

An Historical Examination of Women Canadian Journalists



Acknowledgments

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Framing our past: Canadian women's history in the twentieth century. McGill-Queen's Univ. Press, p. 52.

Yukon Archives, photo 279 [85/25]



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Introduction

The fight for women's suffrage in the early 20th century and the second wave of the women's movement in the 1960s and 1970s were important periods for women entering the field of journalism in Canada.

Women journalists faced numerous obstacles, including from editors, publishers, and the public at large. Despite the challenges, their writing helped bring sexism, and diverse oppressions such as racism, into the public eye and sparked important debates that changed Canadian society. Women

working in journalism often acted as bridges of understanding between social and cultural groups, as well as between feminist activists and the general population. By examining the diverse professional experiences of selected journalists, this lesson highlights how their work impacted Canadian public life.

Grade and Strand:

Grade 10 – Strand A, D; Grade 12 – Strand A, D, E

Lesson Topic (s):

An Historical Examination of Canadian Women Journalists

Lesson Framing Critical Questions:

- A) How have women journalists contributed to Canadian public life?
 - B) What challenges and rewards have female journalists experienced through their careers?
-

Estimated Lesson Length (s):

Two to three class periods.

Lesson Planning and Curriculum Expectations

Canadian History since World War I, Grade 10 (CHC2D)

Canada: History, Identity, and Culture, Grade 12 (CHI4U)

Links to Grade 10 and 12 Curriculum

Relevant Curriculum Expectations

A1 Historical Inquiry:

A1.1 formulate different types of questions

A1.2 select and organize relevant evidence and information

A1.3 assess the credibility of sources

A1.4 interpret and analyse using various tools, strategies and approaches

A1.5 use the concepts of historical thinking

A1.6 make informed conclusions and/or judgements and predictions

A1.7 communicate their ideas, arguments and conclusions using various formats and styles

A1.8 use accepted forms of documentation

A1.9 use appropriate terminology when communicating the results of their investigations

A2 Developing Transferable Skills

A2.2 apply in everyday contexts skills and work habits

A2.3 apply the knowledge and skills developed when analysing current social, economic and/or political issues in order to enhance their understanding of these issues and their role as informed citizens

D. Canada 1945-1982

D1 Social, Economic and Political Context

D1.1 analyse historical statistics and other primary sources, including oral traditional knowledge, to identify some key demographic trends and developments in Canada during this period

D2. Communities, Conflict, and Cooperation

D2.1 describe some instances of social conflict and/or inequality

D2.2 describe some significant social movements

D2.3 analyse key aspects of life for women in Canada

D3. Identity, Citizenship, and Heritage

D3.1 describe contributions of various individuals, groups and/or organizations

D3.2 explain ways in which individuals, groups and/or organizations contributed to arts and popular culture

A: Historical Inquiry and Skill development

Specific Expectations:

A1 Historical Inquiry:

A1.1 formulate different types of questions

A1.2 select and organize relevant evidence and information

A1.3 assess the credibility of sources

A1.4 interpret and analyse using various tools, strategies and approaches

A1.5 use the concepts of historical thinking

A1.6 make informed conclusions and/or judgements and predictions

A1.7 communicate their ideas, arguments and conclusions using various formats and styles

A1.8 use accepted forms of documentation

A1.9 use appropriate terminology when communicating the results of their investigations

A2 Developing Transferable Skills

A2.2 apply in everyday contexts skills and work habits

A2.3 apply the knowledge and skills developed when analysing current social, economic and/or political issues in order to enhance their understanding of these issues and their role as informed citizens

A2.4 identify careers in which skills of history might be useful

D. Canada 1867-1945

D.1 Setting the context:

D1.3 describe a variety of developments in the arts and popular culture

D1.4 analyse key economic trends and developments during this period

E. Canada Since 1945

E.2 Interactions and Interdependence:

E2.1 explain the context for the development of reform movements

E.3 Diversity and Citizenship

E3.1 explain the contributions of various people to Canadian society

E3.2 explain how women's lives changed in this period

Lesson Learning Goals/Objectives:

(Learning goals can be communicated with learners as follows: We are learning about.../ We are learning how to...)

- Students will examine the role and contributions of women journalists in Canada's past.
- Students will interpret and form inquiry questions about primary sources they encounter, including photographs, newspapers, media, charts and archival documents.
- Students will develop a feminist lens to analyze historical events and experiences based on the diverse perspectives of women.
- Students will improve their writing, speaking and listening skills by participating in reflective writing assignments and class discussions/debates.
- Students will critically reflect on representations of gender, race, the public and the private sphere, objectivity, feminism and the issues of unpaid and paid labour.

Links to Historical Thinking Concepts:

Historical Significance

In this lesson, students will identify the historical significance of women entering the professions of journalism and broadcasting during two different feminist periods of history: the turn of the twentieth century during the fight for women's suffrage, and the onset of what is commonly referred to as "the second wave" or the women's movement in the 1960s and early 1970s. Students will assess how, over time, women's careers were shaped by the economic, social and political influences of the day and how they in turn influenced historical events.

historical periods covered in the research. As well, it addresses the similarities/obstacles that existed for women over time. Students will consider how individual women responded to these challenges.

Cause and Consequence

Students will critically assess the consequences of women's influence as journalists in the realm of the family, the labour market and in society at large. To do so, students will analyze some of the issues addressed by the journalists in their publications and the ways in which they approached difficult topics.

Primary Source Evidence

Students will assess bias and omissions in primary source documents. They will have the opportunity to critically analyze sources and reflect on their use as evidence. They will consider primary sources such as photographs and newspaper articles in their critiques.

Historical Perspectives

Students will assess the impact of women entering the profession of journalism and broadcasting and will examine how they contributed to understanding of issues such as feminist politics, gender equity, and bias/objectivity in reporting. Given the importance of reporting on political, social and economic issues, they will explore how women negotiated their roles and contributed to our understanding of a range of perspectives on public and private life.

Continuity and Change

This lesson focuses on the changes in journalism that took place during the two

Links to Anti-Racism, Diversity, Equity, and/or Transformative Justice

- Students are encouraged to engage in a critical understanding of how class, race and gender are represented in primary source documents (diversity and equity).
- Historical evidence in the lesson illustrates the inequities in employment opportunities for women (equity and diversity).
- Students reflect on the impact of social movements and their influence on society (transformative justice and equity).

Part 1: Minds On

Activity 1: Exploring Journalism Today

1. Divide learners into groups of four or five and have them discuss and record their answers for the three question clusters below. Encourage learners to answer at least two of the three questions under each cluster.

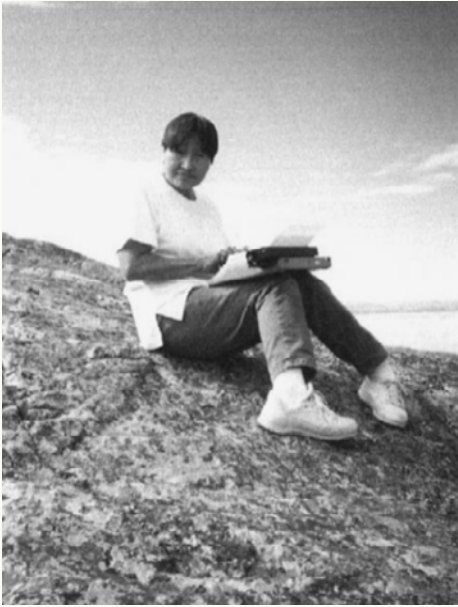
A: What does the news look like to you?	B. What identities are represented in the journalists/news sources you follow?	C. Looking at a woman journalist working in Canada.
Journalism has transformed significantly over time. New developments in technology including the invention of the printing press, radio, television, and the Internet have changed the way news is produced and consumed	Look at your news sources and examine the individual(s) responsible for reporting to the public. Feel free to go to your own news or social media feed.	Pick one prominent Canadian woman journalist you are familiar with and answer the following questions.
What are the different places (sources) where you get your news? (e.g. newspapers, social media, television) What role does the author, journalist, or newscaster play in the news medium that you consume? (e.g.: editorialist, influencer, reporter) What are the strengths and weaknesses of the news sources that you consume?	How diverse are the news sources that you read? How does the identity/positionality of a journalist impact the way they report on an issue, or on the way the reporting is perceived? Why might it be important that journalists come from diverse backgrounds?	What can we learn about the journalist's professional background and education? What subjects does this journalist create content about? What are the strengths of this journalist's work?

2. Have student groups share their answers with each other.
3. Debrief as a class on the significant points that the groups discussed.

Activity 2: Mary Ann Shadd, Pioneering Canadian Journalist

Have students watch this [video](#) (1 min.) and listen to a portion of this [podcast](#) (from 16:00 to 26:00, 10 mins.) about pioneering journalist and publisher Mary Ann Shadd, and then answer the following questions:

1. Did you know about Mary Ann Shadd prior to today?
2. How did she contribute to Canadian public life? What obstacles did she face?
3. Why do you think her story is less known in Canadian history?



Ann Meekitjuk Hanson

Part 2: Inquiry Work

Activity 1: Examining the Lives of Canadian Women Journalists

Focus Question for Inquiry: What were the specific conditions of women journalists' lives both at work and in the home?

A. In small groups, ask students to choose 3 journalists' profiles from the list below, and read the relevant biographies in appendix A and do additional research. Have each group add their chosen journalists' names to the left side of their chart (below).

Profiles of women journalists (see Appendix A):

- Edith Josie
- Ann Meekitjuk Hanson
- Florence Bird
- Gisèle Quenneville
- Francine Pelletier

Journalists	Question 1:	Question 2:	Question 3:
Chosen Journalist 1			
Chosen Journalist 2:			
Chosen Journalist 3:			

B. To complete the chart, have students address 3 of the following questions for each journalist they're examining.

1. Where did each woman work and when? (In both paid and unpaid labour)
2. What was the class positioning of each woman? (Was she wealthy? How many jobs did each hold to make ends meet?)
3. What was the marital status of each woman? (Married? Single?)
4. What was the written format for each woman? (Poetry, children's author, etc.)
5. What was the race or ethnicity of each woman? What community did she identify with?
6. What issues and topics did each journalist address?

C. Have two of the small groups of students work together to discuss the data they collected in their charts, and collaborate to draw conclusions about these different focal points:

1. What were the conditions of these women's lives? Debate this proposition: "Early Canadian women journalists were well paid so they could concentrate on their craft of journalism."

Materials and Set Up:

(Activities, resources, worksheets, data collection charts, video, images, and others)

- Digital or physical access to "Profiles of women journalists" data chart
- Learner access to computer for inquiry and consolidation activities

Primary Sources:

Photographs, newspaper articles.

Secondary Sources:

Babello (s.d.). Francine Pelletier (II). <https://www.babello.com/auteur/Francine-Pelletier-II/464521>

Canada Post. (2024, January 23). *2024 Black History Month stamp celebrates the legacy of Mary Ann Shadd*. https://www.youtube.com/watch?v=R_TiXtYtU4

Cumming, Judi. "Florence Bird". Cook, S.A., McLean, L. & O'Rourke, K., eds. *Framing Our Past: Canadian Women's History in the Twentieth Century*. Montreal/Kingston: McGill-Queen's University Press, 2001, 257-258.

Digital Museums Canada. (2024). *And now here's Mrs. A... Kate Aitken's story*. Communitystories.ca. https://www.communitystories.ca/v1/pm_v2.php?id=exhibit_home&fi=0&lg=Eng-lish&ex=00000325

Freeman, Barbara. "The Day of the Strong-Minded Frump has Passed: Women Journalists and News of Feminism". In Cook, S.A., McLean, L. & O'Rourke, K., eds. *Framing Our Past: Canadian Women's History in the Twentieth Century*. Montreal/Kingston: McGill-Queen's University Press, 2001, 385-391.

Gendreau, P. et Lefebvre, P. (2015). Francine Pelletier, de La vie en rose à aujourd'hui : entretien avec Francine Pelletier. *Liberté*, (307), 9-13.

Lalonde, Christine. "Ann Meekitjuk Hanson: Inuit Broadcaster, Interpreter, and Community Worker". In Cook, S.A., McLean, L. & O'Rourke, K., eds., *Framing Our Past: Canadian Women's History in the Twentieth Century*. Montreal/Kingston: McGill-Queen's University Press, 2001, 378-380.

McCullough, A.B. "Introduction: Earning Their Bread." In Cook, S.A., McLean, L. & O'Rourke, K., eds., *Framing Our Past: Canadian Women's History in the Twentieth Century*. Montreal/Kingston: McGill-Queen's University Press, 2001, 319-332.

Pelletier, F. (S.D). Francine Pelletier, le blog. <http://www.francinepelletierleblog.com/p/test.html>

Porsild, Charlene. "Edith Josie: 'These are the News.'" In Cook, S.A., McLean, L. & O'Rourke, K., eds., *Framing Our Past: Canadian Women's History in the Twentieth Century*. Montreal/Kingston: McGill-Queen's University Press, 2001, 52.

Réalisatrices équitables. (S.D). Francine Pelletier. <https://realisatrices-quitables.com/dames-des-vues/realisatrice/francine-pelletier/>

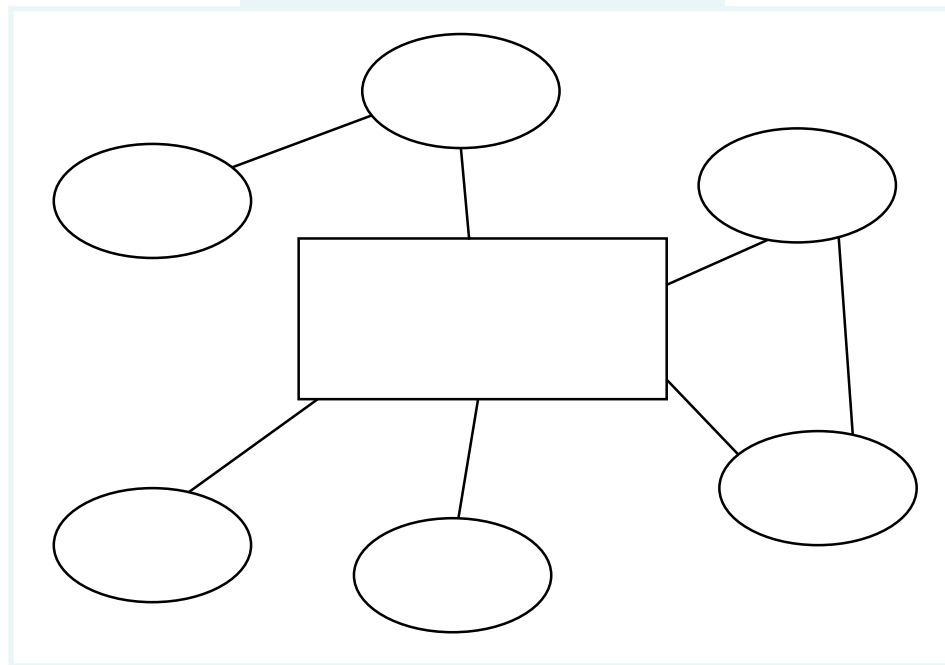
2. In what ways did these journalists introduce particular issues and topics?
3. What pressures did they face in relation to women's equality?
4. What methods and practices did they employ to overcome gender, racial and class barriers that existed at the time that they were working?

Activity 2: Women Journalists Bridging Divides

Ann Meekitjuk Hanson was described as providing a “bridge of understanding between Inuit and non-Inuit.” Kit Coleman, in eventually championing suffrage, acted like a bridge between feminists demanding the vote and the general population. Mary Ann Shadd championed the benefits of integrated schools and shared the discrimination faced by Black Canadians in her writings and publications.

In small groups, discuss how each of these women served as a possible “bridge of understanding” between cultures and/or different social groups. Create a mindmap (using words and/or images) that encapsulates the different audiences that these women tried to reach, the kinds of issues they brought forward, the responses they received, and the relationship between these topics.

Example of a Blank Mind Map



Sung, H., *Historica Canada, & Media Girlfriends*. (n.d.). *Mary Ann Shadd: Journalism, activism, and the power of words*. Strong and Free, (4). Retrieved 10 April 2024, from <https://www.historicacanada.ca/productions/podcasts/strong-free-podcast/episode-4-strong-and-free-mary-ann-shadd-journalis>

Wazana, K. (2011, décembre). Les enseignants remarquables de Gisèle Quenneville. *Pour parler profession*. https://pourparlerprofession.oeo.ca/decembre_2011/departments/remarkable.aspx

Woloshyn, R. (2024, 6 décembre). Polytechnique murderer Marc Lépine had her on his kill list. She never forgot the moment she found out. CBC. <https://www.cbc.ca/news/fifthestate/francine-pelletier-montreal-massacre-1.7401282> <https://www.cbc.ca/news/fifthestate/francine-pelletier-montreal-massacre-1.7401282>

Teaching Strategies:

- Culturally responsive and relevant pedagogy
- Use of multimedia sources including videos, news feeds, and podcasts
- Collaborative peer led discussion
- Inquiry-driven research activities
- Scaffolded secondary and primary source exploration

Assessment:

Minds On:

Activity 1: Exploring Journalism Today (AfL)

Activity 2: Mary Ann Shadd, Pioneering Canadian Journalists (AfL)

Inquiry Activities:

Activity 1: Examining the Lives of Canadian Women Journalists (AaL, AoL)

Activity 2: Women Journalists Bridging Divides (AaL, AoL)

Consolidation:

Women Journalists Exit Ticket Activity (AoL)

Accommodations:

- Compile a list of key terms and concepts and review them before beginning the lesson
- Provide English language learners with the opportunity to do the Minds on Activity “Exploring Journalism Today” using news sources in the language they are most comfortable with.
- Reduce the number of questions learners are asked to answer for inquiry activities and charts
- Encourage learners to demonstrate learning in a format they are comfortable in (oral, written, arts-based)
- Provide opportunities for learners to engage in peer editing before submitting work

Part 3: Consolidation and Debrief

Wrap Up and Action:

Barbara Freeman, in *"The Day of the Strong-Minded Frump Has Passed': Women Journalists and News of Feminism"*, notes that both at the turn of the 20th century, and during the women's liberation movement in the 1960s, women journalists faced challenges from editors and publishers who questioned the relevance of their work. They also encountered difficulties reconciling their own potential support for the demands of suffragists and feminists with the pressures placed on them by their profession:

"The truth was that for a purportedly democratic institution, the newspaper industry was itself beset by inequality and unfairness, especially where gender relations were concerned. The men regarded news of concern to women as "soft" news rather than "hard" news, and even barred their female colleagues, whom they did not consider "real" journalists, from membership in most press organizations. By the late 1960's, women journalists, inspired by the women's movement, were pressuring their publishers and editors to allow them more scope in their work ...

The evolving professional standards of "objectivity" in reporting dictated that the women reporters keep their distance from direct involvement in women's groups and issues, especially if they wanted to be taken seriously as journalists. But, because they as women were themselves harmed by systemic discrimination in law, public policy, and employment, they could not keep an emotional distance, no matter how carefully they covered "both" sides of the story. Generally, they either disassociated themselves from these "militant" feminists by presenting them in headline-grabbing accounts as somehow outside the norm of true womanhood, or defensively encouraged the view that many feminists were really ordinary, non-threatening women with something of value to say. Given the necessity of defending their own professional reputations as journalists, they had little choice, even though neither of these stances was truly objective. Their example helps to explain why the cultural meaning of the term "militant feminist" has constantly shifted, and why the news media have always produced such mixed messages about women's equality." (p. 385-391)

Individually or in a small group, find a current example of reporting on gender equality issues in Canada by a woman journalist, and answer the following questions:

1. Based on Freeman's statements above and the examples you learned from the lesson, what challenges do you feel that women journalist face today?
2. In the past, gender equality issues were often relegated to the lifestyle, women's issues, or opinion sections of newspapers as opposed to the "hard" or "factual" news report sections. What news section was the article or video you chose found in?
3. List a few differences between your selected example and how feminist/gender equality issues might have been reported on in the past.
4. Do you believe women journalists today feel the same pressure to disassociate themselves from gender equality activists and issues that Freeman describes? Why or why not?

- Students demonstrate and reflect on learning
- Students share research work
- Provides opportunities for consolidation and action plans
- Links back to the historical thinking questions

Accommodations:

- Teachers might provide students with a current article about gender equality today or engage the students to find their own

Appendix A

Short biographies

Florence Bird (1908-1998)

Florence Bird was born in Philadelphia, Pennsylvania, into a wealthy family. She was well educated and encouraged to travel. She and her husband, John Bird, came to Canada in 1930 and settled in Montreal, where Florence joined a peace study-group and lectured on current events to women's groups. In 1937 the Birds moved to Winnipeg; John Bird became editor-in-chief of the Tribune and Florence wrote articles for the paper, using her maternal great-grandmother's name, Anne Francis. In addition to writing for the Winnipeg newspaper, for many years she worked with volunteer organizations. During the Second World War, she was the head of press relations for the Central Volunteer Bureau of Winnipeg, writing a weekly column about women's war work for many years. For two years, she also wrote a weekly column for the Ottawa Journal, covering the debates in Parliament that concerned the rights of women. Until the time of her appointment as chair of the Royal Commission on the Status of Women, she wrote a weekly newsletter on Canadian women for the International Service of the Canadian Broadcasting Corporation (cec). Starting in the 1930's, she prepared an extensive series of radio broadcasts for the CBC on *Trans-Canada Matinee* entitled "Women at Work," which examined the problem of women as a source of cheap labour [...] Bird not only championed women's financial equity, she was also concerned with the needs of women in prison. In 1957 she undertook research that she later used in a series of four ten-minute broadcasts on *Trans-Canada Matinee*. With the aid of the Elizabeth Fry Society, she visited the Prison for Women in Kingston, and discovered that most women had committed crimes against themselves, crimes frequently involving alcoholism, drug addiction, suicide, and prostitution. [...] Later, the Report of the Royal Commission on the Status of Women would recommend that the Prison for Women in Kingston be closed and that changes occur elsewhere to facilitate the rehabilitation of women prisoners. As the chair of the royal commission, Bird saw her role as ensuring a harmonious working relationship among commissioners of different backgrounds, religions, intellectual capabilities, and levels of education. Believing that the wording of the final report should be written in language that could be read by every woman, she refused to permit the use of technical language. She wrote some of the chapters herself to ensure that the language was clear and simple. Her work on the report reflected her concerns both about women and about the women's movement in the 1960's.

Source: Judi Cumming, *Framing our Past*, p. 257-258

Edith Josie (1921-2010)



Edith Josie – journalist
(PHO 279 [85/25], Yukon Archives)

Edith Josie has contributed to the social fabric of her community by writing about the daily events in Old Crow, Yukon, in her newspaper column "These Are the News." In it, she informed people in surrounding communities of the comings and

goings in her town. Josie was born in 1921 into the Vuntut Gwich'in community in Old Crow. She began her journalism career in 1962 when Whitehorse Star publisher Harry Boyle asked Sarah Simon, wife of the Anglican minister at Old Crow, to find someone to act as a local correspondent. Simon chose Edith because she didn't have a "husband to look after her" and thus needed a job to support herself. Since 1963, Josie has chronicled day-to-day life in her community. Although a native Gwich'in, she hand-wrote in English, and her column has appeared in magazines and newspapers around the world. She was profiled in *Life* magazine in 1965. In addition to being a journalist, Josie has always been an active member of her church as a lay reader, and taught classes in the Gwich'in language in her hometown of Old Crow.

Source: adapted from Charlene Porsild, *Framing our Past*, p. 52

Ann Meekitjuk Hanson (1946 -)



Ann Meekitjuk Hanson
(Courtesy of Dorothy Harley Eber)

[Ann Meekitjuk Hanson] was born with the Inuktitut name of Lutaq in May of 1946, at her family's traditional spring camp, Qakuqtute, near Kimmirut on Baffin Island. [...] After the death of her father, when she was just four years old, and the hospital-

ization of her mother for tuberculosis shortly after, she was cared for by close family and relatives as was, and still is, Inuit custom. [...] After her mother's death, she returned to Iqaluit to attend school. In 1961 she moved to Baker Lake to live with her maternal aunt and uncle. The unfortunate death of her aunt changed the course of Hanson's life. Fate found her moving to Toronto to live with the family of her non-Inuit uncle. Adapting to culture shock

and life in a southern city, she finished grade eight, perfected her English, and attended business school, attaining skills that would serve her well in her developing career. After three years in Toronto, she returned to Iqaluit and found work with the federal government as secretary and translator. By the 1960's, Hanson was well known as an interpreter and was working for the Canadian Broadcasting Corporation (CBC). [...] Initially hired to translate the English CBC programs into Inuktitut, Hanson, along with the other interpreters, began incorporating Inuit content and, by 1965, Inuktitut broadcasting was firmly established. The introduction of Inuit-produced programming was a major, and timely, achievement for Hanson and her colleagues, who recognized that language was an essential key to maintaining Inuit culture and identity in the face of outside influences. [...] In the 1970's she travelled to communities across the Arctic to meet with people and collect their stories for the Inuktitut program *Tausunni*. [...] She was the first editor of *Inukshuk*, a community paper that would later become the *Nunatsiaq News* (today the northern equivalent to the *Globe and Mail*). She is also a freelance writer and has contributed to the magazines *Above and Beyond* and *Up Here*. Thousands of tourists and travellers to the Canadian Arctic have benefited from her sensitive essays on Inuit culture and language in the *Baffin Handbook* and the newer *Nunavut Handbook*. She has contributed essays to *Inuit Women Artists: Voices from Cape Dorset* and the commemorative edition of *Nunavut '99*. In addition to this, Ann has published two children's books, *Show Me* and *Tumiit*. She returned to school in 1987 to study journalism at Nunavut Arctic College, graduating in 1989.

Source: Christine Lalonde Framing our Past, p. 378-380

Gisèle Quenneville (1968 -)

From the age of six, Gisèle Quenneville carried around a xylophone reed, which she held up in front of her parents and other relatives to interview them. At ten, this makeshift microphone gave way to a notebook in which she wrote down stories and observations. At 16, she was working as a volunteer for the regional weekly newspaper, *Belle River News*. Between a village in southwestern Ontario and Radio-Canada or TFO, the journey was not without obstacles. First, her spoken and written French had to be impeccable. However, in Ontario in the 1970s, French-language education was still in its early stages, and French-language high schools were still rare. [...] Born in 1968 in St. Joachim, 60 kilometers west of Windsor, Gisèle Quenneville is the only child of a farmer father and a teacher mother. She

grew up in a family where French was spoken at home, but in a region where social and cultural life took place mostly – if not exclusively – in English, except at school. [...] When Gisèle Quenneville finished elementary school, she entered secondary school at Belle River District High School, an English-language school. Like many young Franco-Ontarians her age, Gisèle had put French aside and rarely spoke it, except at home. [...]

For two years, she represented her school on Radio-Canada's Saturday morning show, *Super 15 à 25*. She hosted a news segment on activities organized in Ontario high schools. [One day] she received a call from the local Radio-Canada station asking her to replace a researcher who had fallen ill. She would have to miss the last two weeks of classes, but, being a good student, she easily obtained the school principal's approval. The replacement lasted a few weeks. Gisèle Quenneville then discovered a passion for radio. [...]

With her bachelor's degree in hand, Gisèle Quenneville was ready to fulfill her childhood dream. She joined Radio-Canada, where she spent several years as a journalist and host on SRC and CBC radio in Toronto, Windsor, Winnipeg, and Ottawa. In 1996, she made her debut at TFO, where she co-hosted the public affairs magazine *Panorama*. She meets personalities from the political, economic, literary and artistic fields, people from the world of education, as well as other French speakers who are moving their communities forward. In 2006, this work earned her a nomination for the Gémeaux Awards in the category of best interviewer. In 2010, she takes sole charge of hosting TFO's brand new flagship show, *Relief*.

Original source: in French: Kathy Wazana, *Pour parler profession*, 2011.

(Editor's note: Following the *Relief* show, Gisèle Quenneville continued with the shows 360, then *Carte de visite*. In 2018, she became a producer for ONFR+. She retired in 2021.)

Francine Pelletier (1955 -)

Francine Pelletier, born in Ontario in 1955, is a journalist working in French and English, now based in Montreal. A proud francophone, she holds a Bachelor of Arts from the University of Ottawa, completed in 1970, as well as a master's degree from the University of Alberta. Among her accomplishments, she is one of the founders of the feminist news magazine *La vie en Rose*. She has also written regularly for the newspapers *La Presse*, *la Gazette de Montréal*, and *Le Devoir*, and has contributed to several magazines such as *L'actualité*, *Maclean's*, and *Châtelineau*.

Francine Pelletier has not only had a presence in print media, she has also contributed to numerous television programs such as *The Editors* (PBS), *Sunday Edition* (CTV), and *The National* (CBC), as well as radio programs such as *Morningside* and *The Arts Tonight* (CBC). She was a parliamentary correspondent in Quebec for *Le Point* (Radio-Canada) and was co-host as well as reporter for *The Fifth Estate*, a public affairs program on the CBC.

Since leaving the CBC, Pelletier has become a documentary filmmaker. She notably produced *Monsieur* (2004), a 52-minute documentary about former Quebec Premier, Jacques Parizeau, for which she received two nominations at the 2004 Gémeaux Awards for Best Direction and Best Portrait. Since 2015, Francine Pelletier also teaches journalism at Concordia University.

In addition to her work as a journalist, Francine Pelletier is also known for her stance following the École Polytechnique massacre on December 6, 1989, in which 14 women were murdered. She lobbied for the public release of the suicide note found on Marc Lépine. Finally, on November 22, 1990, she obtained the letter anonymously, which she later published in *La Presse*. The letter contained, among other things, a list of 19 Quebec feminists he had targeted, and Pelletier's name appeared on this list.

Original sources in French: Babelio, S.D.; Gendreau and Lefebvre, 2015; Pelletier, S.D.; Réalisatrices équitables, S.D.; Woloshyn, 2024.

Framing Our Past 2.0
Conjuguer nos histoires au féminin