

CANADA 150 EDITION

Recording Your Life and Family Stories

HARRY VAN BOMMEL



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Resources Supporting Family & Community Legacies Inc. Toronto, 2008

This book is dedicated in memory of
Claudette Gascon and in honor of her extended family
whose support of our **Canada 150** project
has helped make this book possible.

Personally dedicated to **Janet Klees**, and our children **Bram** and **Joanna**,
whose life stories I am blessed to share.

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Sylvia Brooker, Lena Brooker and Denise Marshall; Joe Feldman; Belinda Marchese, Don
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Scarborough's Remembrance Day Ceremony who so nobly represented both soldiers
young and old but also his comrades who died in the battles for peace.

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Family Stories

If you have picked up this book you would likely love to read the diaries and letters of your great great grandparents. Their day-to-day stories of life, love, hardship and accomplishments would give you a real sense of who they were and from where you came.

The same is true of your descendants. They would love to hear your stories of life in the 19th and 20th centuries – the dawn of space travel, computers, the Internet and telephone conversations where you can see the person across the ocean to whom you are talking. All of these ‘new’ things will seem so ‘old’ for your descendants and they will enjoy reading about them, but more importantly about you.

Story telling is cyclical. We grow up listening to stories and learning from them (whether we like what we learn or not!). As adults we move into the role of teller, teacher and guardian of our history.

Strong families are bound together by the glue of their stories. Family stories create and encourage a particular type of family relationship as defined by the storytellers. Even if we challenge the stories, we cannot ignore them or resist their influence over us since we heard them when we were young and impressionable.

Families that experienced pain, abuse, overwhelming poverty and violence can also become strong. Their stories can teach themselves and subsequent generations what not to do and what to do instead. If we told only ‘good’ or ‘happy’ stories, we would never learn the lessons of peace after hearing war stories; the lessons of the power of love and compassion after stories of abuse and violence; the lessons of finding inner strength after a period of self-doubt, illness or isolation. If we do not record and tell the stories of the Holocaust or the deaths on D. Day, how will we learn to avoid similar tragedies. If we ignore the consequences of addictions and poverty, how can we overcome either.

Let your stories, ‘good’ and ‘bad,’ teach your descendants. Do not use your stories to get even with those who have hurt you – use them to help your family and friends learn from your experiences. It is not the details of your suffering that are important but the details of how you overcame that suffering.

Stories connect us to our past and to our present loved ones. Our family stories teach us how our family began and what it stands for. They teach us what roles we are supposed to fulfill and how we are fulfilling them.

Our belief in the truth of our stories reflects who we are, what we believe in and what lessons we hope others will learn from us. History is nothing more than this recreation of events through our eyes and hearts. May we repeat the successes of our ancestors and avoid, or minimize, their failures as we provide a role model to our own descendants.

Acknowledgements

This book began during my university days when I discovered, much to my surprise, that I enjoyed writing people's stories. I had taken math and sciences all during high school to avoid reading books and writing papers but after my first year of studies at York University in Toronto I began reading more and more biographies. The first was a conversational book about Harry S. Truman called *Plain Speaking*. I was hooked.

My major studies at university became history and political science and during my third and fourth years of study I wrote most of my major papers as biographical sketches of people. I wrote about Soeur Juana Innes de la Cruz, a seventeenth century Mexican genius who was discouraged from learning because she was a woman and a Roman Catholic nun. I wrote about leaders in the field of African politics, Russian film and, my favorite, a biography of a nineteenth century philanthropist, businessman, and politician, John Macdonald. I loved reading their stories; examining diaries, journals and poetry; finding old photographs; and even getting to meet some of John Macdonald's descendants.

In the 30 years since then I have helped people write their own stories, and began

working on my own family history. I have been working on my family tree including searches at provincial, national and church archives in the Netherlands. More recently I have been fortunate enough to help:

- a physician write her beliefs about how patients should be treated within our health care systems;
- a descendant of John Ewart wrote his biography as Toronto's first architect
- a Jewish man write about his upbringing in Bulgaria during World War II, his service in the Israeli air force as a navigator and his rise in the early years of the computer industry in North America;
- a professor recount personal stories of growing up in the U.S. and coming of age during the Viet Nam war;
- a Macedonian man recounting his community's development in a new land.

Thanks to Sonja and Lynn Davie, Albert Pinhas and others who have shared an interest in family histories with me over the years.

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Salem Alaton	Journalist
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Kathy Bowden	Nursing educator, manager and recorder of family stories
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RECORDING YOUR LIFE AND FAMILY STORIES

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I am grateful to Janet Klees and Deb Thivierge for their confidence in this idea and to the many family and friends who are excited by the **Canada 150** project. May we one day fill several rooms of shelves in the Library and Archives Canada with the recorded history of people who participate in this 150th anniversary project.

Introduction

Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of [each] generation.

ROBERT KENNEDY (1925–1968)

If you could talk to your parents or grandparents when they were teenagers, or when they were recently married, or at the birth of their children, or at the start of their careers, what would you talk about? What would you ask them? If you could be a fly on the wall during your parents first day at school, what would you expect to see and hear? How did they make friends? What support did they get from their religious beliefs, if any? Where were they when major world or local events were taking place? Did they notice these events and did they affect them?

My parents died before they reached their 60s. I had heard many stories about their younger days, what they went through living in Holland during the war, and what life was like as immigrants with two small children to raise in a country where none of us spoke the language. I have forgotten many of those stories. Therefore, I won't be

able to pass them on to my children and niece and nephew unless I make an effort to talk to some of my aunts and uncles and family friends and if my sister and I record our own stories.

For years most of us are uninterested in our family history. It seems that when we do become interested (often in our 30s and 40s) it may be too late to find out. Recording your own history, and that of your ancestors as best you can, is a treasured gift that will become a family heirloom. It is the gift of personal roots; of personal history. It may not even be appreciated when you first do it, but years later as your children, grandchildren and friends all become more interested, they will have your record to return to, to smile with, to laugh about and to remember.

People say, "Oh, my life wasn't all that interesting. I never became the leader of my country or came up with a cure for cancer. Who would want to read what I have to say?"

Would you enjoy reading your great-grandparent's diaries or journals? Would you enjoy reading love letters sent between your grandparents? Would you marvel at the similarities in your lives, if you were able to read letters that your parents wrote to you as you were growing up? Would you be interested in finding out more about your parents, grandparents, the town or city where they grew up? Wouldn't you be interested to find out how they got through the difficult times in their lives and what lessons they learned? Wouldn't you like to know if your parents fell in love at first sight or if

there was drama about whether they would ever get together? Wouldn't you like to know what mischief they got into as children or why they disciplined their children the way they did? Wouldn't you like to know what dreams they fulfilled and which ones did not work out?

German philosopher Goethe wrote: *We lay aside letters never to read them again, and at last destroy them out of discretion, and so disappears the most beautiful, the most immediate breath of life, irrecoverably for ourselves and for others.*¹

Your own family and friends will be just as interested in knowing the same things about you. Most of us get addicted to sports, television soap operas, films, biographies, magazines about famous people, politics or what is happening in our neighborhood because it is all about people's stories. Will the pitcher with the sore arm be able to play today? Will Michelle finally marry Lance? What ever became of Doris Day?

People love stories.

You love stories.

Now you have an opportunity to record your own stories without having to take years of courses or become a great author. If your family and friends want to read Hemingway, Wolfe or Churchill they can go to the library. Your family wants your story, written in your

way and written about your life and times. They also want to read about themselves in your story – people love to hear or read about what other people think of them or thought about them as they were growing up. They want to read good things about themselves because we all want to be remembered with fondness and affection. You can do all of that for your family and friends. What a gift it will be!

This book is written with a basic assumption – **all people have a story to tell**. All the stories will be different, will cover different subjects and will be different lengths. The best story you can write will be your own. But how do you decide what to write about? There is so much history in any person's life - how do you write about that without boring yourself or others?

On my parents' gravestone is a Dutch saying: *Anders dan Anders* that translates literally as "different than different". What it means is that if you saw all the parents in the world lined up, there would be some that would rise above the rest as parents that are special. If you take that special group of parents there will be a few who rise even higher to be your parents with their own unique stories to tell. They are different from all others because they are yours.

When we record the stories of our families and ourselves, we record the lives of people who did wonderful things and who made mistakes. They were human and imperfect as we all are. Our stories are

1 King, Laurie, R. (1996). *A Letter of Mary: A Novel of Suspence Featuring Mary Russell and Sherlock Holmes*. New York: St. Martin's Press.

worth recording and passing onto the next generations as a reminder that none of us is perfect and all of us have something to give to the people we love.

All of us are “different than different”. We all have personal characteristics, strengths, weaknesses, histories, likes and dislikes that make us different. Your own record will help you describe those differences in an interesting and memorable way — your way.

Note: Throughout this book, I use the word *record* to describe the various media you might use to record your stories or family history. Choose one or more of the following formats to record your stories.

Write a book, film script, play, short story, advice book, how-to book, short histories of important people in your life, a history of your workplace or your own company, a history of your social club, sports association or not-for-profit group, and so on.

For samples of scripts, poetry, plays, short stories, etc., you can never find a better resource than your local library or a more complete reference library. Why buy expensive books, when you can use these wonderful sources. Once you see several samples of what you might like to write it is easier to fit your writing into that style. A film script, for example, has a very definite format that must be followed. It is a great writing format for people who do not like to describe things in great detail. You only have to write “flying over New York City in 1944” as the scene and it is up to the reader’s imagination to see that movie picture in their mind. In real life, it is the Director who has

to bring your story to life but writing a script can be fun without worrying about selling it to Hollywood!

Video or DVD history Copy old pictures, slides, Super 8 or 16 mm films onto digital video and add music from the era in the background. You can also interview family members, friends and old neighbors while you do a tour of all the places you lived, went to school, worked and traveled. You could also prepare a **photo collage** or **scrap-book** of your favorite people, places or things. Then digitally record and print up a book or create a DVD to give to other family and friends.

CD Interview one or more family members, including yourself, as the ‘authors’ of your family history. Collect favorite music from the past or interview family members, friends and old neighbors. Interview a favorite relative and ask them to describe songs that are particularly meaningful to them; songs that were playing when they first met their spouse, or songs their children used to sing, songs played at their wedding or the funeral of someone dear to them, songs that gave them inspiration and songs that allowed them to cry. Once you have done the interview you can edit in the songs and give the CD to the person and copies for their family members and friends.

Create an **electronic or multi-media version** of your recordings on your web site.

Do a **photo album or slide show** highlighting the major events of your life or your family history. We have become photo crazy in the past few decades and it is time to take out the best ones and make something

special of them. Make a digital copy and put it on a DVD.

Write your own song and record it as a gift. There are even studios that, for a few hundred dollars, will help add background music to give it a real professional sound.

Write poems or collect favorite ones to bind into a special booklet or record. Collect favorite quotes and do the same thing. Take a few poems or quotes and make them into posters or have them written on T-shirts to give to your grandchildren for inspiration.

Draw, or have someone do it for you, a map of the area where you were born. Add photos along the side to show places that were particularly important to you and write out some brief text to explain this importance to others.

Some people have wonderful **collectibles** gathering dust somewhere. Things like stamps, coins, military medals, crafts, and more. Build a display case with little cards highlighting the major pieces of the collection.

The **art world** is always ready to teach or improve your creative talents. No one is too old to draw, paint, sketch, photograph, or sculpt. Major events in your life or places or people of particular beauty are waiting to be recorded in your own style.

Storytelling is an old and invaluable skill that is all but lost. I am told that children used to sit for hours listening to their elders tell stories they heard as children: great stories of strength, laughter and history. Write some of your own stories and practice them on your children and grandchildren. When

you have got them the way you like, write them out and, perhaps, even draw some pictures to go along with them. If you do not like to draw, get your children or grandchildren to do them for you. You will all share in a wonderful project together. Make copies as gifts.

Whenever possible, **bring children and grandchildren** into your life story or family history projects. Get them excited about their roots, their heritage and the beliefs shared by generations of your family. It is never too late to get them involved and to ask them to use their own special talents to record their family's history.

If you have a particular talent for **hand-crafts** such as cross stitching or sewing create something that represents your family. A cross stitch of a family tree or figures representing major events can be very beautiful. A quilt, with the help of other members of the family, can be an heirloom for generations to come.

Planting a special garden that represents some of your rich country background can be immensely rewarding. Plant flowers that remind you of your youth or that represent major periods of your life. Include a vegetable garden similar to one you may have had as a child. Get your own children or grandchildren to add new elements to your garden that represent their interests. Take photographs of your blossoming garden over time so you can see the beautiful changes and record the significance of the plants and the layout.

If you are handy with tools **design and build something** that has personal signifi-

cance to you. For example, you might build a cabinet just like the one your grandfather made 60 years ago. Or, perhaps, you could build a small model of your old homestead or carve a candlestick holder like the one used at your wedding. There is no end to the kind of creative things you can build to reflect a part of your heritage using old methods or new, high technology tools like a lathe to build a kitchen table like the one you sat around with your 8 brothers and sisters.

These are only a few examples of what is possible. All of us have different talents and skills that we can use to create something unique and wonderful. I etch glass vases for memorable occasions. Other people knit two sweaters of the same pattern for a “his and her” set. You might drive cross country to visit all the places you lived and write about the adventure. You might take your 2-year old granddaughter for a walk to Riverdale farm and explain what all the farm animals are for. You might. . . .

NOTE: Whatever you do – make digital copies for a book, DVD, CD, website or whatever technology you like. This way, your families, friends and community can share in these creative ways of sharing your stories. Don’t forget to deposit copies of the digital record with local, regional, and research libraries plus Library and Archives Canada.

The Canada 150 Project

Canada 150 is a national, not-for-profit campaign launched on July 1, 1997. This 20-year campaign will celebrate Canada’s 150th birthday by encouraging Canadians to record their personal and family stories as well as their community, business or organizational histories. By law, two copies of any product produced must be deposited in Library and Archives Canada in Ottawa to safeguard them for future generations.

The goals of this program

- To encourage individuals to record their stories as a gift to their families, friends, community and fellow Canadians.
- To encourage families, organizations and communities to pass on their stories to future generations.

Consequences of this program

- Retain our wealth of family history for generations to come.
- Enhance our personal understanding and communication between members of our families now and into the future.
- Improve understanding within communities through the mutual exchange of

stories.

- Enhance Canadian unity through a sense of national pride and a more profound celebration of the contributions of Canadians from diverse backgrounds.
- Provide a rich primary resource of Canadian history for future research and analysis.

What can be collected?

- An individual's personal stories
- Family stories and histories (including, perhaps, genealogies)
- Municipality histories
- Neighborhood histories
- Corporate histories
- Church, synagogue and temple stories and histories
- Histories of social clubs, associations, charitable organizations, health care facilities (hospitals, long-term care facilities, clinics, hospices) local branches of Alcoholics Anonymous, Bereaved Families and similar support groups
- Sports teams and organizations
- Arts and crafts organizations
- Political groups.

The works must

- Include the copyright (i.e., © author name, year — for example — © Jane Smith, 2014) and publisher/producer's name, address, and telephone number in case someone wishes to follow-up. Look at any professionally produced works for examples. You do not need to formally

register to own copyright.

- Be published/produced in sufficient quantity so that it is accessible to more than one's immediate family. This would include having copies available at your local library, community center, school, association office (e.g., Legion Hall, Girl Guide's archives), university library or other public organizations. The actual minimum number is difficult to determine as the content may determine that several copies are sufficient (i.e., of sufficient importance to keep on public record at the Library and Archives Canada). It is better to err on making more copies rather than less and distributing the work as widely as possible (i.e., at least 10 copies).

Specifically:

- Books must be at least 60 pages long, competently typeset (by machine or computer), with a suitable front and back cover, and bound (cerlox, perfect, or of similar quality). Stapled copies are not acceptable.
- Illustrations, photos, diagrams, charts and maps must be clear and professional looking.
- Audiotape, videotape, and multi-media package all must have a professional looking cover/encasement with proper labeling and high-quality tape/media.
- Electronic books, Internet Web pages or similar products must be of sufficient quality to be clear, easily accessible and worth safeguarding. When on the Internet, it needs to remain on the

Internet for sufficient time for others to access and use it (i.e., minimum one year).

- If your work does not meet these criteria but still has historical significance (e.g., original diaries, journals, letters that talk about daily life in Canada), it may still be deposited in Library and Archives Canada. Contact them for information

When will these items be collected?

- The program launch was July 1, 1997. The program will officially end on July 1, 2017 (the 150th birthday of Canada).

Who will pay?

- The venture is not-for-profit so that funds go into resource development and human resources but not into typical for-profit overhead. Over time, corporate, organizational and individual sponsors will help cover some of the costs. Individuals, families, organizations and associations will cover most of the production costs of their own work.

Where will material be stored?

- Professionally published/produced resources (e.g., books, audio and videotapes, CDs, DVDs, electronic materials) must be housed in Library and Archives Canada.

Instructions: Read First

Use this book to help you record a personal life story (autobiography), a family history, a collection of stories by many people about one person or family, or many other types of records (e.g., writing, electronic books, CDs, DVDs, multi-media).

The finished record can be given to family members and friends as a personal gift, a family gift, a wedding or anniversary present, or a special birthday present (e.g., 13th, 21st, 50th, 65th birthday). You can give a book to someone at work when they retire (e.g., get everyone who knows the person to write a paragraph or two about them and put them into a book with a brief history of their company, military unit or organization and some photos).

This book is divided into five parts - to prepare your record you may not need to use all of the sections.

- Part 1: Your Record by the End of the Day
- Part 2: The Who, What, Where, When, Why and How
- Part 3: More Depth and Color to Your Story
- Part 4: Helping Others to Record Their Stories
- Part 5: Appendices—Ways to Generate

Further Ideas, Genealogy, Historical
Dates, Data Collection

Any work of art, providing it springs from a sincere motivation to further understanding between people, is an act of faith and therefore an act of love.

TRUMAN CAPOTE (1924–1984)

Three Ways to Begin

1. The Simplest Way to Start

Ignore the rest of this book! The fact you opened the book means you are interested in recording your family stories and/or some of your own stories. What stops most people from actually doing it is STARTING.

The fastest and easiest way to start is to write a letter or e-mail to your spouse, friend, child, and grandchild or to yourself. You can either:

- Send a copy of your letter to them now and keep a copy for yourself to collect with other letters you will write in the next few weeks, months and years.
- Save everything you write to these people until you have collected enough to put together as a gift to them.
- Write about something relatively simple, including why you are writing at all. You could write that you want to record some important family stories including the one about....(fill in the blank with one of your favorite stories). Then stop. You may only write a page or you may write 2 or more. If you wrote a page every week, you would have 50 pages in a year. Do it for

two years and you have a 100-page book. It truly is that simple. It is how we have learned so much about our own parents and grandparents by reading letters they sent to someone who was thoughtful enough to keep them. The letters were about everyday things, worries about work or the children, celebrations they attended, the price of goods at the store, vacations taken and more. These are just as fascinating 50 years later for us as our letters or e-mails will be for people 50 years from now.

Two quick examples:

- Imagine being able to read the love letters your parents wrote to each other or the letters of friendship between two people you care about who wrote and saved letters for 10 years. What a treasure. You could begin such a treasure today. These letters may not be ‘great literature’ but they are a true legacy and gift to us permitted to read them today.
- Imagine writing letters to your children starting this week. Continue to write every few months about some of the highlights in their growing up, your thoughts on events of the day, thoughts about spirituality and family, and little anecdotes that will either make them laugh one day or be embarrassed. One day, they will receive these letters from you and collect them with the letters you may continue to write until you die. They will always have a record of the things you wanted them to know plus some details of everyday life as you lived it. You will have no regrets about

loving thoughts and stories not spoken because you have recorded them. They will know about your love, pride and gratitude from this moment forward.

2. Using this Book

If you would like to take a more structured approach to recording your stories or family history, there are two options:

If you have a lot of ideas about what you want to write but do not know how to organize

the information, **begin with Part 1**. Use Appendix 1 and 2 to fill out the details of your story and/or Part 2 “Organizing Your Record” to give you some ideas about writing in historical order or along specific themes or issues.

If you do not have a lot of ideas about what you want to write about, **begin with Appendix 1 and 2** to start generating some ideas. You can go back to either Part 1 or to the section in Part 2 called “Organizing Your Record” to help you organize your thoughts. If the information in “Organizing Your Record” is what you are looking for, you may find that you do not need to go through the exercises in Part 1 at all.

3. Helping Others Record Their Stories

If you are helping others to record their stories, begin with **Part 4** and then do Parts 1 and/or 2 for yourself. Remember, for people to believe their stories are worth recording, you must also believe that your stories are worth recording. Whatever exercises you ask

others to do, do yourself to see what it feels like and to decide what adaptations you need to make for your specific approach.

In helping people with their stories, remember to:

- Leave as much of their own wording in the final book/CD/DVD etc. You want to edit to ensure they feel proud of their result (e.g., correct for major grammar errors) without taking out “their voice” – those phrases, dialect forms and vocabulary that identify them to their readers.
- This is someone else’s story, so do not include your own. Your part in the finished product should be unseen if you truly want to help people record their stories.
- Give them complete editorial control so that they can take out stories they do not want to include any more. You are not an investigative journalist trying to get the ‘scoop’ on someone’s life. You are there to help them create a legacy they can be proud of.
- Help them understand their stories will be read for generations so they should not use this opportunity to settle old scores. Readers want the truth but it should not be presented as a way to fuel old flames of mistrust, anger or even hatred. Read up on the libel and slander laws to make sure the finished product fits within those laws. Remove your name from any product that you feel goes outside those laws so you cannot be sued by a reader.

PART 1

Your Outline by the End of the Day

Many writers have preconceived ideas about what literature is supposed to be, and their ideas seem to exclude that which makes them most charming in private conversation.

ALLEN GINSBERG (1926–1997)

You can write an outline for your book, CD or DVD, or multi-media package in one day. Most people who begin working on their family history or personal stories concentrate so much on the specific details of a particular story that they forget what the overall record is supposed to be. If you spend a solid few hours getting an idea of what your record will look like and what the basic contents will be, the rest is just about filling in the blanks and making the final result look the way you would like.

Most of us have a head full of ideas when we start to write: things you don't want to forget to include or questions you want to answer. So the best way to get that material out of your head is to jot down some words that summarize those thoughts. Some of you may only have a few ideas you want to write down now and others may write several pages of ideas. Take a quick look at

Appendix 1 and 2 to see if they give you some ideas of what to include in your notes. Do what you need to do. **Once it is on paper you do not have to worry about forgetting things.** In fact, sometimes your best ideas happen in the middle of the night, on a bus ride or while watching television, so have a piece of paper and pencil handy to write down any great ideas you get and add them to this list as soon as you can.

We haven't discussed what your record is about yet, who you are writing for (your audience), how long it will be or what the overall purpose of the record is. That will come in Part 2. For now, we just want to get down on paper what you have in your head. We will organize it all later. For the next little while you will be using your intuition to write out things that are important to you. The organizing of this material will come later.

The “I Don't Want to Forget This . . .” List

On the lines below, jot down any facts you may want to include in your record, any ideas about how the record should look, any questions you want to find answers to (e.g., where did my parents meet?) any pictures or other things you want to include, and any ideas you might have about how to divide your record into sections/chapters. In other words, write down anything in your mind right now about the record so that you are free to do the more creative parts of producing your record.

THE "I DON'T WANT TO FORGET THIS..." LIST

Note: If you need more space, use a separate page or make photocopies of this one.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

YOUR OUTLINE BY THE END OF THE DAY

[illegible]

What Rises Above the Rest

You have written out things that are important for you to remember as you produce your record. Now it is time to look at what you think is most important for other people to know when they get your record. In the *Introduction* we talked about “different than different”. The next few pages will look at what you think rises above the rest in your life or in the lives of people you may be helping.

People do not (and should not!) record every minute of their life. Whenever we write letters to family members and friends or when we talk to them by telephone, we edit what we say. We concentrate on things that we think they will find interesting or useful. That is what a record does — it allows us to review our life, our family history, our ideas and dreams and write down those things that rise above the rest.

It all belongs to you, the good and the bad, the ecstasy, the remorse and sorrow, the people and the places and how the weather was. If you can get so that you can give that to people, then you are a writer.

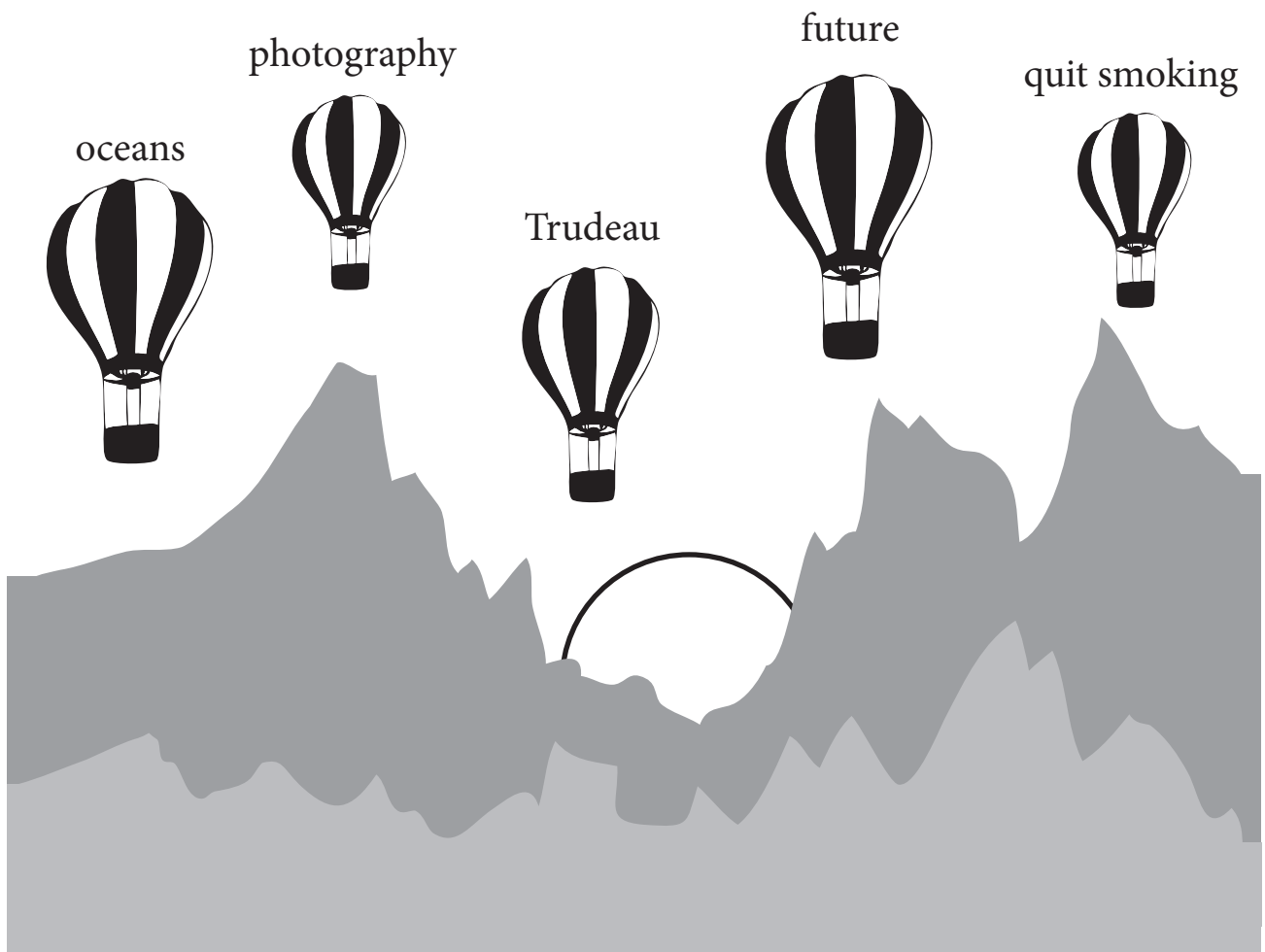
ERNEST HEMINGWAY (1899–1961)

On the next few pages you will see drawings of hot-air balloons. They are our tool to write down what facts, ideas, themes, events and people rise above the rest in your life. You can use the previous list you wrote to remind yourself of things that are particularly important to you. Let your imagination run wild with adventure. I chose hot-air balloons because they move slowly in the sky with you in control. You can pick a clear day where the horizon gives you an overview of your life or your family history. The sky is calm so you can pause and look at things below for as long as you like. You control how high you want to go or how detailed a look you want to take.

Instructions

Exercise 1: The first drawing is of five balloons soaring over the mountains of your history. Above each balloon write a word or phrase about an event, person, historical fact, period of time, etc., that is important to you. If you have more than five, add them anywhere else on the page. (See sample on next page.)

Sample



What Rises Above the Rest?

RECORDING YOUR LIFE AND FAMILY STORIES

Let's look at some examples of what **seven different people** might write over their balloons:

1. childhood, adolescence, early adulthood, middle years, retirement years
2. marriage, World War II, family, career, the grandchildren
3. home town, school, sports, church, family
4. Bill, Sally, Tommy, Brigitte, Sam, Frank, and Giovanni

5. June '42, August '51, 1962-64, Fall '77, Winter '83, the present
6. God, New World, Europe, Jennifer, golf, illness
7. family, photography, parents, the day I quit smoking, the future, my dreams

Now write out your words or phrases on the following blank page. There are no right or wrong answers so don't worry that you cannot change your answers later. Take your time and enjoy the trip down memory lane.



What Rises Above the Rest?

Exercise 2: The next set of pages all have a single hot-air balloon at the top with lines going down the page. These pages (make as many copies as you need) are to help you “flesh out” your basic ideas, events, people, etc. from the previous exercise.

On each page, write out the word or phrase you had for one of the balloons on the previous page beside the word “Topic”. Use the five lines to begin to write out more details about that topic. I have given you five lines so that you can divide your topic into five sub-topics. You may need a few more lines to divide your topic into more than five areas. Again, this is not an exercise in right or wrong, but to help you develop your ideas more fully.

Let’s look at some examples of what this might look like. I will write out sub-topics for one word or phrase in each of the samples I gave you in Exercise 1.

1. childhood, **adolescence**, early adulthood, middle years, retirement years

Sub-topics: adolescence: school years, day I met Phil, courtship, hometown, day Roosevelt died

2. marriage, **World War II**, family, career, the grandchildren

Sub-topics: World War II: the landing, gas warfare, recovery, Dave & Victor, “Dear John”, home again

3. **hometown**, school, sports, church, family

Sub-topics: hometown: Ed’s garage, our street and neighbors, bottle returns, the Bijou Theater, day “the King” came to visit

4. Bill, **Sally**, Tommy, Brigitte, Sam, Frank, and Giovanni

Sub-Topics: Sally: 1st born, hailstorm, learning to walk and talk, her special qualities, being the older sister, school years, dating, leaving home, married, grandchildren

5. **June '42**, August '51, 1962-64, Fall '77, Winter '83, the present

Sub-Topics: June 1942: car accident, lost sports scholarship to U. of T., two years recovery, the War, coaching

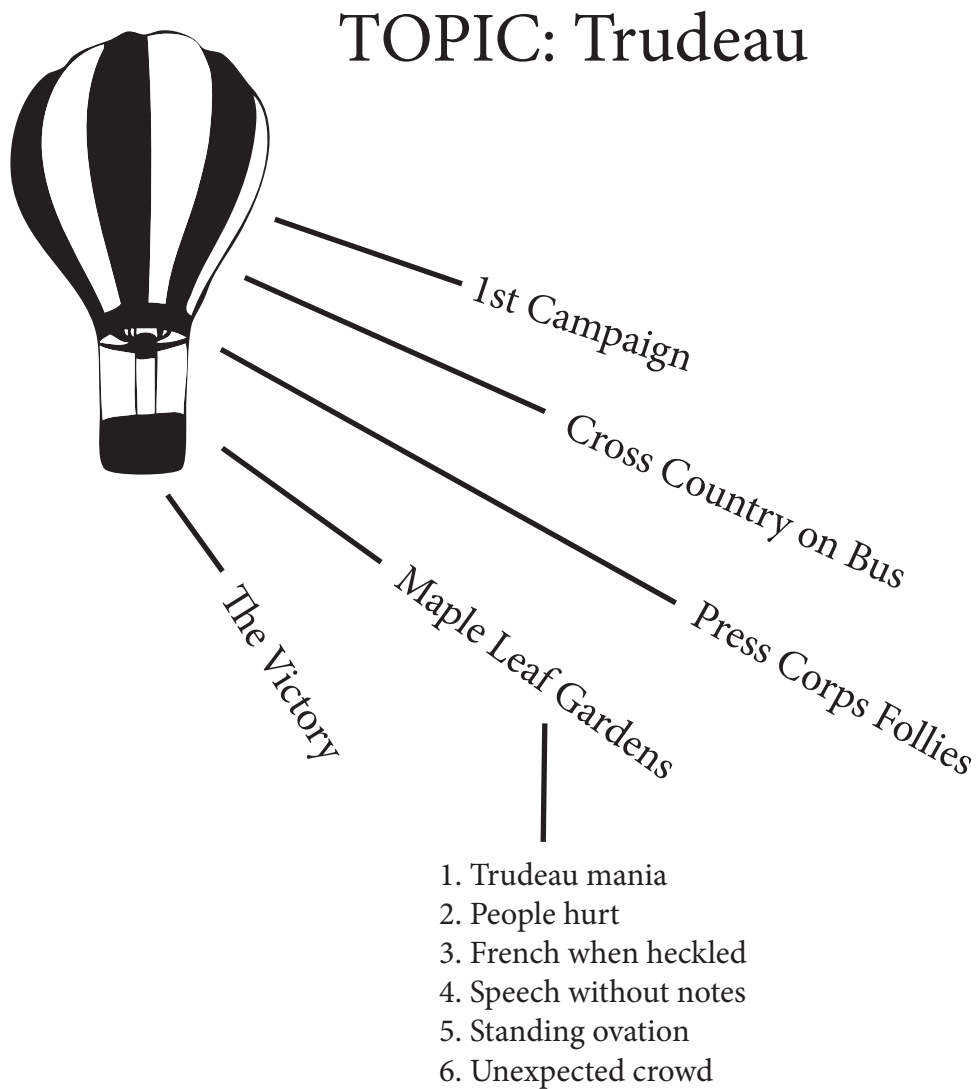
6. God, **New World**, Europe, Jennifer, golf, illness

Sub-Topics: New World: the boat trip over, customs, lost money, broke arm, can’t speak English, ESL class, Miss Trimble, the job

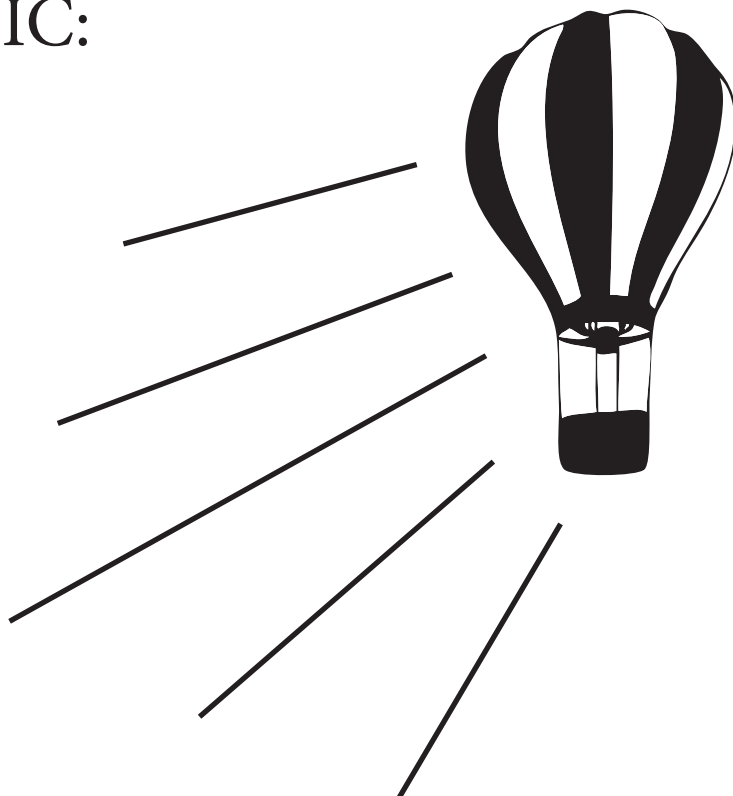
7. family, photography, **parents**, the day I quit smoking, the future, my dreams

Sub-Topics: parents: Mom’s 1st campaign, across country by bus, Dad’s press corp follies, the Garden’s rally, the victory

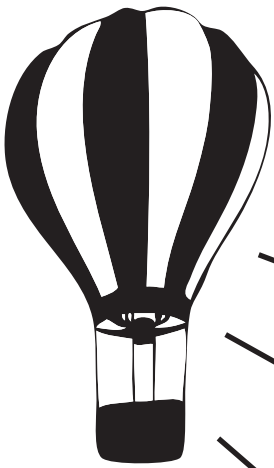
Sample



TOPIC:

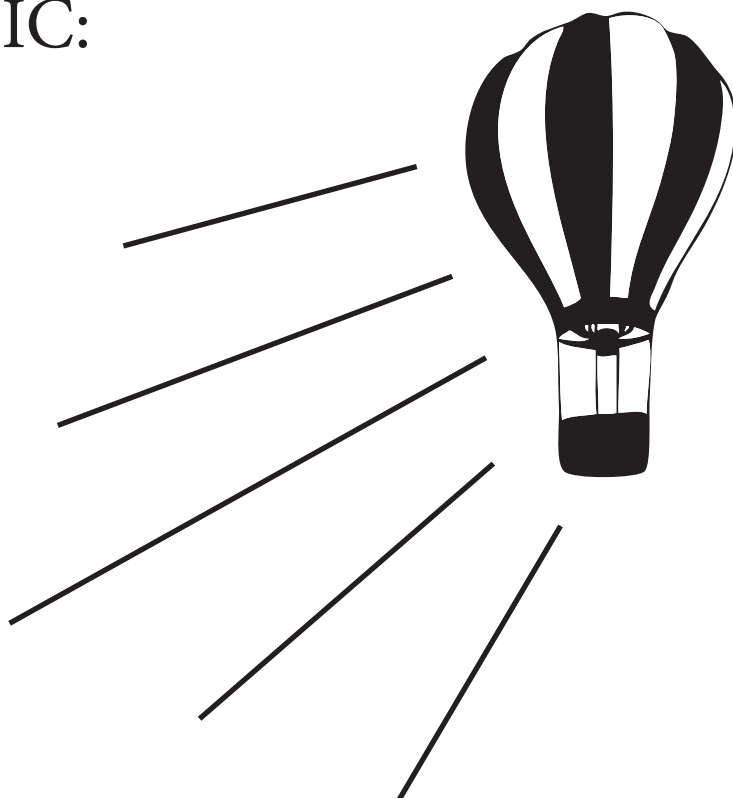


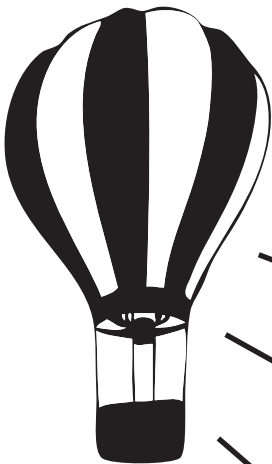
(If you need more copies,
photo copy this page.)



TOPIC:

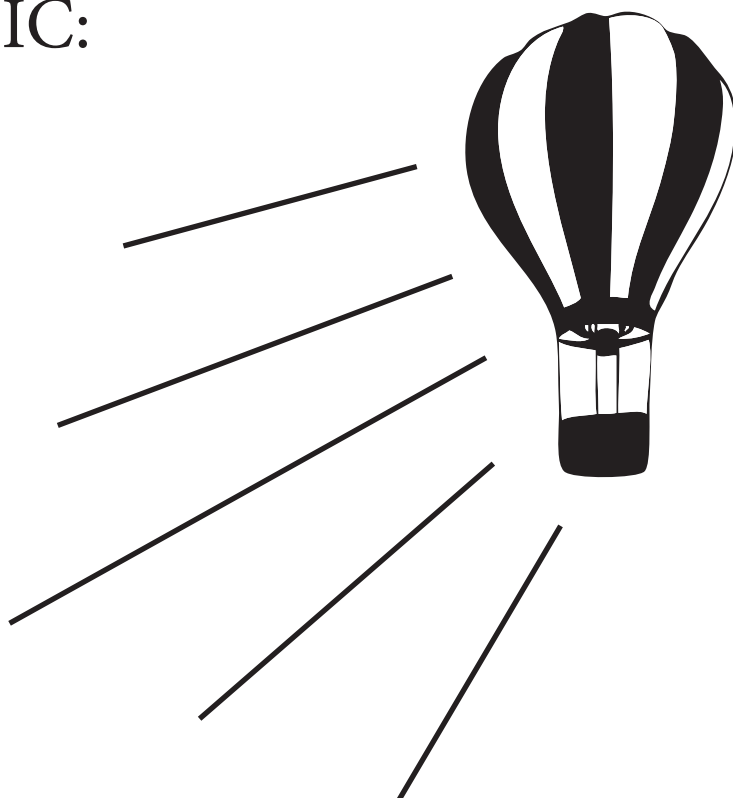
TOPIC:





TOPIC:

TOPIC:



Exercise 3: Now that we have the sub-topics we can use **those same pages** to add more detail under each sub-topic. Again, let's use the examples from exercises 1 and 2. I will pick one sub-topic from each example to add further details. You will do this on the actual page with the balloon drawing as in the example in Exercise 2.

1. childhood, **adolescence**, early adulthood, middle years, retirement years
 Sub-topics: adolescence: school years, day I met Phil, **courtship**, hometown, day Roosevelt died
 Details: courtship: "In the Mood" song playing, at the roller-skating rink, with Betty and Jean-Claude, walk home, front porch, pin, Mom in window, no kiss(!)
2. marriage, **World War II**, family, career, the grandchildren
 Sub-topics: World War II: the landing, **gas warfare**, recovery, Dave & Victor, "Dear John", home again
 Details: gas warfare: Vimy Ridge, urinated in handkerchief and over nose, coughing all around, ran to safety, carried John, Battalion headquarters, recovery, 50 year reunion
3. **hometown**, school, sports, church, family
 Sub-topics: hometown: Ed's garage, our street and neighbors, **bottle**

returns, the Bijou Theater, day "the King" came to visit
 Details: bottle returns: penny a bottle, neighborhood search, Mr. Wrigley's weekly supply, Ed's help, red wagon, Canada Savings Bonds, college tuition

4. Bill, **Sally**, Tommy, Brigitte, Sam, Frank, and Giovanni
 Sub-Topics: Sally: 1st born, **Hurricane Hazel**, learning to walk and talk, her special qualities, being the older sister, school years, dating, leaving home, married, grandchildren
 Details: Hurricane Hazel: 7 days after delivery, 1st day home, hurricane began, flooding in basement, no lights or radio, homes destroyed near us, worst ever, Sally's baptism name Hazel
5. **June '42**, August '51, 1962-64, Fall '77, Winter '83, the present
 Sub-Topics: June 1942: car accident, **lost sports scholarship** to U. of T., two years recovery, the War, coaching
 Details: lost scholarship: best quarterback in school, good with hands, honor student, couldn't afford university, trade school, best carpenter in town
6. God, **New World**, Europe, Jennifer, golf, illness

Sub-Topics New World: the boat trip over, customs, lost money, **broke arm**, can't speak English, ESL class, Miss Trimble, the job

Details: broke arm: wrestling with neighbor's son, freak accident, no medical insurance, bad cast, surgery years later, couldn't work so studied for 4 months

7. family, photography, **parents**, the day I quit smoking, the future, my dream.

Sub-Topics: parents: 1st campaign, across country by bus, press corp follies, **the Garden's rally**, the victory

Details: Gardens: huge unexpected crowd, people hurt with pushing, speech without notes, standing ovation, fan mania

Exercise 4: Go back over your balloon charts from Exercise 3 and reorganize the material in the order you will use the details. Just pencil in a number beside each detail in the order you will use. For example, in #7 above, under the Gardens you might reorder the information as follows: (1) fan mania, (2) huge unexpected crowd, (3) people hurt with pushing, (4) speech without notes, (5) hecklers and (6) standing ovation or in a different order like the one on our sample.

CONGRATULATIONS! What you have just done, perhaps without knowing, is to produce an outline of a completed record of your stories and history. Many professional

artists agonize over this step and often avoid it. When they do, it usually means spending extra days rewriting or throwing out unimportant work. Once you have come this far, the rest becomes much easier.

You have also written out an outline of your record by section/chapter headings (major topics) with ideas of how you will divide each section/chapter (sub-topics and the detail). You can literally sit down now and begin recording all your detail points in any order you think is best and finish the record within a week or month!

If you do nothing else but expand on the details you have written, you will have a record your family and friends will be pleased to read.

The rest of this book will help you organize the material a bit better, change some of the order of what you write, help you "flesh out" some of the details and perhaps, make you feel better about how the final record looks. **However**, you have done everything you need to do to actually begin your work and provide your family, friends, colleagues and community an invaluable legacy. I couldn't be happier for you. Of course, when you are done this one, you can begin thinking of the sequel!

The manuscript consisted of letter paper, wrapping paper, programs, envelopes, paper napkins — in short, whatever would take the imprint of a pencil. A great deal of it was written with a child crawling around my neck or being sick in my lap, and I dare say this may account for certain aspects of its style.

AGNES DE MILLE (1905–1993)

Your Outline

You can't wait for inspiration. You have to go after it with a club.

JACK LONDON (1876–1916)

You now have major ideas, events, people, etc., drafted out. You also have a list of “things you don’t want to forget”. Together, these two lists of your work will help you draft an outline like the Table of Contents of a book.

Why draft an outline? This table will give all of your writing, researching and editing direction. You will be able to better decide what should, and what should not, go into your record. The outline will help you keep in mind the ‘big picture’ of what you think is important to say.

This is only your **first draft** of an outline. As you continue to write, research and edit you may very well change how the record and its contents are drafted now. The big psychological edge you will have (that most beginning writers do not have) is that you have an idea of where you are going and how you will get there. A great relief when someone asks you, “So how is the work going?” You simply answer, “Very well thank you. I have a draft of the whole thing

already and now I can spend my time filling in the blanks, doing more research and editing to my heart’s desire.” Their envy will be visible to the naked eye!

If you are writing a book, there are some standard parts to a Table of Contents: Copyright page, Dedication, Table of Contents, Acknowledgements, Preface (if necessary and usually written by someone else as an introduction to your book), and Introduction. At the end of your book you may have Appendices (interesting information but it doesn’t fit into the text of the book), References, and perhaps an Index of people’s names, place names and major themes or facts. Use this, or any other book, as a guide to see how it is structured. Again, you can choose to do this in any way you like.

If you are using non-written media, check to see what a typical outline might look like or just make sure you have a beginning, middle and end to your outline.

You have an idea about the beginning and end of your work so now the time comes to look at all the content parts in the middle. As a first draft you could start with your main topics (the 5-10 words or phrases you wrote above the hot-air balloons over the mountain). You could write out the sub-topics underneath to explain what is in each chapter a little more fully or you could leave them out to keep your readers guessing. Either way is good. The following page is an example of how one of our 7 people might set up an outline.

Sample Outline

Copyright Page (just copy out the content from the copyright page of this book — you do not need to formally register copyright.)

Acknowledgements	page 1
Preface (by family friend perhaps)	page 1
Introduction	page 3
Marriage	page 5
World War II	page 11
Family	page 28
Career	page 41
The Grandchildren	page 56
Appendices:	
Family Tree	page 72
Medical Histories	page 76
Where We Lived	page 80
Family Pictures	page 82
Index of Names	page 91

PART 2

The Who, What, Where, When, Why & How

Note: If you have done the work in the first chapter of this book, “Your Outline by the End of the Day”, this chapter will help you make your writing interesting, relevant and a family legacy. If you have not done the work in the last chapter, then the following information may give you a different, but just as useful, starting point. You may want to look at Appendix 1 and 2 to help you decide what type of information to include in your record.

This chapter is about:

- deciding why you are producing a record,
- who you are doing it for,
- how to prepare the record in a conversational style
- how to organize the work.

You may have done a draft outline in Part 1 so you already have a good idea of how you will organize your record. This chapter gives you an opportunity to stick with your first, intuitive idea or to change it depending on what you decide will be best. If you

do not have a draft outline yet, you will by the end of this chapter.

The art of writing is the art of applying the seat of the pants to the seat of the chair.

MARY HEATON VORSE (1881–1966)

Why are You Producing a Record and for Whom

There are many reasons to prepare a record. Usually we spend too much time arguing with ourselves about why we should not keep a record of our stories and family history! You have come this far, and the hardest part is behind you.

It is important to know why you are producing a record so that you know what should go into the record and what should not. It will also help you if you decide to do a little research about your family history. If you know why you are writing you will know better what kind of research to do.

Here is a list of why people write autobiographies or family histories:

For themselves — some people enjoy doing the researching and writing and want to keep it as a personal record, similar to a diary or journal. Some day they may choose to let others read it, but they write it for

themselves. It is a form of life review that is both personal and intimate.

For their families — most of us would have liked our parents, grandparents and others to write histories about our own family.

As a permanent record of how we remember or researched the history. In this case there is little or no explanation but just a statement of relevant facts, descriptions of happy and sad times, pleasurable experiences and crises.

As a way to **explain and analyze your history**. This type of record has facts but also a personal explanation of what those facts and ideas mean to you the writer. It may include your interruptions of some of your dreams over the years or why you feel a certain way about world events.

As a way to teach others. This type of record uses facts and some explanation as a way to teach other people things you consider important. For example, your family history may have a valuable lesson about how a family that stays close together can overcome all obstacles including war, poverty and illness. You may want people to understand and share your philosophy of life and use your record as a way to teach that philosophy.

Your purpose in recording, whatever it is, will determine how much time you spend recording facts and details and how much time you spend explaining that information

to other people. That leads us to “**Who is going to want this?**”

If your purpose in recording is to share your work with other people, then you need to write to that specific audience. The closer your audience is to you in your life; the less you have to explain your story.

Audience

Your family — if you record just for your family, then you do not need to explain who people are in your story — everyone reading this will know who Uncle George is and how he is part of your family. This audience will be more interested in personal details and will be looking to see what you have to say about them. Keep in mind, however, that in one or more generations, your descendants reading your work will likely not know Uncle George.

Your friends — you may record for both your family and your friends. If you include your friends you will need to add a bit more information about who the main people in your family are and explain some traditions, beliefs and family folklore that your friends may not know about.

If you record for **family, friends and the general public**, then you need to spend more time including details such as who

RECORDING YOUR LIFE AND FAMILY STORIES

everyone in the record is, where the story takes place, why the story is important to you, why they should read it, and any information that you and your family would take for granted but that people in the public need to know to understand what you are trying to say. For example, I am from Holland originally and, therefore, my record has to have some background information on Holland's history, climate, culture and values to help my readers understand my family's place within that history.

Now let's look at your own reasons for recording and who you are doing it for:

Personal Reason(s) for recording:

Who is this record for:

Organizing Your Record

If you did the exercises in Part 1 of this book, you already have a draft outline. You may decide that you want to use some of the same topics, sub-topics and details but in a different order. This is your chance to do just that. If you do not have a draft outline, you can use the following information to decide how you want to organize your information.

A record can be organized in almost as many ways as there are people. There are some general types of organization, however, and you have probably instinctively chosen one already in your draft outline. There is no right or wrong way to organize your record. Whatever you choose will reflect your own character and preferences or the preferences of your audience.

Let's look at some general categories of organizing. None is better or worse. Any will bring out the things most interesting to you and can include any of the *Things I Don't Want to Forget* listed in Part 1.

Birth to Death Chronology

Many people divide their records by the calendar. They begin with: "I was born on..." and end with where they are in their life

right now. If they are writing a history of a family member they may begin with the birth of their earliest ancestor and end with the present time.

This form of organizing is very comfortable for people since it gives them a strict sequence of events to follow, record, describe and maybe, even explain and use as a way to teach others. There are several ways this chronology can be divided.

Straight Chronology

Birth	0-11 years	12-19 years
20s	30s	40s
50s	60s	70s
80s	90s	100s

Events Chronology

Personal

Birth
Early Years
School Years
First Love
Relationships
Career
Marriage
Children
Fears and Dreams
Successes and Failures
Illnesses—death of loved ones, divorce, end of career **Note:** If you write about periods of grief in your life and you find it difficult, find someone with whom you can share some of your sorrow today.
Family Secrets
Further Hope and Dreams

Complete Family History

1700–1750

1750–1800

1800–1850

1850–1900

Grandparents (both sides)

Parents (both sides)

Your Generation

Your Children

Concluding Thoughts

Themes and Issues

Another way to divide your record is by specific themes or issues. We all have so many interests that sometimes it is more interesting to concentrate on those than write a record of one's whole life. You may want to concentrate on some particular activities if they show other people what you see as the important parts of your life. Some people prefer to write about their work, their family or their beliefs without having to write a whole family history or even a complete autobiography.

You might be able to tell if you prefer this way to divide your record by looking at your draft outline. Are your topics related to your career, your family, your politics or your beliefs? You could choose to limit your topics to only one or two themes. In that case your record might be divided into sections/chapters that cover specific events of that theme. For example, a political autobiography concentrates on the theme of politics with the author often dividing the record into: pre-political years, the political start, learning the ropes, successes and fail-

ures and the ending.

You may decide that you would like to discuss more than a few themes, perhaps even 5-10 different chapters each covering a different theme. Whatever you choose will reflect the person you are or the person you would like other people to know better. Again there is no right or wrong way to do this; only your way.

Here is a list of possible themes. Add any that are important to you.

*Environment**Politics**Sports**Relationships**Music**The Arts**Ethics**Religion**Spirituality**Your Children**Your Elders**Your Grandchildren**Your Friends**Education**Books I Have Loved**Justice**Poverty**Men/Women I Have Loved**Struggles Overcome**Dealing with Change**Personal Triumphs/ Failures**Hopes for the Future for Yourself and**Others**Lessons to Leave Behind – Personal Advice to Others**Collection of Vignettes or Love Letters*

Apologies for Past Mistakes
Reflections and Meditations
Fantasies

However many themes or issues you pick, you will need to provide your readers with some basic background information about the theme or issue. For example, if you pick a theme of hobbies and begin to describe glass blowing, it might help your readers to know that glass is made of melted sand and some of the history of this craft. Most important, people want to know why you are passionate about your themes. They want to know how these themes shaped your life, your thoughts and your actions.

People may also need to know a little bit about any relevant chronology. For example, if you have been involved in community sports since you were a child, then a brief history of what you played, which teams you have coached and for how long, might be helpful. If you write about your military history then the readers will need to know a little about your regiment, what the different ranks mean, major battles the regiment was involved in, and how your regiment is different from others.

People are usually interested in your own conclusions about any theme or issue. They are particularly pleased when they find out something new about you or if they are surprised by one of your conclusions. If it is helpful, you might also include a Reference section at the end of the record/book with useful books, films, etc., that you recommend to your readers on any theme or issue. It will allow them to continue their learning if they like and will also serve as a reference for future generation of readers who want a better sense of what people of our time thought about certain things. You can also use the Balloons from Part 1 to flesh out the details of each theme or event.

Physical, Emotional and Spiritual Pain

*Nothing exists but a stream of souls,
that all knowledge is biography.*

WILLIAM BUTLER YEATS (1865–1939)

Whenever you think about your life you will remember times of real sadness, grief or anger. People or events in your life may have caused you real physical, emotional or spiritual pain. Producing a record is only one of many ways to deal with some of those feelings and thoughts.

Recording some of your feelings can be therapeutic but your work on recording stories is not meant to be a therapy. There are people who use family and personal stories as a form of therapy but that is not what this book is about. Seek professional help if you want to go deeper into your stories and feelings. What you are working on here is a record for your descendants to use to help them understand you and the times within which you lived. Also **see the “Libel” section below for what is, and is not, permissible in what you record.**

If you find any part of recording your story difficult, you may want to find someone with whom you can share some of your feelings and ideas right now. Recording may

bring up memories that you had long forgotten. You do not have to include these feelings and thoughts in your record. You might record about these painful events as a way of letting the readers know how you coped with the pain. In this way, you do not have to mention names, places and dates. Rather you want to describe briefly what you have experienced and what you did about it. **You choose how much you want to reveal in your record.** Your record is probably not meant as a “tell all” Hollywood gossip book anyway, so leave out parts that may hurt other people’s feelings. Leave out any parts that may hurt you as well.

If there have been difficulties in your family, or if people are no longer talking to each other, then you may want to write less of a chronological history and more about specific themes and issues. Autobiographies or family histories are most interesting and most helpful when the readers learn something that they can use to live a better life. If you try to blame someone specifically for a problem or try to rationalize your own part in a difficult family situation then you will probably only cause more pain. Remember, what you write now can be read years or decades later after a family situation has improved. If a grandchild or grand-nephew/niece reads what you have written, it may open up the problem all over again. **You may be writing now but you are writing for posterity.**

Libel

When you record stories about other people you must always make sure you do not record anything that can hurt them. Recording a life story or family history is not the place to settle old scores but rather a place to bring people together.

If you are recording a family history that includes confrontations between people, old wounds of abuse or other hurtful behavior, then you must understand the libel laws to make sure you can prove what you say.

Libel means that you bring injury to someone's reputation by words, pictures, or cartoons that expose a person to public hatred, shame, disgrace or ridicule, or induce an ill opinion of the person. It is usually based on someone's supposed criminal activities such as fraud, dishonestly, violence, and immoral or dishonorable conduct. The result defames the person, which causes financial loss either personally or professionally.

The only real defense to a charge of libel is being able to prove that what you have said or represented is true. The libel must affect a person's actual reputation rather than the reputation the person may desire.

The terms libel and slander are often used together. The difference is that libel is something that can be observed and is produced in a permanent form (e.g., written, painted or drawn) while slander is everything else (e.g., telling lies about someone verbally).

In all writing and recording, beyond the rules of libel explained above, **telling the truth** is the most important task of a writer. For example, if parents record how loving their relationship has been while the children were growing up, but the children know that is not true, the story will actually hurt, rather than heal any family conflicts. It is impossible to write the objective truth, but it is necessary to record what you believe to be true. If something is better not said, then do not say it. Recording is for learning, healing and encouraging even greater ties with the people we love and their descendants.

Where to Work?

Writing a record or producing a CD or DVD or similar product requires organization and thought. It is easiest if you have a corner of your home (or even a room) to keep your notes, work in progress, telephone to do any interviews or research, computer for record-keeping, files and other materials. It may inspire you to do the work quicker but also more thoroughly. A separate space means you can hang up photos, posters and other visual effects to help you remember and record the stories and family history that is important to you.

If you cannot put aside a separate corner to work, use several file boxes to store and categorize your materials. If you are using a computer, ensure you have backups of everything you produce. Use files to sort through materials and reorganize them as needed.

Libraries are a wonderful place to research, think and work. Many people are working on family stories and histories and you may meet some of them at the library.

You might also do some of your work with others doing similar projects for their families. Similar to a quilting bee, taking turns sharing homes to work and to talk about your work can be very encouraging.

Sometimes, a writing weekend away from family permits a concerted effort. If a friend is leaving their home for a weekend, offer to house sit and get down to some enjoyable, productive work.

If there is a writers' group or similar organization at the community center, library, Legion Hall or other place, consider joining and learning from others as they learn from you. You will find opportunities to work together or share ideas in different locations. For example, you might go camping with an similarly interested family historian and write, sketch or photograph camping grounds important to your family story. Or you might go to a Pioneer Village, shopping/restaurant district or historical center (e.g., the pier in major cities where immigrants landed) to learn more about the location and record other stories. The "where" of recording stories is endless and a great excuse to travel.

Whatever you do, do not use researching as an excuse not to start recording your stories right away. You can always edit your work later. Get down as many stories as you can as they come to you.

Conversational Style

If you are writing your record, you have the **who, why, where, when** and **what** questions answered. Let's talk briefly about the **how**, or the style, of your writing or other recordings.

For thousands of dollars you can pay an editor or out-of-work writer to take almost anything you record and have them edit it so it reads like a professional writer wrote it. It is an expensive way to hide the personal voice that is yours, and yours alone. It would be such a pity.

When I help people to write I try not to correct all their grammar and their overall style. I correct their spelling, some major grammatical problems that would make the story too difficult to read, and I try to discourage them from using fancy language that doesn't sound like them at all. I recommend that people use old words and short words since we all know them best and feel most comfortable reading them. In other words, I try never to lose their "voice". In the next page is a short story that demonstrates this point.

Oral histories, autobiographies or family histories are so interesting to read because they are about real people. Not people polished up by Public Relations

writers or media experts but real people that we sit down with for a cup of tea. The way people talk is the way they should usually write. It is the way that their family and friends will recognize them fastest. It is the way that descendants can look at generations from now to see how their own language has changed since the "old days" when great-grandma wrote her book.

This style is called **conversational style**. You will know if you are using it when you read something you have written and it does, or does not, sound like how you would tell this story to someone in the kitchen over a lovely home made supper. Famous people have been using this style for years to get people's attention. American presidents have been particularly popular with this style. Franklin Roosevelt used to have his "fire-side chats" on the radio to tell Americans what was new in their world during that week. Harry Truman used to "say it like it is" with such quotable sentences as: "The buck stops here." and "If you can't stand the heat, get out of the kitchen." People love that naturalness in their leaders and in their own family member's records.

If you write like you speak, edit for obvious errors and correct your spelling then you will truly have a **personal legacy** that will remain a family heirloom for generations to come.

George

Oh what a day it was! It was like it is now. It was a warm spring day in my hometown. The sun shone a strong, warm light through

the cool blue sky. The light made our world feel bright and clean. It was so good to be rid of the cold, hard days we had just gone through. There had been brown slush on all the streets, trees and on my house. Folks had been sad and bored for too long.

But that March day the clouds were like soft, white puffs of smoke that used to come from Mom's old wood stove back in Guelph. The wind blew on my face like a child's shy kiss. The noise of Miss Clark's brand new, black Ford could be heard from down on Elm Street. You knew she would not drive that car since it did not have plates on it yet. She was just there in her prized, parked steed, hands on the wheel, foot on the gas as if she would drive to her aunt's for a 4:00 p.m. snack of cake and tea.

Oh what a day it was!

I found a stray cat on our front porch when I left to go to our red brick school. The cat was a few months old, black with white paws and so small it fit in my hand. Kids from the street came by and asked me whose cat it was. I said it was my cat since no one else said it was theirs. I gave it the name "George". I liked that name. George was the name of old man Blake who lived on top of the hill at the edge of town. All the kids thought he was great. He gave us free smiles and sweets when he saw us or when we cut his lawn for him on those hot June days.

I had George the cat with me for the rest of my school days. He sat by me when I had to do my math at night. He gave me a paw when he had to have some food (the dry stuff you mix). He stayed on my bed when I slept. He would play with me when I was home, sick

from school, to help me feel good. He was my best friend for twelve years way back then.

I have a new cat now. I call him George too. He is ten years old but spry as a three-year old. When the sun comes up bright and warm in March, we sit on the porch, feel the spring breeze on our face and share a cup of hot tea. George likes my herb tea. I think that on some of those bright days he thinks of his own Dad, George the cat. I know I do.

Oh what a day it was.

If you re-read this short story you will find that all the words I used are **only one syllable long**. Do you think that my use of simple words results in talking down to the readers? I hope not.

This short story is based on the following principles of writing:

- Use short words,
- Use old words,
- Create a picture in the reader's mind,
- Use short sentences most of the time,
- Use short paragraphs most of the time,
- Use repeat words or sentences to give a rhythm to your writing (e.g., "Oh what a day it was!").

It may appear easy to write with simple words but this story took three times longer to write than any page of academic writing I have done. Writing in everyday language requires more editing of your work. If it meets the needs of your audience, however, it is well worth the effort.

REVISÉD OUTLINE DRAFT

You have looked at why you are writing, who you are writing for, and different ways to divide your record (by chronology, themes or issues). Now it is time to go back and look at your draft outline from Part 1 and see if you want to make any changes or to write a different first draft outline. Remember your instincts are often the best way to go but do not let that stop you from improving the organization of the record any way you like.

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PART 3

More Depth and Color to Your Story

Who would want to hear our stories?

Imagine yourself finding a old box passed down through generations of your family with letters, a journal and sketches made by your great-great grandmother. Would you toss them aside as just old trash? Or would you devour each word, each drawing to try to understand someone from your past? Would you be interested in knowing how they got through cold winters, how they immigrated, or understand the thoughts of a lonely woman as her husband goes off to fight?

Why would your own life stories of seeing television for the first time or using an early computer be any less interesting to future generations? Why would your thoughts about war, nationalism and faith be any less interesting to someone 100 years from now? Sit down and write a letter to them today to get the stories flowing.

This is a short chapter because the information contained in it is not necessary for you to use to finish your record. This chapter looks at several things you might do to

MORE DEPTH AND COLOR TO YOUR STORY

add a little “color” or depth to your work to help people understand your life and times better. You can even forget this chapter for now and come back to it after you have written a draft of your whole record.

When I talk about depth and color I am talking about the times you or your family lived in, the politics of the time, the music, entertainment, major events, etc. It is things like using your five senses of seeing, hearing, smelling, tasting and touching to describe your first day at school, the corner store where you went to buy candy, your favorite aunt’s wedding when you were 7 years old, your first fishing trip with your dad, that first kiss, the day your baby was born, and so much more. It is helping people feel like they are there with you as you describe a certain event.

Depth and color comes from many sources. It comes from your memory, of course, but other ways as well:

Use an encyclopedia, yearbook or Internet search to review the major political, economic, social events of a specific year or decade. See Appendix 4 that provides a brief time line of historical events for some ideas. Find out what people earned a year. What historical events had a major impact on your life: war, the death of a major political leader, the landing on the moon or the fatal accident to the Challenger space shuttle, the day a famous sports or entertainment or political figure won an award, made a new record or died.

Read old newspapers and magazines to find out about fashions, favorite entertainment and famous people.

Listen to music from the era you are writing about and let your readers know what was popular and what you liked best.

Find old photographs to help you get a sense of fashion, taste and your family's own preferences.

Find out about any major natural events such as the coldest winter in the 40s, the most rain or snow, any hurricanes, tornadoes or earthquakes that happened to you or your family.

Look at old maps to see how a specific area of town may have changed over the decades. The site of the local mall may well have been a forest with a pond where your parents or grandparents used to play.

Examine how major inventions changed people's lives. In my grandfather's lifetime, people went from horse and buggy to minivans; from kites to jets and spacecraft; from ink wells to computers; from being 22 years old as a country to over 100 years old; from writing letters to sending emails; from using an abacus to using pocket sized calculators; from reading great novels to watching them on a rented DVD with color televisions; and from sharing a phone line to cellular phones. My grandfather saw a Zeplin before the Wright Brothers flew their first plane. He experienced two world wars. All of these changes affect how we live today.

Interview some family members, friends or old neighbors to discover what events changed their lives. It could be cousin Johnny coming home from Korea or Aunt Mildred winning the pie-baking contest at the county fair three years straight in the 1920s. It could be Saturday night dances at the local dance barn or Sunday morning religious services in the old church that burned down in '31. It could be the harvest of '42 or the day school was closed in '93 because of the blizzard. All these events may have important stories to tell if you only ask.

Once you have a sense of this depth and color, you need to describe how it affected you or the people you are writing about. By using your senses you can create a picture in the reader's mind — you add a depth and color to your work that will be memorable.

Use some of the information in the Appendices to add further color to your stories.

PART 4

Helping Others to Record Their Stories

Helping to record someone's life story or family history is about being with someone as they review their past and speak about their hopes for the future. It is a gift of curiosity and interest that you give to someone when you show an interest in helping them record their stories. It is a mutually satisfying relationship and one that you may well treasure the rest of your life.

Helping someone record their story is not a therapy; it may, however, be therapeutic. There are trained people who use 'life reviews' as a form of therapy. This book is not a guide in how to do that. This is about helping people record what they want others to know about them. Someone who has experienced war may well choose not to record their experiences or feelings. Others will write a great deal about their war experiences and never mention that their first born child died at the age of 2. This is their record and they decide what goes into the record and how they prefer to record their stories.

Many people will not believe their life is worth recording unless one other person believes their life is worth recording. Many people will not believe their life is worth recording if **you**, as their assistant, do not believe that **your** life is worth recording too. If we truly believe that everyone has a story to tell, then we must record some of our own stories as well. It is much more honest to show interest in other people's stories, regardless of their life experiences, if they know you have recorded your stories for your own family, friends and others.

Listening to someone's stories with genuine curiosity and profound appreciation is more important than responding emotionally to the traumas and tragedies of the person's life. So many of us fear burdening other people with our stories. If we believe that something we say will sadden someone, cause them to lose sleep or frighten them, we are less likely to tell them important parts of our histories. If we believe that a person is listening with curiosity and interest in our lives, as an objective journalist might, then we are likely to tell them more profound stories. I have heard some heart warming and gut wrenching stories from people because I have let my curiosity respond to their words rather than my emotion. It is not always possible, but it is usually preferable.

The rest of this book will guide you in ways to help people record their stories. There are sections on different recording methods and the appendices can be particularly helpful in guiding you through some questions you might ask to get the conversa-

tions going. The key is not to overwhelm people with questions but rather to enjoy their story telling, in their way and at their pace.

Some practical considerations (in no particular order):

Prepare yourself before you begin. Carefully review all the sections of this book so that you will have a variety of approaches to take with someone interested in recording their stories. Different people respond to different methods, so you will need some awareness of various approaches before you begin. Some will like the ‘hot air balloon’ metaphor of what rises above the rest. Others prefer thematic or chronologic approaches. Others just start talking!

Helping someone record their stories can be a very intimate experience. People must trust your ability to hold confidential anything said and not recorded. They must know that you will keep private anything they accidentally say that may hurt others. They must also understand that you will not help them libel or hurt others maliciously.

If possible, find out some things about the person before you interview them. You may know their family or friends who can provide some interesting background information to help you narrow your questions down to what might be most helpful in the beginning. For example, if you know the person has been a figure skater and a judge in the sport, you might start with a question about that. If you know the person was involved in the civil rights movement in some way, you might begin there.

If appropriate, when you first begin talk-

ing with the person about their stories, you might tell them about the **Canada 150** project and our goal to collect 150,000 family stories for Canada’s 150th birthday. Their collection of stories could be part of that collection or not. It is completely up to them. Your help may be needed to assist the person in recording some stories and thoughts restricted just to family members and friends.

Begin with the simplest method first — listen to some stories. Record everything you can as it may help you later on in piecing together the stories. If you cannot record the stories, take a few minutes after your conversation with them to write down as much of the stories they told you as possible. You can use your notes to ask further questions later on. Do not ask too many questions at first. Let the stories flow from them after a simple question generated from a family picture on the wall, a hobby you know they are passionate about, or where they worked. Keep it simple and with a curious attitude.

If you have little time with the person because they are ill, encourage them to tell you something they would like to share with their loved ones. You can promise to record their thoughts in the form of a letter or DVD, if they like. Even a short, loving note from a person near the end of their lives leaves a legacy that will be treasured, re-read often and passed along.

People may feel uncomfortable if you use a cassette recorder or video camera to record their stories. They may also feel uncomfortable if you take detailed notes or

use a computer to record their words. In these types of cases, I try to listen to only one or two stories at a time. After I have left the person, I record what I think they said in a notebook I carry with me or I dictate into a digital recorder right after our time together. Later on I type up their story from my notes or dictation. I print up a copy of the stories I have recorded and bring them back to the person to correct. This gives them a complete sense of control over their stories.

Ask questions out of interest rather than an assumption you know what the person wants to write about. Use some of the techniques in this book to help people decide what “rises above the rest” in their lives. For example, you may know a person for years and assume you know the parts of their stories that are most important. However, you may not know about events in their childhood or youth that the person thinks are more important in understanding who they are as a person. Nor may you know those accomplishments, failures, fears and joys that were most important to them long before they met you.

Do not worry too much about the overall structure of the book or other recording media at the beginning. If you do not know the person too well, use the first few chats to get to know them a bit and build a rapport of trust and mutual interest. Be willing to share some of your own stories if the person asks so they understand that they are involved in an exchange rather than an interview. Once you have a good overview of what the person is interested in record-

ing, you can get more specific about the structure of the final book or recording.

Feel free to use many of the other techniques described in this book to help people remember stories including looking through photo albums, old Super 8 films, or asking permission to sit in on a conversation that the person has with old friends or family members. These group discussions centered around remembering specific incidents in a person’s life can be wonderfully funny and, sometimes, profoundly moving.

Recognize who you are doing this for. It is their record you are helping them with, therefore, give them complete control over the content and process of recording their stories.

You must know your own limits and recognize that you are not a therapist. It is typical for people to experience some sadness and tears as they relive past experiences. It is harmful if reliving those experiences affects their behavior and moods negatively long after they have told the story. Refer people to professional counseling if you think they are hurting themselves, or others, through reliving some of their earlier experiences.

If you are helping someone write stories or produce a record, you will need to give them drafts as you go along to allow them opportunities to fill in information gaps or correct errors of fact or grammar. If you are using other media, it may be more difficult to go through several edits, but keep in mind that this recording may become a family heirloom, and therefore, require more than the usual amount of editing.

Enjoy the process. People have wonderful

stories to tell when someone shows an interest. Never let the recording process get in the way of laughter, enjoyment, curiosity and a desire to learn from the experiences of others.

Recording stories is about learning from our elders, children, parents, spouses, colleagues, family, neighbors and friends as we used to do generations ago. Imagine reading your mother's first letter to your father. Imagine listening to a tape of your grandfather telling stories to your father about fishing in their favorite fishing spot in 1950.

Stories are also about learning from children as they tell about their world, their thoughts and memories and their dreams. Imagine reading the thoughts of your father as he wrote about his first trip out West when he was ten. Imagine listening to a tape of your mother when she was 6 years old and telling a story about her favorite stuffed animal or singing a song that made her laugh.

Stories also help us learn from ourselves while we record some of our history as we continue to live it. I read a letter I wrote my grandfather when I was 13 telling him how I wanted to turn part of my bedroom into an office — I was working toward self-employment even then but I wouldn't remember that story without the letter.

Review the Appendices for possible questions to ask. Use them only as a way to encourage the person to tell their story in their way. You can always re-organize the stories later on.

It can be exhilarating, strengthening and a wonderful way to enrich our lives through a common interest in story telling.

INTERVIEWING TIPS

There are some simple interviewing tips that can help you use your time effectively.

Be prepared by making a list of the people you want to interview in person, by telephone and/or by mail/e-mail.

Write out your questions so you won't forget anything important but allow the interview to go in another direction if that is what is working best. You may have different questions for different people you interview. For example, you might ask your mother about what it was like for her to go off to war and your grandfather what his favorite fishing stories are.

Check your equipment! I have given some interviews twice or even three times because the journalist did not verify that their equipment worked. Make sure the digital recorder and/or video camera has several tapes and backup batteries or electrical cord. Practice before using equipment. Make a brief introductory statement on the audio/video tape identifying the interview, date and place before going to the interview so you do not have to do it there. Physically label all your cassettes right away.

Before you begin using equipment at the beginning of the interview, help the person feel at ease by having a light conversation as you casually put your equipment in place. Try to keep their focus away from the equipment as much as possible.

Minimize noise from air conditioners, washing machines, dishwashers, telephones, radios and televisions by locating the interview in a quiet area. Make sure you can see the tape moving occasionally so that you do

not miss any of the interview.

During the interview, you may jot down a few notes to help you remember the interview later on and to find stories on the tapes easily. You might also jot down new questions as they come out of the discussion for that interview or for a follow-up interview.

The person may need a minute or two to prepare their answer in their head before they go ahead and speak. Give them that quiet time. When you do you may receive more thoughtful and enlightened answers.

Don't interrupt them even if they are not answering your question and going off in another direction. Let them tell their story, their way. Bring them back to the question if you need an answer but let their thoughts move in the direction they want as these tend to be the stories most important to them.

End the interview with the question: "Is there anything you thought I would ask that I didn't?" or "Is there anything else you wanted to say but didn't have time to record?"

Don't over stay your welcome. Elders and young children may tire of talking after 30-60 minutes. Ask them if they would like to continue at a later time if they appear tired.

After the interview do two things:

Write out a brief summary page of the interview with the following information: name of person, address, where interview took place, date, times, length of interview, number of tapes and where located, brief summary of content areas and names of people and places mentioned, areas to follow up on in subsequent interviews.

Type up a transcript of the recording if you are writing a book. Label your tran-

script in the same way as the recording and note where you are storing them.

Store your notes, audio and videotapes in safe places. If you use a computer you must make backup disk copies and print off a hard copy. For older audio and videotapes, make copies. If you have Super 8 films or other older media, transfer them onto more modern media (e.g., videotapes, CDs, DVDs). Label all photographs that are important to you. You may know who Uncle Harry is but your children may not know in 30 years!

The interview and recordings belong to the person you are helping. Once you have finished helping them, return the materials to them for safekeeping. Only the finished product, if it is going into the **Canada 150** collection will be stored in the Library and Archives Canada.

If you are collecting stories to compile into a book or recording yourself, you should ask people to sign a waiver acknowledging their understanding of what you are going to do. Check with a lawyer about the proper wording. It might be a simple letter between you and the person, signed and dated, saying something like:

I, (their name and address) am pleased to contribute my stories and ideas through interviews with (your name) to be included in your project. I release all my rights, without condition, to the stories and interviews to help preserve these stories. I understand that the stories and interview material may be produced in a not-for-profit or a profit-making book, audio/video recording or multi-media presentation, and/or be placed on a website(s).

PART 5

Appendices

Appendix 1: Ways to Generate Further Ideas

What Else Rises Above the Rest

I have a great responsibility because I can afford to be honest.

MAY SARTON (1912–1995)

Throughout this book you may have completed several exercises that help you look at what things intuitively rose above other things, people or events in your life. We do not choose to remember every minute of each day so why do some memories stay with us and others do not? Why do they “rise above the rest”?

Whether or not you have done the exercises in Part 1 or 2, here is an opportunity to jot down notes about what rises above the rest in your life. Pick one or more of the questions below and write down some words or phrases that summarize your answer. You can choose to use this information in designing your outline or keep it for personal use. We will start with some general questions and move to more specific ones. You may include an appendix to your own recording with specific answers or include them in the body of your work.

Who rises above the rest?

What events rise above the rest?

What places rise above the rest?

What feelings rise above the rest?

What things can you see in your imagination that rise above the rest?

What sounds rise above the rest?

What tastes rise above the rest?

What achievements rise above the rest?

What disappointments rise above the rest?

Why do other major events and people not stay with you?

What spiritual aspects of your life rise above the rest?

APPENDICES: WAYS TO GENERATE FURTHER IDEAS

[illegible]

RECORDING YOUR LIFE AND FAMILY STORIES

THE SPECIAL PEOPLE IN YOUR LIFE

As you were growing up in your family home and later in your adult life there were people who made a real difference to how you saw the world. They deserve to be remembered. Write down their name, when you knew them, and why they are important to you. You may keep this information for yourself or include it in your record to share with your family the people in your life that have made a difference.

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LESSONS LEARNED

Write down any words or phrases that will help you remember important lessons you have learned in your life. For example, describe a specific success or failure you had and how it influenced your life.

[illegible]

COPING STRATEGIES

[illegible]

DREAMS AND HOPES FOR READERS

List any words or phrases that will help you remember any dreams and hopes you have for the people who read your record. These hopes and dreams can be for parents, children, grandchildren and friends.

[illegible]

RECORDING YOUR LIFE AND FAMILY STORIES

WHAT YOU WISH YOU KNEW WHEN YOU WERE YOUNGER

Jot down any words or phrases that will help you remember what you wish you knew when you were younger. For example, how to talk to your parents better or introduce yourself to a new guy/girl in school, or that you wish you knew how important families and friends really are to you.

[illegible]

THINGS YOU WANT TO SAY TO LOVED ONES

Write out any words or phrases that will help you remember what you want to say to your loved ones but find difficult to say out loud. Life is sometimes filled with regrets about things we wished we had said to someone. This is a golden opportunity to say those special words to those you love. You may even write your thoughts and comments about people who have died as a living tribute to their memory.

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WHO DO FAMILY MEMBERS LOOK AND ACT LIKE

Many of us are curious about who we look like or act like. Do we have grandma's eyes and father's chin? Do we talk the same way that Uncle Frank did when he was younger? Do we walk like Aunt Joanna? When the family sings together, is it like it was in Mom's family when she was younger? Is the way we draw similar to what our sister did when she was a child? Does our son laugh in the same way his great grandfather laughed? Of course, much of how we look and what we do is unique. But we do inherit, biologically or behaviorally, certain mannerisms, movements and looks from our ancestors. Write down any that come to mind for your family.

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QUESTIONS YOUR FAMILY AND FRIENDS WANT ANSWERED

One of the gifts you can give your family and friends, is the opportunity to let them write out specific questions they want you to answer in your record. You get to choose, of course, if you will answer them but it does give them an opportunity to be part of the record before they read it. Tell them you may, or may not answer them so they will be prepared. Their questions will also give you an idea of what they think is important about your life and their lives.

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YOUR VARIOUS HOMES AND NEIGHBORHOODS

It is said that geography makes a people. If this is true, then places you have lived will have had a real impact on the person you have begun. Certainly there is a difference between people raised in rural communities and cities. Within a city, people living near parks, creeks or in the suburbs will have different experiences from those who live near the downtown core. People living in houses have different experiences from people living in apartment buildings. How have your homes and neighborhoods affected you?

[illegible]

WHAT FAMILY TRADITIONS ARE IMPORTANT TO YOU?

Many of us have favorite family traditions as well as traditions we would rather forget. Many people enjoy memories of singing songs by the family piano after a Sunday meal. Others remember Holy Day traditions that brought out the best in their families. There are also those traditions that brought out the worst in us including, perhaps, competitive family sports or games, or the traditions of dividing up household chores. What are your family traditions and why do you believe they should, or should not, be continued?

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WHAT WOULD YOU NOT LEAVE BEHIND?

[illegible]

FAVORITE FOODS

So many of our favorite memories center around food. One just has to smell a certain kind of food to remember all the meals where that food was shared with people we care about. Food also involves the preparation and the cleaning up — each event provides ample opportunity for funny stories about meals gone wrong, dishes breaking, food fights and more! What memories do your favorite foods and smells bring back?

[illegible]

FAVORITE ENTERTAINMENT

The entertainment we enjoy (as well as the entertainment we do not enjoy) tells something about us. Some people prefer rock and roll music while others prefer classical. Some people prefer going to a play while others thrive on a good murder-mystery movie. Some people like to observe entertainment while others prefer to do the entertaining. Some of us may remember a time in our childhood when we loved to entertain people, while now we are shy to speak in public. What does your favorite entertainment reveal about you?

[illegible]

FAVORITE FASHIONS

Perhaps you love to dress up in fine clothes or perhaps you prefer the blue jeans and sweat shirt approach. Each says something about us which can be quite fun. Perhaps we dress up only for work or to please a loved one. Perhaps we like long dresses because they are warmer not because we do not want people to see our legs. Perhaps we enjoy few clothes (and therefore the summer) more than many clothes. Perhaps our old fashion habits bring laughter to our memories as we remember the silliness we used to go through to impress the girl in row 2, aisle 5 in Grade 8. Which of these, and other fashion statements, apply to you?

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FAMOUS DATES IN HISTORY

Most people older than 50, use the Kennedy assassination as a common historical marker. “Where were you when...?” Others use the first landing on the moon, D Day, November 11th, 1918, or when the space shuttle, U.S.S. Challenger, blew up on takeoff. Pick some of your own famous dates in history to tell others where you were, what impact that day had on your life and why you think it is an important date in history. See the Appendix on Historical Information to help you identify key historical dates for your stories.

[illegible]

FAMOUS PEOPLE YOU HAVE MET

Did you ever attend a concert by a famous singer? Did you see a president, royalty or celebrity drive by in their limo? Have you ever talked to a Bishop or famous Rabbi? Did you ever get a famous person's autograph? Did you see your favorite politician when you were on vacation? Do you remember your favorite sports star when they came to your town? Famous people can inspire us or disappoint us. Whatever your experience, how did meeting someone famous influence your life, if at all?

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YOUR PERSONAL HABITS

Imagine your family, friends or work mates putting on a skit at a birthday party highlighting some of your more interesting personal habits. What would they be? Do you pick your nose when no one is looking? Do you speed on back country roads? Do you have a conversation with the passengers in other cars on the highway as you drive along? Do you always stop to have a little chat with the other people in the grocery line? Do you always read the newspaper at the breakfast table while the rest of the family talks to each other? What are your personal habits? What do they say about you?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WHAT MAKES YOU LAUGH OR CRY?

Drama, films and plays, music and so many other things are designed to bring out our laughter and our tears. What makes you laugh or cry? Is saying goodbye at airports or train stations particularly teary for you? Does a good stand-up comedy routine make you laugh? Does watching a baby sleep bring a smile to your face? Does seeing a family member with toilet paper up their nose make you laugh? Would having a young child bring you a bouquet of weeds make you smile? Would participating in a good food fight make you laugh? What makes us laugh and what makes us cry reveals some of our deepest feelings? What makes you laugh or cry?

[illegible]

WORD GAMES

Sometimes we wish we knew more about what our ancestors thought about certain things. For example, what did they think about issues such as war, poverty, love and hate? Here is a chance to record your own thoughts.

The following list comes from *A Personal Journal of Beliefs, Assumptions and Behaviors* (1995, 2000) by Harry van Bommel [reprinted with permission].

There are over 150 topics listed in that journaling book. Readers use the book to record their thoughts, beliefs, assumptions and behaviors relevant to each of the topics. I would not suggest writing or recording your thoughts and beliefs on all the topics listed below. It will sound repetitive (which it has to be if one's beliefs, assumptions and behaviors are somewhat consistent). Pick a few topics and begin early on to write some of your own thoughts. Then it really will be your own thoughts. Remember the idea is to have some fun while examining your own beliefs, assumptions and attitudes.

There are a lot of topics to write your thoughts on. Perhaps there are too many headings. Write about those thoughts that interest you and ignore the rest. If you have summarizing thoughts that reduce your beliefs into several special thoughts; write those instead. This is part of your legacy. Do what you like and/or what you think will help those who read it one day.

abilities	duty
abortion	education
angels	elders
anxiety	ethics
arguing	euthanasia
associations	evil
assumptions	excellence
aunts and uncles	expectations
balance	failure
beauty	family
behavior	father
boats	fear
books	flying
boyhood	friendship
bravery	fun
brothers and sisters	geography
burnout	gifts
camping	Global Village
Canada	God
capital punishment	grandchildren
cars	grandparent
change	gratitude
charity	grieving
child-like feelings	growing up
children	guilt
choices	happiness
committees	hatred
communication	health
complaining	health care
complexity	heart
conflicts	helping
courage	heaven
courtesy	hiking
creativity	history
death	home
discipline	hope

APPENDIX 1: WAYS TO GENERATE FURTHER IDEAS

hospice care	peace	success
hugging	peacefulness	suffering
inferiority complex	perspective	teaching
jobs (career)	philosophy	time
judgment	pleasure	trains
justice	political correctness	truths
kindness	politicians and bureaucrats	"turf"
knowledge	politics	values
learn	poverty	violence
learning	praying	vision
life	preaching	volunteering
listening	promises	vow
logic	public speaking	wants
love	guiding principle	wars
managers	quality of life	wealth
(management)	quiet	welfare (government programs)
marriage	reading	wisdom
math	"real world"	wonder
medication (drugs)	resilience	words
meditation	relationships	the world
memory	religion	world view
memories	rights	writing
miracles	rituals	youth
moralizing	saying "no"	whatever you like
morals (the question)	school	
morals (the action)	self-defense	
mother	senility	
naiveté	service	
nature	sickness	
nieces and nephews	simplicity	
nurturing	social safety net	
old	soul	
optimism	spouse	
organizations	starvation	
parents	strength	

PHOTO AND TREASURE MYSTERIES

A great adventure into your past is to find old photographs and investigate what they mean. Who is in the photograph? Are they related to you? What was the occasion? What do you think the people were like in those days (if it is an old picture)? Do the surroundings tell you anything about when the photo was taken? For example, if a radio is the biggest piece of furniture in the living room, does this mean the photo was probably taken before the 1950s? What clothes are people wearing? Does that tell you anything about when the photo was taken, for example, at a yearly family holiday in the 40s, 50s or 60s? Are there any pets in the picture that help tell you how old the photo is? For example, if you had a dog named Pierre in the 1970s and he is in the photo then you know what decade, at least, the photo was taken.

Do you look like your ancestors? How? Do your own children look like you? How? Are there distinctive family traits like a typical face, nose, ears, body size, walk, talk, or singing voice?

This exercise can also be done with old Super 8 movies, videos or even 16 mm films. You can become the Sherlock Holmes of your family and find out all sorts of interesting information that people will have forgotten. Yet another gift you can give to your family.

You can also do similar investigating by picking up objects in a parent's or grandparent's home and finding out what it means or if it is important. For example, is that pocketknife in your father's fishing box

special? Maybe it was a gift from his father. Or what is that patch in your mother's dresser drawer? Perhaps she wore it during her military service in the war.

TOP 5 LISTS

A popular technique is to categorize some of your favorite/least favorite things into lists. Here is a sample:

Top 5 principles to live by.

Top 5 most important lessons learned/taught.

Top 5 qualities you look for in a good friend, sibling, parent, grandparent, neighbor.

Top 5 reasons to have a relationship with God.

Top 5 lessons that children can teach adults.

Top 5 lessons that adults can teach children.

Top 5 lessons that grandparents can teach their children and grandchildren.

Top 5 reasons why prayer is helpful to you.

Top 5 rules for working together well in groups/teams.

Top 5 rules for resolving conflicts that are important to you.

Top 5 rules to follow by a grandparent, parent and child.

Top 5 rules to effective management.

Top 5 favorite quotes.

Top 5 things you would like other people to copy from you.

QUESTIONS AND MORE QUESTIONS

There are other questions you can choose to answer. Do not try to do them all or else your record will become too detailed and too long. Pick those that “rise above the rest” for you.

There is no “right” way to answer these questions. They are guides to help you tell your story in your way. You don’t need to repeat the question in your own story telling. Use them to get your creative juices going and to help you remember people, places, things and ideas that matter to you. There is also no special order to the questions. Again, they are just memory aids. Use whichever ones bring back a memory you want to share. Some questions may sound repetitive but each may trigger different memories.

Some questions are for people who are married and others are equally for people who are single or married. Some questions are for people who have children while others assume you are recording your stories for yourself, friends, colleagues and prosperity. All stories are equally valuable as a legacy.

Each of the questions directed at you can also be answered as if directed to your parents, grandparents, aunts and uncles, important friends and neighbors, your own children (never too early to record their stories!).

Questions About Your Youth

How are you like your mother and father?

When were you born (date, time, place, your weight and height)?

Who do you look like (parent, aunt/uncle, grandparent, famous celebrity)?

What is your first childhood memory?

What are some of your funniest family stories (e.g., who was the family clown, the day you made your first breakfast for your mother, the day Dad fell in the lake)?

What special outing(s) or adventure(s) did you have with your parents that helped shape who you are today?

Did you have favorite pet(s)? Describe them.

How did you decide to leave home and strike out on your own?

If you could live your childhood over, what would you change and why?

What would you like your own children to experience similar to your childhood?

What are your most vivid memories of your childhood?

Complete this sentence and explain the importance of your answer: “My parents always said....” List other memorable quotes or sayings from your family, neighbors and teachers.

Describe important experiences you had in Guides/Scouts, summer camps, youth sports teams, dance classes, music lessons and other organized programs.

When and how did you learn to: walk, ride a bike, swim, drive, climb trees, work farm machinery, hammer, etc.? These are often

RECORDING YOUR LIFE AND FAMILY STORIES

- times that have funny or ‘painful’ memories of trial and error.
- What was/were your nickname(s) and did you like them?
- Why did other children want to play with you?
- Why did other children make fun of you? (Children can be cruel. If you were hurt in this way, how did you cope and how do you treat people differently, yourself, because of these experiences?)
- Why did your parents marry? Were they in love? Was it an arranged marriage?
- What were your favorite songs growing up? What were your parents’ favorite songs and why?
- Did you sing together or play musical instruments together in your family? What kind of music? When? Did you perform for other family and friends?
- What did you enjoy doing most when you were a child — alone and with others?
- What is the origin of your first and middle names (e.g., named after a: family member, famous person or parent liked the sound of the name)? What is the origin of your last name and your parents/grandparent’s last names?
- Describe your childhood home(s) and your favorite place inside and outside.
- What religious beliefs did you grow up with? What spiritual leaders and rituals had an impact and why? Did you have a favorite prayer that helped you the most? What religious beliefs, rituals or prayers were not helpful and why?
- When were you lonely and why? What did you do?
- Describe your parent’s favorite and worst: beliefs, work, hobbies, books, music, car, home, food, drink, vacation, radio/television programs, etc.
- What were your favorite childhood celebrations and why (e.g., religious holidays, birthdays, last day of school)?
- What were your fears growing up and how did you deal with them? How have you changed your coping strategies over time?
- How did you settle conflicts with parents, brothers and sisters, friends? How did you deal with school or neighborhood bullies? Were you a bully yourself and why?
- What were your favorite chores and your least favorite ones?
- Did you have a favorite Sunday drive or activity?
- What was your favorite childhood radio or television program and/or movie?
- Did you get an allowance and if so, how much?
- What were your favorite snack foods and how much did they cost?
- What was your first job and how did you get it?
- What pranks did you do to others and what pranks were done to you?
- What crazy fads were you involved in?
- What happened when the first radio, television, video player or computer came into your home?
- Did you have a favorite hiding place (e.g., clubhouse, tree, closet)? Describe it.
- What was the nicest thing(s) anyone did for you in your youth?

What was the worst thing(s) anyone did for you and why?

What was your first kiss, first date and first love like?

Did you have a favorite book to read over and over again?

Did you keep a diary? Have you read it recently? What surprised you about what you recorded as a youth?

Did you have a mentor? Describe her or him.

How did you first learn about sex?

Were you a rebel as a youth?

Do you have any regrets about your youth?

What were your favorite toys or games? Marbles, spinning tops, wind-up toys, racing cars, toy guns, dolls, puzzles, 'robots', toy soldiers, models, train sets?

Who were your best friends and why?

What is your favorite memory of your mother, father, grandparents, siblings?

Did you go to family reunions? What were they like?

Did you go to community or religious picnics, fairs or special events? Describe them.

When did you first experience the death of a family member, neighbor, or friend? Describe your feelings and thoughts. What was it like to go to your first funeral?

Where are your relatives buried (be specific)?

What did you want to be when you grew up? Why did you change your mind (if you did)?

Describe your schools, teachers and special

feelings toward elementary and secondary school.

Describe any other schooling you had (e.g., trade school, military training, college, university).

What extracurricular activities were you involved in? Describe them.

Describe any camping trips you took as a youth and their influence on you.

Complete this sentence: "In my day we behaved differently than the youth of today because...."

Complete this sentence: "In my day we used to say things you don't hear anymore like...." (e.g., "That's the cat's meow!")

Complete this sentence: "In my old neighborhood we...."

Complete this sentence: "In my youth things like stamps, gasoline, soft drinks, candy bars, a car, a house, groceries, jewelry, public transportation, movies, college, etc., cost...." (give specific amounts).

Questions About Yourself

How do you help others and why?

Complete this sentence: "My main source of inspiration and motivation has been...."

What is your parenting style and how is it the same/different as your own parents and grandparents? How would your children and grandchildren describe your style now?

Describe your medical history (and that of your ancestors) to see if there are any trends.

What crafts do you enjoy and why (e.g., knitting, woodworking, painting,

embroidery)?

What volunteer work have you done and which did you enjoy most (and why)?

What are your spiritual strengths and needs?

What are your morning, daily, dinner and nighttime routines?

Complete this sentence: "The first meal I cooked was...." and describe how it felt and how people liked/disliked it.

What special talents do you have and how do you use them?

What do you still want to learn and how will you learn it?

What is your most treasured possession and why?

Where have you traveled and which places hold special importance (e.g., back-packing through Europe, rainforest in Costa Rica, boat cruise in the Caribbean)?

What is the 'greatest' thing you ever did and why?

How have you coped with tragic events in your life? What lessons can you pass onto others because you have experienced and survived these tragedies?

If you were in the military, describe important events, their lessons for you, your fears and how you coped with them, the camaraderie, the lifelong friendships, etc. This is usually a rich period of experiences (some pleasant and some not). People often do not talk about these times yet these are the times that help define your character and your perspectives. Share what you think would be helpful for others to learn.

Did your family immigrate to this country

and if so when? Also give information about where they left from, where they arrived (e.g., date, port/airport/border crossing).

What is your citizenship and if it has changed during your lifetime (and those of your ancestors), give details.

List all of the places you have lived and some thoughts on each.

Have you received or been nominated for any special awards? What significance do they have for you?

What are some of your favorite recipes? Can you write out several for others to try?

Do you have any special collections (e.g., stamps, coins, videos, sports memorabilia, books, music)? Describe why these are important to you.

What languages do you speak and why did you learn them? What languages are spoken in your family now and in the past?

Describe how retirement has been, or how you hope it will be, for you.

Complete this sentence: "One thing I would do differently is...."

Complete this sentence: "I still hope to...."

Complete this sentence: "Throughout my whole life the one thing that has remained consistent is...." (This could be a specific value you guided your life by, a love that sustained you, a dream that directed you, a prayer that comforted you.)

Questions About Your Family

If you were going to write a book about your spouse, best friend, children or grandchildren, what would be the chapter titles?

How did you meet your spouse and/or best friends?

How did you propose/accept your marriage proposal?

Describe your first home and your fondest and most memorable experiences there.

Describe the pregnancies and births of your children.

What family heirlooms do you want to pass along to your children and grandchildren? Explain their importance and history.

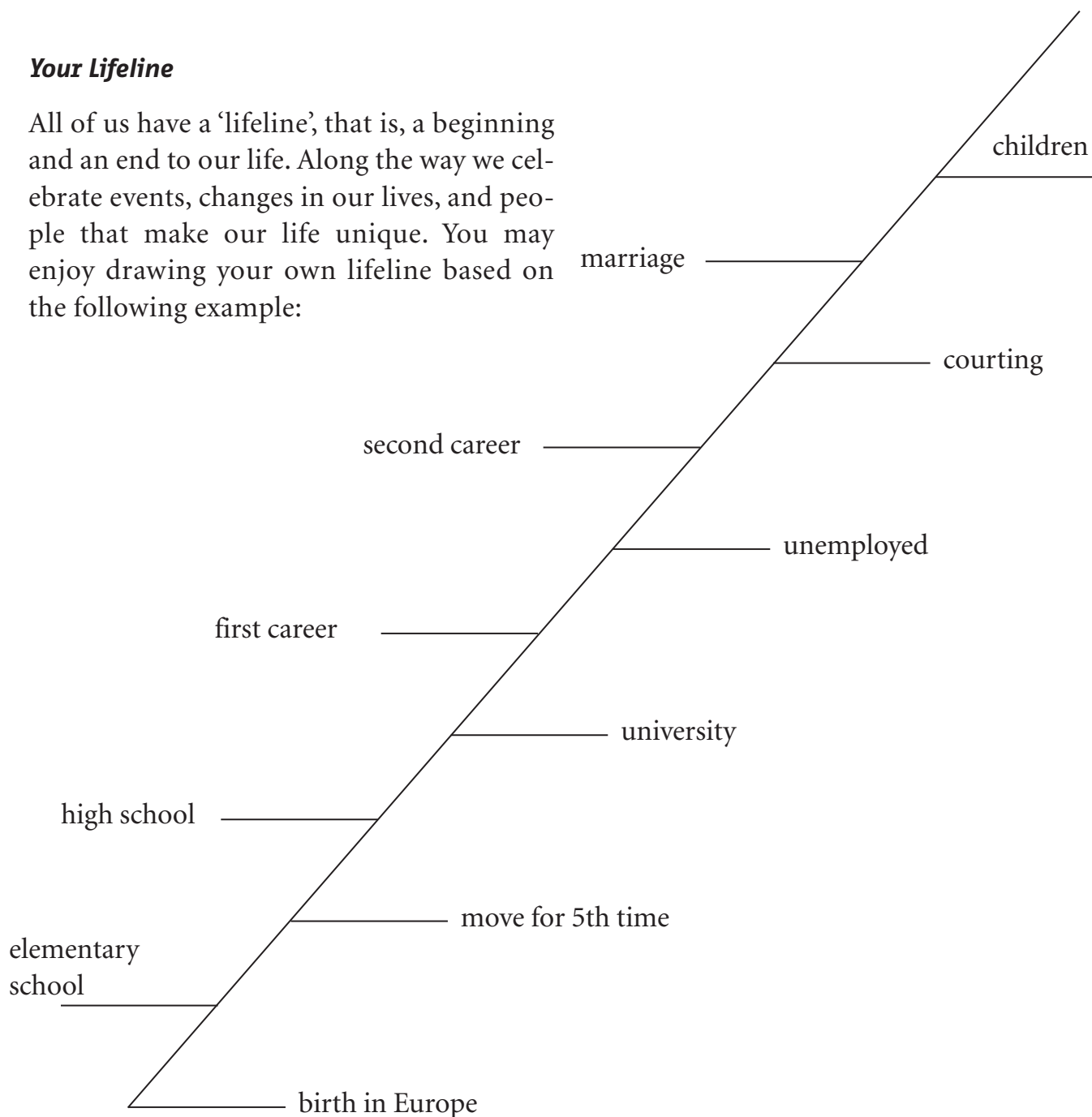
Does your family have a crest or coat-of-arms? Explain their significance.

What are some family 'firsts' that are important to you (e.g., first vacation, first baby, first anniversary, first camping trip, first home)?

Appendix 2: Data Collection

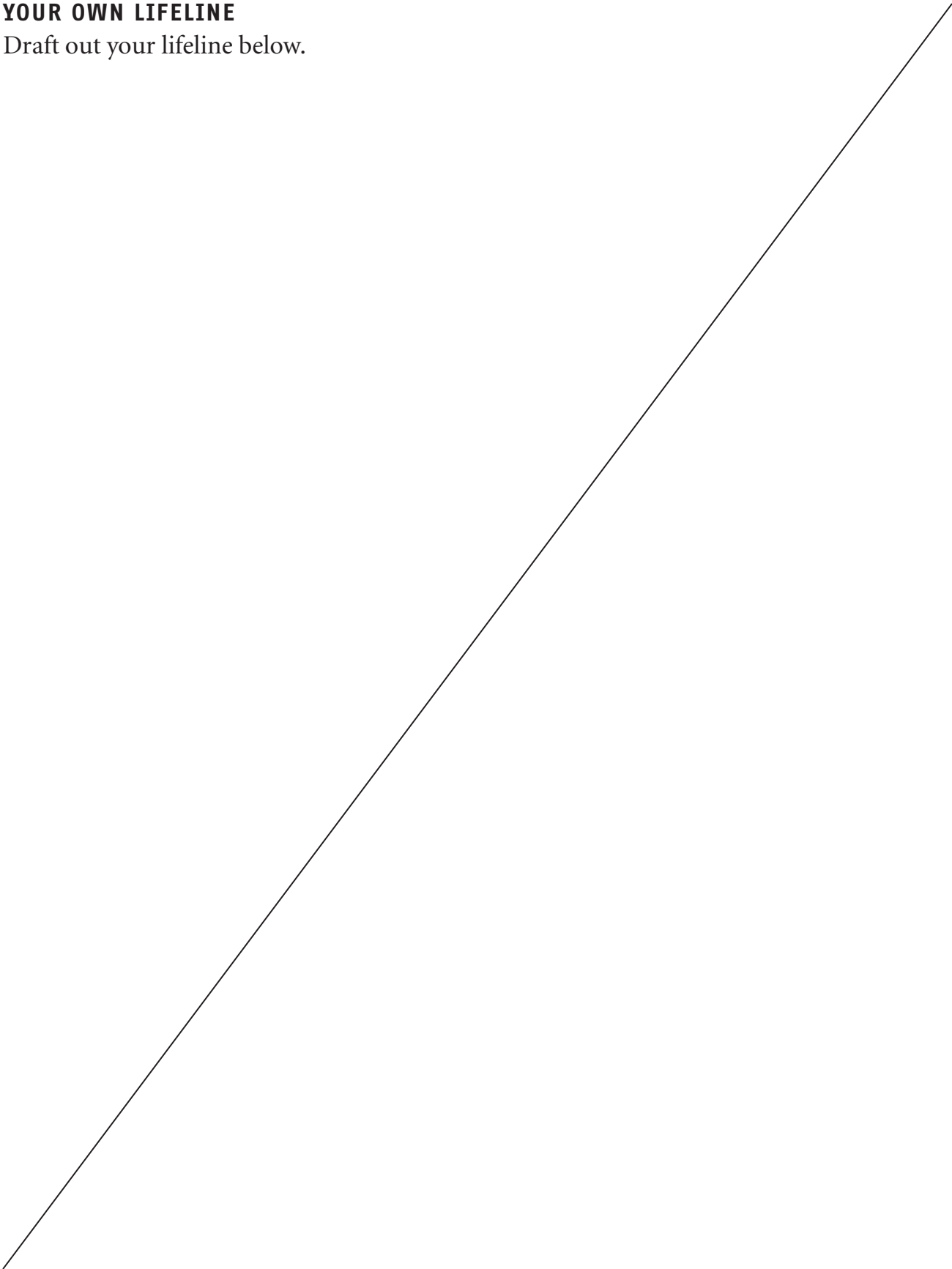
Your Lifeline

All of us have a 'lifeline', that is, a beginning and an end to our life. Along the way we celebrate events, changes in our lives, and people that make our life unique. You may enjoy drawing your own lifeline based on the following example:



YOUR OWN LIFELINE

Draft out your lifeline below.



RECORDING YOUR LIFE AND FAMILY STORIES

FAMILY RECORDS

If you are the type of person who likes to keep detailed records, you may enjoy the following information. On separate pages (one per person) fill out the following information. Make as many photocopies as you need to keep records on each member of your family.

Name:

Previous last name:

History of your family name:

Were you named after someone else? Name:

Father's name:

Mother's name:

Birthplace and date:

(Date of death and place):

List all home addresses and telephone numbers:

List all other homes (e.g., cottages):

Occupations and employers:

Marriage(s)/Partnerships [name(s), date(s), and place(s)]:

Children (names, birth date and place of birth):

Widowed (name(s), date(s) and place(s)):

If a veteran: date and place of enlistment
date and place of discharge
service number
organization or outfit
rank or rating
commendations
battles fought

Health: blood type and Rh factor
height
weight (average or range)
major illnesses
major surgeries
major disabilities

Favorite pastimes, hobbies, interests:

RECORDING YOUR LIFE AND FAMILY STORIES

Favorite foods, music, films, TV programs:

FAMILY HEIRLOOMS

The following list should describe those things you own that are important to you or to your family. A brief description will help you record what importance the objects have. Make sure to look on your walls and shelves for nick-knacks that mean something to you. Also check your photo albums and “junk drawers” for anything special.

Furniture: (list)

Wedding rings:

Jewelry/medals: (list)

Special photos:

Special letters:

Diaries/journals:

Special Audiocassettes:

Home movies/videos:

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Career papers/awards:

Special books:

Others:

Appendix 3: Genealogy/Family Tree

This book is not about genealogy. It is about recording family stories. Part of family stories, however, can be your family tree. Some people have very simple trees going back only a generation or two. They may, through several marriages/relationships of their parents and grandparents be part of more than one family tree including having half brothers and sisters or step sisters and brothers. No matter how simple or complex a family tree, they can be quite enjoyable to research.

Some people are becoming increasingly interested in researching their family tree. There are many books and organizations that can help you research your tree. I began researching my family tree in 1980 and it has been great fun. There are computer software packages that will help keep your records organized and tidy. If you are interested in learning more you should go to your local library or bookstore to get the most recent books on this subject including some listed in the reference section of this book. Also find out if your area has a genealogy association so you can get some help using shortcuts for your research. These organizations usually have forms you can buy to help keep your records organized

or see the ones below.

Genealogy is the research and collection of facts about one's family. In simplest terms it is the list of one's ancestors branching off from the present generation. In other words, your parents, grand-parents, great-grandparents, etc. For those rare families that can trace their roots back 10 generations, they will record at least 1020 direct ancestors (i.e., parents of parents going back 10 generations). Some people develop their trees so that they record all their aunts and uncles back several generations and all their cousins back several generations. You usually record their birth and death dates and places as well as marriage dates. In some faiths the civil marriage date will be different from the religious marriage date so both are recorded.

Steve Olson's *Mapping Human History* (2002) gives us an interesting perspective on this as described in the following book review in *Maclean's* (Sept 9, 2002):

...that all of us can reckon among our ancestors everyone alive 800 years ago. It seems counterintuitive, yet the math is simple enough. Every generation back doubles the number of ancestors (from two parents to four grandparents and so on), giving each of us more than a trillion forbearers 40 generations ago. Since nowhere near that number of humans has ever lived, it's clear that most of the theoretical slots were filled by the same people, individuals who contributed to our ancestry through more than one line of descent. But the sheer number of potential openings means that the odds say every one of

RECORDING YOUR LIFE AND FAMILY STORIES

the estimated 400 million people alive in 1200 were contributors. Go far enough back, say beyond 1,600 years, and any famous individual you care to name – Julius Caesar, Confucious – is almost certainly *your* ancestor. Olson’s elegantly simple summation of recent research into the human genome is full of such reminders that the concept of race is meaningless in human terms.

In the chart below we use an average of 30 years per generation. Keep in mind that 30-year average for a generation is very approximate. In earlier times, generations were often shorter as life spans were shorter. Other eras in other countries had people in late 30s and early 40s give birth more commonly.

Generation #	Name	Approx Year	Total # of Parents
First	You	1955	2
2	Parents	1920s	4
3	Grandparents	1880s	8
4	Great-grandparents	1850s	16
5	Great, great grandparents	1820s	32
6		1790s	64
7		1760s	128
8		1730s	256
9		1700s	512
10		1670s	1 024
11		1640s	2 048
12		1610s	4 096
13		1580s	8 192
14		1550s	16 384
15		1520s	32 768
16		1490s	65 536
17		1460s	131 072
18		1430s	262 144
19		1400s	524 288
20		1370s	1 048 576
21		1340s	2 097,152
22		1310s	4 194 304
23		1280s	8 388 608
24		1250s	16 777 216
25		1220s	33 554 432
26		1190s	67 108 864
27		1160s	134 217 728
28		1130s	268 435 456
29		1100s	536 870 912
30		1070s	1 073 741 824
31		1040s	2 147 483 648
32		1010s	4 294 967 296

At the beginning of the last millennium, your great grandparents going back 28 generations total much more people than have ever been alive. By the 40th generation, you would have 1,096,311,627,776 if there were no doubles in your family lines and if that many people had been lived!

Governments have kept records for over 150 years while some religions kept records long before that. In parts of Europe, for example, Catholic parishes began to record births and death long before the Napoleonic Code required civil records to be kept. My family tree can be traced back to the 1600s because of records kept by the Roman Catholic churches in my part of the Netherlands. The churches kept these records in part to prevent first cousins from marrying each other, which was quite common within villages from which people did not travel far. Going back farther in Holland than this is difficult unless your ancestors were landowners and official records were kept for various transactions. The furthest back that most people can go because of civil records would be the deaths of relatives in the 1800s which often record their birthdates as well in the 1700s. For example, someone who died in 1810 may have recorded their birth as 1746 but this would be unsubstantiated as there are no birth certificates back that far.

Some people take genealogy very seriously to ensure that their records are completely accurate. Others don't mind

guessing a bit or accepting unsubstantiated facts in order to complete their tree and brag about finding a great-great-great-grandfather in 1789. When looking at other people's trees to use information for your own, do some checking into the kind of records the other person used and copied to prove their data rather than just copying it blindly.

Genealogy can be painful for some people. They may crave the simple tree of a 'traditional family' with two parents who have been happily married for decades and four sets of grandparents whose only claim to fame is having lived in a famous person's hometown or worked in the factories that provided materials for the space shuttle.

As we discussed in other parts of the book, people's histories may be painful for reasons of abuse in, or outside, the family, poverty, racism, single-parent families where relations with the "other" side of the family are problematic, or tragedies within families. Genealogy can bring some of these tragedies back in ways that some people would prefer to leave at rest. If we are helping people record their stories, we must respect their wishes not to investigate or record their family trees.

For others, genealogy is a great mystery novel of one's own family where detective work pays out in a better sense of one's roots; one's physical, emotional, intellectual and spiritual heritage. The following is a brief introduction into genealogy with recommended readings, web sites and resources to further your interest. You may include your family tree in the **Canada 150**

record you are compiling to enrich the stories and provide your readers with a broader perspective, but it is not required.

Genealogy is also a wonderful way to add “color” and depth to your stories. When recording that your grandmother was a nurse in the Crimea War with Florence Nightingale, add depth to the story by researching a bit about Miss Nightingale’s work, the Crimea war and its geography and history and how your grandmother may have lived day-to-day in those difficult times. Check with the resources listed at the back of this book for more detailed information on genealogical research.

RESEARCHING FAMILY TREE CHART

Everyone’s family is rich with adventure, hardships, successes, natural disasters, and joys. The gift of a family tree is the gift of roots for your children and grandchildren and all your descendants.

When doing research into your family tree, follow these helpful tips:

1. Begin with people in your family who know several generations of your family and/or who have kept records, photo albums, legal documents, newspaper announcements, etc.
2. Reference each source of information so you know who or where you got your information.

3. Use the charts and record forms below (adapt them for your own use) to keep track of various branches of your family.
4. Invest in a software package if you are going to do a lot of research to help you keep your information in order.

The following is a sketch of a family tree chart. The dates represent birth (b), death (d) and marriage (m). All dates are in the following order: day, month and year.

Looking at this chart you can see that:

- Your numbering starts with the youngest person(s) on the tree. In this case, John Smith was married with no children. If John Smith did have children, there should be a footnote on the chart to explain their absence. This could be because the person doing the tree is only looking back in time rather than updating John Smith’s tree with each new child or grandchild’s birth.
- There may be a separate family tree with his wife’s name as #1.
- Whenever the tree branches, the father is the name on top of the branch, the mother on the bottom.
- The father’s number on the chart is always double the number of their child; the mother’s number is double the child’s number plus 1.
- Helen Potts died during childbirth.
- Each of John Smith’s (#1) great-grandparents will start a new page of their own. Therefore, there will be 8 new pages. Each

one will start with a number from 8-15.

- Those great-grandparents whose tree branches you follow from numbers 8-11 will be part of John Smith's (#1) father's side of the family. Those great-grandparents whose tree branches you follow from numbers 12-15 will be part of John Smith's (#1) mother's side of the family.
- If you follow your tree back 10 generations, you will have collected 1,020 direct ancestors (your great grandparents for 7 generations)!
- Use the blank chart form to make copies or create your own chart record. You may include blank pages after each chart to add details you uncover about your ancestors such as their siblings names, their work, where they lived, famous family stories about them, etc.

The Smith Family Tree

Family Tree Chart

1 John Smith
b 29/06/1925
d
m 08/12/1955

2 William Smith
b 31/05/1900
d 27/02/1993
m 02/08/1923

3 Anna Jones
b 12/11/1902
d 16/01/1996
m 02/08/1923

4 John Smith
b 06/03/1865
d 08/09/1926
m 18/06/1890

5 Helen Potts
b 23/07/1866
d 31/05/1900
m 18/06/1890

6 Frank Jones
b 09/10/1860
d 06/01/1943
m 30/05/1900

7 Susan Ross
b 28/04/1870
d 15/12/1960
m 30/05/1900

8

9

10

11

12

13

14

15

The _____ Family Tree

	# _____	_____

	b _____	
	d _____	_____
	m _____	
	# _____	_____

	b _____	
	d _____	_____
	m _____	
# _____		

b _____		
d _____		
m _____		
	# _____	_____

	b _____	
	d _____	_____
	m _____	
# _____		_____

b _____		
d _____		
m _____		

RECORDING YOUR LIFE AND FAMILY STORIES

Adapt the following form to keep track of information for whole families within your tree.

Number (from chart):	Number (from chart):
Husband's Name	Wife's Name
Birth Date <i>Time of Birth</i>	Birth date <i>Time of Birth</i>
Place of Birth	Place of Birth
Marriage <i>Church/City Hall</i>	Place
Died <i>Time of Death</i>	Died <i>Time of Death</i>
Place	Place
Cemetery	Cemetery
Person's Father <i>Chart No.</i>	Person's Father <i>Chart No.</i>
Person's Mother <i>Chart No.</i>	Person's Mother <i>Chart No.</i>
Source of Records	Source of Records

CHILDREN

First Names & Chart #	Birth Date & Place	Marriage & Place	Died & Place

RECORDING YOUR LIFE AND FAMILY STORIES

On the back of your family records you can add the following including your sources:

FACTS AND STORIES OF WHERE AND HOW FAMILY LIVED

WORK FACTS AND STORIES

OTHER FACTS AND STORIES

FAMILY TREE WITHIN A NAME

Many Asians carry their genealogy within their names. For example, Koreans have a system that can date families back 600 years. To track their ancestors, Koreans must determine where their family tree originated (town or area). They then use their three-part name to determine their generation. The first name indicates the family. The second name gives the generation so that all paternal cousins, no matter how distant, have the same generational name. The generational name stems from an established poem or Confucian proverb so that each word in sequence represents the next generation. The third name is the personal

name for each person. By knowing what generation they belong to, they can prevent marriages between members of the same family. Many Asians then add a fourth Anglicized name at the beginning of their name. Therefore a person's name like John Ho Se Won represents:

John = Anglicized name

Ho = Family name

Se = Generational name shared by all paternal cousins

Won = Korean personal name

The person may only use John Ho as their Anglicized name.

SECOND COUSIN ONCE REMOVED?

Understanding how cousins of several generations are related has always been quite confusing to me. The answer may only be interesting as a parlor game, but it can be fun to know. Thanks to the Toronto Reference Library and the *World Book Encyclopedia* for this answer:

Johanna	and	Jacoba are sisters	
Koos	and	Annie are their children	=> 1st cousins
Harry	and	Joan are their children	=> 2nd cousins
Bram & Joanna	and	Jamie & Stephen are their children	=> 3rd cousins

A first cousin once removed is the child of your first cousin so that Joan is Koos' first cousin once removed and vice versa. A first cousin twice removed would be Koos' cousins Jamie and Stephen and vice versa. To remember always begin at the oldest level of cousin you are examining and count the generations removed to determine the relationship.

Therefore, Harry is Annie's first cousin once removed. Since Joan and Harry are second cousins, then Joan's children, Jamie and Stephen are Harry's second cousins once removed

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just as Bram and Joanna are Joan's second cousins once removed. Bram and Joanna are Annie's first cousins, twice removed. Lastly Bob, Joan's husband, is Harry's second cousin by marriage. Therefore, Joanna and Bram are Bob's second cousins by marriage once removed. Now get a few generations of your tree together to figure out who is:

your first cousin once removed: _____

your grandchild's first cousin, three-times removed: _____

your child's first cousin, twice removed _____

your fourth cousin, twice removed _____ (i.e. your grandchild's 4th cousin)

Your grandmother _____ Your great aunt or uncle _____

|
Your father/mother _____ Child from above (parent's cousin)

|
You _____ **Your second cousin and child of above** _____
|

Your children _____ Child of above _____
|

Your grandchildren _____ A child of above _____

Appendix 4: Historic Timelines

Prime Ministers' Eras

We sometimes divide history by the Prime Ministerial periods. We have had only 21 Prime Ministers in our country's history so

it is not too difficult to determine which were in office during important parts of a person or family's history.

C = Conservative, L = Liberal

1. C Sir John Alexander Macdonald	1 July 1867 – 5 November 1873 17 October 1878 – 6 June 1891
2. L Alexander Mackenzie	7 November 1873 – 8 October 1878
3. C Sir John Joseph Caldwell Abbott	16 June 1891 – 24 November 1892
4. C Sir John Sparrow David Thompson	5 December 1892 – 12 December 1894
5. C Sir Mackenzie Bowell	21 December 1894 – 27 April 1896
6. C Sir Charles Tupper	1 May 1896 – 8 July 1896
7. L Sir Wilfred Laurier	11 July 1896 – 6 October 1911
8. C Sir Robert Laird Borden	10 October 1911 – 10 July 1920
9. C Arthur Meighen	10 July 1920 – 29 December 1921 29 June 1926 – 25 September 1926
10. L William Lyon Mackenzie King	29 December 1921 – 28 June 1926 25 September 1926 – 7 August 1930 23 October 1935 – 15 November 1948
11. C Richard Bedford Bennett	7 August 1930 – 23 October 1935
12. L Louis Stephen St. Laurent	15 November 1948 – 21 June 1957
13. C John George Diefenbaker	21 June 1957 – 22 April 1963
14. L Lester Bowles Pearson	22 April 1963 – 20 April 1968
15. L Pierre Elliott Trudeau	20 April 1968 – 3 June 1979 3 March 1980 – 30 June 1984
16. C Charles Joseph Clark	4 June 1979 – 2 March 1980
17. L John Napier Turner	30 June 1984 – 17 September 1984
18. C Martin Brian Mulroney	17 September 1984 – 25 June 1993
19. C Kim Campbell	25 June 1993 – 4 November 1993
20. L Jean Chrétien	4 November 1993 – December 2003
21. L Paul Martin	December 2003 – January 2006
22. C Steven Harper	January 2006–

19TH AND 20TH CENTURY HISTORY

The following is a brief, incomplete list of historical events that may have influenced you and your family in the past 150 years. Use them to add perspective to your records.

Dates in bold are events in Canadian history.

- 1842** 10,000 people live in Toronto. Good yearly salary was \$500.00, home rental about \$100-\$125 a year. Beef and pork cost 5-7 cents a pound. Two chickens cost 25 cents. Working men earned: bricklayer (\$1.50/day), carpenter (\$1/day). Laborers (75 cents/day)
- 1846** Kerosene invented by Dr. Abraham Gesner in Halifax
- 1851** April 23, Canada's first postage stamp issued (3-cent beaver) **1857** Queen Victoria names Ottawa as new capital of Canada (Dec 31) **1867** On July 1, The Dominion of Canada becomes a separate nation (Ontario, Quebec, New Brunswick and Nova Scotia). It is the third country to adapt a federal system of government (after U.S. and Switzerland). It is made up of the southern parts of present-day Ontario, Quebec and all of New Brunswick and Nova Scotia. Unskilled labor earned about \$1/day. Tradesmen about \$2-\$3.50/day. Businessmen and professionals earned about \$2,000/year. Administrative and sales staff earned about \$200-\$700/year.
- 1870** Small portion of present-day Manitoba joins Canada
- 1871** All of present-day British Columbia joins Canada. April 2 census puts population at 3,689,257
- 1873** All of present-day Prince Edward Island joins Canada
- 1876** August 3, first telephone call between separate buildings made by Alexander Graham Bell (Mount Pleasant) to uncle, David Bell in Brantford
- 1879** Sir Sandford Fleming (Feb 8) presents a paper to Royal Canadian Institute proposing the world be divided into 24 time zones
- 1880** Dr. Emily Stowe becomes first female, licensed physician in Canada
- 1885** CPR completed
- 1885** Nov 16, Métis leader, Louis Riel, hanged for high treason as result of North West Rebellion
- 1890** Senior administrative staff earned about \$1,500/year.
- 1891** John Naismith of Altamonte, Ontario invents basketball
- 1893** National Council of Women established **1896** Clara Brett Martin graduates Osgoode Hall (Toronto) to be first woman lawyer anywhere in British Empire **1896** Wilfred Laurier becomes first Francophone Prime Minister of Canada **1898**

- Kit Coleman is first woman war correspondent in Canada for Toronto's *Mail and Empire* newspaper 1896-1914 3,000,000 immigrants come to Canada 1899-1902 7,000 soldiers participate in Boer War, South Africa -1915 CNR completes northern cross-country line 1900 Liberal Wilfred Laurier becomes Prime Minister (Nov 7)**
- 1900s Early cylinder recorders played music when the handle was turned.
Teddy bears became a popular toy named after U.S. President Theodore Roosevelt
- 1900 Infant mortality in Canada was 1 in 7 births 1901 Canadian population is 5,400,000 1901 Guglielmo Marconi becomes first to receive transatlantic wireless message at St. John's, Newfoundland**
- 1903 Suffragette Movement founded
- 1903 Canadian Federation of Labour founded 1903 "O Canada" becomes national anthem for English Canadians 1903-1915 Grand Trunk Railway completes third national railway line**
- 1905 Russian-Japanese war
- 1904 Toronto Fire, April 19, largest in Canadian history. Gutted 100 buildings, 5,000 temporarily unemployed, \$15million in damage "turned night into day (from 8 p.m. to 4 a.m.) 1904 Canada competes in its first Olympics (St. Louis) 1905 All of present-day Alberta and Saskatchewan join Canada (July 20)**
- 1905 Albert Einstein states his first theory of relativity 1906 San Francisco earthquake
1908 Model T Ford introduced Boy Scout movement founded by Baden Powell
Lucy Maud Montgomery writes *Anne of Green Gables* New Royal Mint begins striking Canada's coins rather than importing our coins from England
- 1910s Early sewing machines worked by hand or foot pedals Men wore swimsuits (upper and lower body covered) and women wore dress-like bathing suits 1910 Marie Curie's treatise on radiography published
- 1910-12 Canada forms its own navy 1912 Sinking of the Titanic off the coast of Newfoundland 1912 All present-day borders of Canada, including the Yukon and NWT finalized (except for Newfoundland and Labrador)**
- 1914 Panama Canal opens
- June – Assassination of Archduke Ferdinand in Sarajevo sparks World War I
- 1914-1918 War Measures Act passes Parliament 600,000 Canadians fight in war and about 60,000 died 1914-1915 First and second battles at Ypres**
- 1915 Deadly gas first used in any war
- 1915 Toronto-Hamilton's Lakeshore Road becomes Canada's first paved highway 1916 Battle of Verdun 1916 Battle of The Somme 1916 Fire partially destroys the Parliament buildings in Ottawa (Feb 4) 1917 Third battle of Ypres (Apr 9-15) – 3,600 soldiers lost**

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- 1917 Russian (Bolshevik) Revolution
- 1917 The Halifax Munitions Explosion (second largest after Atom bombs) devastates Halifax harbor and city with over 1,000 dead, many more wounded and inner city flattened (about 6,000 homes) on Dec 6 – Mont Blanc French munitions ship exploded**
- 1917 Canada's first income tax (supposed to be temporary)**
- 1918 November 11 at 11:00 a.m. end of WW I (11th hour, of the 11th day, of the 11th month) – 60,000 Canadians dead**
- 1919 Women get national vote (May 24)**
- 1919 The atom is split
- 1919 Winnipeg General Strike (May 15) in support of building and metal trade workers – takes 6 weeks with two dead**
- 1919/20 Treaty of Versailles to end World War I with Canada signing independently (a first internationally). The League of Nations is founded with Canada having its own seat**
- 1920s 1,000,000 immigrants come to Canada**
Early radios (called a 'wireless'). Difficult to tune into programs without 'static' sounds. Early telephones. At first every call went through an operator, later in this decade the dial was used.
Hair dryers invented Women's hair and skirts were both shorter
- 1920 Group of 7 artists formed 1921 RCMP formed with merger of the Royal North West Mounted Police and Dominion Police 1921 Agnes MacPhail of Grey-Bruce County, Ontario is first elected woman in House of Commons -22 Insulin treatment developed by Banting and Best (first Canadians to win Nobel Prize in 1923) 1922 Royal Mint produces first nickels**
- 1923 Hitler's Munich putsch fails
- 1924 Canada forms its own air force (RCAF); the Bluenose Lunenburg fishing schooner wins international schooner championship against Americans**
- 1925 United Church of Canada formed with Methodists, Presbyterians**
- 1926 Commonwealth adopts Balfour Report saying that Canada and other dominions are autonomous from and equal to Britain 1927 First talking movie 1927 Lindbergh flies from New York to Paris
- 1928 Newfoundland wins 25-year boundary dispute with Canada getting Labrador which had been claimed by Quebec**
- 1928 Alexander Fleming discovers penicillin
- 1929 Supreme Court rules that women are not persons and, therefore, cannot sit in the Senate**
- 1929 October crash of the New York Wall Street stock market

- 1929 Emily Murphy and her Alberta group of women won successful legal battle in England to have women recognized as “persons” in Canada – British North American Act amended to allow women and Cairine Wilson first female Senator (Feb 5, 1930)**
- 1930s** Early box cameras became popular because they were relatively inexpensive. Led to thousands of pictures we have of families just before World War II
Clothes made of rayon and polyester. Women still wore hats and gloves when going out.
Electricity becomes more common in people’s homes
Paved roads and increased infrastructure in towns and cities as part of the Depression- fighting strategies of governments
- 1930s The Depression sees over 600,000 unemployed people (about 25% of working population)**
- 1930 Pabulum invented in Toronto by Drs. Alan Brown, T.G.H. Drake and F.F. Tisdall**
- 1931 Alberta, Saskatchewan and Manitoba negotiate control over their own natural resources from Ottawa**
- 1930 Gas turbine invented**
- 1931 Canada’s population is just over 10,000,000 with Quebec having 2,900,000; Ontario 3,400,000; Toronto 631,000 and Montreal 818,000**
- 1931 Statute of Westminster gives dominions, like Canada, full legal freedom. On Canada’s request, Britain retains power to amend the British North America Act**
- 1932-36 The CBC (Canadian Broadcasting Corporation) formed**
- 1934 Dionne quintuplets born (first to survive in world)**
- 1933 Hitler becomes Germany’s Chancellor**
- 1934 Parliament passes Canada Act creating a central bank**
- 1935 Radar invented**
- 1936 Barbara Hanley is first woman mayor in Canada (Webbwood, Ontario)**
- 1936-39 Spanish Civil War (some Canadians went to fight) 1939 First jet aircraft invented**
Germany invades Poland (September 1)
Britain and France declare war on Germany (September 3) — World War II begins
Canada declares war on September 10
- 1939 Yukon’s population goes down to 4,000 after gold rush over (was 30,000 in 1900)**
- late 1930s Electron microscope invented by Dr. James Hillien of Brantford, Ontario and Albert Prebus of Edmonton, Alberta**
- 1940s** Materials of all kind were in short supply because of the war so clothes were simpler and utilitarian. Many women took factory jobs and worked on farms while their husbands and brothers went to war. They began to wear trousers more often.

- Nylon replaced silk and cotton in stockings.
- 1940 June – Evacuation of allied soldiers from Dunkirk
August – Battle of Britain (114 days of German bombing of Britain)
Canada's RCAF makes up 20% of Britain's air fleet
- 1941 December – Japanese air attack on Pearl Harbor
- 1941 Government allows women to enlist in army (June 27); declares war on Japan (Dec 7)**
- 1942 First nuclear reactor
- 1942 Canada participates in disastrous Battle of Dieppe; Canadian Japanese on West Coast to be interred (Feb 26); plebiscite approves of conscription (70% of Quebecers opposed); German U-boat in St. Lawrence River torpedoes two freighters bringing war to Canada; 1,000 troops die in Dieppe and another 1,800 captured**
- 1943 Canada helps to invade Italy**
- 1943 First programmable electronic computer (Colosus 1) Aqualung invented (Jacques Cousteau)
- 1944 Canada participates in D-Day invasion (June 6) of Continental Europe by taking Juno Beach**
- 1944 Canada liberates Holland (The Netherlands)**
- 1944 Tommy Douglas' CCF party in Saskatchewan becomes first 'socialist' government in Canada**
- 1945 April 28 – Mussolini is shot by Italian partisans. April 30 – Hitler commits suicide in his Berlin bunker
Canada participates in defeat of German army and surrender (May 7)
August – Atom bomb dropped on Hiroshima and then Nagasaki, Japan War ends (Aug 15): 70,000,000 soldiers fought. Statistics vary but as many as 50 million people died including 8% of German population, 10% of Russians, over 13 million Chinese, 6 million Jews (1/3 of Jews then living).
- 1946 First meeting of the United Nations General Assembly
- 1946 Canada has its own Citizenship Act; introduces own Canada Savings Bonds**
- 1946-71 4,000,000 immigrants come to Canada**
- 1947 Medicare first brought into Canada in Saskatchewan by Tommy Douglas**
- 1947 Dead Sea Scrolls discovered First supersonic aircraft
- 1948 Mahatma Gandhi assassinated Transistor invented
- 1948-49 Israeli War of Independence
- 1949 Newfoundland and Labrador becomes part of Canada (March 31) 1949 Canada has its own Supreme Court (apart from Britain) 1949 Queen Elizabeth Way highway in southern Ontario opened by**

Her Majesty (now Queen Mother) on the first royal visit to Canada by a King and Queen

- 1949 Highway 401 begins construction (widest highway in the world) between Quebec border and Windsor, Ontario North Atlantic Treaty Organization (NATO) alliance founded**
- 1950s Early television in black and white with only one or two channels on for a few hours per day.
Early tape recorders After the war, children stayed in school longer (evolution of teenagers as a separate category from children and adults) and they wore clothes specifically to be different from children and their parents. Jeans, short-sleeved shirts and beach shoes were popular.
- 1950 Korean war begins (**Dec 18 Canada sends troops**)
- 1951 **Parliament passes motion seeking a constitutional amendment to create pensions for people over 70**
- 1952 Hydrogen bomb tested
- 1952 Canada's first television station broadcasts (CBFT Montreal) Sept 6**
- 1953 Mount Everest climbed Dutch flood disaster DNA structure founded
- 1954-59 St. Lawrence Seaway built**
- 1954 First nuclear power station (Russian) Bannister (UK) breaks 4-minute mile sprint
- 1955 Hovercraft invented
- 1956 Egypt nationalizes Suez Canal, which leads to war Hungarian uprising is suppressed by Soviet Union army
- 1956-60 Montreal Canadiens win 5 straight Stanley Cup championships**
- 1957 European Economic Council (EEC) formed – predecessor to present-day European Union**
- 1957 Russian Sputnik 1 first orbiting satellite launched Treaty of Rome inaugurates the European Economic Council (EEC)
- 1959 St. Lawrence Seaway opened**
- 1960s Men's hair grew longer and fashions were brighter. Plastic, metal and even paper dresses were popular. Women wore many different styles of clothes including the mini-skirt, 'hot pants', halter tops, embroidered waist coats and men and women wore flared pants ('bell bottoms') and more jewelry.
- 1960 Laser invented
- 1960 Canadian Bill of Rights passes into law (Aug 10)**
- 1961 Canada opposes *apartheid* in South Africa. South Africa forced to leave British Commonwealth Premier John Lasage begins "Quiet Revolution" in Quebec**
- 1961 First man in space (Russian Yuri Gagarin) Berlin wall built to separate East and West

- 1962 Trans-Canada highway officially opened. World's longest paved road at nearly 7,700 km from St. John's Newfoundland to Victoria, BC; Saskatchewan passes Medical Care Insurance Act creating first comprehensive public health-care program**
- 1962 U.S. troops move into South Vietnam October – Cuban missile crisis when USSR has missiles on Cuba aimed at U.S. 1963 November 22 – U.S. President Kennedy assassinated
- 1964 New Canadian flag passed by Parliament (Dec 15)**
- 1965 Cultural revolution launched in China
- 1967 Montreal's Expo a huge success celebrating 100th anniversary Canadian population about 20,000,000**
- 1967 First successful human heart transplant (South Africa) Arab-Israeli "Six-Day War"
- 1968 National Medicare begun; Official Languages Act proclaims English and French are official Canadian languages**
- 1968 Martin Luther King Jr. assassinated Student riots in Paris
U.S. and European students protest war in Vietnam USSR suppresses "Prague Spring" in Czechoslovakia
- 1969 First supersonic passenger aircraft (Concorde) Apollo 11 lands on moon
- 1970s "Punk" clothes were popular with colored hair, platform shoes, earrings and nose rings, spiked hair, torn clothes and more metal jewelry.
- 1970 October Crisis with FLQ kidnapping and murdering Pierre Lapport and other terrorist actions**
- 1970 Boeing's 747 Jumbo Jet
- 1972 Roland Galarneau of Hull develops computer to translate any text into braille**
- 1972 Canada versus Russia in first world championship. Canada wins on Paul Henderson's end-of-game goal (Sept 28)**
- 1973 Ron Turcotte rides *Secretariat* to win America's Triple Crown**
- 1973 U.S. troops leave Vietnam
"Yom Kippur" war 1974 U.S. President Richard Nixon resigns after Watergate cover up **1975 *O Canada* becomes national anthem**
Petro Canada becomes Canada's national gas company
CN Tower completed and is tallest man-made, free-standing structure in the world 1976 Montreal Summer Olympics
Death penalty abolished by only 8 votes (June 22)
Rene Levesque elected Premier of Quebec under new party, Parti Québécois
- 1976 Milan chemical plant disaster
- 1978-82 Edmonton Eskimos win 5 Grey Cups in a row**
- 1978 First 'test tube baby' born in UK

- Camp David Treaty between Egypt and Israel 1979 Three-Mile Island nuclear plant leads radiation Mount St Helens erupts in U.S.
- 1980s The microwave revolutionizes how people prepare their meals.
Banking machines begin to expand across the country changing how people deposit, transfer and withdraw money.
- 1980 Quebec referendum on sovereignty defeated by a 60% vote; Sept 1 Terry Fox ends “Marathon of Hope” in Thunder Bay, Ontario after his cancer returns 1981 U.S. space shuttle with Canadarm launched**
Attempted assassination of Pope John Paul II Anwar Sadat, President of Egypt assassinated
- 1982 April 17th, Canada adopts its own Constitution Act (Quebec does not sign) and Bill of Rights**
- 1982 Bertha Wilson becomes first woman to sit on Supreme Court of Canada**
- 1982 Wayne Gretzky is first to score more than 200 points in an NHL season**
- 1982 Israel invades southern Lebanon 1983 USSR shoots down Korean Air Lines passenger jet
- 1984 Marc Garneau is first Canadian astronaut in space 1984-90 Edmonton Oilers win 5 of 7 Stanley Cups**
- 1984 IRA attempts to assassinate British cabinet Severe famine in Ethiopia, Sudan and Chad
- mid 80s Immigration from South East Asia surpasses that from UK and U.S.**
- 1986 Lincoln Alexander becomes first black Lieutenant-Governor in Canada (Ontario); federal government outlaws mandatory retirement for civil servants and discrimination against homosexuals**
Vancouver’s Expo (May 2nd opening) with theme of transport
- 1986 January – Space Shuttle Challenger blows up on take off April – Chernobyl nuclear disaster in USSR
- 1987 Rick Hansen completes his “Man in Motion” round-the-world wheelchair marathon to raise funds for spinal cord injuries; \$1 coin introduced June 30 (The Loonie)**
- 1987 USSR and U.S. agree to eliminate intermediate-range nuclear missiles
World stock market crash
- 1988 Free trade deal with America signed by Prime Minister Brian Mulroney and President Reagan (Jan 2); Supreme Court ruling opens way for abortion on demand; Winter Olympics in Calgary (Feb 13 opening)**
- 1988 Iran-Iraq War ends
- 1989 Audrey McLaughlin is first woman to lead a major Canadian Party (the NDP)**
Skydome in Toronto becomes world’s first combined retractable roof dome sta-

dium at over \$1/2 billion

- 1989 Violent Chinese suppression of students in Tienanmen Square Protests and revolution in Eastern Bloc countries of Europe Berlin Wall dismantled
- 1990s Computers commonly used by millions of people for writing, communicating (e-mail, Internet research and publishing), for commerce (e-commerce).
- 1990 Nelson Mandela released from 25-year imprisonment USSR disintegrates into separate nations East and West Germany re-unite Iraqi troops invade Kuwait French-British Channel Tunnel bore holes meet
- 1991 General Sales Tax (GST) introduced at 7% on most goods and services
Rita Johnson becomes first female Canadian Premier (BC)**
- 1991 The Gulf War forces liberation of Kuwait from Iraq Ravij Gandhi assassinated Gorbachev resigns as communist rule of USSR ends. Yeltsin elected President of Russia Civil war in Yugoslavia
- 1992 Roberta Bondar is first woman astronaut in space; cod fisheries closed for 2 years off Newfoundland's north shore**
- 1992 Prince Charles and Princess Diana separate
- 1994 North American Free Trade Agreement (NAFTA) between Canada, U.S. and Mexico takes effect (Jan 1)
Kim Campbell becomes Canada's first woman Prime Minister**
- 1995 Quebecers narrowly reject separation with 50.6 voting no (Oct 30)**
- 1996 Royal Mint brings in new \$2 coin – the toonie (Feb 19); Canadian Human Rights Acts prohibits discrimination against gays**
- 1997 Mother Teresa, of Calcutta, India, dies. Princess Diana dies in car crash in Paris.
- 1997 Infant mortality in Canada was 1 in 182 (versus 1 in 7 in 1900); Confederation Bridge opens linking PEI and Nova Scotia 1999 April 1 is day Nunavut becomes newest territory caring out the eastern part of the Northwest Territories 2000 Beverly McLachlin becomes first chief justice of the Supreme Court of Canada**

Canadian Statistics

- 2nd largest country in the world
- 5,187 kilometers from east to west
- 4,627 kilometers from north to south
- 9,976,634 square kilometers of land (= 18 Frances or 40 Britains)
- 241,402 kilometers of coastline (compared to the 40,000 km along the equator)
- 755,276 square kilometers of fresh water (=1/7 of world supply)
- over 30,000,000 people at the end of the century
- life expectancy in 1996 for women was 81.4 years; men 75.7

EARLY HISTORY

June 24, 1497	John Cabot lands near Labrador and claims new land for King Henry VII of England
June 29, 1534	Jacques Cartier sees Prince Edward Island
August 13, 1535	Cartier becomes first European to sail into St. Lawrence River and learns that Iroquois refer to native village as Canada
July 30, 1609	Samuel de Champlain founds the settlement of Quebec City
July 21, 1660	First census put European population at 3,418
February 24, 1663	New France becomes a royal colony of French crown
May 2, 1670	King Charles II of England signs Hudson's Bay trading company charter
1739	Census shows European and non-native population of 42,701
April 17, 1750	Fortified outpost (Fort Rouille) built at Toronto to encourage natives to trade furs with the French
March 23, 1752	First Canadian newspaper printed by John Bushell (Halifax Gazette)
1754	Loius La Corne plants first wheat in Carrot River Valley of Saskatchewan
Sept 13-14, 1759	James Wolfe and Louis-Joseph de Montcalm die at Battle of the Plains of Abraham
Feb 10, 1763	Treaty of Paris ends Seven Years' War with Britain sovereign over Canada
June 24, 1774	Britain passes Quebec Act establishing French civil law, British based criminal law and religious freedom for Roman Catholics
April 1, 1776	Beginning of United Empire Loyalists leaving American Revolution for Halifax area
June 10, 1791	Britain's Canada Act divides Upper Canada (capital is Niagara-on-the-Lake) and Lower Canada (capital at Quebec City)
Oct 13, 1812	General Issac Brock killed in counter-attack of Americans in the Battle of Queenston Heights (near Niagara Falls) as part of War of 1812
June 22, 1813	Laura Secord (from Queenston, Ontario), helped by natives, walks 19 kilometres to warn British of an American attack
Dec. 24, 1814	Treaty of Ghent ends War of 1812 and restores Canada-US Borders
1825	Census shows Upper Canada has 157,923 people and Lower Canada 479,288

References

The best books on the subject of writing and researching your family history are the ones most easily available to you, therefore, go to your local library and bookstores to see what recent books, cassettes, CDs, videos and DVDs have been produced that might help you. The following include some of the resources I used in writing parts of this book as well as others that may be helpful to you. I have divided them by category.

Do not worry about reading most of these books. They are references for people who want to go beyond the typical telling of one's family stories or personal history. The important thing, as always, is to begin to record your stories and worry about the rest later, if at all.

The following types of reference books should be available in your personal library:

Dictionary

Canadian => *Oxford English Dictionary*

American => *Webster's Ninth Collegiate Dictionary*

Thesaurus *Roget's Thesaurus*

A world almanac for general information

An encyclopedia of your trade or profession

Optional *Bartlett's Familiar Quotations A Dictionary of Modern English Usage* (Grammar Text) A good secretarial handbook for style and format rules.

Recording Your Family Story

Alessi, Jean and Miller, Jan. (1987). *Once upon a memory: Your family tales and treasures*. White Hall, Virginia: Betterway Publications.

A book of tips to help people discover more of their family history including interviewing techniques for recording oral histories from your family and friends.

Bannister, Shala Mills. (1994). *Family treasures: Videotaping your family history*. Baltimore, MD: Clearfield.

Baxter, Angus. (2000). *In search of your Canadian roots*. Toronto: Macmillan Canada. A guide to sources for genealogical research in Canada including how to get started, organizing your research and writing a family history.

Baxter, Angus. (1991). *In search of your roots: A guide for Canadians seeking their ancestors*. Toronto: Macmillan Canada.

Similar to the book listed above but for Canadians looking for ancestors in the United Kingdom, Europe, U.S. and other countries.

Bond, Mary. (1995). *Reference sources for Canadian genealogy*. Ottawa: National Library of Canada.

Extensive list of material available at the library (and many available through

- interlibrary loan) including dictionaries, directories, handbooks, atlases, indexes, registers, surnames, provincial materials and more.
- Bonner, Laurie and Bonner, Steven. (1997). *Searching for cyber roots*. Salt Lake City, Utah: Ancestry.
- Boyer, Carl. (1993). *How to publish and market your family history*. Newhall, CA: Boyer.
- Briggs, Elizabeth. (1995). *Access to ancestry: A genealogical resource manual for Canadians tracing their heritage*. Winnipeg: Westgarth.
- A basic “how to” book on Canadian genealogy.
- The Church of Jesus Christ of Latter-Day Saints. (1993). *Canada — Research Outline*. Salt Lake City, UT: Family History Library, The Church of Latter-Day Saints.
- Explains search strategies, relevant records including business, census, notarial and vital records, directories, newspapers and maps. Also includes information on language, personal names, minority groups and Native peoples’ research.
- Costello, Margaret F. (1990). *Guidelines for genealogical writing*. Boston, MA: New England Historic Genealogical Society.
- Cosgriff, John and Cosgriff, Carolyn. (1997). *Turbo genealogy: An introduction to family history research in the information age*. Salt Lake City, Utah: Ancestry.
- Douglas, Althea. (1998). *HELP!: I’ve inherited an attic full of history*. Toronto: Ontario Genealogical Society.
- The dating, evaluation and disposal of the accumulation of a person’s lifetime including photographs, documents, postcards and postage information, recorded sound and computer files.
- Earnest, Russell D. (1991). *Grandma’s attic: Making heirlooms part of your family history*. Albuquerque, NM: R.D. Earnest Associates.
- Eardley, Carla Jean. (1994). *Your story: A writing guide for genealogists*. Bowie, MD: Heritage House.
- Fletcher, William F. (1986). *Recording your family history: A guide to preserving oral history with videotape, audiotape, suggested topics and questions, interview techniques*. New York: Dodd, Mead.
- St-Louis-Harrison, Lorraine and Munk, Mary. (1998). *Tracing your ancestors in Canada*. Ottawa: National Archives of Canada.
- Booklet explains basic starting points for research including published sources of information, census records, birth-marriage-death records, land records, wills and estate records, military and naval records, loyalist sources, aboriginal peoples, immigration records, and citizenship and naturalization.
- Huberman, Rob and Huberman, Laura. (2003). *How to Create a Video Family History*:

The Complete Guide to Interviewing and Taping Your Family Stories. Bowie, MD: Heritage Books.

Johnson, Keith and Sainty, Malcolm. (annual). *Genealogical Research Directory.* Canadian Agent: Jeannette Tyson, 94 Binswood Avenue, Toronto, ON M4C 3N9.

An annual directory of people searching, that year, for genealogical research. The directory had 150,000 research queries in 1999 from 25 countries. Also lists 400 archives, record offices and major libraries plus 1000 genealogical societies. Concentrates on British, Irish, Canadian, U.S., European, Australian, New Zealand, South African researchers.

Kanin, Ruth. (1993). *Write the story of your life.* Baltimore, MD: Clearfield.

Examines the craft of writing an autobiography using life defining periods of your life and further research to dramatize your story in an interesting way.

Konrad, J. (1993). *French and French-Canadian family research.* Indianapolis, IN: Ye Olde Genealogie Shoppe.

An English guide to researching French ancestors in Canada, U.S., and France.

Merriam, Brenda Dougall. (1997). *About genealogical standards of evidence: A guide for genealogists.* Toronto: The Ontario Genealogical Society.

Understanding and applying standards of evidence to ensure your legacy is as accurate as possible.

National Library of Canada. (1996).

Reference sources for Canadian genealogy. Ottawa: Queen's Printer.

Progoff, Ira. (1992). *At a journal workshop: The basic text and guide for using the Intensive Journal Process.* New York: Dialogue House Library.

Since 1966 Ira Progoff has been developing and refining his "Intensive Journal" process to help people focus their lives in a creative way that allows them to make major life decisions with a new perspective. It has been used in universities, continuing education programs, counseling for adolescents, career change programs and geriatrics, in ghetto job training, and community mental health.

Sturm, Duane. (1997). *Video family history.* Salt Lake City, UT: Ancestry.

Biographies

Brady, John. (1979). *The Craft of Interviewing.* Cincinnati: Writer's Digest Books.

Writer/journalist's approach to interviewing skills including: getting an interview, research skills, face-to-face interviews, types of questions to ask, getting "tough", "off the record", taking notes, using a tape recorder, locations, written and telephone interviews, and ending the interview.

Dictionary of Canadian Biography (14 volumes to date). Toronto: University of Toronto Press.

Extensive volumes on biographies of

Canadians beginning in 1000 to 1700, and then separate volumes for certain decades from 1700 to the 20th century.

Gittings, Robert. (1983). *The nature of biography*. London: Heinemann.

A well-known biographer of such literary giants as John Keats and Thomas Hardy. His book looks at the history of biography with its roots in Britain in medieval chronicles of saints and kings through to present day offerings. He also examines the modern day effects of such people as Freud, Jung, and Marx in how biographies are written.

Gunn, Janet Varner. (1982). *Autobiography: Towards a poetic experience*. Philadelphia: University of Pennsylvania Press.

Academic evaluation of autobiographical theories, the relevance and accuracy of autobiographies and her conclusion that autobiographies are a cultural act of “reading” the self rather than a private act of “writing” the self.

Lomask, Milton. (1987). *The biographer's craft: Practical advice on gathering, writing, shaping and polishing biographical material*. New York: Harper and Row.

Lomash, himself a biographer of Aaron Burr and Andrew Jackson, teaches how to write. His book looks at selecting one's subject, research skills, different writing forms and styles and getting one's work published.

Oates, Stephen B. (Ed.). (1986). *Biography as high adventure: Life-writers speak on their art*. Amherst, MA: University of Massachusetts Press.

Renowned biographers give insight into their craft.

Pachter, Marc (Ed.). (1981). *Telling lives: The biographer's art*. Washington, DC: New Republic Books.

This book presents the thoughts, ideas and humor of famous biographers examining their own craft.

Adding Detail/Color to Your Stories

Once you have finished your own recording of stories, you may want to add some detail or ‘color’ to them. This could include touches of local, national or international history from specific periods of your family's life. It could include photographs and references to audio or videotapes relevant to your stories. There are also many videos, documentaries and fictionalized films about different times in Canadian history that can help you imagine a specific time in history. *History Television* channel has many of these programs and their web site may be interesting for you to browse at **www.history.ca**

A first place to look is the local library for the area you are most interested in. They will have local history books, postcard photographs of the area, newspapers and more. For example, The Ontario Genealogical Society has a book by Barbara B. Aitken, *Local histories of Ontario municipalities 1987-1997* listing books produced during that period for local histories.

Some publishers who specialize in Canadian history books include:

LYNK Images, 104 Scollard Street,
Toronto, ON M5R 1G2. (416) 925-8422
www.lynximages.com

Some sources for this added detail include:
Briggs, Elizabeth and Briggs, Colin J. (1998).
Before modern medicine: Diseases and yesterday's remedies. Winnipeg: Westgarth.

Using documents from the Hudson's Bay Company Archives, the Provincial Archives of Manitoba and The National Archives of Canada, the authors examine medicine from ancient times through the middle ages and through each of the 16-19th centuries. The extensive volume also looks at causes of deaths, population figures, the use of death certificates for research, medicinal potions and remedies, estate records and the founding of professional associations dealing with health.

Briggs, Elizabeth. (1992). *Handbook for reading and interpreting old documents*. Winnipeg: Manitoba Genealogical Society.

Another detailed book looking at paleography, grammar and literacy style during the ages, writing materials, research documents, guidelines for story telling, family history resources, methods for dating documents, the monetary systems in England from 16th century onward, weights and measures, social structure of Britain, and feast days of note.

National Archives of Canada. (1988). *Beyond the printed word*. Ottawa: National Archives of Canada.

This book lists audio and video tapes of newsreels, radio and television broadcasts from 1897 to 1987.

National Archives of Canada. (1986). *The painted past*. Ottawa: National Archives of Canada.

A booklet with a detailed listing of selected paintings from the Picture Division of the Archives. The painting represents key historical events in Canada's history.

Other People's Stories

There are family history books that outline genealogy and family histories relevant to your own stories. There are books specifically on only one family or books with collections of stories of various people. For example:

Finnigan, Joan. (1988). *Tell me another story*. Toronto: McGraw-Hill Ryerson.

One of several books by Finnigan which highlight the oral history stories of people in the Ottawa Valley. Some of her other books in a similar style are: *I come from the Valley*, *Some of the stories I told you were true*, and *Laughing all the way home*.

Scheiding, J. Elizabeth. (1999). *Langford, Westman and related families*. Toronto: Pro Familia Publishing.

Book of photos, charts and indexes of the Langford and Westman families including information on extended branches of this family tree — Parkinson, Gowan, McRoberts, Jackman, Garrett, Webb,

Walden, Hudson, Grose, Braithwaite, Raycraft, Pattison, Hodgins, Guest, Branion, Needham, Dinsmore, Dickenson, Stewart, Mitchell and Eedy.

Writing and Editing Tips

Miller, Casey and Kate Swift. (2001). *The Handbook of nonsexist writing for writers, editors and speakers*. New York: Lippincott and Crowell, Publishers.

Examines all issues of nonsexist writing. Often cited as the leading resource on the subject.

Polking, Kirk, Bloss, Jean and Cannon, Colleen (ed.). (1987). *Writer's encyclopedia: A comprehensive, one-volume reference for writers, editors, poets, students, teachers*. Cincinnati, OH: Writer's Digest Books.

Encyclopedic format answering questions on all manner and formats of writing for professionals.

Ross-Larson, Bruce. (1995). *Edit Yourself: A manual for everyone who works with words*. New York: W.W. Norton and Company.

A professional editor's guide to: choosing better words, cutting down the "fat", pronoun references, order in sentences, shorter sentences, dangling constructions, abused relatives, active voice use, parallel constructions, consistency, and other basic tools. A professional's approach with many lists and comparisons to assist editors in reducing the text and confusion of bureaucratic writing.

Strunk, William Jr., and White, E.B. (1999). *The elements of style*, (4th ed.). New York: Macmillan Publishing.

Easy to read text for describing elementary rules of usage, elementary principles of composition, approaches to style and form, and words and expressions commonly misused. Not effective as a reference text but a good read to refresh your memory.

University of Chicago. *The Chicago manual of style*. (most current edition). Chicago: University of Chicago Press.

This style manual is updated regularly by the University of Chicago and is considered by many as the standard style guide for Americans.

van Bommel, Harry. (1985). *Effective business writing*. North York, ON: Skills Development Publishing.

Historical Journals/Magazines

The Archivist. Ministry of Supply and Services Canada for the National Archives.

Bilingual bi-monthly magazine based on resources at the archives. For Researcher Services Division (to learn more about research opportunities) contact them at: National Archives of Canada, 395 Wellington Street, Ottawa, ON K1A 0N3 (613) 995-5138.

The Beaver: Canada's History Magazine. Canada's National History Society.

Published bi-monthly. Founded in 1920

by the Hudson Bay Company. Web site:
www.historysociety.ca

Genealogical Periodical Annual Index. Bowie,
MD: Heritage Books.

Published since 1962, attempts to provide access to ancestor charts and book reviews through index of several hundred North American titles.

Wheeler, Mary Bray (Ed.). (most current year). *Directory of historical organizations in the United States and Canada*. Nashville, TN: American Association for State and Local History.

Organizations

The web site **http://canada411.sympatico.ca** is a fast way to check for any person or organization's telephone number and full address except for Alberta and Saskatchewan.

Similarly, an Internet search (e.g., google.com) may find the person or organization for which you are looking.

To search for children/young immigrants who came to Canada, there are dozens of groups in Canada and overseas that may be of help. Check with your local genealogical society for lists. The organizations are the International Red Cross, Salvation Army International Headquarters, Government Departments, Barnardos After Care Department, Catholic Children's Society. There are also many books that deal specifically with immigration to Canada. University libraries are more likely to have books (usually out-of-print) than local

libraries. Marjorie Kohli at the University of Waterloo (marj@dcs1.uwaterloo.ca) has an extensive list.

Canadian Oral History Association

A small organization with a wonderful publication, *Oral History FORUM d'histoire orale*. This academic collection of oral history may be a valuable tool in providing background to some of your family stories.

National Genealogical Society (American)
4527 17th Street North Arlington, VA
22207-2399 USA (1-800-473-0060 or 703-525-0050) Fax =(703) 525-0052

www.ngsgenealogy.org

National Institute for Genealogical Studies
Louise St Denis 30 Wellington Street East,
Suite 2002 Toronto, ON M5E 1S3
(416) 861-0165 Fax (416) 861-1894 e-mail:
info@GenealogicalStudies.com

www.genealogicalstudies.com

Library and Archives Canada 395
Wellington Street Ottawa, ON K1A 0N4
(819) 997-7227 Fax = (819) 994-6835

Houses all published materials produced in Canada including books, audio and videotapes. See also National Archives of Canada.

Other Archives: Check your local blue pages in the telephone book for the telephone number and address of your provincial and city/town archives. There are also archives in many established spiritual communities, businesses, associations and char-

itable organizations that might provide background information relevant to some of your family stories. For example, if you belonged to the Girl Guides, there may be a local/regional archive with information on many of the activities you participated in.

Provincial and Territorial Archives store historical and genealogical materials. Check with those that relate to your own family records. They will have Vital Statistics for the province. For example, the Archives of Ontario has the Registration Books from the Office of the Registrar General of Ontario for: births (1869-1902), marriages (1801-1917) and death (1869-1927). Each year, another year's worth of records are filmed on microfilm for release to the public. The archives may have inter-library loan options for you as well as publications highlighting what records are available for researchers. Another information source at archives (with copies perhaps at local libraries) are Land Records dating back to the 18th century in some cases as well as detailed maps, illustrations and photographs of geographic locations. Add Census Records, Wills and Estates Records, old newspapers, telephone and business directories and you can spend many pleasurable hours piecing together some of the background to your family's stories and history.

Genealogical Societies

There is no national society in Canada. These societies publish newsletters, reports, conference proceedings, books, booklets, collected records and more. They are invaluable sources of information.

British Columbia Genealogical Society
P.O. Box 88054 Landsdowne Mall
Richmond, BC V6X 3T6

Alberta Family Histories Society
Box 30270, Station B
Calgary, AL T2M 4P1
Alberta Genealogical Society
116, 10440-108 Avenue
Edmonton, AB T5H 3Z9

N.W.T. Genealogical Society
P.O. Box 1715
Yellowknife, NT X1A 2P5

Saskatchewan Genealogical Society
1870 Lorne Street, 2nd floor,
Box 1894
Regina, SK S4P 3E1

Manitoba Genealogical Society
1045 St. James Street, Unit A
Winnipeg, MB R3H 1B1
La Société historique de Saint-Boniface
(Franco-Canadian heritage in western
Canada)
340 Provencher Blvd
Saint-Boniface, MB R2H 0G7

RECORDING YOUR LIFE AND FAMILY STORIES

Ontario Genealogical Society
40 Orchard View Blvd, Suite 102
Toronto, ON M4R 1B9

Société franco-ontarienne d'histoire et de généalogie (SFOHG) is a non-profit organization founded to focus on French Canadian roots and the life and times of their ancestors. It has 10 regional libraries in Ontario, provides a newsletter, publishes 'répertoires' or directories of parish records of French Ontario. Their address is:

30 Wellington Street East,
Suite 2002,
Toronto, ON, M5E 1S3.
(416) 861-0165.
Contact person is
Louise St Denis,
e-mail: stdenis@interlog.com.

Quebec Family History Society
P.O. Box 1026
Pointe-Claire, QC H9S 1N9

Société de généalogie de Quebec
C.P. 9066,
Ste-Foy, QC G1V 4A8

Société de généalogie canadienne-française
C.P. 335, Station Place d'Armes
Montréal, QC H2Y 3H1

New Brunswick Genealogical Society
P.O. Box 3235, Station B
Fredericton, NB E3A 5G9

Genealogical Association of Nova Scotia
Box 641, Station M
Halifax, NS B3J 2T3

Prince Edward Island Genealogical Society
Box 2744
Charlottetown, PE C1A 3C4

Newfoundland and Labrador Genealogical Society
Colonial Building
St. John's, NF A1C 2C9

Genealogical Web Sites

Most of the major search engines have specific search tools for genealogy. Use their help menus to make your search as specific and useful as possible. These sites include: google.com; Yahoo.com; hotbot.lycos.com; dogpile.com and metacrawler.com

To help with your searches it is good to know something about **Boolean searches**. Professional librarians and researchers use this method. By using three words (AND, NOT and OR), in capital letters, you can make your search more specific.

When you put AND between two words, the search engine finds documents that contain both words. Type in *New AND York AND Yankees AND baseball* and you will get documents specific to that baseball team.

Type in NOT and it tells the search engine not to search for the word following NOT. This technique helps narrow your search so that if you type in *blue AND jay NOT baseball* your search will not include

baseball sites or documents but only information on the bird.

If you type in OR you broaden your search to include either word. For example, *family AND history OR genealogy* would give you enough 'hits' to keep you busy for decades!

More useful is the following example: *Qualicum AND Beach OR Parksville* to find out about both neighboring towns where your ancestors lived.

Aboriginal Peoples Guide to Government Records

http://www.collectionscanada.ca/archivianet/0201200109_e.html

AfriGeneas (African Ancestored Genealogy)

www.afrigeneas.com

Allen County Public Library (best library site next to Mormon Church)

www.acpl.lib.in.us

Ancestry Inc.

www.ancestry.com

Toronto Reference Library Genealogy Virtual Library

http://www.virtualreferencelibrary.ca/?startingCatNo=1099&topParentName=Genealogy&_nfpb=true&click=subjDir&_pageLabel=vrl_page_home

A search engine of the Toronto Reference Library.

British Library

www.bl.uk

Canadian Genealogy and History

www.islandnet.com/~jveinot/cghl/cghl.html

Canadian GenWeb Project

www.rootsweb.com/~canwgg

Canadian Virtual War Memorial

www.vac-acc.gc.ca/general/sub.cfm?source=collections/virtualmem

Lists names, death dates and final resting places of more than 110,000 Canadians and Newfoundlanders who died in WWI and WWII

Cyndi's List of Genealogy Sites on the Internet

www.cyndislist.com

The Church of Jesus Christ of Latter-Day Saints (Mormon Church)

www.FamilySearch.org

Extensive site with 600 million names and 7,000 links to other sites. This free gift is available to all but stems from the Church's goal of having its 11 million adherents identify their own ancestors and ultimately bind the human family for eternity.

Everton's Genealogy Helper Magazine

www.everton.com

Lists genealogical archives and libraries, U.S. and international resources, software archives.

RECORDING YOUR LIFE AND FAMILY STORIES

Genealogy Gateway to the Web
www.gengateway.com

Genealogy Online
<http://genealogy.org>
Extensive site with links to software programs, universities and libraries, family trees
(over 200,000 for the 1880 U.S. Census) and more.

Genealogy Toolbox
www.genealogytoolbox.com
Family historian's collection of commercial, ethnic, geographic, historical and library resources.

Global – Everything for the Family Historian
www.globalgenealogy.com

Google Search Help for Genealogists
<http://www.genealogy-search-help.com>

Howells, Cyndi. (1997) Netting your ancestors: Genealogical research on the Internet. Genealogical Publishing Company.
www.CyndisList.com/netting.htm

Howells, Mark. Now this won't hurt a bit — The Internet for family history.
www.oz.net/~markhow/writing/dentist.htm
An article on how a search leads from one fact to another.

Hudson's Bay Company
<http://www.gov.mb.ca/chc/archives/hbca/>
Extensive records of early fur traders and settlers in western Canada from 1670–1870.

Irish Genealogy
<http://www.irishorigins.com/>

Jewish Genealogy
www.jewishgen.org
An affiliate of the Museum of Jewish Heritage - A Living Memorial to the Holocaust

Library and Archives Canada
<http://www.collectionscanada.ca>
Canada's archives and national library combined to create a researcher's dream come true.

Library Web-Based Catalogs
<http://www.libdex.com/>

Library of Congress
<http://www.loc.gov>
This national library houses all books ever published in the U.S. and is a wealth of information on all areas of research.

National Genealogical Society (American)
www.ngsgenealogy.org

National Institute for Genealogical Studies (Canadian)
www.genealogicalstudies.com

Recording Your Life and Family Stories
 Copyright 1994, 2000, 2007 Harry van
 Bommel (416) 264-4665 www.legacies.ca
 Ontario Cemetery Finding Aid
<http://www.islandnet.com/ocfa>

Ontario Genealogical Society
www.ogs.on.ca

Quebec Genealogy Page
<http://www.genealogie.umontreal.ca/en/>

RootsWeb
www.rootsweb.com

Survivors of the Shoah —
 Visual History Foundation
<http://www.usc.edu/schools/college/vhi>
 Steven Spielberg's project to collect 50,000
 video interviews with survivors of the
 holocaust.

University of Toronto Libraries
www.library.utoronto.ca

WorldGenWeb Project
<http://worldgenweb.org>

Yahoo Genealogy
[www.yahoo.com/Arts/Humanities/History/](http://www.yahoo.com/Arts/Humanities/History/Genealogy)
 Genealogy

Family History/Genealogical Courses

Courses are often available through local school boards, libraries, colleges/universities, genealogical societies, historical societies, archives and commercial trainers. Courses may be offered through your professional or recreational associations, labor groups, spiritual communities and through such organizations as Elder Hostels, travel companies and local bookstore.

About the Author

Harry van Bommel has been an adult educator since 1981. He is the author of over 30 non-fiction books in areas of education, management, staff development and health care as well as helping people record their life stories. He lectures internationally on any aspect of his work.

He is the founder of **Canada 150**, a 20-year project to encourage Canadians to record their family stories as a legacy to their descendants. Copies of these records will be stored, in perpetuity, in Library and Archives Canada in honor of Canada's 150th birthday in 2017.

He continues to record his own family stories and history for his children and their descendants.

CANADA 150 WEBSITE

This website will have up-to-date information, references and website links. Check out what other Canadians are doing for this project that will celebrate Canada's 150 birthday in 2017!

[<www.canada150.com>](http://www.canada150.com)

CANADA 150

Canada's National Project to Record Our Family and Community Stories

Wouldn't you love to read the diaries and letters of your great-great-grandparents? Their day-to-day stories of life, love, hardship and accomplishments might give you a real sense of who they were and from where you came.

The same is true for your descendants and the descendants of everyone you mention in your own stories. They would love to hear of life in the 20th and 21st century – the dawn of super highways and family road trips, the war years and their aftermath, home milk deliveries, space travel, Super 8 films, camping trips and cottage life, immigration and settling in to a new country and so much more.

Story telling is something we all do: men and women, elders and their grandchildren, those native born and immigrated. We grow up listening to stories and learning from them. Those we find particularly funny or helpful we retell in our own ways.

Our belief in the truth of our stories reflects who we are and what we believe in. May we repeat the successes of our ancestors. May we also avoid their failures as we provide a role model to our own descendants of how to live in the next 150 years!



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<http://www.canada150.com>

