

German-Canadian Studies Newsletter

Volume 6, Issue 3

January 2004

For Your Calendar:

Ethnic Diversity Survey Workshop on Thursday, 20 January 2004, 9 a.m. - 12 noon, Room 3C30, The University of Winnipeg.

German-Canadian Studies Conference, Winnipeg, 26-29 August 2004.

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Ethnic Diversity Survey

A Workshop at the University of Winnipeg

How do Canadians identify themselves ethnically? As German or German-Canadian or Italian-German-Chinese-Canadian, or Canadian?

To find out, in 2001 Statistics Canada and Canadian Heritage polled 42,500 people in Canada. The Ethnic Diversity Survey is "the first

large scale survey" in Canada that focused on ethnicity. "[It] explores both ethnic origin and ethnic identity in relation to place of birth, religion, language and population group (visible minority)," federal researchers said.

"[It] compares the backgrounds of respondents

with the backgrounds of their parents and grandparents."

A workshop with Jodey Derouin (Canadian Heritage) that will provide information on the Survey's objectives, methodology and results, and explore how researchers from a variety of disciplines and institutions

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Call for Papers:

Assimilation, Integration, Acculturation?

The German-Canadian Case

The Chair in German-Canadian Studies invites proposals for an international conference on the settlement processes of Germans in Canada. It will take place from 26 to 29 August 2004 in Winnipeg, Manitoba, Canada.

What happens when people come to a country and stay there temporarily or permanently? Both in Europe and in North America, the attempts by scholars and society at large to describe and explain such immigration

processes have generated a host of theories and models that are linked to key concepts such as assimilation, integration, acculturation, incorporation, adaptation, and appropriation. What used to be seen in an unproblematic way as settlement processes are now often referred to as transnational social practices and diasporic experiences. This international conference will use the case of German migrants in Canada to explore these issues.

Proposals should include a short abstract and a brief curriculum vitae. Papers will be distributed before the conference (papers are to be in English).

For more information, visit germancanadian.uwinnipeg.ca or contact the Chair. Send proposals **by February 28, 2004** to the Chair in German-Canadian Studies at the University of Winnipeg (see address on page 4).

Divergent Paths

New Research: Different Meanings of German Culture in USA and Canada

Berlin and Buffalo are just 78 miles apart. Did it matter much, then, when in the 1880s a German lived in one town and her brother in the other?



Lorenzkowski: Comparative Research

German-born Ontario historian Barbara Lorenzkowski provides complex answers in her dissertation and book manuscript “Border Crossings: The Making of German Identities in the New World, 1850-1914”, which she is planning to publish. In her extensive research, Dr. Lorenzkowski turned to a critical phase in the history of Western nations: The coming of age of modernity with its forces of industrialism and nationalism between 1850 and 1914. She studied two localities, Berlin (now

Kitchener), Ontario and Buffalo, New York and traced a growing cultural divide between an American and a Canadian “German-ness” over the course of six decades.

Positioning her scholarship in the growing international literature on ethnicity and modernity, community and nation, public culture and transnationalism, Lorenzkowski is interested in the study of ethnic identities in the public sphere, which, unlike the private realm of the family, the church, and the workplace, has so far been neglected by scholars.

The popular singers’ festivals (*Sängerfeste*) enveloped both Berlin and Buffalo in a whirlwind of German festivity between 1870 and 1914. Bridging internal divisions of region, dialect, class and religion, these festivals helped create a German homeland out of song and sound. Equally important, they impressed upon Anglo-North Americans that German music and language could add cultural richness to the host society.

But if Anglo-Saxon observers professed themselves to be enchanted by the “feast of music”, they expressed reservations about attempts to introduce German-language teaching into the public school curriculum. The stories of controversy, conflict, and

co-operation that ensued vividly illustrate how ethnic elites in both Buffalo and Berlin sought to assert the worthiness of German migrants as American and Canadian citizens by elevating German to a language of modernity and enshrining it in the public school system.

“Teutonic Cousins”

In both countries, the idea of race minimized the distance between the “fair-headed Anglo-Saxon” and his “Teutonic cousin.” And yet, in claiming a place at the very centre of the nation, German Canadians pointed to the perceived closeness of the German and British Empires, whereas German Americans revelled in the “superiority” of German culture that alone, they argued, could lend refinement to the American melting pot.

“Research for this project has taken me to the National Archives and Library of Canada, the Ontario Archives, the Ontario Institute for Studies in Education, the Grace Schmidt Room of Local History at the Kitchener Public Library, the Doris Lewis Rare Book Room at the University of Waterloo, the Buffalo and Erie County Historical Society, the Buffalo and Erie County Public Library and the Library of Congress, to name just the most important collections,” *recounts* (Continued on page 4)

Kanadas Deutsch-Englischer Schulunterricht

Will Barmeier

Seit 1980 werden Schüler und Schülerinnen in Winnipeg's River-East-Transcona Schulbezirk in Gesundheitslehre, Musik, Kunst und Sozialkunde unterrichtet. Das Besondere: Der Unterricht findet in allen Fächern auf Deutsch statt.

1988 wurde in der Chief Peguis Mittelschule erstmals eine bilinguale Klasse für 21 Kinder aus den Grundschulen Donwood und Princess Margaret eingerichtet. Seitdem ist das gesamte Programm stark gewachsen und inzwischen können die Deutschschüler das Programm nach der neunten Klasse im River East Collegiate fortsetzen und in der zwölften Klasse mit einem deutschen Sprachdiplom abschließen.

Mit dem Diplom können sie dann an deutschen Universitäten studieren ohne eine Aufnahmeprüfung absolvieren zu müssen. In der elften Klasse können die Schüler in neunwöchigen Austauschprogrammen deutsche Schulen in Deutschland, Spanien oder Frankreich besuchen. Während eines vierwöchigen Praktikantenprogramms in Hamburg können sie ihre Deutschkenntnisse im „wirklichen Leben“ anwenden.

Weltgeographie, Weltgeschichte und Politische Wirtschaftskunde Kanadas, politi-

sche Weltkunde und kanadische Geschichte sind weitere Fächer, die auf Deutsch gelernt werden, so dass die Kinder und Jugendlichen zwischen 30 und 50 Prozent des Schultages im Deutschprogramm verbringen.

Kanadische Geschichte auf Deutsch

Weil es besonders zur Politik und Geschichte Kanadas kein deutschsprachiges Unterrichtsmaterial gibt, haben die Lehrerinnen dies teilweise selber übersetzt. Dies ist auch deshalb notwendig, weil die Schüler ihre Pflichtfächer nach den Maßgaben der Provinzregierung absolvieren müssen.

Auch dies motiviert sie in ihrem Lernen, so dass ihre Leistungen überdurchschnittlich sind und besonders bemerkenswert, weil sie diese Leistungen in einer Fremdsprache erbringen.

Neben der deutschen Sprache lernen die Schüler auch etwas über die Kultur und Geographie deutschsprachiger Länder. Ein weiteres Lernziel ist es, sie zu motivieren, eine tolerante Weltanschauung anzunehmen und ihnen zu helfen, ihre eigene kanadische Kultur besser zu verstehen und schätzen zu lernen.

Der Erfolg dieses Programms

basiert auf der Zusammenarbeit der Lehrer- und Elternschaft, des zuständigen Bezirksamts, des Kulturministeriums von Manitoba, den Fachberatern des deutschen Auswärtigen Amtes und dem Deutschen Pädagogischen Auslandsdienst. Hinzu kommt die Unterstützung durch private deutschkanadische Stiftungen, so dass neben der Anschaffung von Lehrmaterialien und Computertechnologie auch Stipendien vergeben und kulturelle Feste und Studienreisen veranstaltet werden können.

Zum Beispiel fahren oft große Gruppen jugendlicher auf „deutsche Ski- oder Campingreisen“, die die Eltern natürlich unterstützen und finanzieren.



Sprachdiplomprüfung (v.l.): Fachberater Karl-Heinz Süß, Lehrerinnen Eva Barmeier, Erica Enns, Prüfling

ren. Deutschunterricht im River-East-Transcona Schulbezirk ist tatsächlich eine Schulausbildung fürs Leben.

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New Website!
germancanadian.
uwinnipeg.ca

The Chair in German-Canadian Studies was established in 1989 with grants from the Secretary of State's Program for Canadian Ethnic Studies and a group of private philanthropists within the German-Canadian community of Winnipeg. It is located in, and affiliated with, the History Department at the University of Winnipeg, Manitoba.

The Chair promotes the teaching of, and research into the history and culture of German-speaking immigrants and their descendants in Canada. It interacts with the German-Canadian community in Winnipeg, Manitoba and the rest of Canada through public lectures and the newsletter. The Chair promotes regional, national and international research through conferences, grants and publications.

Lorenzkowski: Divergent Paths

(Continued from page 2)
Lorenzkowski.

"In making sense of a wide range of qualitative and quantitative sources, including no less than thirty-six German- and English-language newspapers, I turned, in somewhat eclectic fashion, to the fields of ethno-musicology, linguistics, philosophy, nationalism, educational history, cultural studies, and migration history. Foremost in my mind was the hope to capture a story that is as much about becoming German as it is about becoming Canadian and American."

Dr. Lorenzkowski is an Assistant Professor of American History at Nipissing University (North Bay, ON). She received her Ph.D. (2002) and M.A. in History (1996) from the University of Ottawa and an M.A. in Journalism from the University of Dortmund (1995). She won the Pierre Laberge Prize, awarded by the University of Ottawa to an outstanding doctoral thesis in

the Humanities (2002) and is a co-winner of the Hilda Neatby Prize, awarded by the Canadian Historical Association for the best English-language article in women's history (1999).

Her publications include "Making Music, Building Bridges: German-Canadian Identities in the Nation's Publications Capital, 1958-1999," in Jeff Keshen and Nicole St-Onge, eds., *Construire une capitale – Ottawa – Making of a Capital* (Ottawa: University of Ottawa Press, 2001); "A Platform for Gender Tensions: Women Working and Riding on Canadian Urban Public Transportation in the 1940s," (with Donald F. Davis), *Canadian Historical Review*, 79/3 (September 1998); "'Spies', 'Saboteurs', and 'Subversives': German-Canadian Internees and the Wartime Discourse at the Canadian Homefront, 1939-1945," in Matthias Zimmer and Angelika E. Sauer eds., *A Chorus of Different Voices: German-Canadian Identities* (New York: Peter Lang, 1998).

Workshop

(Continued from page 1)

inside and outside of academia can use it in their work, will take place on **Thursday, 20 January 2004, 9:00 a.m. - 12:00 noon, at the University of Winnipeg, Centennial Hall room 3C30.**

The Workshop is sponsored by the Chair in German-Canadian Studies, the Prairie Centre of Excellence for Research on Immigration and Integration and Canadian Heritage. There is no admission fee, but space is very limited, so please make reservations early. Call 786-9009, fax 774-4134 (Att: A. Freund) or email: gcs@uwinnipeg.ca

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Unless otherwise stated, all articles were written by Alexander Freund

Submissions of articles, news, reports, and reviews as well as artwork and photos for publication in this newsletter are welcome.

