

NEWFOUNDLAND & LABRADOR STUDIES

Selected Topics



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Fig. 1

INTRODUCTION

People have inhabited what is today known as Newfoundland and Labrador for thousands of years. The men and women in each generation have been motivated by their own ideas of what they wanted to accomplish in their lives. The hopes and dreams of these individuals, for better or worse, have been shaped by where they lived. You are a continuation of this pattern. At this moment, your thoughts of the future are tempered by what you have experienced while living here. By understanding the forces at work in your life that are rooted in “this place”, you will be enabled to evaluate and refine your dreams for the future. This is part of the intent of this course.

Newfoundland and Labrador Studies is a unique course. It blends approaches used in both the arts and the social sciences to examine various aspects of the culture and heritage of our province. This arrangement allows you the opportunity not only to learn more about “this place”, but also to think deeply about the past, present, and future of Newfoundland and Labrador. The combination of learning in and through the arts with approaches used in social science inquiry is designed to help you (i) acquire knowledge and understandings, and (ii) represent what you have learned.

You will explore a variety of methods and theories of artistic expression throughout the course. In particular, you are required to engage with various art forms as sources of knowledge and to express your ideas in artistic creations. Additionally, you are asked to apply the concepts used in the social sciences to help you explore a range of contemporary issues affecting Newfoundland and Labrador. While there will be specific topics related to Newfoundland and Labrador culture and heritage with which you will be required to engage, the course is also designed to allow you opportunities to examine topics of personal or local interest. This is seen as fundamental to deepening your understanding of our province.

Although this course is organized chronologically, it is not intended to be purely a history course. In fact, it is multi-disciplinary and incorporates history, geography, economics, and cultural studies. It should also be emphasized that this course deals with selected topics in Newfoundland and Labrador studies, and is not meant to provide a comprehensive examination of all aspects of the experience of “this place”. Rather, this course should be viewed as a starting point in your personal inquiry into what it means to live here.

The authors and editors who have developed this resource intend that it will provide you with the necessary information and ideas to allow you to think deeply about our province and your place in it. We trust that what you take away from your study will not only inform your thinking about Newfoundland and Labrador, but will also enable you to envision an even better future for yourself and your family ... building on the hopes and dreams of those who have lived here before us.



What is Art?

As noted in the Introduction, throughout this course you will be asked to use various art forms to explore a range of topics in Newfoundland and Labrador Studies. This may sometimes cause you to feel anxious if you do not feel comfortable with the idea of creating art in a particular medium. Don't worry. While at times this may be challenging, it should prove to be a very enjoyable and rewarding experience. Before we begin, let's clarify exactly what we mean by art.

Art is the product of consciously arranging elements in a way to affect the senses or emotions in relation to an idea. The product of art can be tangible, such as a sculpture or quilt, or intangible,

such as storytelling or dance. Therefore, whenever you deliberately engage in the process of creating "something" in a particular medium in response to a particular idea, you are creating art.*

**That makes you an artist!*

Fig. 2



Me, an artist?

If you ask people how they feel about their ability as an artist, some will respond, “I don’t have an artistic bone in my body.” In fact, you might even feel that way sometimes. The problem is that we sometimes feel discouraged when we look at what we have created and compare it to someone else’s work.

Your primary focus as an artist in this course should be to follow your own vision and find your own voice. Once you are satisfied with the results, you may want to show others. Therein lies the “dialogue of art”. It goes something like this:

“I think this is interesting ... what do you think?”

The bigger challenge is the medium you choose. For example, if you decide to create a painting, then you will need to do two things. First, become familiar

with the principles of the art form. In this case, that might include line, texture, colour, etc. Second, you will need to experiment with a specific medium. If you want to create a painting, you have several choices: oil, water colour, acrylic, and so on. Each particular medium has specific techniques that you will need to learn and experience.

Once an artist creates a work, it becomes a free entity, with its own voice. If it’s successful, it fires the imagination of those who see it, hear it, or read it. Each viewer will have his or her own reaction. Some may be similar to the artist’s intentions, and some may be very different.

If you create art, of whatever kind, and offer it to the world for consideration, you are an artist.

Fig. 3



The Creative Process

At times people will look at an artist's work and say something like, "I wish I could take a photograph like that." What most people do not realize is that there are many, many hours of studying, practicing, and experimenting before that particular art work was created.

While there is no one way to describe "the creative process", it can often take one of two forms. Sometimes an idea seems to emerge fully formed – while the artist is cooking dinner or walking down the street – with every element feeling "right" from the start. This, however, is rare.

At other times an artist can struggle for months (or

even years) to complete a project. The final work is built piece by piece until it resembles what the artist set out to accomplish. This might also include endless revisions and even "false starts".

As you reflect on your work as an artist, be mindful that it takes time and practice to become proficient in any medium, and that art is the product of imagination, perseverance, and planning. So when you create a piece, especially if you are working in a medium that is new to you, be kind to yourself when you reflect on your work to assess if you accomplished what you set out to do.

*"... to be creative you need to work.
The trick is to enjoy the work."*

~ David Baltzer, Artist

Artists' Comments on "The Creative Process"

*David Blackwood:
"While talent and hard
work might prove
sufficient to get you
through art school,
survival as an artist in
our contemporary world
demands much more.
To produce anything of
lasting value requires a
strong belief and love for
what you do, and great
patience. Establishing
one's identity as a serious
artist takes time and
then it requires fortitude
to maintain that
identity with any
kind of integrity."
(excerpt taken from
David Blackwood's
convocation address
at Sir Wilfred Grenfell
College, May 1992.)*

Fig. 4 Home from Bragg's Island by David Blackwood
Oil Tempera on Canvas, 2009





Michael Massie:
*"Remember what you know and always leave
 the door open for something new."*

Fig. 5 Two pieces by Michael Massie,
 Halifax/Gjoahavan/Iqaluit, Sterling Silver and Ebony, 1997 and
 Bay St. George, Sterling Silver and Swiss Pear Wood, 1997

Experiencing The Arts

Read more about Damhnait Doyle on page 610.

**Fig. 6 From
 The Evening
 Telegram,**
 Feb. 11, 1996

Damhnait Doyle:
*"I want to help
 younger artists to
 say in a song what is
 one hundred percent
 them, as opposed
 to me going in and
 trying to imprint on
 them what they have
 to say."*



Damhnait Doyle has already started touring to support her new recording, due for a Feb. 20 release.

Doyle debuts on her own terms

By MARK VAUGHAN-
 JACKSON
 The Evening Telegram

CARLOTTETOWN, BEI

With that background and a fair bit of experience on the stage, Doyle said she always knew her life was headed towards some form of performance.

and said "Hey, we've got our first artist." She was signed to Latitude and embarked on a period that took her to Toronto for six months to meet and collaborate

yourself on the line, especially with some of the things that I'm saying on the album," she said. "But I knew I had to do it, which was great 100 per cent proud of

The French Shore Tapestry: Art as Information

In order to construct an understanding of the past, you need information. Information can be used for many purposes, such as answering a question, supporting a position, or interpreting the past. Information can come from either a primary source or a secondary source.

As seen in the images in this case study, art can be an excellent medium for interpreting the past. The artist uses the information gathered through forces in the social sciences (eg. history, geography, politics, and economics) to create and support an interpretation of that information.

The “French Shore Tapestry” is a tapestry, 222 feet long, and owned by the French Shore Historical Society in Conche to tell some of the stories of the French Shore. This history spans the Maritime Archaic Indians, Inuit, Vikings, French, and English settlers. The images on the tapestry were created by Jean-Claude Roy, a French artist. A group of women in the community of Conche on the Northern Peninsula of the island of Newfoundland has used the Bayeux Stitch which was used to produce the Bayeux tapestry depicting the Battle of Hastings in 1066, which describes the Norman Invasion of England. (see page 168) The tapestry is designed to be a mobile exhibit.



Fig. 7 ... Peril Is
Also Great ...



Fig. 8 Treasure to the Kingdom, a purchase for the land, a prize for the sea



Fig. 9 The Most serene and most potent princess, Anne, Queen of Great Britain

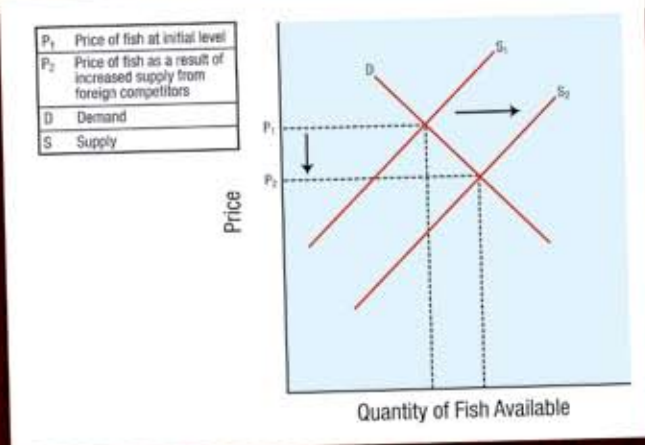
Questions:

1. What are the most popular art forms with which high school students engage?
2. Why are some students intimidated by creating art?
3. What forms of art do you enjoy most as a viewer? List your "top three".
4. In which mediums do you most enjoy working? List your "top three".
5. In the past, have you considered your creations as "art"? Why?

What are the SOCIAL SCIENCES?

Stop and look around you. There are many activities that seem to happen almost automatically. For the most part, there does seem to be some rhyme or reason to it, from the building of roads, schools, and supermarkets to the following of rules and laws. The area known as the social sciences explores all aspects of human activity.

Fig. 10 Social scientists work with a wide range of information sources



The social sciences include anthropology, archaeology, economics, geography, history, linguistics, political science, and sociology. The social sciences advance knowledge and build understanding about how individuals, groups, and societies function. This deepens our understanding of our place in the world, and helps us create a sustainable future.

Throughout this course you will examine the way of life in Newfoundland and Labrador, considering the past, present, and future. To help with this task, you will use geographic, historic, cultural, economic, and political perspectives to deepen your understanding of “this place.”

This will require you to learn some “facts” about our province. But more than that, you will be asked to assume the role of a social scientist and engage in a process of exploration as you inquire into a range of questions about what it means to be a Newfoundlander and Labradorian living in the early twenty-first century. You will be asked to consider questions that do not necessarily have straightforward answers. To assist with this process, you will learn to apply the intellectual tools used by social scientists as they engage in inquiry.

Me, a social scientist?



Fig. 12 Urban planning is one of many career choices that uses the same skills as social scientists.



Fig. 11

The Star, St. John's, Cartwright, May 29 1912

Honorable & Dear Sir,

I beg to draw your attention to the state of Public Health on this part of the Labrador Coast. There is no person as far as I am aware directly responsible for the carrying out of the law as regards Public Health. We are isolated for seven months in the year, and with the exception of one visit from Dr. Price of St. John's. We see no medical man. His visit is made sometime in February and it may so happen that a disease may have spread beyond control before his visit on it may not appear until after he had gone

SPECIAL FILE
No. 21-H
Ct. Secy's Dept

GENERAL RECAPITULATION.
SECTION A.
INFANTANTS OF VARIOUS AGES.

Population.	No. of Males 1 year and under.	Females 1 year and under.	Males from 1 to 2.	Females from 1 to 2.	Males from 2 to 3.	Females from 2 to 3.	Males from 3 to 4.	Females from 3 to 4.
107,094	3,400	3,330	2,700	1,545	2,900	2,036	3,012	2,807
103,124								
4,100								
4,311								
1891 - 202,040								
1881 - 107,235								

Age and Sexes not complete

Social scientists study all aspects of society from past events and achievements to human behaviour and relationships among groups. Their research provides insights into the different ways individuals, groups, and institutions make decisions, exercise power, and respond to change.

By engaging in the tasks of a social scientist – such as collecting and working with data, reinterpreting existing data, challenging assumptions, problem solving, critical and creative thinking, and drawing informed conclusions – you are able to acquire a set of skills that will help you be successful in life, regardless of the dreams and goals that you choose to pursue in the future.

The “Tools” of a Social Scientist

Canadian academic Peter Seixas wanted to identify the main intellectual tools used by historians as they explored questions within their discipline. He identified six specific concepts that were central to the work of

historians. However, these concepts are used in other disciplines, as well. These concepts, which will help you to investigate various questions in this course, are broadly defined as follows:



1. Establish Significance: Why is a particular event, idea, or trend important and worthy of study? An event is significant if it meets three criteria, having (i) deep consequences for (ii) many people over a (iii) long period of time. Obviously, based on your perspective, the answer to why something is significant will vary.

Fig. 13 An example of establishing significance: Why is the fishery such an important part of the history of our province?
Flakes in Logy Bay, 1935

2. Use Evidence: This tool is critical to inquiry and issues exploration. Information becomes evidence when used for a particular purpose, usually answering a question or supporting a position. Once you begin to look at how information is used as evidence, you soon realize that many times there is more than one “correct” interpretation of information. Also, some cherished beliefs may be challenged because the “evidence” just doesn’t support traditional interpretations.



Fig. 14 Maritime Archaic bird effigy comb



3. Identify Continuity and Change: Social scientists are aware that they need to think and answer questions in **temporal** terms. While it is often important to describe how something changed over time, it is equally important to note how something may have remained unchanged, and why.

Fig. 15 Looking at Continuity and Change: “How did the establishment of Canadian and American military bases affect the way of life in Newfoundland and Labrador?”
Pilots of No.125(F) Squadron, Royal Canadian Air Force (RCAF), with a Hawker Hurricane XII aircraft at the Torbay air base, 1942. During peak war years, the RCAF stationed more than 2000 men at the base.

Habits of Mind



4. Analyze Cause and Consequence: For any event, issue or trend, it is important to identify the factors that created the situation. Typically, there are immediate causes and underlying causes. As well, there are also immediate, long-term, and unanticipated consequences.

Fig. 16 What are the causes and consequences of outmigration?



5. Consider Perspective: This centres on how people view an event, issue, or trend. We need to consider the various forces which influence point of view, such as culture, values, and experience. For example, when investigating the past it is important to avoid presentism, the application of present-day ideas and perspectives on interpretations of the past.

Fig. 17 How might Newfoundlanders' and Labradorians' perspectives on their place in the British Empire have affected their decision to participate in the First World War?
Blue Puttees in training at Pleasantville (St. John's), Sept. 1914

6. Make a Judgment: Many issues in social studies lend themselves to questions that require judgment. It is important when making a judgement to use appropriate criteria in order to arrive at a reasoned conclusion. In many ways, this is only possible after the other five tools have been used.

Fig. 18 Making a judgment: "Is anyone to blame for the extinction of Beothuk?"

A miniature of A female Red Indian of Newfoundland by William Gosse



Fig. 19

In addition to the intellectual tools identified here that are used in the social sciences, there are five habits of mind that are invaluable when a person wishes to think critically. These tools are useful in all areas of our lives:

- open-mindedness: being willing to consider new ideas and perspectives, even if they challenge your traditionally held views
- fair-mindedness: acknowledging that there may be other views which may be as valid as your own, and providing others the opportunity to share their perspective
- a tolerance for ambiguity: acknowledging that some situations may have equally plausible solutions, which may make them difficult to resolve
- suspension of judgment: avoiding drawing conclusions if there is not enough data upon which to draw a conclusion
- application of past knowledge to new situations: using experience from the past as a source of data to solve problems, sometimes creating entirely new solutions

How to Explore a Question

The work of a social scientist involves exploring the activities of humans by examining events, ideas, issues, patterns, and trends. One way to do this is to follow a basic model of inquiry such as the following. This model will help you investigate the range of issues covered in this course and should also prove useful in other areas of your life.

1. **Ask questions for various purposes** – sometimes the most difficult part of inquiry is knowing exactly what it is you want to know. It is perfectly acceptable to come back and revise your question early in the inquiry process, as the more precise your question, the easier it is to answer.
2. **Locate and select appropriate sources** – remember that there are many sources of information. Always use at least three different sources to “triangulate your data” to ensure that you are getting accurate and reliable information.
3. **Access ideas from oral, written, visual, and statistical sources** – the types of data that you collect are important. Avoid using only secondary source textual data (e.g., web sites and newspapers); remember that photographs, maps, interviews, and oral histories are also useful sources of information.



Fig. 20

4. **Uncover and interpret the ideas of others** – read each source carefully, being conscious of what the author of the source was intending to communicate. Consider what was included and /or omitted by the author, and why.
5. **Assess options and formulate reasoned opinions** – after you have examined different types of data, formulate your answer based on this information. Remember, this is when information becomes evidence; also be sure to acknowledge any counter-arguments and know the weaknesses in your own conclusions. (For example, instead of just reading a subject's journal, it would be helpful to also interview the subject's family and close friends.)
6. **Present ideas to others** – ideally you have asked a question to which others would like to

know the answer. It is always useful to share your findings so that the community can benefit from your efforts. Other researchers may conduct similar research – if their findings support yours, then you have helped to deepen the collective knowledge of the community. If their findings challenge yours, then it should promote further research to help fully understand the issue at hand. Be sure to share your findings with anyone who helped with your study, especially those whom you may have interviewed or those who provided personal data such as family photographs. Keep in mind that your findings can be shared using a variety of mediums.



Fig. 21 Exploring a question and sharing information with others
 (left) Sharing research at a heritage fair; (top right) gathering data on climate change; (bottom right) sharing information through an international cyberfair

Questions:

1. What are the three most significant issues facing our province today? Why?
2. What connects you to “this place”?