

## The Honourable James K. Bartleman – January 2007

### *The Honourable James K. Bartleman, Lieutenant-Governor of Ontario*

The Honourable James K. Bartleman rose from humble circumstances in Port Carling, Ontario, to become Foreign Policy Advisor to the Prime Minister in 1994. In 2002, he became Lieutenant-Governor of Ontario. In this address, the Lieutenant-Governor reminisces on his experiences with principals during his elementary and high school years. He describes his connection with teaching and teachers, his experiences with racism, and the positive impact of reading on the path his life has taken. Discussing his work as Lieutenant-Governor, he focuses on what he has learned about the plight of Aboriginal people in northern Ontario and talks about the initiatives he has undertaken to address their situation.

#### **Books by the Honourable James K. Bartleman:**

Bartleman, J. (2005). *On Six Continents: A Life in Canada's Foreign Service, 1966 – 2002*. Toronto: Random House.

Bartleman, J. (2007). *Raisin Wine: A Boyhood in a Different Muskoka*. Toronto: McClelland & Stewart.

#### **Contact:**

For more information on the Lieutenant-Governor's literacy initiatives, visit

[www.lt.gov.on.ca](http://www.lt.gov.on.ca)

For biographical and other information, visit

[www.lt.gov.on.ca/sections\\_english/welcome/hishonour\\_main.html](http://www.lt.gov.on.ca/sections_english/welcome/hishonour_main.html)

#### **Segments:**

- 1...Introduction
- 2...Autobiography
- 3...The Plight of Aboriginal People in Ontario's Far North
- 4...Mobilizing Civil Society

### **1...Introduction**

(Length: 8 minutes)

#### **Synopsis:**

Bartleman observes that the role of principal has changed since he was in school during the 1940s, and he illustrates his point by relating his personal experiences. He describes becoming a teacher himself in 1963 and concludes the segment by emphasizing that he has never forgotten teaching.

### **2...Autobiography**

(Length: 11 minutes)

#### **Synopsis:**

Bartleman describes the three causes he has undertaken as Lieutenant-Governor, explaining that his reason for doing so is based on his personal life experience. He then presents details of his childhood and youth in Port Carling, Ontario. In particular, he emphasizes the important role the town library played in his

development. The segment concludes with brief references to his work in countries around the world and as Foreign Policy Advisor to the Prime Minister.

**Look for the following:**

- The three causes he has adopted in his work as Lieutenant-Governor
- Details of his childhood and youth
- The “ugly face of Canada”
- The importance of a town library and the power of literacy

**After viewing Segment 2:**

- As Lieutenant-Governor, James Bartleman is allowed to address non-partisan social issues. Which three causes has he adopted in his current role?
- Explain what Bartleman means when he uses the term the “ugly face of Canada.” In what manner did he personally experience this “ugly face”?
- He describes his discovery of the town library and the resulting improvement in his reading skill. In what ways did this impact his life?
- What lesson is there for educators in Bartleman’s story?

### **3...The Plight of Aboriginal People in Ontario’s Far North**

(Length: 12 minutes)

**Synopsis:**

Bartleman points out that in northern Ontario, huge parts of Canadian society languish in Third-World conditions. He describes the poverty, unemployment, and hopelessness that Aboriginal people experience in far northern communities. In particular, he focuses his discussion on the children and youth of such communities, using statistics to illustrate the extent to which they are disadvantaged.

**Look for the following:**

- The differences in lifestyle and opportunities for Aboriginal people residing in southern Ontario compared to those living in far northern communities
- Reasons for the Third-World conditions that exist in these far northern communities
- Statistical evidence illustrating the disadvantaged situation of the children and young people in these communities
- Factors that impede progress and change

**After viewing Segment 3:**

- Bartleman notes that many communities in northern Ontario exhibit conditions he has seen in Third-World countries during his career in Canada’s foreign service.
- What evidence of this disadvantaged situation does he present?
- How does he account for the existence of these third world conditions?

### **4...Mobilizing Civil Society**

(Length: 13 minutes)

**Synopsis:**

Bartleman states that public attention has not been focused on the third world that exists in Canada. He is, therefore, using the weight of his position as Lieutenant-Governor to mobilize civil society to assist those living in those conditions, in

particular the young people. To accomplish his goal, he has spearheaded a number of initiatives focused on improving the literacy of Aboriginal youth.

**Look for the following:**

- The definition of a 'civil society'
- The evidence that supports a strong focus on literacy in the early years prior to Grade 3
- The five initiatives Bartleman has spearheaded in his role as Lieutenant-Governor

**After viewing Segment 4:**

- Define the term 'civil society.'
- Explain the importance of early literacy education.
- Outline the five literacy initiatives undertaken by the Lieutenant Governor.
- What are some possible applications of these initiatives to other school communities in Ontario?