

# School Libraries in Canada

An online journal of the  
Voices for School Libraries Network  
of the Canadian Library Association

## Getting Ready for the Polls

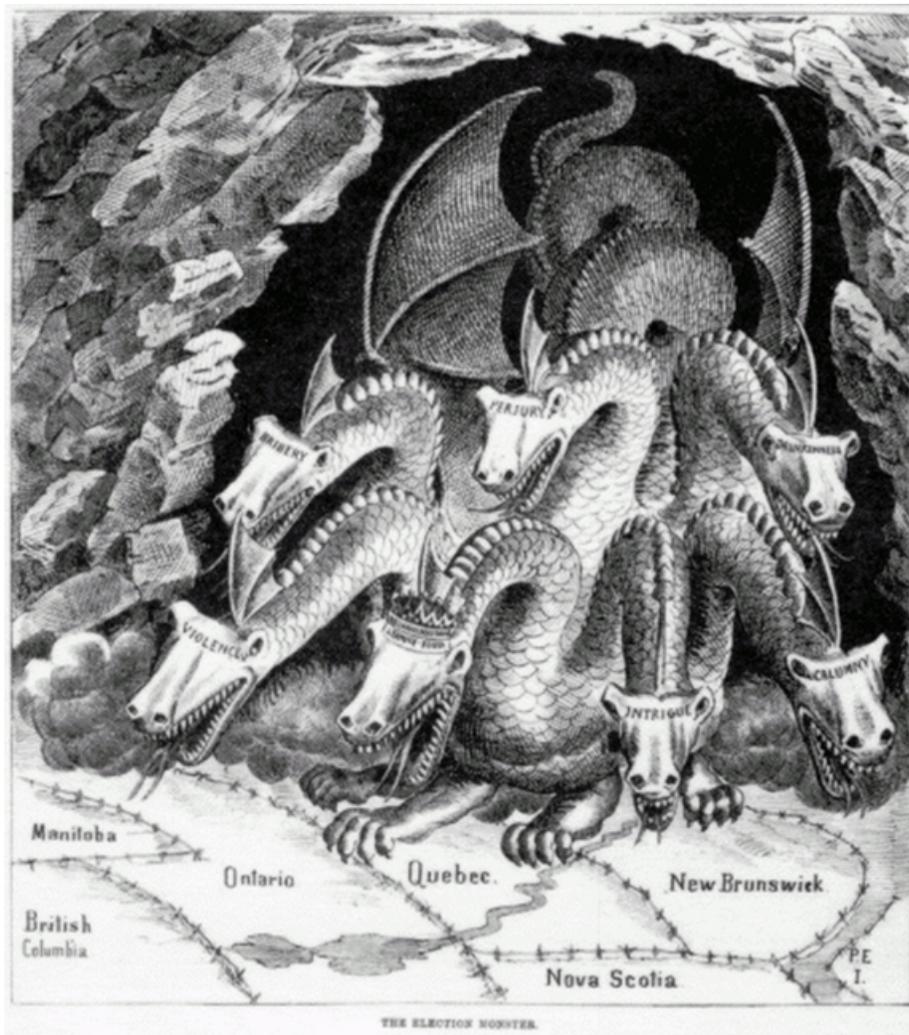
THE OLD FLAG,  
THE OLD POLICY,  
THE OLD LEADER.



ISSN 1710-8535

Fall 2015

*It's time!*



## "The Election Monster"

*Canadian Illustrated News*, Vol. IX, No. 5, Page 65.  
 Reproduced from Library and Archives Canada's website

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"Rt. Hon. W.L. Mackenzie King speaking during the federal election campaign. "

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"The Old Flag - The Old Policy - The Old Leader [Sir John A. Macdonald] : 1891 electoral campaign"

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"Leaders of the New Democratic, Liberal, and Progressive Conservative Parties taking part in televised debate during the federal election campaign."

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# ***School Libraries in Canada***

## **Fall 2015**

ISSN 1710-8535

Volume 33, Number 3

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Thank you to retired teacher-librarians Helen Lee and Diana Gauthier for their assistance with this issue.

## **Getting Ready for the Polls**

**Derrick Grose**  
Editor

*School Libraries in Canada*

It is easy to understand why there is widespread cynicism regarding politics and the electoral process. In contemporary times electors are confronted with controversies over **robocalling**, **"Fair" elections practices**, **questionable ethics in the Senate** and **lengthy campaign periods**. A sketch of "The Campaign Monster" in the *Canadian Illustrated News* in 1874 depicts a dragon whose heads were labelled bribery, perjury, drunkenness, violence, intrigue and calumny. Two chapters from Stephen Leacock's *Sunshine Sketches of a Little Town* (1912) raise disturbing questions about honesty and sincerity in political life. The observation that nothing ever changes much may help to explain apparent alienation from a political system that seems increasingly remote and unresponsive to voters.

Should the younger generation refuse to work with the flawed system they have inherited? Let me answer that question with an analogy to my experience as a teacher and teacher-librarian. When computers made their first appearance in the classroom, a host of frustrations ranging from faulty floppy disks to frequent system failures, made it seem that they were working against us, rather than for us. However, with time, the systems were "reformed" to the point where they have enhanced the capabilities of both students and teachers. Although it may sometimes be true that computers and the Internet are unreliable, a responsible teacher-librarian would be doing a disservice to information-seeking clients by ignoring the technological tools available to them. In a similar way, the educational system does a disservice to students when it fails to inform them about the workings of the political tools that are available to them. As you will read in this issue, some **jurisdictions have extended the ballot** to sixteen year-olds. Whether or not this trend gains momentum, it is critical that young people understand the system in which they will be participating, sooner or later, if only by choosing to be bystanders.

With this premise, *School Libraries in Canada* approached Elections Canada, the Parliament of Canada and Library and Archives Canada to share information about resources for teaching and learning about the Canadian political system. In addition to their informative articles, this issue features an interview with Terry Fallis, the author of the Stephen Leacock Award winning political satire, *The Best Laid Plans*. Anita Brooks Kirkland offers her vision of the School Library Learning Commons as "Election Central" which will encourage both student and professional learning, and two excerpts from Leacock's own *Sunshine Sketches* will inspire chuckles as well as thought.

Hopefully the information provided in this issue will assist you in finding the material you need to promote the use of the critical thinking skills by your students when they are thinking about their political choices.

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# GET YOUR STUDENTS ENGAGED IN THE 2015 FEDERAL ELECTION

Elections Canada



**Elections Canada is your non-partisan and independent federal election agency and is responsible for conducting federal elections. It informs the public about voter registration, voting and becoming a candidate, as well as offering educational programs for students on the electoral process. This year, Elections Canada is encouraging Canadians to be ready to vote by informing them on when, where and ways to register and vote in the federal election scheduled for October 19, 2015.**

**This fall's federal election is a great opportunity to engage students in the electoral process. This is where we need your help! As teachers, you have a unique opportunity to show your students the value of being an engaged citizen, an active community member and a voter.**

Did you know...?

- October 19, 2015 will mark Canada's 42nd federal general election.
- Created in 1920, Elections Canada is the world's oldest independent election agency.
- Elections Canada hires over 200,000 Canadians to work on election day, at over 20,000 polling locations.

How do we know that your role makes a difference in helping to create an active voting generation for tomorrow? Research indicates that hands-on civic education programs in the classroom lead to increased political knowledge and discussion and a higher likelihood of voting.

According to our [2011 National Youth Survey](#), the voting rate of young people who had taken a high school civics course was 14 percentage points higher than those who had not. Experiential civic education gives students the opportunity to increase their

- Elections Canada is responsible for the largest mail outs in Canadian history, sending over 24 million voter information cards to eligible Canadians informing them of the dates and locations of their polling places.

political knowledge. The more political knowledge youth have, the more likely they are to participate.

The same survey indicated that youth who discuss politics are more likely to vote. Turnout for youth who discussed politics with their friends and family was 25 to 31 percentage points higher than for those who did not. Talking about politics is a simple yet powerful way to build democratic engagement.

**There are a number of hands-on, participatory civic education programs that you can use to get your students interested and involved in the 2015 federal election, such as Student Vote, administered by CIVIX, and the National Democracy Challenge.**

## **Student Vote 2015**

Student Vote 2015 is a national parallel election program that allows students to experience the voting process firsthand and practise the habits of informed and engaged citizenship. Participating students research the issues, parties and candidates through classroom and school-wide activities. They then cast ballots for the official election candidates running in their school's riding. Results are shared nationally following the close of the polls.

When you register your school for the program, you receive a customized Student Vote campaign package including activity resources, campaign posters, an election operations manual and authentic voting materials (ballot boxes, voting screens, ballots and riding maps). The program is free and open to all schools. You can register your school at [http://studentvote.ca/federal\\_registration/](http://studentvote.ca/federal_registration/) until September 30, 2015.



## Canada's Democracy Week 2015 and the National Democracy Challenge



Inspired by the United Nations' International Day of Democracy (September 15), [Canada's Democracy Week 2015](#) is a civic education initiative by Elections Canada that encourages Canadians to learn more about the country's electoral process and to be ready to cast their ballot by knowing when, where and ways to register and vote. With a special focus on Canadians under the voting age, the week highlights hands-on activities designed to encourage an awareness and understanding of Canada's democracy and the role youth under 18 can play.

This year marks the fifth edition of Canada's Democracy Week, which is taking place from September 14–21, 2015. This year's theme, "Let's Get Canada Ready to Vote," is tied to the 2015 federal election. The flagship activity, the [National Democracy Challenge](#), is a contest that asks Canadians aged 14 to 17 to "show Canadians how to get ready to vote" by submitting a video, image, artwork or text answering the Challenge. Winners receive awards such as a trip to Ottawa or Winnipeg to participate in civic education programming, as well as great technology prizes. The Challenge runs from August 17 to November 9, 2015. Full details can be found on the [website](#).

**If you would like to get your students interested and involved in the 2015 federal election, consider bringing the Student Vote 2015 program and the National Democracy Challenge activity to your school.**

### Voter information materials

One of Elections Canada's key roles is to inform Canadians about the electoral process. To that end, Elections Canada has developed a series of [shareable digital and print products](#) that inform electors about when, where and ways to register and vote in the federal election. These materials can also be used in classrooms to help de-mystify the electoral process and to help students who are Canadian citizens of voting age to be ready to vote in the 2015 federal election.

If you are interested in downloading or ordering hard copies of our voter information products to introduce in your classroom, visit [elections.ca](http://elections.ca) or contact the Public Enquiries Unit at 1-800-463-6868.

# Ready to vote

## **FAITES PARTICIPER VOS ÉLÈVES À L'ÉLECTION FÉDÉRALE DE 2015**

**Élections Canada**



**Élections Canada est l'organisme fédéral, indépendant et non partisan chargé de conduire les élections fédérales. Il renseigne les citoyens sur l'inscription des électeurs, le vote et la façon de se porter candidat, en plus d'offrir des programmes éducatifs sur le processus électoral à l'intention des élèves. Cette année, Élections Canada encourage les Canadiens à se préparer à voter en leur indiquant où, quand et comment s'inscrire et voter à l'élection fédérale prévue le 19 octobre 2015.**

**L'élection fédérale de cet automne est une excellente occasion de susciter l'intérêt des élèves pour le processus électoral. C'est là que nous avons besoin de votre aide!**

**En tant qu'enseignants, vous êtes très bien placés pour sensibiliser vos élèves à l'importance de la participation citoyenne, de l'engagement communautaire et du vote.**

Le saviez-vous?

- Le 19 octobre 2015 sera le jour de la 42e élection générale au Canada.
- Créé en 1920, Élections Canada est le plus ancien organisme électoral indépendant au monde.
- Élections Canada engage plus de 200 000 Canadiens, qui travaillent le jour de l'élection dans plus de 20 000 lieux de scrutin.
- Élections Canada est à l'origine des plus grandes initiatives de publipostage jamais organisées au Canada, postant plus de 24 millions de cartes d'information de l'électeur pour indiquer les dates et les lieux de vote aux Canadiens en droit de voter.

Comment savons-nous que vous contribuez, en tant qu'enseignants, à former une nouvelle génération d'électeurs actifs? Selon les recherches, les programmes pratiques d'éducation civique en classe améliorent les connaissances en politique, favorisent les discussions sur le sujet et augmentent les chances de voter.

Selon [l'Enquête nationale auprès des jeunes que nous avons menée en 2011](#), le taux de participation électorale des jeunes qui ont suivi un cours d'éducation civique au secondaire dépasse de 14 points de pourcentage celui des jeunes qui n'en ont suivi aucun. L'éducation civique par l'expérience permet aux élèves d'accroître leur connaissance de la politique. Plus les jeunes en savent, plus de chances ils ont de voter.

Selon cette même enquête, les jeunes qui discutent de politique ont également plus de chances de voter. Le taux de participation des jeunes qui discutaient de politique en famille et entre amis était de 25 à 31 points de pourcentage plus élevé que celui des autres jeunes. Parler de politique est donc une façon simple et efficace de favoriser la participation à la vie démocratique.

**Il existe une foule de programmes d'éducation civique pratiques que vous pouvez utiliser pour amener vos élèves à s'intéresser et à participer à l'élection fédérale de 2015, comme [Vote étudiant](#) (géré par CIVIX) et le [Défi national pour la démocratie](#).**

## **Vote étudiant**

[Vote étudiant 2015](#) est un programme national d'élection parallèle qui permet aux élèves de découvrir directement le processus électoral et d'adopter les habitudes de citoyens informés et engagés. Les élèves qui participent au programme se renseignent sur les enjeux, les partis et les candidats dans le cadre d'activités tenues en classe et dans toute l'école. Ils peuvent ensuite voter pour un candidat officiel de la circonscription dont fait partie leur école. Les résultats sont communiqués à l'échelle nationale, après la fermeture des bureaux de scrutin.

Après avoir inscrit votre école au programme Vote étudiant, vous recevrez une trousse de campagne adaptée comprenant des ressources pour les activités, des affiches de campagne, un manuel sur les opérations électorales et du vrai matériel électoral (urnes, isolements, bulletins et cartes de la circonscription). Le programme est offert gratuitement à toutes les écoles. Vous avez jusqu'au 30 septembre 2015 pour inscrire votre école à [www.voteetudiant.ca/inscription\\_federal/](http://www.voteetudiant.ca/inscription_federal/).



## **La Semaine canadienne de la démocratie 2015 et le Défi national pour la démocratie**

Inspiré par la Journée internationale de la démocratie des Nations Unies (le 15 septembre), la [Semaine canadienne de la démocratie](#) est une initiative d'éducation civique organisée par Élections Canada, qui encourage les Canadiens à se renseigner sur le processus électoral du pays et à se préparer à voter en sachant où, quand et comment s'inscrire et voter. Axée sur les Canadiens qui n'ont pas encore l'âge de voter, cette semaine comprend des activités pratiques conçues pour mieux faire connaître la démocratie canadienne et le rôle que les jeunes de moins 18 ans peuvent jouer.



Nous célébrerons cette année la cinquième Semaine canadienne de la démocratie, du 14 au 21 septembre 2015. Le thème de cette année, « Préparons les Canadiens à voter », est lié à l'élection fédérale de 2015. L'activité phare, soit le [Défi national pour la démocratie](#), est un concours qui invite les Canadiens âgés de 14 à 17 ans à soumettre une vidéo, une image, une illustration ou un texte pour « montrer aux Canadiens comment se préparer à voter ». Les gagnants

pourraient avoir la chance de se rendre à Ottawa ou à Winnipeg pour participer à un programme d'éducation civique ou remporter des appareils électroniques, entre autres. Le Défi se déroule du 17 août au 9 novembre 2015. Vous trouverez tous les renseignements sur le [site Web](#).

**Pour amener vos élèves à s'intéresser et à participer à l'élection fédérale de 2015, envisagez d'introduire le programme Vote étudiant 2015 et le Défi national pour la démocratie dans votre école.**

### **Produits d'information de l'électeur**

L'un des principaux rôles d'Élections Canada est de renseigner les Canadiens sur le processus électoral. Élections Canada a donc élaboré une [série de produits numériques et imprimés](#) à partager, qui indiquent aux électeurs où, quand et comment s'inscrire et voter à l'élection fédérale. Ces produits peuvent également servir en classe à démystifier le processus électoral et à aider les étudiants canadiens de 18 ans et plus à se préparer à voter à l'élection fédérale de 2015.

Pour télécharger nos produits d'information de l'électeur ou en commander des exemplaires papier pour votre classe, visitez [elections.ca](#) ou communiquez avec le Centre de renseignements au 1-800-463-6868.

**Prêt  
à voter** 

## **From Inclusion to Engagement: Civic Literacy and the Youth Vote in Canada**

**Dara Lithwick and Elizabeth MacLean,  
Library of Parliament**

**On October 19, 2015, Canadians will head to the polls to elect members of the 42nd Parliament. Though their ranks will certainly include many engaged young voters, eager to play their role in the democratic process, recent trends suggest that they will be in the minority among their peers. Only 39% of eligible Canadians aged 18 to 24 cast ballots in the 2011 federal election, far below the 61% of the overall population**

that took part(1). The reasons for declining youth turnout are numerous and complex, but in many cases find their root in a lack of understanding: of how democracy works in Canada, of the role of Parliament in the lives of Canadians, and of the impact of individual votes.

Though community leaders and organizations across Canada are seeking to remedy the knowledge gap, the classroom continues to play an essential role in promoting civic literacy among young people. By helping students understand the power and responsibility conferred upon them through their right to vote, the educational community can give young people the tools they need for a lifelong engagement with Canadian democracy.

As the school year begins and the federal election draws nearer, the Library of Parliament offers a look at voting rights in Canada and some of the accessible and innovative resources that can help educators bring civic literacy to the classroom.

### **The Vote in Canada: The Road to Inclusion**

In December 1948 the United Nations General Assembly adopted the **Universal Declaration of Human Rights**, a milestone document that set a common standard “for all peoples and all nations” to follow in the wake of the Second World War. Article 21 of the Declaration expresses the fundamental nature of the right to vote, proclaiming that “The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage.” In other words, the right to a representative government, determined by a free vote, is a basic human right.

In Canada, likewise, the right to vote is an essential democratic right, protected in the **Canadian Charter of Rights and Freedoms** (a part of our Constitution). Section 3 states that “Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.”

The history of the vote in Canada has generally been one towards greater inclusion. From Confederation to the present, voting has evolved from a privilege, open to only a select few, to a right guaranteed to almost all Canadian adults. As noted in Election Canada’s comprehensive **History of the Vote in Canada**, “for a long time before and after Confederation, fewer people were entitled to vote than were disenfranchised, since the right to vote was conditional upon gender, race, religion, property and other measures of wealth.” To be able to vote, one generally had to be male, above the age of 21, and an owner of property. Some provinces also imposed racial and religious restrictions on the right to vote or precluded certain classes of public servants from casting a ballot.

The women’s suffrage movement grew throughout the 1910s, until finally, in 1920, federal legislation was passed that provided access to the vote for most Canadian women. It is worth noting that the new law did not apply to provincial elections; indeed, women only gained the right to vote and to stand as candidates in Quebec in 1940.

It took until 1950 for the Inuit to be granted the right to vote, and only in 1960 was the franchise extended unconditionally to “registered Indians.” The next major expansion of the federal franchise occurred in 1970, when the voting age was lowered to 18 from 21. At this time the vote was also opened to certain groups of Canadians living abroad, including public servants, diplomats, and their families. During the 1970s greater attention was also focused on the needs of voters with disabilities, who might have trouble accessing polling stations or voting in traditional formats.

The advent of the Charter in 1982, with its constitutional protection of the right to vote, ultimately led to further expansion of the franchise. In 1993 the [Canada Elections Act](#) was amended to permit all voters to use advance polls, to expand the use of special ballots (for those who could not vote in person on election day or at an advance poll) and to remove the voting disqualifications for judges, people with mental disabilities, and inmates serving less than two years in jail. In [2002](#) the Supreme Court of Canada held that denying the right to vote to inmates serving more than two years violated the inmates’ Charter rights and was not justified in a free and democratic society.

### **The Future of the Vote**

While the past century has seen the expansion of the franchise from a privilege to a right, accessible to most Canadians, questions still remain as to whether it should be extended further. The first question concerns Canadians living abroad, who can only vote in federal elections if they have been away for less than five years. This prohibition is currently subject to a [court challenge](#), and one famous Canadian expat, actor Donald Sutherland, recently [argued](#) for the prohibition to be lifted. The second question concerns lowering the voting age further, perhaps to 16.

Scotland reduced its voting age to include 16- and 17-year-olds in its [referendum on independence](#) in September 2014 and witnessed high turnout in the new age bracket. Subsequently, the British Prime Minister agreed to set a separate voting age, of 16 rather than 18, for all elections to the Scottish Parliament and local Scottish authorities. Should the same happen in Canada? Would it impact the trend of declining youth turnout at the polls? These are questions that remain to be explored.

### **Promoting Civic Literacy**

In recent years, there has been a significant increase in the range of civic education tools available to Canadians. Online resources are readily accessible to educators and students across the country, and they take advantage of modern technologies to stimulate interest in and understanding of Canada’s democracy. With engaging interfaces and innovative multimedia, these online tools represent a key opportunity to promote civic literacy among the next generation of Canadian voters.

### **Resources from the Parliament of Canada**

The Canadian Parliament offers an [Education portal](#) with a comprehensive range of interactive websites, publications, and other free resources suitable for kindergarten to Grade 12. These include [Searching for Symbols](#) (K-grade 3), [Setting the](#)

**Agenda** (grades 6-10), and **Democracy in the Classroom** (grades 4-6 and 9-11). In addition to audience-specific resources, the portal provides extensive online information about governance and democracy.

As a complement to its educational tools, Parliament also supports students directly with web resources directed at Canadian youth aged 12 to 17. **Explore Our Country, Our Parliament** (grades 5-8) and **Discover How Canadians Govern Themselves** (grades 8-12) are in-depth resources that provide information about Parliament and the democratic process through engaging games, puzzles, and multimedia.

Elsewhere on the parliamentary website, teachers can access **PARLINFO**, a database of useful facts and figures on parliamentarians, political parties, and more.

### **Other Online Sources**

Students and educators can also access civic information from a range of federal departments and independent bodies. Most provincial and territorial legislatures offer educational activities and programs; check online in your region to learn more. Federal resources include the Governor General of Canada, whose website hosts **Eduzone**, a portal with online and print activities about the monarchy in Canada. **Elections Canada** also offers a series of educational products and publications designed to stimulate interest in voting and democracy.

Among independent organizations, **Samara Canada** has an **Election Hub** with resources dedicated to the 2015 federal election. This includes the Vote PopUp kit, a tool designed specifically to encourage young and first-time voters. **Student Vote**, meanwhile, organizes a “parallel vote” for young people under the legal voting age, which comprises classroom activities and school-wide events.

Though it remains to be seen whether these initiatives will translate into higher youth participation, by incorporating them into the classroom and encouraging youth to discover democracy on their own, Canadian educators have the opportunity to bridge the gap in civic understanding and prepare their students for a life of democratic participation.

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(1) Source: Elections Canada, **Estimation of Voter Turnout by Age Group and Gender at the 2011 Federal General Election**

## **De l’inclusion à la participation : Les connaissances civiques et le vote des jeunes au Canada**

**Dara Lithwick et Elizabeth MacLean,  
Bibliothèque du Parlement**

Le 19 octobre 2015, les Canadiens iront aux urnes pour élire les députés de la 42e législature. On comptera certainement parmi les électeurs de nombreux jeunes mobilisés, heureux de participer au processus démocratique; mais les tendances

montrent qu'ils constitueront une minorité parmi les jeunes Canadiens. Seuls 39 % des Canadiens de 18 à 24 ans ont participé aux élections fédérales de 2011, une proportion bien en deçà des 61 % de la population générale qui ont voté à ces mêmes élections(1). Les facteurs qui expliquent le déclin du taux de participation des jeunes aux élections sont nombreux et complexes, mais dans bien des cas, ils découlent de la non-compréhension du fonctionnement de la démocratie au Canada, du rôle que joue le Parlement dans la vie de la population et de l'importance de chaque vote.

Bien que des dirigeants et des organismes communautaires tentent, partout au Canada, de combler cette lacune, la salle de classe demeure un lieu essentiel où enrichir les connaissances civiques des jeunes. En aidant ces derniers à comprendre le pouvoir et les responsabilités que confère le droit de vote, la communauté de l'enseignement peut leur donner les outils nécessaires pour qu'ils puissent pleinement participer à la démocratie canadienne tout au long de leur vie.

À l'approche de la rentrée scolaire et des élections fédérales, la Bibliothèque du Parlement a préparé un survol sur le droit de vote au Canada et rassemblé certaines ressources accessibles et novatrices qui aideront les enseignants à enrichir les connaissances civiques de leurs élèves.

### **Le vote au Canada : Un processus vers l'inclusion**

En décembre 1948, peu après la Seconde Guerre mondiale, l'Assemblée générale des Nations Unies a adopté la **Déclaration universelle des droits de l'homme**, un document fondamental qui définit un idéal commun pour « tous les peuples et toutes les nations ». Selon l'article 21 de la Déclaration, le droit de vote est un droit fondamental : « La volonté du peuple est le fondement de l'autorité des pouvoirs publics; cette volonté doit s'exprimer par des élections honnêtes qui doivent avoir lieu périodiquement, au suffrage universel égal et au vote secret ou suivant une procédure équivalente assurant la liberté du vote. » En d'autres mots, le droit à un gouvernement représentatif, constitué à l'issue d'un vote libre, est un droit de la personne fondamentale.

De la même manière, le Canada considère que le droit de vote est un droit démocratique essentiel protégé par la **Charte canadienne des droits et libertés** (incluse dans la Constitution canadienne). Selon l'article 3 de la Charte, « [t]out citoyen canadien a le droit de vote et est éligible aux élections législatives fédérales ou provinciales ».

De manière générale, le vote au Canada a, historiquement, tendu vers l'inclusion. De l'époque de la Confédération à aujourd'hui, le vote est passé de privilège réservé à une élite à droit garanti à pratiquement tous les adultes canadiens. Comme l'a noté Élections Canada dans son document exhaustif **L'histoire du vote au Canada**, « [p]endant longtemps, avant et après la Confédération, les personnes qui avaient le droit de vote étaient moins nombreuses que celles qui en étaient privées, car ce droit était lié au sexe, à la race, à la religion, à la propriété et à d'autres critères de richesse ». Pour avoir le droit de voter, il fallait généralement être un homme âgé de plus de 21 ans et posséder une terre. Certaines provinces imposaient également des restrictions liées à la race et à la religion et d'autres interdisaient de voter à certains employés de la fonction publique.

**Le mouvement des suffragettes a pris de l'ampleur au cours des années 1910, jusqu'à ce qu'une loi fédérale soit finalement adoptée en 1920 afin d'accorder à la plupart des Canadiennes le droit de vote. Il y a lieu de noter que la nouvelle loi ne s'appliquait pas aux élections provinciales. En effet, il a fallu attendre 1940 pour que les femmes puissent voter et se présenter aux élections au Québec.**

**Les Inuits n'ont obtenu le droit de vote qu'en 1950, et les « Indiens inscrits » n'y ont eu droit inconditionnellement qu'en 1960. En 1970, le droit de vote a connu un autre changement important : l'âge d'admissibilité est passé de 21 à 18 ans. Par la même occasion, on a accordé le droit de vote à certains groupes de Canadiens vivant à l'étranger, y compris des fonctionnaires, des diplomates et les membres de leur famille. Durant les années 1970, on a porté une plus grande attention aux besoins des personnes handicapées éprouvant des difficultés d'accès aux bureaux de vote ou incapables de voter selon les modalités habituelles.**

**L'adoption en 1982 d'une Charte qui assure la protection constitutionnelle du droit de vote a finalement mené à une expansion du droit. En 1993, la Loi électorale du Canada a été modifiée de manière à permettre à tous les électeurs de voter par anticipation, à élargir le recours aux bulletins de vote spéciaux (pour ceux ne pouvant pas voter en personne le jour de l'élection ou au cours du scrutin anticipé) et à éliminer l'interdiction de voter imposée aux juges, aux personnes souffrant de maladie mentale et aux détenus purgeant une peine d'emprisonnement de moins de deux ans. En 2002, la Cour suprême du Canada a déterminé que l'interdiction de vote imposée aux détenus purgeant une peine de plus de deux ans violait leurs droits garantis par la Charte et n'était pas justifiée dans une société libre et démocratique.**

### **L'avenir du vote**

**Au cours des 100 dernières années, le droit de vote est passé de privilège à droit accordé à la plupart des Canadiens, mais il reste encore des questions à trancher au sujet de l'expansion du droit. La première concerne les Canadiens vivant à l'étranger, qui ne peuvent voter lors d'une élection fédérale s'ils ont quitté le pays depuis plus de cinq ans. Non seulement l'interdiction en vigueur fait l'objet d'une contestation judiciaire (en anglais), mais un célèbre expatrié canadien, l'acteur Donald Sutherland, a récemment présenté des arguments appuyant son abolition. La deuxième question porte sur la diminution de l'âge d'admissibilité au droit de vote, qui la porterait possiblement à 16 ans.**

**L'Écosse a diminué l'âge minimal du vote de manière à inclure les jeunes de 16 et 17 ans lors de son référendum sur l'indépendance en septembre 2014, et elle a enregistré un taux de participation élevé chez les jeunes. Par la suite, le premier ministre britannique a accepté de fixer un âge minimal distinct, soit 16 ans plutôt que 18 ans, pour les élections des représentants au Parlement de l'Écosse et au sein des administrations locales écossaises. Ce changement devrait-il également être apporté au Canada? Renverserait-il la tendance au déclin de la participation des jeunes aux élections? Ces questions demeurent pour l'instant sans réponse.**

### **La promotion des connaissances civiques**

**Au cours des dernières années, la quantité d'outils d'éducation civique offerts aux Canadiens a beaucoup augmenté. Partout au pays, les enseignants et les élèves**

peuvent facilement consulter des ressources en ligne et tirer profit des technologies modernes afin de stimuler l'intérêt envers la démocratie du Canada et de renforcer les connaissances qu'en ont les jeunes électeurs. Grâce à leurs interfaces conviviales et à leurs formats multimédias novateurs, ces outils en ligne offrent une belle occasion de renforcer les connaissances civiques de la prochaine génération d'électeurs canadiens.

### Ressources du Parlement du Canada

Le Parlement du Canada a mis sur pied le [portail Éducation](#), qui rassemble des sites Web interactifs, des publications et autres ressources gratuites à l'intention des élèves de la maternelle à la 12e année. Ces ressources comprennent entre autres [À la recherche de symboles](#) (de la maternelle à la 3e année), [Établir l'horaire](#) (de la 6e à la 10e année) et [La démocratie en classe](#) (de la 4e à la 6e année et de la 9e à la 11e année). Outre les ressources s'adressant à des groupes précis, le portail contient des renseignements exhaustifs sur la gouvernance et la démocratie.

En plus d'offrir des outils pédagogiques, le Parlement met des ressources Web directement à la disposition des jeunes Canadiens de 12 à 17 ans. [Explorez notre pays, notre Parlement](#) (de la 5e à la 8e année) et [Une histoire à découvrir : Les Canadiens et leur système de gouvernement](#) (de la 8e à la 12e année) sont des ressources exhaustives qui fournissent des renseignements sur le Parlement et le processus démocratique au moyen de jeux, de casse-tête et d'éléments multimédias captivants.

En outre, sur le site Web du Parlement, les enseignants peuvent consulter [PARLINFO](#), une base de données rassemblant des renseignements et des graphiques utiles portant entre autres sur les parlementaires et les partis politiques.

### Autres ressources en ligne

Les élèves et les enseignants peuvent également trouver de l'information sur l'éducation civique auprès d'une foule de ministères fédéraux et d'organismes indépendants. La plupart des assemblées législatives provinciales et territoriales offrent des activités et des programmes pédagogiques. Nous vous invitons à visiter le site Web des organismes de votre région afin de mieux vous renseigner. Les ressources fédérales incluent notamment le site Web du gouverneur général du Canada, sur lequel se trouve [Éduzone](#), un portail contenant des activités en ligne et imprimables sur la monarchie au Canada. [Élections Canada](#) offre également une série de produits et de publications pédagogiques visant à stimuler l'intérêt pour le vote et la démocratie.

En ce qui concerne les organismes indépendants, [Samara Canada](#) a mis sur pied un portail rassemblant des ressources sur les élections fédérales de 2015, notamment la trousse « Vote PopUp », un outil s'adressant aux jeunes et aux électeurs votant pour la première fois. Quant à [Vote étudiant](#), il organise une « élection parallèle » pour les jeunes qui n'ont pas l'âge minimal pour voter. Ces élections parallèles comprennent des activités s'adressant aux élèves d'une classe ou d'une école en entier.

Seul le temps nous dira si ces initiatives feront grimper le taux de participation des jeunes aux élections, mais les enseignants canadiens ont l'occasion, en incorporant ces activités à leurs cours et en encourageant les jeunes à découvrir par eux-mêmes la démocratie, de combler les lacunes dans les connaissances civiques et d'inculquer aux élèves les bases d'une participation active à la démocratie tout au long de leur vie.

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(1) Source : Élections Canada, [Estimation du taux de participation par groupe d'âge et par sexe à l'élection générale fédérale de 2011.](#)

## **The Election Comes to Life: Fostering Student Engagement with Library and Archives Canada's Resources**

**Alexandra Clemence,  
Reference Librarian at Library and Archives Canada**

The writ is dropped and this year's campaign provides the perfect opportunity to introduce students of all ages to the ins and outs of the Canadian federal electoral system. Library and Archives Canada (LAC) provides educators with numerous resources to help bring the democratic process to life for students. Here is a short list of sources and databases that cover all aspects of the election, from universal suffrage to the role of the prime minister.

### **AMICUS**

Library catalogues remain the best place for students to start their search for relevant and reliable sources. Whether you use LAC's own catalogue, AMICUS, the local public library's, or something else like [WorldCat.org](#), there are a variety of Library of Congress Subject Headings that can help guide students in the right direction:

Elections -- Canada  
Election law -- Canada  
Canada. Parliament -- Election districts  
Representative government and representation -- Canada  
Canada. Parliament -- Elections, 1993

### **First Among Equals: The Prime Minister in Canadian Life and Politics**

This website uses documents and artifacts to illustrate various aspects of the prime minister's public life, from the rise to power to the office's roles and responsibilities. Students will find a mix of primary and secondary sources, such as speeches, analyses, political cartoons and photographs. Younger students can use the [children's site](#), which includes more images and simplified content.

### **Electoral Atlas of the Dominion of Canada (1895)**

Although it excludes the Yukon, the Northwest Territories, Nunavut and Newfoundland and Labrador, this atlas provides the first published maps of federal electoral boundaries, a useful point of comparison for students wanting to trace the evolution of their electoral riding.

### Canada Gazette

This official newspaper of the government of Canada is fully indexed and searchable on LAC's website. In addition to recording statutes and appointments, students can search for various election announcements, including the very first one made following Confederation.

### Canadian Illustrated News

This magazine's database of 4,000 illustrations and photographs of newsworthy events in Canada and abroad reveals 19th-century preoccupations and how they were portrayed in the press. Election coverage is extensive.

### LAC Forum on Canadian Democracy: Elections

This page of the forum itemizes LAC's election-themed archival holdings, presenting a trove of primary sources according to their theme and the era in which they were produced: pre-Confederation, post-Confederation and women's and First Nations' suffrage. Most materials are not digitized in their corresponding archival record, however their descriptions and findings aid remain informative sources. Reproductions can be ordered.

### **Other Sources**

Outside of LAC, both Parliament and Elections Canada maintain useful websites on elections and voting with extensive information for students to consult.

## **Des élections vivantes : mobiliser les étudiants avec les ressources de Bibliothèque et Archives Canada**

**Alexandra Clemence,  
bibliothécaire de référence à Bibliothèque et Archives Canada**

La campagne électorale est l'occasion idéale de faire connaître le système électoral canadien aux étudiants de tout âge. Bibliothèque et Archives Canada (BAC) offre de nombreuses ressources aux enseignants pour les aider à éveiller l'intérêt de leurs élèves envers le processus démocratique. Voici une courte liste de sources d'information portant sur de nombreux aspects des élections, comme le suffrage universel et le rôle du premier ministre.

### AMICUS

Encore aujourd’hui, les catalogues de bibliothèque constituent le meilleur point de départ pour les étudiants qui cherchent des sources fiables et pertinentes. Qu’ils utilisent celui de BAC (AMICUS), d’une bibliothèque locale ou d’un autre organisme (comme [WorldCat.org](http://WorldCat.org)), les étudiants pourront exploiter les vedettes-matière fixées par la Bibliothèque du Congrès :

Élections--Canada

Élections--droit--Canada

Canada. Parlements--Circonscriptions électorales

Gouvernement représentatif et représentation--Canada

Canada. --Parlements -- Élections, 1993

### [Premier parmi ses pairs : le premier ministre dans la vie et la politique au Canada](#)

Le site Web exploite des documents et des artefacts pour décrire plusieurs aspects de la vie publique des premiers ministres, comme l’arrivée au pouvoir et les rôles et responsabilités du Cabinet. Les étudiants y trouveront des sources primaires et secondaires comme des discours, des analyses, des caricatures et des photographies. Les plus jeunes peuvent visiter le [site pour enfants](#) , qui comprend plus d’images et un contenu simplifié.

### [Atlas électoral du Dominion du Canada \(1895\)](#)

Cet atlas ne dit rien sur le Yukon, les Territoires du Nord-Ouest, le Nunavut et Terre-Neuve-et-Labrador, mais on y trouve les premières cartes des circonscriptions électorales, ce qui peut aider les étudiants à retracer l’évolution de leur circonscription.

### [Gazette du Canada](#)

Le journal officiel du gouvernement fédéral est entièrement indexé et interrogeable sur le site Web de BAC. En plus de documenter les lois et les nominations, il permet aux étudiants de chercher les annonces d’élections, dont [la toute première](#) qui a été faite après la Confédération.

### [Canadian Illustrated News](#)

La base de données du magazine offre près de 4 000 illustrations et photographies de grands événements qui ont eu lieu au Canada ou à l’étranger. Elle révèle les préoccupations du XIXe siècle et montre comment celles-ci étaient traitées dans les journaux de l’époque. Les élections font l’objet d’une couverture médiatique intensive.

### [Forum de BAC sur la démocratie canadienne : Élections](#)

Cette page du forum présente les pièces des fonds d’archives de BAC sur les élections. De précieuses sources primaires sont classées par sujet et par période : avant ou après la Confédération, droit de vote des femmes et droit de vote des Autochtones. La plupart des documents ne sont pas numérisés, mais leurs descriptions et les instruments de recherche constituent de bonnes sources d’information. Des [reproductions](#) peuvent être demandées.

## Autres

Les sites Web du [Parlement](#) et d'[Élections Canada](#) offrent beaucoup d'information sur les élections et le droit de vote.

# Election Central at Your School Library Learning Commons

by Anita Brooks Kirkland

Canada has a problem. Participation in the electoral process is in decline, particularly amongst young people. Although many factors contribute to this situation, we, as educators, must ask ourselves the question: are we doing enough to engage students in civics to develop a nation of voters?

This fall's federal election offers a great opportunity to take leadership from the library learning commons to help all students understand the power of the vote in maintaining a healthy and thriving democracy.

## Civic Disengagement and Youth

According to Elections Canada, the turnout rate in the 2011 federal election was only 61%. Only 38.8% of those eligible aged 18 to 24 exercised their right to vote. According to Statistics Canada (Uppal & LaRoche-Côté, 2012), age is indeed a major factor influencing participation rates. Level of education is also a predictor of voter turnout. In the last federal election, the turnout rate for people with university degrees was 78%, a huge discrepancy to the rate of voting amongst people with less than a high school education, at 42%. Immigration status is also a major factor in electoral engagement. Recent immigrants to Canada who are eligible to vote are only marginally likely to do so. In 2011 the turnout rate for recent immigrants was 51%. More established immigrants vote almost as much as Canadian-born citizens, with some significant variations by country of origin.

Clearly this is a problem that should be of concern to educators. Our success in educating the young people in our charge is a baseline for civic engagement at the very least. Our success in empowering new Canadians in the democratic process is also a critical factor. The question remains, does more direct instruction in civics have the potential to improve youth participation in elections, and if so, what should that instruction look like?

## Are Schools Up to the Challenge?

Clearly schools are very engaged in teaching citizenship, and are largely successful in inculcating values associated with character

Schools, however, have largely avoided this debate by depoliticizing the concept of citizenship. They have equated the good citizen with the good person,

development. But are schools as successful in developing citizens who are engaged and active in the political process? Engagement in public life is a foundation of a vibrant democracy, and schools have a role to play in preparing students for their associated responsibilities as citizens.

Several studies indicate the positive impact of civic education on youth participation in elections (Bachner, 2010). According to studies cited by Bachner, instructional approaches that strengthen students' psychological engagement with politics and increase political knowledge promote interest and trust in the political system. "In short, less knowledgeable citizens develop more negative views on government and elected officials. And these negative views, whether they take the form of cynicism, mistrust or alienation, have a demobilizing effect on those who possess them."

**The challenge for educators, then, is to create opportunities for students to engage in learning that moves beyond the mechanics of elections to a deeper political knowledge by creating active and authentic learning experiences that promote full participation in the democratic process.**

**Fostering interest in the political and electoral process presents a dilemma for some educators. Striving to maintain a neutral and unbiased stance often means a greater focus on process and mechanics than on political content and controversy. This is a missed opportunity for creating truly engaged and voting citizens.**

### **Leadership from the School Library Learning Commons**

Enter the school library learning commons. The library is uniquely positioned to take advantage of the upcoming general federal election as an opportunity for meaningful learning.

The idea and the reality of all libraries are based on the foundations of democracy itself: equity of access to resources and learning, and freedom of thought and expression. The library is an entry point to critical thinking, with access to a range of resources representing an equally wide range of ideas and points of view, and an ethic that promotes curiosity. The library is by its very existence at the heart of democracy, and there is

the man or woman who helps others, respects other people's rights, obeys the law, is suitably patriotic, and the like. These are certainly valuable qualities. Society depends on them for its successful functioning. But citizenship demands more. It requires willingness and an ability to play an active and morally principled part in the public life of one's society, at the very least by casting an informed vote in elections and, ideally, by being engaged with and in public affairs.

Ken Osborne (2010). *Political Education and Citizenship: Teaching for Civic Engagement*.

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Canadian Library Association  
Position Statement on Intellectual

no better context for fostering civic engagement.

The school library has the potential to reach across subject curricula and programs to find meaningful connections for all learners. At the heart of the learning commons, the physical and virtual library spaces can provide an experimental and experiential learning space, and the teacher-librarian can provide leadership for a grand collaboration focused on the fall election. The teacher-librarian is ideally positioned to move from a supporting role to a leadership role to move beyond information access to transformative learning.

### **The 2015 Federal Election: A Perfect Opportunity for a Grand Collaboration**

**This election provides a huge opportunity for teacher-librarians to proactively take leadership for learning. Librarians are democratic activists, which means seeking out opportunities to collaborate rather than waiting to be approached for passive support. In the spirit of the active and authentic learning that research tells us may make a difference to youth participation in elections, here are a few ideas to spark your imagination.**

- **Connect early with Civics / Social Sciences / History teachers, where there are clear links to the electoral process and civic engagement in the curriculum. Introduce teachers to the wealth of resources offered by Elections Canada, Library and Archives Canada, and other sources mentioned in this issue of SLiC.**
- **Move beyond the obvious subject collaborations. How do election issues relate to the focus of environmental studies and science classes? What about the arts? Help teachers and students make these connections.**
- **Be sure to connect with classes and programs for new Canadians, as this group has unique needs for seeking understanding of our electoral process and political culture.**
- **Make every effort to engage all students, not just those bound for university, who are statistically more inclined to be voters than those not going on to higher education.**
- **Celebrate this great opportunity to integrate information and media literacy. How about having students as election fact-checkers, a role often taken on by journalists. What about a myth-busting collaborative inquiry, Snopes-style? Take the opportunity to have students de-construct political ads, speeches and media coverage.**
- **Host a local all-candidates meeting. Collaborate with fellow teachers to help students prepare informed questions to pose to the candidates.**
- **Host student debates on election issues.**
- **Facilitate a student pundit panel. Coach the panel as they research and become knowledgeable about election issues, parties and candidates. Help them to share their analysis of election events with the broader student body with a Pundit Podcast, for example.**
- **Host a human library event. Invite human “books” from across the political**

spectrum and with expertise on key issues to participate. Use the Ontario Library Association's Human Library Toolkit to help with your preparation.

- Make connections to the human story of politics through literature: the works of Terry Fallis come immediately to mind!
- Be creative! Find opportunities that will engage your school community as we all strive to strengthen Canada's democracy.

### **Document and Share Your Experiences**

Collaborative learning based on the fall election offers a great opportunity for you to engage in action research. Feedback gathered along the way can inform your team's collaborative approach, and your own assessment of the process and results can inform and inspire your wider professional learning network. Contribute to the [Year of the Learning Commons website](#). Consider writing up your project to share at [Treasure Mountain Canada 2016](#).

The learning commons can be an incubator for fostering engagement in the democratic process, and may have a direct influence on inspiring young Canadians to get out and vote. What a wonderful opportunity to explore experiential learning in the very authentic context of the upcoming federal election!

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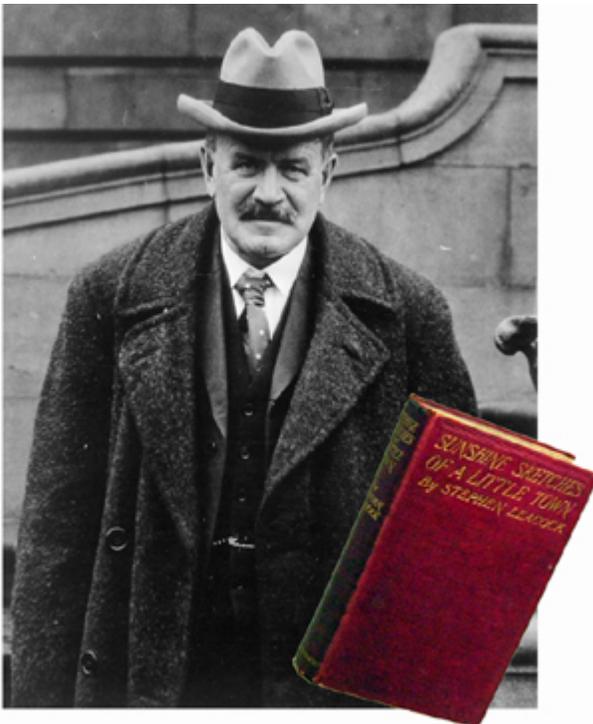
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**Please Visit:**



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## The Great Election in Missinaba County

by Stephen Leacock

Author and McGill University economics professor Stephen Leacock is famous for the humour and insights into human nature evident in his short stories and novels. The following story is the first of two related to electoral politics excerpted from his 1912 collection, *Sunshine Sketches of a Little Town*. As the introductory sentence suggests, the details are less important than the more universal aspects of the political satire.

Photo Credit: Gladwish & Mitchell  
Library and Archives Canada/C-007869

**Don't ask me what election it was, whether Dominion or Provincial or Imperial or Universal, for I scarcely know.**

**It must, of course, have been going on in other parts of the country as well, but I saw it all from Missinaba County which, with the town of Mariposa, was, of course, the storm centre and focus point of the whole turmoil.**

**I only know that it was a huge election and that on it turned issues of the most tremendous importance, such as whether or not Mariposa should become part of the United States, and whether the flag that had waved over the school house at Tecumseh Township for ten centuries should be trampled under the hoof of an alien invader, and whether Britons should be slaves, and whether Canadians should be Britons, and whether the farming class would prove themselves Canadians, and tremendous questions of that kind.**

**And there was such a roar and a tumult to it, and such a waving of flags and beating of drums and flaring of torchlights that such parts of the election as may have been going on elsewhere than in Missinaba county must have been quite unimportant and didn't really matter.**

**Now that it is all over, we can look back at it without heat or passion. We can see,—it's plain enough now,—that in the great election Canada saved the British Empire, and that Missinaba saved Canada and that the vote of the Third Concession of Tecumseh Township saved Missinaba County, and that those of us who carried the third concession,—well, there's no need to push it further. We prefer to be modest about it. If we still speak of it, it is only quietly and simply and not more than three or four times a day.**

**But you can't understand the election at all, and the conventions and the campaigns and the nominations and the balloting, unless you first appreciate the peculiar complexion of politics in Mariposa.**

**Let me begin at the beginning. Everybody in Mariposa is either a Liberal or a Conservative or else is both. Some of the people are or have been Liberals or Conservatives all their lives and are called dyed-in-the-wool Grits or old-time Tories and things of that sort. These people get from long training such a swift penetrating insight into national issues that they can decide the most complicated question in four seconds: in fact, just as soon as they grab the city papers out of the morning mail, they know the whole solution of any problem you can put to them. There are other people whose aim it is to be broad-minded and judicious and who vote Liberal or Conservative according to their judgment of the questions of the day. If their judgment of these questions tells them that there is something in it for them in voting Liberal, then they do so. But if not, they refuse to be the slaves of a party or the henchmen of any political leader. So that anybody looking for henchmen has got to keep away from them.**

**But the one thing that nobody is allowed to do in Mariposa is to have no politics. Of course there are always some people whose circumstances compel them to say that they have no politics. But that is easily understood. Take the case of Trelawney, the postmaster. Long ago he was a letter carrier under the old Mackenzie Government, and later he was a letter sorter under the old Macdonald Government, and after that a letter stamper under the old Tupper Government, and so on. Trelawney always says that he has no politics, but the truth is that he has too many.**

**So, too, with the clergy in Mariposa. They have no politics—absolutely none. Yet Dean Drone round election time always announces as his text such a verse as: "Lo! is there not one righteous man in Israel?" or: "What ho! is it not time for a change?" And that is a signal for all the Liberal business men to get up and leave their pews.**

**Similarly over at the Presbyterian Church, the minister says that his sacred calling will not allow him to take part in politics and that his sacred calling prevents him from breathing even a word of harshness against his fellow man, but that when it comes to the elevation of the ungodly into high places in the commonwealth (this means, of course, the nomination of the Conservative candidate) then he's not going to allow his sacred calling to prevent him from saying just what he thinks of it. And by that time, having pretty well cleared the church of Conservatives, he proceeds to show from the scriptures that the ancient Hebrews were Liberals to a man, except those who were drowned in the flood or who perished, more or less deservedly, in the desert.**

**There are, I say, some people who are allowed to claim to have no politics,—the office holders, and the clergy and the school teachers and the hotel keepers. But beyond them, anybody in Mariposa who says that he has no politics is looked upon as crooked, and people wonder what it is that he is "out after."**

**In fact, the whole town and county is a hive of politics, and people who have only witnessed gatherings such as the House of Commons at Westminster and the Senate at Washington and never seen a Conservative Convention at Tecumseh Corners or a Liberal Rally at the Concession school house, don't know what politics means.**

**So you may imagine the excitement in Mariposa when it became known that King George had dissolved the parliament of Canada and had sent out a writ or command for Missinaba County to elect for him some other person than John Henry Bagshaw because he no longer had confidence in him.**

**The king, of course, is very well known, very favourably known, in Mariposa. Everybody remembers how he visited the town on his great tour in Canada, and stopped off at the Mariposa station. Although he was only a prince at the time, there was quite a big crowd down at the depot and everybody felt what a shame it was that the prince had no time to see more of Mariposa, because he would get such a false idea of it, seeing only the station and the lumber yards. Still, they all came to the station and all the Liberals and Conservatives mixed together perfectly freely and stood side by side without any distinction, so that the prince should not observe any party differences among them. And he didn't,—you could see that he didn't. They read him an address all about the tranquillity and loyalty of the Empire, and they purposely left out any reference to the trouble over the town wharf or the big row there had been about the location of the new post-office. There was a general decent feeling that it wouldn't be fair to disturb the prince with these things: later on, as king, he would, of course, *have* to know all about them, but meanwhile it was better to leave him with the idea that his empire was tranquil.**

**So they deliberately couched the address in terms that were just as reassuring as possible and the prince was simply delighted with it. I am certain that he slept pretty**

**soundly after hearing that address. Why, you could see it taking effect even on his aides-de-camp and the people round him, so imagine how the prince must have felt!**

**I think in Mariposa they understand kings perfectly. Every time that a king or a prince comes, they try to make him see the bright side of everything and let him think that they're all united. Judge Pepperleigh walked up and down arm in arm with Dr. Gallagher, the worst Grit in the town, just to make the prince feel fine.**

**So when they got the news that the king had lost confidence in John Henry Bagshaw, the sitting member, they never questioned it a bit. Lost confidence? All right, they'd elect him another right away. They'd elect him half a dozen if he needed them. They don't mind; they'd elect the whole town man after man rather than have the king worried about it.**

**In any case, all the Conservatives had been wondering for years how the king and the governor-general and men like that had tolerated such a man as Bagshaw so long.**

**Missinaba County, I say, is a regular hive of politics, and not the miserable, crooked, money-ridden politics of the cities, but the straight, real old-fashioned thing that is an honour to the country side. Any man who would offer to take a bribe or sell his convictions for money, would be an object of scorn. I don't say they wouldn't take money,—they would, of course, why not?—but if they did they would take it in a straight fearless way and say nothing about it. They might,—it's only human,—accept a job or a contract from the government, but if they did, rest assured it would be in a broad national spirit and not for the sake of the work itself. No, sir. Not for a minute.**

**Any man who wants to get the votes of the Missinaba farmers and the Mariposa business men has got to persuade them that he's the right man. If he can do that,—if he can persuade any one of them that he is the right man and that all the rest know it, then they'll vote for him.**

**The division, I repeat, between the Liberals and the Conservatives, is intense. Yet you might live for a long while in the town, between elections, and never know it. It is only when you get to understand the people that you begin to see that there is a cross division running through them that nothing can ever remove. You gradually become aware of fine subtle distinctions that miss your observation at first. Outwardly, they are all friendly enough. For instance, Joe Milligan the dentist is a Conservative, and has been for six years, and yet he shares the same boat-house with young Dr. Gallagher, who is a Liberal, and they even bought a motor boat between them. Pete Glover and Alf McNichol were in partnership in the hardware and paint store, though they belonged on different sides.**

**But just as soon as elections drew near, the differences in politics became perfectly apparent. Liberals and Conservatives drew away from one another. Joe Milligan used the motor boat one Saturday and Dr. Gallagher the next, and Pete Glover sold hardware on one side of the store and Alf McNichol sold paint on the other. You soon realized too that one of the newspapers was Conservative and the other was Liberal, and that there was a Liberal drug store and a Conservative drug store, and so on. Similarly round election time, the Mariposa House was the Liberal Hotel, and the Continental Conservative, though Mr. Smith's place, where they always put on a couple of extra bar tenders, was what you might call Independent-Liberal-**

**Conservative, with a dash of Imperialism thrown in. Mr. Gingham, the undertaker, was, as a natural effect of his calling, an advanced Liberal, but at election time he always engaged a special assistant for embalming Conservative customers.**

**So now, I think, you understand something of the general political surroundings of the great election in Missinaba County.**

**John Henry Bagshaw was the sitting member, the Liberal member, for Missinaba County.**

**The Liberals called him the old war horse, and the old battle-axe, and the old charger and the old champion and all sorts of things of that kind. The Conservatives called him the old jackass and the old army mule and the old booze fighter and the old grafter and the old scoundrel.**

**John Henry Bagshaw was, I suppose, one of the greatest political forces in the world. He had flowing white hair crowned with a fedora hat, and a smooth statesmanlike face which it cost the country twenty-five cents a day to shave.**

**Altogether the Dominion of Canada had spent over two thousand dollars in shaving that face during the twenty years that Bagshaw had represented Missinaba County. But the result had been well worth it.**

**Bagshaw wore a long political overcoat that it cost the country twenty cents a day to brush, and boots that cost the Dominion fifteen cents every morning to shine.**

**But it was money well spent.**

**Bagshaw of Mariposa was one of the most representative men of the age, and it's no wonder that he had been returned for the county for five elections running, leaving the Conservatives nowhere. Just think how representative he was. He owned two hundred acres out on the Third Concession and kept two men working on it all the time to prove that he was a practical farmer. They sent in fat hogs to the Missinaba County Agricultural Exposition and the World's Fair every autumn, and Bagshaw himself stood beside the pig pens with the judges, and wore a pair of corduroy breeches and chewed a straw all afternoon. After that if any farmer thought that he was not properly represented in Parliament, it showed that he was an ass.**

**Bagshaw owned a half share in the harness business and a quarter share in the tannery and that made him a business man. He paid for a pew in the Presbyterian Church and that represented religion in Parliament. He attended college for two sessions thirty years ago, and that represented education and kept him abreast with modern science, if not ahead of it. He kept a little account in one bank and a big account in the other, so that he was a rich man or a poor man at the same time.**

**Add to that that John Henry Bagshaw was perhaps the finest orator in Mariposa. That, of course, is saying a great deal. There are speakers there, lots of them that can talk two or three hours at a stretch, but the old war horse could beat them all. They say that when John Henry Bagshaw got well started, say after a couple of hours of talk, he could speak as Pericles or Demosthenes or Cicero never could have spoken.**

**You could tell Bagshaw a hundred yards off as a member of the House of Commons. He wore a pepper-and-salt suit to show that he came from a rural constituency, and he wore a broad gold watch-chain with dangling seals to show that he also represents a town. You could see from his quiet low collar and white tie that his electorate were a Godfearing, religious people, while the horseshoe pin that he wore showed that his electorate were not without sporting instincts and knew a horse from a jackass.**

**Most of the time, John Henry Bagshaw had to be at Ottawa (though he preferred the quiet of his farm and always left it, as he said, with a sigh). If he was not in Ottawa, he was in Washington, and of course at any time they might need him in London, so that it was no wonder that he could only be in Mariposa about two months of the year.**

**That is why everybody knew, when Bagshaw got off the afternoon train one day early in the spring, that there must be something very important coming and that the rumours about a new election must be perfectly true.**

**Everything that he did showed this. He gave the baggage man twenty-five cents to take the check off his trunk, the 'bus driver fifty cents to drive him up to the Main Street, and he went into Callahan's tobacco store and bought two ten-cent cigars and took them across the street and gave them to Mallory Tompkins of the Times-Herald as a present from the Prime Minister.**

**All that afternoon, Bagshaw went up and down the Main Street of Mariposa, and you could see, if you knew the signs of it, that there was politics in the air. He bought nails and putty and glass in the hardware store, and harness in the harness shop, and drugs in the drug store and toys in the toy shop, and all the things like that that are needed for a big campaign.**

**Then when he had done all this he went over with McGinnis the Liberal organizer and Mallory Tompkins, the Times-Herald man, and Gingham (the great Independent-Liberal undertaker) to the back parlour in the Mariposa House.**

**You could tell from the way John Henry Bagshaw closed the door before he sat down that he was in a pretty serious frame of mind.**

**"Gentlemen," he said, "the election is a certainty. We're going to have a big fight on our hands and we've got to get ready for it."**

**"Is it going to be on the tariff?" asked Tompkins.**

**"Yes, gentlemen, I'm afraid it is. The whole thing is going to turn on the tariff question. I wish it were otherwise. I think it madness, but they're bent on it, and we got to fight it on that line. Why they can't fight it merely on the question of graft," continued the old war horse, rising from his seat and walking up and down, "Heaven only knows. I warned them. I appealed to them. I said, fight the thing on graft and we can win easy. Take this constituency,—why not have fought the thing out on whether I spent too much money on the town wharf or the post-office? What better issues could a man want? Let them claim that I am crooked and let me claim that I'm not. Surely that was good enough without dragging in the tariff. But now, gentlemen, tell me about things in the constituency. Is there any talk yet of who is to run?"**

**Mallory Tompkins lighted up the second of his Prime Minister's cigars and then answered for the group:**

**"Everybody says that Edward Drone is going to run."**

**"Ah!" said the old war horse, and there was joy upon his face, "is he? At last! That's good, that's good—now what platform will he run on?"**

**"Independent."**

**"Excellent," said Mr. Bagshaw. "Independent, that's fine. On a programme of what?"**

**"Just simple honesty and public morality."**

**"Come now," said the member, "that's splendid: that will help enormously. Honesty and public morality! The very thing! If Drone runs and makes a good showing, we win for a certainty. Tompkins, you must lose no time over this. Can't you manage to get some articles in the other papers hinting that at the last election we bribed all the voters in the county, and that we gave out enough contracts to simply pervert the whole constituency. Imply that we poured the public money into this county in bucketsful and that we are bound to do it again. Let Drone have plenty of material of this sort and he'll draw off every honest unbiased vote in the Conservative party.**

**"My only fear is," continued the old war horse, losing some of his animation, "that Drone won't run after all. He's said it so often before and never has. He hasn't got the money. But we must see to that. Gingham, you know his brother well; you must work it so that we pay Drone's deposit and his campaign expenses. But how like Drone it is to come out at this time!"**

**It was indeed very like Edward Drone to attempt so misguided a thing as to come out an Independent candidate in Missinaba County on a platform of public honesty. It was just the sort of thing that anyone in Mariposa would expect from him.**

**Edward Drone was the Rural Dean's younger brother,—young Mr. Drone, they used to call him, years ago, to distinguish him from the rector. He was a somewhat weaker copy of his elder brother, with a simple, inefficient face and kind blue eyes. Edward Drone was, and always had been, a failure. In training he had been, once upon a time, an engineer and built dams that broke and bridges that fell down and wharves that floated away in the spring floods. He had been a manufacturer and failed, had been a contractor and failed, and now lived a meagre life as a sort of surveyor or land expert on goodness knows what.**

**In his political ideas Edward Drone was and, as everybody in Mariposa knew, always had been crazy. He used to come up to the autumn exercises at the high school and make speeches about the ancient Romans and Titus Manlius and Quintus Curtius at the same time when John Henry Bagshaw used to make a speech about the Maple Leaf and ask for an extra half holiday. Drone used to tell the boys about the lessons to be learned from the lives of the truly great, and Bagshaw used to talk to them about the lessons learned from the lives of the extremely rich. Drone used to say that his heart filled whenever he thought of the splendid patriotism of the ancient Romans,**

and Bagshaw said that whenever he looked out over this wide Dominion his heart overflowed.

Even the youngest boy in the school could tell that Drone was foolish. Not even the school teachers would have voted for him.

"What about the Conservatives?" asked Bagshaw presently; "is there any talk yet as to who they'll bring out?" Gingham and Mallory Tompkins looked at one another. They were almost afraid to speak.

"Hadn't you heard?" said Gingham; "they've got their man already."

"Who is it?" said Bagshaw quickly. "They're going to put up Josh Smith."

"Great Heaven!" said Bagshaw, jumping to his feet; "Smith! the hotel keeper."

"Yes, sir," said Mr. Gingham, "that's the man."

Do you remember, in history, how Napoleon turned pale when he heard that the Duke of Wellington was to lead the allies in Belgium? Do you remember how when Themistocles heard that Aristogiton was to lead the Spartans, he jumped into the sea? Possibly you don't, but it may help you to form some idea of what John Henry Bagshaw felt when he heard that the Conservatives had selected Josh Smith, proprietor of Smith's Hotel.

You remember Smith. You've seen him there on the steps of his hotel,—two hundred and eighty pounds in his stockinged feet. You've seen him selling liquor after hours through sheer public spirit, and you recall how he saved the lives of hundreds of people on the day when the steamer sank, and how he saved the town from being destroyed the night when the Church of England Church burnt down. You know that hotel of his, too, half way down the street, Smith's Northern Health Resort, though already they were beginning to call it Smith's British Arms.

So you can imagine that Bagshaw came as near to turning pale as a man in federal politics can.

"I never knew Smith was a Conservative," he said faintly; "he always subscribed to our fund."

"He is now," said Mr. Gingham ominously; "he says the idea of this reciprocity business cuts him to the heart."

"The infernal liar!" said Mr. Bagshaw.

There was silence for a few moments. Then Bagshaw spoke again.

"Will Smith have anything else in his platform besides the trade question?"

"Yes," said Mr. Gingham gloomily, "he will."

"What is it?"

**"Temperance and total prohibition!"**

**John Henry Bagshaw sank back in his chair as if struck with a club. There let me leave him for a chapter.**

## **More control over narrative opens all sorts of new opportunities.**

Terry Fallis

"rather than writing a rage-filled non-fiction polemic on the sorry current state of politics in Canada ... I decided to cloak my views in a funny story"



Photo Credit: Tim Fallis

**A two time winner of the Stephen Leacock Medal for Humour, Terry Fallis is the author of four novels. His fifth novel, *Poles Apart*, will be released in October 2015. His novels draw on the author's experiences as an amateur hover-craft builder, a student political leader, a graduate from McMaster with a Bachelor of Engineering, a political staffer, a public relations and communications consultant, a speech-writer and a blogger. With a new novel on the verge of being launched and an election rapidly**

approaching, Terry Fallis agreed to take some time to answer questions from *School Libraries in Canada*.



*The Best Laid Plans*  
ISBN 9780771047589 and *The High Road*  
ISBN 9780771047879

**SLiC** - Your first novels, *The Best Laid Plans* (2008) and *The High Road* (2010) were set in the world of electoral politics in which you have many years of experience. Why did you choose to use humorous fiction as the vehicle to write about that experience?

**TF** - I think humour can be a rather trenchant instrument of social comment. To me, satire should not just make you laugh. It should also make you think. So rather than writing a rage-filled non-fiction polemic on the sorry current state of politics in Canada that no one would ever publish or read, I decided to cloak my views in a funny story and put my ideas in the minds and mouths of characters you might come to like. In other words, I was commenting on politics by stealth. I was hoping that at least some of my readers might give passing thought to the issues I was trying to illuminate in the story.

**SLiC** - As this year's Federal election approaches, do you feel any nostalgia for your years as a political staffer?

**TF** - I have very fond memories of my time in politics back in the mid 1980s. I learned a great deal and grew up a bit, I think. I don't exactly miss those years, but I wouldn't trade them for anything.

**SLiC** - Does your work as a communications consultant intensify in a year like this?

**TF** - My day job work doesn't touch much on politics so the anticipation of an election doesn't affect it very much. But I certainly get geared up as an election approaches but just as an interested observer who cares about the state of our democracy.

**SLiC** - Your novel *No Relation* (2014) deals with the tribulations of a talented long-form copywriter who has become redundant in the "140 character universe." What

have been the most important effects of this change in your work as a communications consultant in the world of politics?

**TF** - I think the most important change is that we no longer have to rely on the filter of the mainstream media to help convey our clients' story. In the last ten years, we've gained many new ways of developing and disseminating content directly to our audiences. It gives us more control over our narrative. And that opens all sorts of new opportunities.

**SLiC** - I don't want to play the role of spoiler by revealing why the narrator in *No Relation* is prompted to contrast his own style with that of a particularly manly, sparse-prosed American author, but that discussion does seem to reflect your own appreciation of style. How do you think you acquired your love of language?

**TF** - Well put! I blame or credit my father for engendering in all of his offspring a love of the English language. It is such a rich and varied instrument. I like to explore the language and splash around in it. If I were a painter, I wouldn't be content to paint with just the primary colours, I'd want to be able to use the whole colour spectrum, not to mention different textures, and techniques. So I quite like complex sentences and nuanced phrasing, provided it's still clear. And I don't believe that clarity and complexity are mutually exclusive. You can have one with the other. My father still loves the language and frequently points out crimes against proper grammar, syntax and vocabulary.

**SLiC** - You introduced *Best Laid Plans* as a podcast and self-published the first edition of the book using a print-on-demand service. Your new novel, *Poles Apart*, is built around the story of the sudden success of a male writer's feminist blog. Do you think new media have made large audiences more accessible to a person with a message? What would you see as the key to success in finding that audience?

**TF** - Yes, there are many new opportunities for writers and advocates to find, nurture, and sustain an audience all from the comfort of their home laptop computer. But the challenge that comes with having access to large audiences online is being able to connect with them and hold them. There is so much content online now, that you really have to distinguish yourself if you want that audience to stay with you. So the old rules still apply. You'd better have a point of view, and you'd better express it in a powerful, compelling, and memorable way. And, you'd better keep it coming. Otherwise, no one will stay with you. They'll be lured away by another thoughtful advocate who writes just a little better and a little more often.

**SLiC** - You were one the creators and a co-host of the business podcast Inside PR (<http://www.insidepr.ca/>). What do you like best about the podcast medium?

**TF** - I still love podcasts. There's an intimacy with the listener when they hear your voice in their ear buds. It's very personal and private. You may have thousands of podcast subscribers, but in the moment I'm recording, I think of it as reading to one person. Podcasts also can be easily found if they've been tagged properly so building an audience is easier, provided your content is good. Finally, audio podcasts take us back to the time of oral storytelling. I think our brains more easily receive stories orally. I expect I'll always podcast my novels and give them away for free on iTunes

and on my blog. I'm convinced we've actually sold more books because we give the audio version away for free.

**SLiC** - In the print world, what writer has had the greatest influence on you? Why?

**TF** - I'm in awe of many writers and have been influenced by many writers without always emulating them. Robertson Davies, Mordecai Richler, Paul Quarrington, Stephen Fry, have all influenced me. Perhaps the greatest influence would be John Irving. He taught me (through his writing, I've never met him) the power of juxtaposing humour and pathos, and sometimes rubbing them right up against one another. If done well, I think that makes for a powerful effect on the reader. I also like Sir Arthur Conan Doyle for his elegant and complex sentences that are so perfectly balanced.

**SLiC** - In the new media world, what writer or what medium has had the greatest influence on you? Why?

**TF** - Hmmmm. I think I'm more influenced by novelists than I am by new media bloggers. Although I've always loved reading and listening to Shel Holtz, a cofounder of the "For Immediate Release" podcast. As well, I remain a big consumer of audio podcasts. If I'm walking somewhere, I'm almost always listening to a podcast.

**SLiC** - What is your best memory of a school library?

**TF** - I remember being in grade five or six and discovering a series of sports novels by Matt Christopher. I still remember how excited I was when I'd finish one novel and could return it to our school library and take another one out. I'm not sure I'd be the reader I am today had I not been such a heavy user of the Bessborough Public School Library.

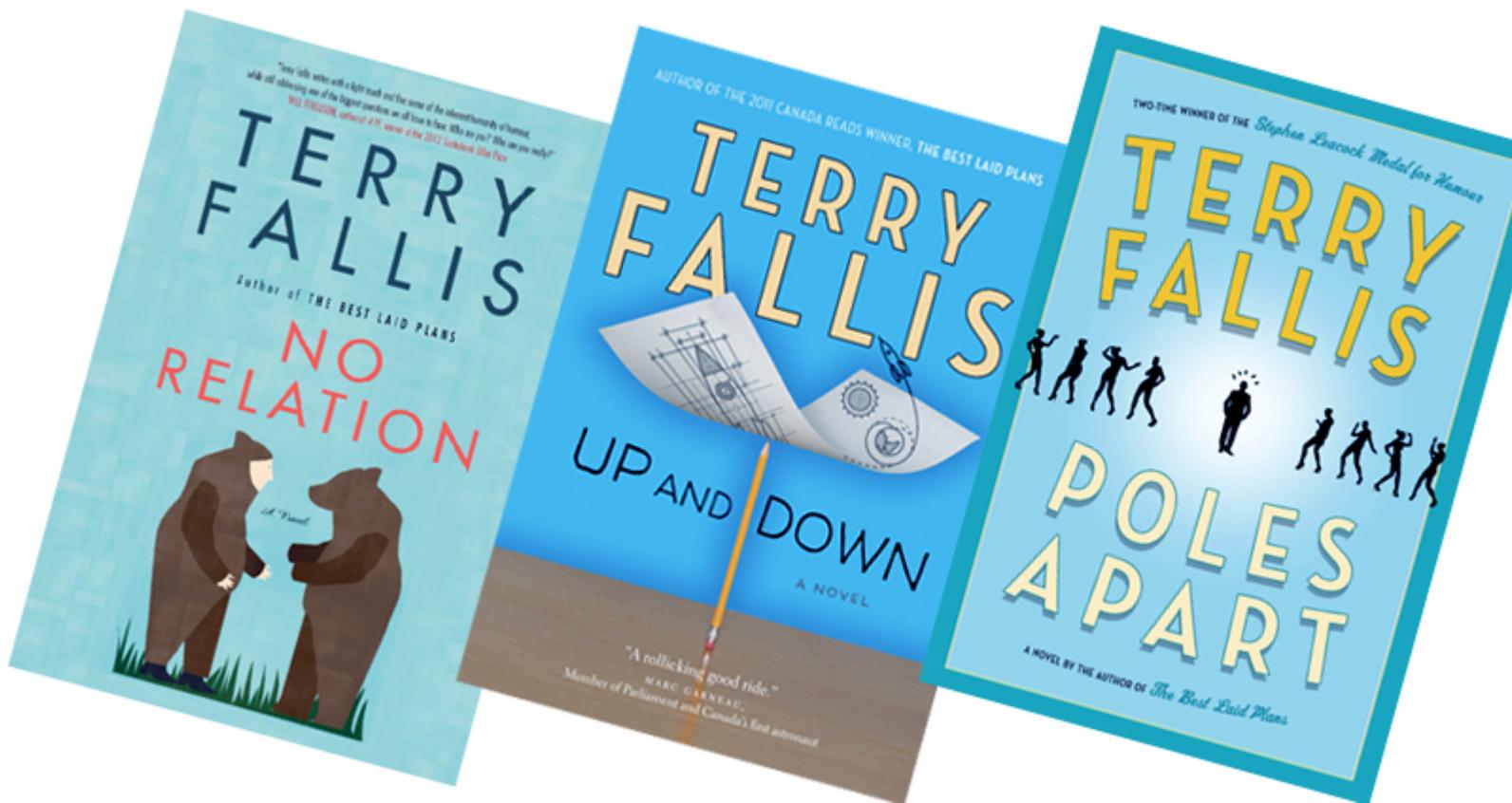
**SLiC** - If you could recommend one book for an adult to share with a child, what book would it be and why would you recommend it?

**TF** - Again I say, hmmttttt. Good question. For an older child, I'd have to say the Sherlock Holmes stories. They are exciting, thought provoking, challenging, and ultimately satisfying. Plus, the language is wonderful.

**SLiC** - What book that you read as a teenager had the greatest impact on you? Why?

**TF** - At the risk of repeating myself, I stumbled upon Sherlock Holmes in my late teenage years and I've remained a big Sherlockian ever since. I think Conan Doyle's writing fuelled my love for the English language and triggered an interest in storytelling.

**SLiC** - Do you have any new projects in the works? If so, what attracted you to those projects?



*No Relation*  
 ISBN 978-0771036163, *Up and Down*  
 ISBN 9780771047916 and *Poles Apart*  
 ISBN 9780771036194

Terry Fallis explores public and family relations, agism and sexism and the space program and gender politics in his most recent three novels.

**TF** - Now that my fifth novel is finished and comes out in October, I've turned my mind to number six. For the first time I'll be writing about identical twins. I happen to be an identical twin so I can write about the topic with some authority, conviction, and authenticity. The story is not yet fully-formed, but it's coming.

**SLiC** - Is there anything else you would like to say to Canada's school library staff, consultants, teachers and administrators?

**TF** - There is no greater gift that can be bestowed on a young person than a love for reading. So you are all in very influential and important positions, even if you don't receive the recognition such an important role deserves. If it helps, the writers of the world are in your debt, even if some of them don't realize it. Thanks for all you do to nourish the imaginations of young people.

**SLiC** - Thank you for answering our questions and for entertaining us with your humour and for informing us with your insights into the political world and the public relations industry. Special thanks for the credit given to Bessborough Public School Library and to everybody in the school library business.

Visit Terry Fallis' website at [terryfallis.com/](http://terryfallis.com/).

## **The Candidacy of Mr. Smith** by Stephen Leacock



Photo Credit: *Canadian Illustrated News* vol.XVII, no. 18. 288:  
Images in the news: 1869-1883  
Library and Archives Canada/4132

"Boys," said Mr. Smith to the two hostlers, stepping out on to the sidewalk in front of the hotel,— "hoist that there British Jack over the place and hoist her up good."

Then he stood and watched the flag fluttering in the wind.

"Billy," he said to the desk clerk, "get a couple more and put them up on the roof of the caff behind the hotel. Wire down to the city and get a quotation on a hundred of them. Take them signs 'American Drinks' out of the bar. Put up noo ones with 'British Beer at all Hours'; clear out the rye whiskey and order in Scotch and Irish, and then go up to the printing office and get me them placards."

Then another thought struck Mr. Smith.

"Say, Billy," he said, "wire to the city for fifty pictures of King George. Get 'em good, and get 'em coloured. It don't matter what they cost."

"All right, sir," said Billy.

"And Billy," called Mr. Smith, as still another thought struck him (indeed, the moment Mr. Smith went into politics you could see these thoughts strike him like waves), "get fifty pictures of his father, old King Albert."

"All right, sir."

"And say, I tell you, while you're at it, get some of the old queen, Victorina, if you can. Get 'em in mourning, with a harp and one of them lions and a three-pointed prong."

**It was on the morning after the Conservative Convention. Josh Smith had been chosen the candidate. And now the whole town was covered with flags and placards and there were bands in the streets every evening, and noise and music and excitement that went on from morning till night.**

**Election times are exciting enough even in the city. But there the excitement dies down in business hours. In Mariposa there aren't any business hours and the excitement goes on *all* the time.**

**Mr. Smith had carried the Convention before him. There had been a feeble attempt to put up Nivens. But everybody knew that he was a lawyer and a college man and wouldn't have a chance by a man with a broader outlook like Josh Smith.**

**So the result was that Smith was the candidate and there were placards out all over the town with SMITH AND BRITISH ALLEGIANCE in big letters, and people were wearing badges with Mr. Smith's face on one side and King George's on the other, and the fruit store next to the hotel had been cleaned out and turned into committee rooms with a gang of workers smoking cigars in it all day and half the night.**

**There were other placards, too, with BAGSHAW AND LIBERTY, BAGSHAW AND PROSPERITY, VOTE FOR THE OLD MISSINABA STANDARD BEARER, and up town beside the Mariposa House there were the Bagshaw committee rooms with a huge white streamer across the street, and with a gang of Bagshaw workers smoking their heads off.**

**But Mr. Smith had an estimate made which showed that nearly two cigars to one were smoked in his committee rooms as compared with the Liberals. It was the first time in five elections that the Conservative had been able to make such a showing as that.**

**One might mention, too, that there were Drone placards out,—five or six of them,—little things about the size of a pocket handkerchief, with a statement that "Mr. Edward Drone solicits the votes of the electors of Missinaba County." But you would never notice them. And when Drone tried to put up a streamer across the Main Street with DRONE AND HONESTY the wind carried it away into the lake.**

**The fight was really between Smith and Bagshaw, and everybody knew it from the start.**

**I wish that I were able to narrate all the phases and the turns of the great contest from the opening of the campaign till the final polling day. But it would take volumes.**

**First of all, of course, the trade question was hotly discussed in the two newspapers of Mariposa, and the Newspacket and the Times-Herald literally bristled with statistics. Then came interviews with the candidates and the expression of their convictions in regard to tariff questions.**

**"Mr. Smith," said the reporter of the Mariposa Newspacket, "we'd like to get your views of the effect of the proposed reduction of the differential duties."**

**"By gosh, Pete," said Mr. Smith, "you can search me. Have a cigar."**

**"What do you think, Mr. Smith, would be the result of lowering the *ad valorem* British preference and admitting American goods at a reciprocal rate?"**

**"It's a corker, ain't it?" answered Mr. Smith. "What'll you take, lager or domestic?"**

**And in that short dialogue Mr. Smith showed that he had instantaneously grasped the whole method of dealing with the press. The interview in the paper next day said that Mr. Smith, while unwilling to state positively that the principle of tariff discrimination was at variance with sound fiscal science, was firmly of opinion that any reciprocal interchange of tariff preferences with the United States must inevitably lead to a serious per capita reduction of the national industry.**

**"Mr. Smith," said the chairman of a delegation of the manufacturers of Mariposa, "what do you propose to do in regard to the tariff if you're elected?"**

**"Boys," answered Mr. Smith, "I'll put her up so darned high they won't never get her down again."**

**"Mr. Smith," said the chairman of another delegation, "I'm an old free trader—"**

**"Put it there," said Mr. Smith, "so'm I. There ain't nothing like it."**

**"What do you think about imperial defence?" asked another questioner.**

**"Which?" said Mr. Smith.**

**"Imperial defence."**

**"Of what?"**

**"Of everything."**

**"Who says it?" said Mr. Smith.**

**"Everybody is talking of it."**

**"What do the Conservative boys at Ottaway think about it?" answered Mr. Smith.**

**"They're all for it."**

**"Well, I'm fer it too," said Mr. Smith.**

**These little conversations represented only the first stage, the argumentative stage of the great contest. It was during this period, for example, that the Mariposa Newspacket absolutely proved that the price of hogs in Mariposa was decimal six higher than the price of oranges in Southern California and that the average decennial import of eggs into Missinaba County had increased four decimal six eight two in the last fifteen years more than the import of lemons in New Orleans.**

**Figures of this kind made the people think. Most certainly.**

**After all this came the organizing stage and after that the big public meetings and the rallies. Perhaps you have never seen a county being "organized." It is a wonderful sight.**

**First of all the Bagshaw men drove through crosswise in top buggies and then drove through it again lengthwise. Whenever they met a farmer they went in and ate a meal with him, and after the meal they took him out to the buggy and gave him a drink. After that the man's vote was absolutely solid until it was tampered with by feeding a Conservative.**

**In fact, the only way to show a farmer that you are in earnest is to go in and eat a meal with him. If you won't eat it, he won't vote for you. That is the recognized political test.**

**But, of course, just as soon as the Bagshaw men had begun to get the farming vote solidified, the Smith buggies came driving through in the other direction, eating meals and distributing cigars and turning all the farmers back into Conservatives.**

**Here and there you might see Edward Drone, the Independent candidate, wandering round from farm to farm in the dust of the political buggies. To each of the farmers he explained that he pledged himself to give no bribes, to spend no money and to offer no jobs, and each one of them gripped him warmly by the hand and showed him the way to the next farm.**

**After the organization of the county there came the period of the public meetings and the rallies and the joint debates between the candidates and their supporters.**

**I suppose there was no place in the whole Dominion where the trade question—the Reciprocity question—was threshed out quite so thoroughly and in quite such a national patriotic spirit as in Mariposa. For a month, at least, people talked of nothing else. A man would stop another in the street and tell him that he had read last night that the average price of an egg in New York was decimal ought one more than the price of an egg in Mariposa, and the other man would stop the first one later in the day and tell him that the average price of a hog in Idaho was point six of a cent per pound less (or more,—he couldn't remember which for the moment) than the average price of beef in Mariposa.**

**People lived on figures of this sort, and the man who could remember most of them stood out as a born leader.**

**But of course it was at the public meetings that these things were most fully discussed. It would take volumes to do full justice to all the meetings that they held in Missinaba County. But here and there single speeches stood out as masterpieces of convincing oratory. Take, for example, the speech of John Henry Bagshaw at the Tecumseh Corners School House. The Mariposa Times-Herald said next day that that speech would go down in history, and so it will,—ever so far down.**

**Anyone who has heard Bagshaw knows what an impressive speaker he is, and on this night when he spoke with the quiet dignity of a man old in years and anxious only to**

serve his country, he almost surpassed himself. Near the end of his speech somebody dropped a pin, and the noise it made in falling fairly rattled the windows.

"I am an old man now, gentlemen," Bagshaw said, "and the time must soon come when I must not only leave politics, but must take my way towards that goal from which no traveller returns."

There was a deep hush when Bagshaw said this. It was understood to imply that he thought of going to the United States.

"Yes, gentlemen, I am an old man, and I wish, when my time comes to go, to depart leaving as little animosity behind me as possible. But before I *do* go, I want it pretty clearly understood that there are more darn scoundrels in the Conservative party than ought to be tolerated in any decent community. I bear," he continued, "malice towards none and I wish to speak with gentleness to all, but what I will say is that how any set of rational responsible men could nominate such a skunk as the Conservative candidate passes the bounds of my comprehension. Gentlemen, in the present campaign there is no room for vindictive abuse. Let us rise to a higher level than that. They tell me that my opponent, Smith, is a common saloon keeper. Let it pass. They tell me that he has stood convicted of horse stealing, that he is a notable perjurer, that he is known as the blackest-hearted liar in Missinaba County. Let us not speak of it. Let no whisper of it pass our lips.

"No, gentlemen," continued Bagshaw, pausing to take a drink of water, "let us rather consider this question on the high plane of national welfare. Let us not think of our own particular interests but let us consider the good of the country at large. And to do this, let me present to you some facts in regard to the price of barley in Tecumseh Township."

Then, amid a deep stillness, Bagshaw read off the list of prices of sixteen kinds of grain in sixteen different places during sixteen years.

"But let me turn," Bagshaw went on to another phase of the national subject, "and view for a moment the price of marsh hay in Missinaba County—"

When Bagshaw sat down that night it was felt that a Liberal vote in Tecumseh Township was a foregone conclusion.

But here they hadn't reckoned on the political genius of Mr. Smith. When he heard next day of the meeting, he summoned some of his leading speakers to him and he said:

"Boys, they're beating us on them statissicks. Ourn ain't good enough."

Then he turned to Nivens and he said:

"What was them figures you had here the other night?"

Nivens took out a paper and began reading.

"Stop," said Mr. Smith, "what was that figure for bacon?"

**"Fourteen million dollars," said Nivens.**

**"Not enough," said Mr. Smith, "make it twenty. They'll stand for it, them farmers."**

**Nivens changed it.**

**"And what was that for hay?"**

**"Two dollars a ton."**

**"Shove it up to four," said Mr. Smith: "And I tell you," he added, "if any of them farmers says the figures ain't correct, tell them to go to Washington and see for themselves; say that if any man wants the proof of your figures let him go over to England and ask,—tell him to go straight to London and see it all for himself in the books."**

**After this, there was no more trouble over statistics. I must say though that it is a wonderfully convincing thing to hear trade figures of this kind properly handled. Perhaps the best man on this sort of thing in the campaign was Mullins, the banker. A man of his profession simply has to have figures of trade and population and money at his fingers' ends and the effect of it in public speaking is wonderful.**

**No doubt you have listened to speakers of this kind, but I question whether you have ever heard anything more typical of the sort of effect that I allude to than Mullins's speech at the big rally at the Fourth Concession.**

**Mullins himself, of course, knows the figures so well that he never bothers to write them into notes and the effect is very striking.**

**"Now, gentlemen," he said very earnestly, "how many of you know just to what extent the exports of this country have increased in the last ten years? How many could tell what per cent. of increase there has been in one decade of our national importation?"—then Mullins paused and looked round. Not a man knew it.**

**"I don't recall," he said, "exactly the precise amount myself,—not at this moment,—but it must be simply tremendous. Or take the question of population," Mullins went on, warming up again as a born statistician always does at the proximity of figures, "how many of you know, how many of you can state, what has been the decennial percentage increase in our leading cities—?"**

**There he paused, and would you believe it, not a man could state it.**

**"I don't recall the exact figures," said Mullins, "but I have them at home and they are positively colossal."**

**But just in one phase of the public speaking, the candidacy of Mr. Smith received a serious set-back.**

**It had been arranged that Mr. Smith should run on a platform of total prohibition. But they soon found that it was a mistake. They had imported a special speaker from the**

city, a grave man with a white tie, who put his whole heart into the work and would take nothing for it except his expenses and a sum of money for each speech. But beyond the money, I say, he would take nothing.

He spoke one night at the Tecumseh Corners social hall at the same time when the Liberal meeting was going on at the Tecumseh Corners school house.

"Gentlemen," he said, as he paused half way in his speech,— "while we are gathered here in earnest discussion, do you know what is happening over at the meeting place of our opponents? Do you know that seventeen bottles of rye whiskey were sent out from the town this afternoon to that innocent and unsuspecting school house? Seventeen bottles of whiskey hidden in between the blackboard and the wall, and every single man that attends that meeting,—mark my words, every single man,—will drink his fill of the abominable stuff at the expense of the Liberal candidate!"

Just as soon as the speaker said this, you could see the Smith men at the meeting look at one another in injured surprise, and before the speech was half over the hall was practically emptied.

After that the total prohibition plank was changed and the committee substituted a declaration in favour of such a form of restrictive license as should promote temperance while encouraging the manufacture of spirituous liquors, and by a severe regulation of the liquor traffic should place intoxicants only in the hands of those fitted to use them.

Finally there came the great day itself, the Election Day that brought, as everybody knows, the crowning triumph of Mr. Smith's career. There is no need to speak of it at any length, because it has become a matter of history.

In any case, everybody who has ever seen Mariposa knows just what election day is like. The shops, of course, are, as a matter of custom, all closed, and the bar rooms are all closed by law so that you have to go in by the back way. All the people are in their best clothes and at first they walk up and down the street in a solemn way just as they do on the twelfth of July and on St. Patrick's Day, before the fun begins. Everybody keeps looking in at the different polling places to see if anybody else has voted yet, because, of course, nobody cares to vote first for fear of being fooled after all and voting on the wrong side.

Most of all did the supporters of Mr. Smith, acting under his instructions, hang back from the poll in the early hours. To Mr. Smith's mind, voting was to be conducted on the same plan as bear-shooting.

"Hold back your votes, boys," he said, "and don't be too eager. Wait till she begins to warm up and then let 'em have it good and hard."

In each of the polling places in Mariposa there is a returning officer and with him are two scrutineers, and the electors, I say, peep in and out like mice looking into a trap. But if once the scrutineers get a man well into the polling booth, they push him in behind a little curtain and make him vote. The voting, of course, is by secret ballot, so that no one except the scrutineers and the returning officer and the two or three people who may be round the poll can possibly tell how a man has voted.

**That's how it comes about that the first results are often so contradictory and conflicting. Sometimes the poll is badly arranged and the scrutineers are unable to see properly just how the ballots are being marked and they count up the Liberals and Conservatives in different ways. Often, too, a voter makes his mark so hurriedly and carelessly that they have to pick it out of the ballot box and look at it to see what it is.**

**I suppose that may have been why it was that in Mariposa the results came out at first in such a conflicting way. Perhaps that was how it was that the first reports showed that Edward Drone the Independent candidate was certain to win. You should have seen how the excitement grew upon the streets when the news was circulated. In the big rallies and meetings of the Liberals and Conservatives, everybody had pretty well forgotten all about Drone, and when the news got round at about four o'clock that the Drone vote was carrying the poll, the people were simply astounded. Not that they were not pleased. On the contrary. They were delighted. Everybody came up to Drone and shook hands and congratulated him and told him that they had known all along that what the country wanted was a straight, honest, non-partisan representation. The Conservatives said openly that they were sick of party, utterly done with it, and the Liberals said that they hated it. Already three or four of them had taken Drone aside and explained that what was needed in the town was a straight, clean, non-partisan post-office, built on a piece of ground of a strictly non-partisan character, and constructed under contracts that were not tainted and smirched with party affiliation. Two or three men were willing to show to Drone just where a piece of ground of this character could be bought. They told him too that in the matter of the postmastership itself they had nothing against Trelawney, the present postmaster, in any personal sense, and would say nothing against him except merely that he was utterly and hopelessly unfit for his job and that if Drone believed, as he had said he did, in a purified civil service, he ought to begin by purifying Trelawney.**

**Already Edward Drone was beginning to feel something of what it meant to hold office and there was creeping into his manner the quiet self-importance which is the first sign of conscious power.**

**In fact, in that brief half-hour of office, Drone had a chance to see something of what it meant. Henry McGinnis came to him and asked straight out for a job as federal census-taker on the ground that he was hard up and had been crippled with rheumatism all winter. Nelson Williamson asked for the post of wharf master on the plea that he had been laid up with sciatica all winter and was absolutely fit for nothing. Erasmus Archer asked him if he could get his boy Pete into one of the departments at Ottawa, and made a strong case of it by explaining that he had tried his cussedest to get Pete a job anywhere else and it was simply impossible. Not that Pete wasn't a willing boy, but he was slow,—even his father admitted it,—slow as the devil, blast him, and with no head for figures and unfortunately he'd never had the schooling to bring him on. But if Drone could get him in at Ottawa, his father truly believed it would be the very place for him. Surely in the Indian Department or in the Astronomical Branch or in the New Canadian Navy there must be any amount of opening for a boy like this? And to all of these requests Drone found himself explaining that he would take the matter under his very earnest consideration and that they must remember that he had to consult his colleagues and not merely follow**

**the dictates of his own wishes. In fact, if he had ever in his life had any envy of Cabinet Ministers, he lost it in this hour.**

**But Drone's hour was short. Even before the poll had closed in Mariposa, the news came sweeping in, true or false, that Bagshaw was carrying the county. The second concession had gone for Bagshaw in a regular landslide, six votes to only two for Smith,—and all down the township line road (where the hay farms are) Bagshaw was said to be carrying all before him.**

**Just as soon as that news went round the town, they launched the Mariposa band of the Knights of Pythias (every man in it is a Liberal) down the Main Street with big red banners in front of it with the motto BAGSHAW FOREVER in letters a foot high. Such rejoicing and enthusiasm began to set in as you never saw. Everybody crowded round Bagshaw on the steps of the Mariposa House and shook his hand and said they were proud to see the day and that the Liberal party was the glory of the Dominion and that as for this idea of non-partisan politics the very thought of it made them sick. Right away in the committee rooms they began to organize the demonstration for the evening with lantern slides and speeches and they arranged for a huge bouquet to be presented to Bagshaw on the platform by four little girls (all Liberals) all dressed in white.**

**And it was just at this juncture, with one hour of voting left, that Mr. Smith emerged from his committee rooms and turned his voters on the town, much as the Duke of Wellington sent the whole line to the charge at Waterloo. From every committee room and sub-committee room they poured out in flocks with blue badges fluttering on their coats.**

**"Get at it, boys," said Mr. Smith, "vote and keep on voting till they make you quit."**

**Then he turned to his campaign assistant. "Billy," he said, "wire down to the city that I'm elected by an overwhelming majority and tell them to wire it right back. Send word by telephone to all the polling places in the county that the hull town has gone solid Conservative and tell them to send the same news back here. Get carpenters and tell them to run up a platform in front of the hotel; tell them to take the bar door clean off its hinges and be all ready the minute the poll quits."**

**It was that last hour that did it. Just as soon as the big posters went up in the windows of the Mariposa Newspacket with the telegraphic despatch that Josh Smith was reported in the city to be elected, and was followed by the messages from all over the county, the voters hesitated no longer. They had waited, most of them, all through the day, not wanting to make any error in their vote, but when they saw the Smith men crowding into the polls and heard the news from the outside, they went solid in one great stampede, and by the time the poll was declared closed at five o'clock there was no shadow of doubt that the county was saved and that Josh Smith was elected for Missinaba.**

**I wish you could have witnessed the scene in Mariposa that evening. It would have done your heart good,—such joy, such public rejoicing as you never saw. It turned out that there wasn't really a Liberal in the whole town and that there never had been. They were all Conservatives and had been for years and years. Men who had voted, with pain and sorrow in their hearts, for the Liberal party for twenty years, came out**

that evening and owned up straight that they were Conservatives. They said they could stand the strain no longer and simply had to confess. Whatever the sacrifice might mean, they were prepared to make it.

Even Mr. Golgotha Gingham, the undertaker, came out and admitted that in working for John Henry Bagshaw he'd been going straight against his conscience. He said that right from the first he had had his misgivings. He said it had haunted him. Often at night when he would be working away quietly, one of these sudden misgivings would overcome him so that he could hardly go on with his embalming. Why, it appeared that on the very first day when reciprocity was proposed, he had come home and said to Mrs. Gingham that he thought it simply meant selling out the country. And the strange thing was that ever so many others had just the same misgivings. Trelawney admitted that he had said to Mrs. Trelawney that it was madness, and Jeff Thorpe, the barber, had, he admitted, gone home to his dinner, the first day reciprocity was talked of, and said to Mrs. Thorpe that it would simply kill business in the country and introduce a cheap, shoddy, American form of haircut that would render true loyalty impossible. To think that Mrs. Gingham and Mrs. Trelawney and Mrs. Thorpe had known all this for six months and kept quiet about it! Yet I think there were a good many Mrs. Ginghams in the country. It is merely another proof that no woman is fit for politics.

The demonstration that night in Mariposa will never be forgotten. The excitement in the streets, the torchlights, the music of the band of the Knights of Pythias (an organization which is conservative in all but name), and above all the speeches and the patriotism.

They had put up a big platform in front of the hotel, and on it were Mr. Smith and his chief workers, and behind them was a perfect forest of flags. They presented a huge bouquet of flowers to Mr. Smith, handed to him by four little girls in white,—the same four that I spoke of above, for it turned out that they were all Conservatives.

Then there were the speeches. Judge Pepperleigh spoke and said that there was no need to dwell on the victory that they had achieved, because it was history; there was no occasion to speak of what part he himself had played, within the limits of his official position, because what he had done was henceforth a matter of history; and Nivens, the lawyer, said that he would only say just a few words, because anything that he might have done was now history; later generations, he said, might read it but it was not for him to speak of it, because it belonged now to the history of the country. And, after them, others spoke in the same strain and all refused absolutely to dwell on the subject (for more than half an hour) on the ground that anything that they might have done was better left for future generations to investigate. And no doubt this was very true, as to some things, anyway.

Mr. Smith, of course, said nothing. He didn't have to,—not for four years,—and he knew it.

# Searching for Digital Documentaries on Elections

National Film Board  
queryString=election

Search Yields Thirteen Film  
Titles  
in the "Watch for Free"  
Category

The screenshot shows the National Film Board (NFB) website search results for the query 'election'. The page displays a list of 13 film titles, with the first 13 results visible. Each result includes a thumbnail image, the title, the director, the year, and the duration. The first three results are marked as 'WATCH FOR FREE'.

Title	Director	Year	Duration	Availability
History on the Run: The Media and the '79 Election	Peter Raymond	1979	56 min 45 s	WATCH FOR FREE
Eastern Graphic	Kert Martin - Michael McKinnery	1975	19 min 38 s	WATCH FOR FREE
The Champions, Part 2: Trappings of Power	Donald Brittain	1978	55 min 35 s	WATCH FOR FREE, DOWNLOAD
Citizen Sam	Joe Moulins	2006	1 h 20 min 0 s	WATCH FOR FREE, WATCH THE TRAILER
The Right Candidate for Rosedale	Airne Henderson - Bonnie Sherr Klein	1979	32 min 32 s	WATCH FOR FREE
Campaign: The Making of a Candidate	Andrew Munger	2004	57 min 16 s	WATCH FOR FREE
Why Women Run	Meredith Raiston	1990	46 min 7 s	WATCH FOR FREE

<https://www.nfb.ca/search/?queryString=election&index=0&language=en>

A simple search for "elections" on the National Film Board web site yields 21 results of which 13 titles can be viewed for free. Most of the free titles are dated, with the most recent being the 2006 production, *Citizen Sam*, the story of a quadriplegic city councillor running for Vancouver mayor. Nonetheless, there are titles that can provide valuable insights into issues such as women in politics (*Why Women Run*), the nomination process (*The Right Candidate for Rosedale*) and the role of the media (*History on the Run: The Media and the '79 Election* and *Eastern Graphic*). Older students might find it interesting to explore contemporary examples of the issues presented in the documentaries. Additional relevant titles are available as rentals or to Campus subscribers.

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**CBC Digital Archives**  
**Search --> Federal Election**  
**Politics --> Elections --> Federal Elections**

Search > Federal Election



### Ed Broadbent and Elections in Canada

Students dramatize one of the federal elections in which Ed Broadbent was involved.



### "Orange Crush" helps NDP become Opposition in 2011 election

Stephen Harper's Conservatives win a majority, but the NDP garners a staggering seat count in Quebec.



### 2011 leaders' debate (highlights)

CBC-TV reporter Terry Milewski summarizes the four-way 2011 federal election debate.



### 2011 leaders' debate

Four leaders - Gilles Duceppe, Stephen Harper, Michael Ignatieff and Jack Layton - discuss the issues in the 2011 federal...



### Strategic voting evolves in 2008

In preparation for the 2008 federal election, a number of Canadians are going online and "vote-swapping" in an effort to...



### Nunavut's first female premier

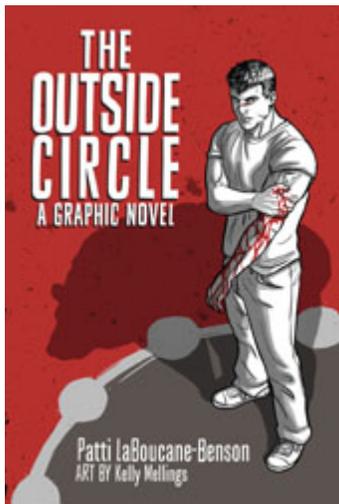
Eva Aariak becomes Nunavut's second premier, and its first female leader.

**The CBC Digital Archive offers a wide variety of perspectives on Federal Elections. Following the links from "Politics" to "Elections" to "Federal Elections" leads to stories on the defeat of cabinet member Flora MacDonald, Joe Clark's concession of defeat to Pierre Trudeau and David Lewis' position of influence in a minority parliament. A simple search for "Federal Election" from the home page yields many more results from more recent times. These range from "Harper Calm about Economy in 2008" and "Strategic Voting Evolves in 2008" to "'Orange Crush' helps NDP become Opposition in 2011 election." Exploring "Politics" then "Federal Politics" then "Other Federal Politics" one finds twenty-one stories including "Judy LaMarsh on women in politics" (1969), "Mike Duffy on Senate reform" (1985), "Gilles Duceppe: a pledge to sovereignty" (1990) and "Stephen Harper Shrugs Off Tory Radio Attack Ads" (1992). Like Leacock's fictional accounts of Canadian politics in earlier times, these documentaries reveal many issues that persist and ironies that are evident with the passage of time.**

## Publishers recommend . . .

Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to [sliceditor@gmail.com](mailto:sliceditor@gmail.com) by January 15th for the Winter 2016 issue.

### Story Books and Fiction



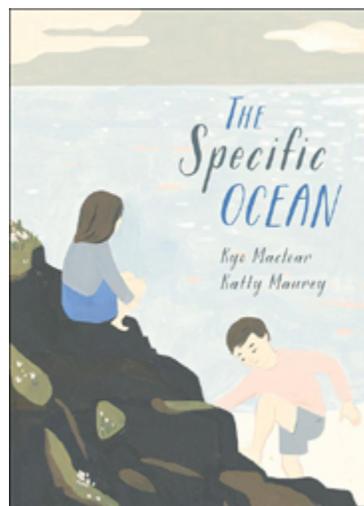
*The Outside Circle*  
by Patti LaBoucane-Benson; art by Kelly Mellings  
Toronto: House of Anansi, 2015.  
128 p.; K - Gr.3; ISBN 9781770899377

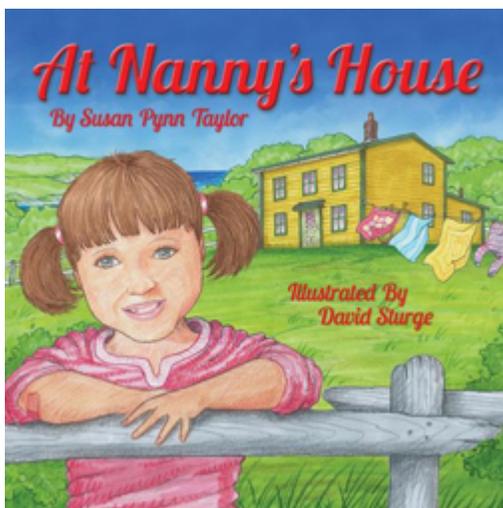
Drawing on twenty years of work on healing and reconciliation of gang-affiliated or incarcerated Aboriginal men, Patti LaBoucane-Benson describes how Aboriginal brothers surrounded by poverty, drug abuse, and gang violence, try to overcome centuries of historic trauma in very different ways to improve their lives.

Pete, a young Aboriginal man wrapped up in gang violence, lives with his younger brother, Joey, and his mother who is a heroin addict. Sent to jail for killing his mother's boyfriend, Pete realizes the negative influence he has become on Joey and begins a process of rehabilitation including traditional healing circles and ceremonies.

*The Specific Ocean*  
by Kyo Maclear; illustrated by Katty Maurey  
Toronto: Kids Can Press, 2015.  
32 p.; Ages 4-8; ISBN 9781894786355

In this picture book, a young girl is unhappy about leaving the city for a family vacation on the Pacific Ocean. As time passes, she spends more time in and near the water, feeling moved by its beauty and rhythms. "The ocean does its own thing, rolling backward and forward. Wash, swash, splash, hush. There is no late or hurry or racing in ocean time." By the end of the vacation, the girl has grown to love the ocean and feels reluctant to leave it behind. But as she soon realizes, it doesn't ever have to leave her.





*At Nanny's House*  
 by Susan Pynn Taylor; illustrated by David Sturge  
 St. John's: Tuckamore Press, 2015.  
 32 p.; Ages 5-8; ISBN 9781771030496

There's always something fascinating and wonderfully comforting about Nanny's house. When you're little, it's a world of nooks, crannies, and old-fashioned fun. Come along as a vivacious little girl visits her grandparents' home in a traditional Newfoundland outport. Peek in as she discovers curious antiques, has memorable barnyard encounters, and leaves sticky messes in her wake – all while Nanny tries to keep up. A warm and gently humorous tale that will evoke memories across generations of Islanders of their own sunny, happy moments spent at Nanny's house and provide others with a window into traditional ways of life.

*Algonquin Spring*  
 by Rick Revelle  
 Toronto: Dundurn, 2015  
 294 p.; Ages 12+; ISBN 9781459730632

Set in the fourteenth century, the second book in the Algonquin Quest series provides a window on traditional ways of life while describing the desperate quest of Mahingan to rescue his wife, Wàbananang, lost in a battle six years earlier.

Over 2,000 kilometres away in Newfoundland, events take place that will affect four Native tribes: Mahingan's, a group of Mi'kmaq, a Beothuk group, and a band of Haudenosaunee warriors led by the fierce Mohawk War Chief who captured Wàbananang. An influential Mi'kmaq legend puts a new, powerful twist on events, and threatens to send things spiraling out of Mahingan's control.



*Bad Pirate*  
 by Kari-Lynn Winters; illustrated by Dan Griffiths  
 Toronto: Pajama Press, 2015.  
 32 p.; Ages 5-8; ISBN 9781927485712

Barnacle Garrick is bold, saucy and selfish. For a pirate captain, that's good. His crew are selfish down to the last fleabitten scuttle-butt. And that's good too. But Augusta Garrick is shy, polite, and selfless. For a pirate, that's bad. It takes one terrible storm and a panicked crew before Augusta can prove that being selfless is bold and saucy after all. Peppered with pirate talk, Kari-Lynn Winters' story is about being true to yourself, even if it means you must go against the pack. Dean Griffiths' artwork glows with rich colours, fine detail and spot-on doggie characters.

# Non-Fiction

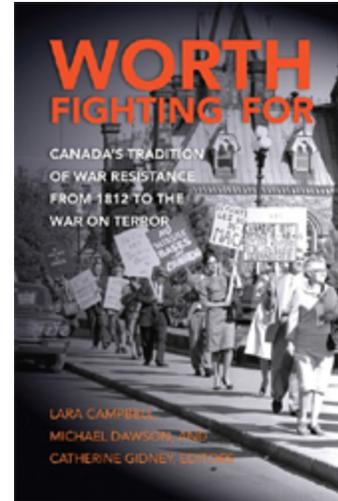
## *Worth Fighting For*

Edited by Lara Campbell, Michael Dawson and Catherine Gidney

Toronto: Between the Lines Books, 2015.

336 p.; Ages 14+; ISBN 9781771131797

The Canadian experience of war is well-documented but Canada also has an important historical tradition of resistance to war and militarization. This collection brings together sixteen scholars exploring resistance to specific wars (including the South African War, the First and Second World Wars, and Vietnam), the ideology and nature of resistance (national, ethical, political, spiritual), and organized activism against militarization (such as cadet training, the Cold War, and nuclear arms). This collection responds to the celebration of Canada's participation in wars by exploring the complexity of Canada's position and the role of social movements in challenging the militarization of Canada.



## *Dramatic Play in the Early Years*

by Elizabeth Coffman

Markham, Ont.: Pembroke Publishers, 2015

128 p.; Professional Grades K-4; ISBN 9781551383071

This practical book offers powerful ways to use play to investigate stories, big ideas, and events, by focusing on dramatic play as a natural response to learning. Dramatic play is not theatre but a dynamic process that involves planning, playing and practice so that children become the story, live the life of the characters or animals, bump up against issues, and better appreciate the complexities of the human journey.

Rooted in classroom experience, this valuable resource offers a variety of effective ways that children can be encouraged to incorporate voice, characterization, movement, stillness, concentration, and listening for more expressive play.

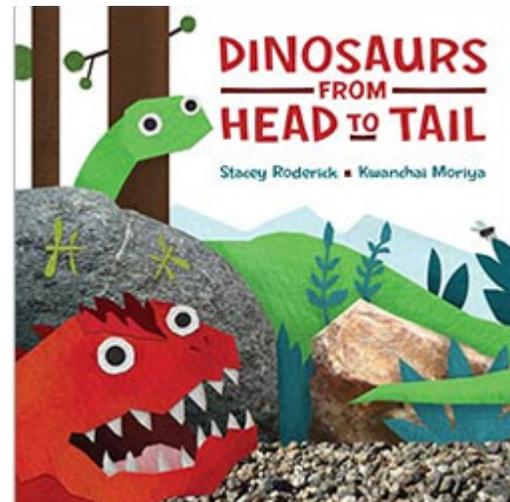
## *Dinosaurs from Head to Tail*

by Stacey Roderick; illustrated by Kwanchai Moriya

Toronto: Kids-Can Press, 2015.

36 p.; Ages 3-7; ISBN 9781771138047

From one dinosaur's head to another's tail, this informational picture book challenges readers to guess which prehistoric creature each of eight different body parts belongs to. For each question, the answer is given on the following spread, with an overview that includes the name of the dinosaur, an illustration of the entire animal in its habitat and facts about the featured body part, such as why it looked the way it did and how it was used. The mix of popular (Tyrannosaurus) and lesser-known (Therizinosaurus) dinosaurs provides the satisfaction of correctly guessing some while learning about others.



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# **The Canadian Library Association Responds to Election Call**

**On August 27, 2015, Valoree McKay, the Executive Director of the Canadian Library Association announced a response to the formal announcement on Sunday, August 2nd, of the much anticipated 2015 Federal Election. She noted that the announcement, coming at the high point of Canadian summer, formalized what had already been a campaign-like environment, as the political parties prepared for the pre-set election date of October 19, 2015.**

**She noted that the election period is surprising in that it is the longest-running election campaign since the Victorian Era and modern voting. The 78-day campaign will be almost twice as long as the average previous campaign periods.**

**CLA had an existing election strategy in place and was well prepared for the early election call. There has been incredible action on the part of many committees to identify the CLA membership's priorities and to create a communication strategy to target candidates in this very important federal transition period. As such, the association will be launching several key election-related advocacy tools very soon, including:**

**A federal election website for library related issues. The membership previously identified the following priorities in an election context:**

**Copyright issues**

**Support to reinstate the Long Form Census**

**Broader Support for Library and Archives Canada**

**A personalized web based contact program for members to lobby candidates (an election widget)**

**CLA and members of the various committees who support CLA will also be monitoring election activity for related issues and updating members as needed.**

**In the coming days, members will be hearing more about how they can become involved in the election process and in our election grassroots advocacy. Stay tuned for these exciting opportunities!**

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**Visit the CLA Website:**

**<http://www.cla.ca>**