles H. Este was the minister of the Union United Church from 1925 until his death in 1977. Discuss his contributions to the Black community of Montreal.

E) WORLD WAR TWO

As was the case in previous wars, Blacks played an active role in World War Two. Unlike World War 1 no segregated units were formed during World War Two and conditions for Blacks enlisting in the Canadian Armed Forces had improved. However, discrimination in the military persisted.

The presence of Blacks serving their country in World War 1 had to some extent broken down barriers of discrimination. This helped pave the way for Blacks to enter services such as the Royal Canadian Air Force in World War Two.

After the war, Black veterans formed branches of the Canadian Legion. One such Montreal branch was named after a prominent member of the Black community, Dr. Gaspard.

1. Read the above three paragraphs and discuss the similarities and the differences for Canadian Blacks serving in World War 1 and World War Two.

SIMILARITIES and DIFFERENCES

World War 1 and World War Two

Similarities

Differences

SOME MISSING PAGES

PART 5

POST WORLD YEARS

1945 - 1980

A) DATA SET

Read the data below and answer the questions which follow.

1945-1980

- Migration from Caribbean (1945-1969) mainly women because of Canada's immigration policies.
- Quebec law forbids discrimination in employment.
- Last segregated school in Ontario closes.
- Points system for immigrants adopted, paving the way for West Indian and African immigration.
- Sir George Williams Computer Department occupied in Montreal in protest against inequality and racism.
- Lincoln Alexander, first Black elected to the Federal Parliament and first to serve as a minister in the federal Cabinet.
- Rosemary Brown first Black woman to be elected to a provincial parliament (British Columbia).
- Rise of Haitian immigration to Quebec.
- First Black elected to Quebec's National Assembly, Jean Alfred.
- Oscar Peterson, Montreal's most famous jazz pianist, rises to international prominence.
- Rockhead's and Harlem's Paradise, two important entertainment centres in Montreal.

1. The period 1945-1980 was a remarkable period in Canadian History. Using the information above discuss each of the following :

a) Immigration

-
-

b) Entertainment

-
-

c) Politics

-
-

d) Education

-
-

- B)** Until the 1960s, Canada's immigration policy was biased towards immigrants from Europe. Today immigration selection is based primarily on a "point system" that emphasizes "vocational preparation" and "occupational demand." as well as education, age and knowledge of English or French. Immigration policy changes during the past thirty years have resulted in a much altered composition of newcomers to Canada. During the first decade of the 20th century, for instance, more than 90 % of immigrants were of European origin; during the 1980s, however, more than 70 % of immigrants were non-European.

THE TOP 10 SOURCES

1970	1980	1990
Britain 26,490	Vietnam 25,541	Hong Kong 28,825
U.S.A. 26,423	Britain 18,245	Poland 16,492
Portugal 7,902	U.S.A. 9,926	Lebanon 12,407
Yugoslavia 7,670	India 8,483	Phillipines 11,950
Greece 6,324	Hong Kong 6,309	India 10,579
India 5,649	Laos 6,266	Vietnam 9,048
Trinidad / 4,289	Phillipines 6,051	Britain 7,959
Tobago		
Hong Kong 4,508	China 4,936	Portugal 7,906
Jamaica 4,418	Portugal 4,104	China 7,868
France 4,402	Kampuchea 3,285	U.S.A. 5,900

Employment and Immigration
Canada / Statistics Canada

Answer the following questions using proper sentences.

1. What was the "points system" and what impact did it have on immigration to Canada ?
2. Which two islands in the Caribbean sent a large number of immigrants to Canada in the 1970s ?
3. From 1970-1990 which two countries had the largest losses in emigrants to Canada ?
4. From which continent did the majority of immigrants come from in both 1980 and 1990 ?

5. In 1978, Canada established three categories of immigrants. The refugee category included people who were forced to leave their country because of invasion, disaster, or persecution. Name three countries from the tables on the previous page which fit this description.
6. Between 1980 and 1990 which country more than quadrupled the number of immigrants who came to Canada ?
7. Five countries have been in the top 10 sources of immigration to Canada in 1970, 1980, and 1990. Name them.

C) INDIVIDUALS AND THEIR ACCOMPLISHMENTS

State the contributions made to Canada by the following men and women.

1. Name **Charles Drew**
2. Dates birth _____ death _____
3. Job (example- writer, scientist, inventor) _____
4. Two or three important reasons to remember the person :

1. Name **Dr. Glenda Simms**
2. Dates birth _____ death _____
3. Job (example- writer, scientist, inventor) _____
4. Two or three important reasons to remember the person :

1. Name **Esmeralda Thornhill**
2. Dates birth _____ death _____
3. Job (example- writer, scientist, inventor) _____
4. Two or three important reasons to remember the person :

1. Name **Oscar Peterson**
2. Dates birth _____ death _____
3. Job (example- writer, scientist, inventor) _____
4. Two or three important reasons to remember the person :

1. Name **Rosemary Brown**
2. Dates birth _____ death _____
3. Job (example- writer, scientist, inventor) _____
4. Two or three important reasons to remember the person :
