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4 TEACHING HISTORY IN CANADIAN SCHOOLS: A CENTURY OF DEBATE
BY Ken Osborne

History no longer holds the place it once did in school curricula, but the news is not all bad. What remains clear is that the future of history in our schools lies with the teachers.

8 POUR UNE NOUVELLE MÉTAPHORE DE L'EXPÉRIENCE HISTORIQUE CANADIENNE
PAR Jocelyn Létourneau

Il est évident que l'on ne peut plus utiliser une problématique univoque ou simpliste pour saisir l'«expérience canadienne». Le défi qui s'offre aux historiens est de présenter l'aventure canadienne comme une histoire de possibilités.

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Can a sports analogy help stimulate student interest in a study of the past? A look at how public attention might focus less on memorization and more on historical discovery.

15 "PEOPLE LIKE US CAN'T GO INTO A PLACE LIKE THAT": THE NEED FOR MULTICULTURAL DIVERSITY IN CANADIAN HISTORY
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Our stories define us. The treatment of Japanese Canadians over half a century ago is but one example of how major historic events insinuate themselves into lives in different but connected ways. These events of the past help stress the need for greater attention to multicultural diversity in Canada today.

19 HISTORY AND CANADA'S INTERNATIONAL RELATIONS
BY Hector Mackenzie

There are proportionately fewer historians today in DFAIT than in its formative years and fewer members of the foreign service with historical training than in the past. Whether this lack of historical background will affect the capacity of the contemporary foreign service officers to contribute to another «golden age» for Canadian diplomacy remains to be seen.

23 S'INTERROGER SUR LA « NATION » : UNE AUTRE MANIÈRE D'ENSEIGNER L'HISTOIRE DU CANADA ?
PAR Michèle Dagenais

Ni la conception unificatrice, ni l'approche pluraliste ne sont satisfaisantes pour enseigner et expliquer l'histoire « nationale » aux étudiants. Alors, quelle perspective adopter pour l'enseigner ?

HISTORY, CITIZENSHIP AND IDENTITY IN CANADA

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It is believed that more knowledge about Canada's past will lead to greater attachment to the nation. However, a look at the 1995 Quebec referendum – a debate well-rooted in historic conflict – demonstrates that a good dose of knowledge about Canada's history would not necessarily have helped the federalist vote. It may not be knowledge of basic historic facts that is critical to a stronger attachment to the nation, but how and by whom the events are being interpreted.

UNDERGRADUATE HISTORY IN THE 21ST CENTURY

BY P. E. Bryden

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As our society embraces the study of science and technology, it is up to those who teach history to underline the very practical and valuable research, assessment and communications skills a degree in history can provide.

CONFESSIONS OF A HISTORY MAJOR

BY Thomas S. Axworthy

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The problem of our new century is not how to move information – we've solved that – but how to transform information into knowledge, and knowledge into wisdom. The best way to do this, as Winston Churchill once urged, is to know history.

ENSEIGNER L'HISTOIRE DU CANADA À L'ÉTRANGER - ENQUÊTE SUR UN DÉFI
PAR Serge Jaumain

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Pourquoi un étudiant belge, chinois ou finlandais aurait-il une connaissance préalable de l'histoire d'un pays lointain qui, soyons réalistes, n'a pas joué un rôle de premier plan dans l'histoire du monde ? Ceci n'est qu'un des défis auxquels fait face les canadianistes étrangers.

HISTORY COMES ALIVE AT MONTREAL SUMMER TEACHERS' INSTITUTE

BY Walter Baslyk

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Lower Canada College in Montreal recently played host to the first summer Institute dedicated to Secondary School teaching of history. Those gathered are pointing the way to a more dynamic learning plan designed to energize our youth.

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