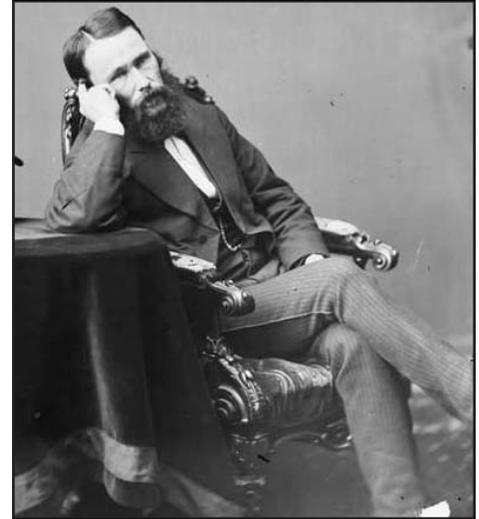


No.
219

NAVA News



LEFT: Slide of the "Canadian flag [Red Ensign]" by Chas. Jos. Logsdon (1861-1931). n.d. From a set of magic lantern slides depicting British Army volunteers in Canada in the early 1900's. THOS. FISHER RARE BOOK LIB., U. OF TORONTO. ABOVE: Geo. Wm. Ross. LIB. & ARCHIVES CANADA 3506627

Dominion Day Exercises: Early Efforts to Develop a Canadian Identity

On 20 June 1868, Charles Monck, 4th Viscount Monck, the Governor General of Canada, issued a proclamation declaring 1 July as a day of celebration to mark the anniversary of the founding of the Dominion of Canada.

From the beginning, Dominion Day was an exercise in building a Canadian identity. As Nelson Wiseman noted in his *In Search of Canadian Political Culture*, this identity was "simultaneously British and separate from Britain": "proudly colonial, cut from a broader imperial cloth," yet embracing the openness of the New World and especially the open-sky ethos of the Western prairies. It also ignored the French Canadian and indigenous populations.

Soon after Dominion Day, the Red Ensign appears in the 1880s, and with it, publishers issued books and magazines with exercises, complete with patriotic odes, to be used on the holi-

day. These exercises were a conscious, deliberate effort to build and sustain the "simultaneous yet separate" identity that would mark Canadian society until the mid-1960s.

The first day in July was celebrated as Dominion Day until 1982, when it was renamed Canada Day after the last vestiges of legal ties between the country and the United Kingdom were severed and the Canadian Constitution was adopted.

What follows is one set of instructions for developing Dominion Day exercises. Taken from Sir George William Ross's 1893 *Patriotic Recitations and Arbor Day Exercises*, it is an excellent example of the late-Victorian approach to nation-building. It offers vexillologists a chance to begin examining how patriotic exercises help shape a culture's view of itself, and in turn, of its flags.

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A Broad View of Vexillology

This issue's reprint of early Dominion Day patriotic exercises is a useful reminder of the need for vexillologists to cast a wide net in our work to help explain the human condition.

We have rightly been criticized for being too myopic in our studies. As one scholar has noted, we tend to unduly

focus on describing flag characteristics, proper ritual use, and the history of particular flags, rather than on analysis of what might be called a generally social psychology or politics



of flags. Similarly, while less specialized historians also pay attention to flags, the focus of their interest is typically on the meaning of flags and flag rituals in specific

historical contexts.

We must undertake a concerted effort to discuss the process by which a culture identifies with a flag, and how that identification is reinforced. All too often, we accept the official "facts" of a flag's adoption as a given and move on to the other aspects of flag use. We catalog uses, but we rarely explain them.

We have made improvements in our approach; several of the papers presented at NAVA 46 reflect this. These improvements are due to the initiative of individual presenters and not because of a collective, sustained approach.

We know intuitively why flags matter. What we don't do is a good job of explaining that to our colleagues in other disciplines and to non-vexillologists. My hope is that, as we approach the 50th anniversary of our founding in 2017, we take deliberate steps toward addressing this serious gap in our research and outreach activity.

We must start by articulating and affirming the fundamentals of vexillology and then applying those rigorously to all that we do. We must encourage and remind each other to expand the scope of our research and presentation activities. And we must ensure that we communicate deliberately about why studying flags is worthwhile. We can do; we simply must start.

“A Canadian sentiment we must have, if we are to develop the great forces which make for national life.”



In the early 20th century, preschools were used to inculcate the “separate yet similar” brand of Canadian patriotism in immigrant children. Left are the students at one school in Winnipeg. THE CANADIAN MAGAZINE: VOL. 33, NO. 5 (SEPT. 1909)

continued from page 1

DOMINION DAY.

Every pupil in the schools of Canada should be thoroughly instructed in Canadian history and made fully acquainted with the extent and resources of his own country. The suggestions given with regard to the Queen’s birthday apply with even greater force to our national holiday, and no teacher should allow such an occasion to pass without arousing the deepest interest of every pupil in the prosperity of Canada. A Canadian sentiment we must have, if we are to develop the great forces which make for national life. To minimize our status as a people, or to repine at the obstacles which retard our prosperity, or to shrink from the place which our wealth and natural resources entitle us to assume, is to anticipate that obscurity which such a course would deserve and to which it would inevitably lead. The teacher, of all others, has opportunities for preventing such a calamity. Our past history says we need have no fear, politically. Our resources, our native energy and our wealth say we need have no fear, financially. Our system of schools, our universities and colleges, surpassed by no people, say we need have no fear, educationally. And, if these things are properly

impressed upon the children attending our schools, an impetus will be given to Canadian patriotism and an intelligent interest will be taken in Canadian affairs which will place the future of the country beyond all doubt.

“They must foe free or die

Who speak the language Shakespeare spoke.”

The following topics should be considered by the teacher in half-hour-talks with his pupils, for several weeks prior to the first of July:

(1) *Early history of Canada* — Its discovery by Jacques Cartier, in 1535, the explorations and adventures of Champlain, La Salle and Father Henepin, the Indian tribes who occupied the country, the trade carried on with the Indians in furs and the misfortunes or perils through which the early settlers passed in obtaining a foothold in the country.

(2) *Early settlement of Canada* — A familiar talk on the early settlement of Canada, the hardships of emigrants from the British Isles in battling with the forest and in making homes for themselves in the wilderness, their difficulties in providing for their families, a description of the log cabins in which they dwelt and the variety of ways in which they were compelled to obtain



RIGHT: Plaque marking the birth of the Dominion of Canada, Centre Block, Parliament Building, Ottawa. DAN MASON OPPOSITE: The Red Ensign from a early 20th century post-card folder. WILLS COLLECTION

subsistence, the kind of roads they travelled, the scarcity of a market for their products, the want of schools and of churches, etc.

(3) *The wars of Canada* — The conquest of Canada in 1759 by General Wolfe, the efforts made by the Americans during the Revolutionary War to capture the country, the war of 1812, Sir Isaac Brock, Queenston Heights, the burning of Toronto, the capture of Detroit, battles of Stony Creek, Chateauguay, Lundy's Lane, Batoche, etc.

(4) *The constitutional development of the country* — The Quebec Act of 1774, the Constitutional Act of 1791 and the meeting of the First Parliament of the Province, the Union Act of 1841, and the British North America Act of 1867.

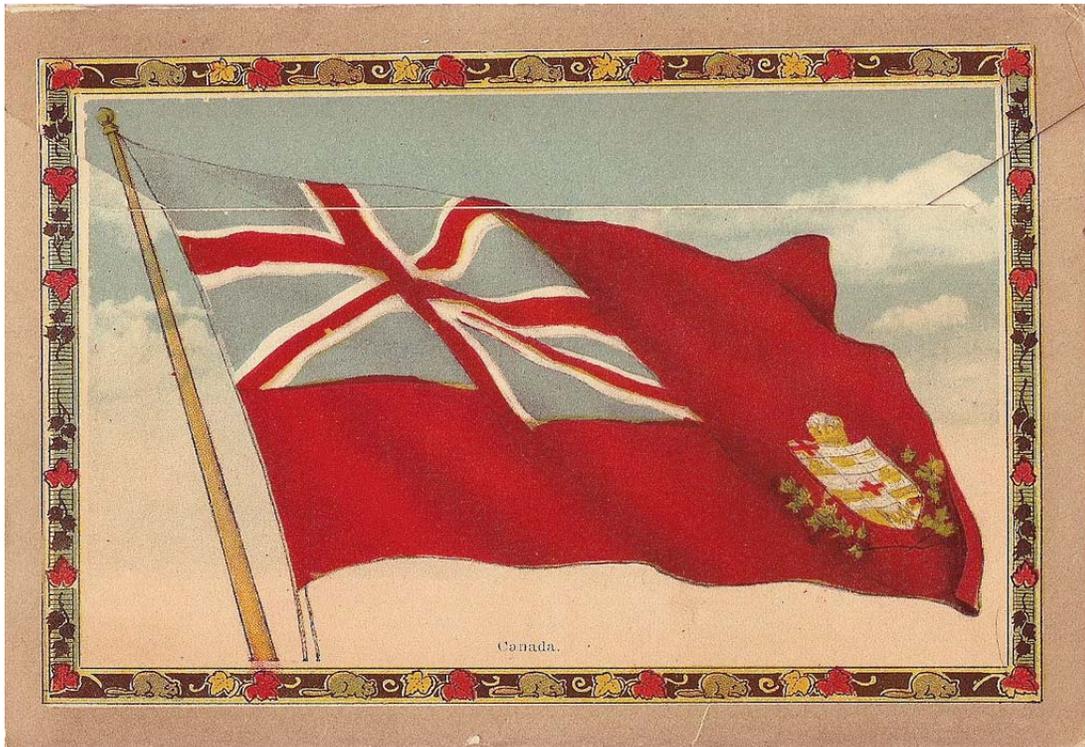
(5) *The extent of Canada* — Area of the Dominion of Canada, 3,315,647 square miles; length from east to west, 3,500 miles; length from north to south, 1,400 miles. Area of the different Provinces : British Columbia, 382,300 square miles; Manitoba, 64,066; New Brunswick, 28,100; Nova Scotia, 20,550; Ontario, 219,650; Prince Edward Island, 2,000; Quebec, 227,500; the Territories, 2,371,481; total, 3,315,647 square miles. For purposes of comparison the following figures might be used: Area of United Kingdom of Great Britain and Ireland, 121,481 square miles; British India, 1,068,314 ; France,

246,000; Italy, 110,623; Russia, 2,095,504; Spain, 194,744; German Empire, 208,738; United States, 3,499,027; Europe, 3,555,000.

From these comparisons it will be seen that, geographically, we possess almost as much territory as the United States, nearly thirty times the area of Great Britain and Ireland, fifteen times the area of France or Germany, and only 200,000 square miles less than the whole Continent of Europe.

(6) *Commercial advantages of Canada* — Our eastern seaports looking towards Europe, western seaports looking towards Asia, large rivers affording communication with the interior of the country — the St. Lawrence, together with the lakes it drains, extending inland 2,384 miles, giving access to many of the large cities of Canada and the United States, the advantages of commerce and shipping, extent of our shipping, where and how ships are built. Illustrate from the map.

(7) *The resources of Canada* — The wheat fields of Canada, the fertility of the soil, the productiveness of Manitoba, and the Northwest Territories, the ranches at the foot of the Rocky Mountains, the forests and fisheries of the different Provinces, the mineral wealth of coal, petroleum, gold, silver, lead, iron, nickel, asbestos, plumbago etc., etc., and their location, the exports of each of these, the markets to which



they are sent and the amount of money they yield annually. This might also be accompanied with a graphic description of the lives of our fishermen and miners, lumbermen and farmers.

(8) *Our system of Government* — Early Colonial Government of each Province, the Parliament of Canada, how the Governor-General is appointed, the Constitution of the House of Commons, of the Senate, how elections are conducted, vote by ballot, how votes are polled, the Constitution of Provincial Parliaments, the duties of the Speaker and the heads of the various departments, how often elections occur, why Parliaments are required, pictures of distinguished members of Parliament and of the Parliament buildings of Canada, and the Provinces.

(9) *Our Municipal System* — County Councils and how they are elected and what are their functions, Municipal Councils, how elected and their functions, how and why taxes are imposed and the purposes to which they are applied, the duties of Assessor, Collector, Reeve, Warden, Mayor.

(10) *Our Judicial System* — The Supreme Court, the High Court of Justice, County

Courts, Division Courts, Justices of the Peace, how judges are appointed, the kind of cases that come before them, the qualifications of Judges, the dignity of the office, the proceedings of a Court of Justice, trial by jury, giving evidence in a court.

(11) *Our Penal System* — Capital punishment, what it means, confinement in a penitentiary, at the Central prison for Ontario or in a county gaol or reformatory, necessity for such restraint, causes which lead to crime — idleness, disobedience to parents, intemperance, etc.

(12) *Our School System* — Universities, high schools, public schools, industrial schools, kindergartens, how each of these is managed, who are admitted to them and how, qualifications of teachers, progress of our schools, school houses and their equipment, comparison between the past and present, school games, how school trustees, teachers and inspectors are appointed, their qualifications and duties, general benefits of education. A programme for an entertainment could easily be prepared[.]

NAVA 47: Salt Lake City

NAVA 47 continues the best features of past Annual Meetings while adding exciting new activities to enhance the experience for attendees. The schedule is jam-packed with familiar, updated, and new activities.

- ◆ **The Preble Lecture—NEW**—gives direct access to viewpoints on flags from experts working in other academic fields. This inaugural lecture will be delivered by Prof. Richard E. Bennett, Ph.D., chair of Church History and Doctrine at Brigham Young University and president of the Mormon History Association. This event will bring members together with local scholars.
- ◆ **Presidents' Reception**—where you can catch up with your friends and meet new vexillological contacts as you network with other members of the Association, the most prominent flag scholars in North America.
- ◆ **Scholarly Papers and Presentations**—a dozen members have prepared papers and presentations covering a wide variety of fascinating vexillological topics. These presentations are on the forefront of vexillological activities and report on new findings and exciting experiences shared for the first time.
- ◆ **The Whitney Smith Dinner**—renamed to honor the founder of vexillology and the Association—will take place at the Historic Lion House, Brigham Young's residence. After a delicious dinner, members and guests will hear the Keynote Address reporting on perhaps the most significant vexillological happening in half a century.
- ◆ **Vexillology Tour**—on Saturday afternoon will include vexillological artifacts and archival items from four major local historical collections. These items are not on regular display anywhere.
- ◆ **NAVA 47 Surprises**—still in the works, will add to the meeting traditions as we approach our Golden Jubilee in 2017.

**NAVA 47 this October in Salt Lake City.
Don't miss it!**



TOP: A decorated plaster buffalo on the lawn of the Council House, home of the Utah Office of Tourism. During the 2002 Winter Games, the life-size buffaloes, painted and decorated by local artists, were used to promote Davis County, home to a wild bison herd on Antelope Island. This buffalo sports the the incorrect version of the state flag's design, being created nine years before the legislature's acted to correct it in 2011. TERENCE FAIRCLOTH BOTTOM: The Lion House, home of Brigham Young, and site of Saturday's Whitney Smith Dinner. The carved stone lion sports an impressive mane, as did Young! BRANDY SHAUL



Utah Flag Facts

The Beehive. Utah's nickname is the *Beehive State* with good reason. The official state emblem is the beehive, the official state insect is the honeybee, and the beehive is the central emblem of both the state seal and the state flag. The beehive was also the central emblem of the seal for Utah Territory and was included prominently on the flag used before statehood. Although it originated with the Mormon Pioneers when they petitioned for statehood as the State of Deseret, the beehive figured prominently in the ecclesiastical seals of pioneer Episcopal Bishops Daniel S. Tuttle and Abiel Leonard. Today the beehive is found in the logos for a myriad of Utah based business, schools and organizations.

Beehive's Symbolism. The beehive is usually seen as a symbol of industry. Chaucer used the simile "as busy as bees" in the fourteenth century, but this only explains part of the beehive's symbolic meaning. More important to Brigham Young was the concept of a community working together to sustain its members. In the early days of Utah, importation of food, clothing and building materials was impractical. Only minimal supplies were brought in by arriving wagon trains. Settler's requirements had to be met where ever possible using local resources. In like manner, bees gather pollen from local plants and flowers to produce the needs of the hive. Neither bees nor these early pioneers could run to the general store or lumber yard to purchase items they needed to survive.

JOHN HARTVIGSEN

TOP LEFT:
Beehive woodcut. TOP RIGHT:
Seal used by
Episcopal Bishop
Daniel S. Tuttle,
1867-1886. MID-
DLE RIGHT:
Typical Utah busi-
ness logo featur-
ing a beehive
design. .
BOTTOM LEFT:
The NAVA 47
flag. JOHN
HARTVIGSEN



REGISTRATION INFORMATION

Registration forms are online: <www.nava.org>.

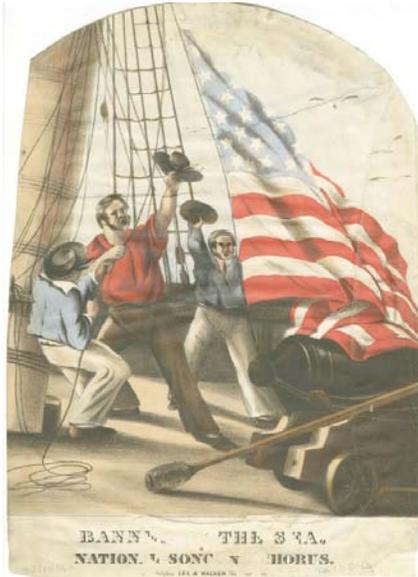
REGISTRATION DEADLINES

Regular registration ends—31 August 2013
Hotel reservation—14 September 2013

FOR MORE INFORMATION

<<http://www.nava.org/nava-meetings/meetings/47>>

And for our friends in the U.S. as they mark the Fourth of July!



RIGHT IMAGE, LIB. CO. OF PHILA.; FAR RIGHT IMAGE, KRISTINA IMAGES



Request for Proposals: NAVA 50

The Executive Board invites proposals to host the Association's 50th annual meeting in Canada or the United States in 2016.

Proposals should identify the local organizers, who are responsible for working with the Board and the Convention Committee for meeting-related activities such as arranging meeting rooms, equipment, refreshments, housing, on-site registration, participant e-mail access, security for equipment, the Presidents' Reception, the Whitney Smith Dinner, and budget and registration materials.

There is not a deadline for submitting proposals, which are evaluated on a rolling basis. A final decision on the location of NAVA 50 will be made by the Executive Board not later than October 2015.

The annual meeting ordinarily takes place over the U.S. Columbus Day/Canadian Thanksgiving weekend, but may be scheduled at another time in the early Fall.

Proposals should include information on:

- ◆ Location (accessibility; conference venue, e.g., hotel or university; accommodations, e.g., hotels, motels)
- ◆ Proposed dates
- ◆ Local organizing team (chair/co-chair, committee, volunteer labor, registration handling, etc.)
- ◆ Museums, libraries, and other institutions with significant flag-related holdings
- ◆ Other attractions of cultural or historical significance
- ◆ Meeting venues (space for plenary sessions, Presidents' Reception and other receptions, Whitney Smith Dinner, exhibits, posters, and small meetings; A/V; Internet access)
- ◆ Sponsorships
- ◆ Opportunities for co-location with other meetings in allied disciplines
- ◆ Any other information useful in evaluating the suitability of the location
- ◆ Contact information for the lead local organizer

Please send proposals electronically to the Executive Board, <board@nava.org>.