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A HISTORY OF PUBLIC EDUCATION IN MANITOBA

FROM 1870 TO 1890 INCLUSIVE

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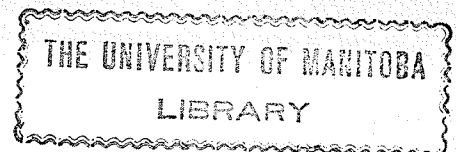


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CHAPTER I

INTRODUCTION

The scope of this study pertains especially to educational development embracing both the elementary and secondary school levels, in that part of Western Canada incorporated into the Province of Manitoba on July fifteenth, 1870, and during the period of twenty years immediately following. This limitation in time is selected because it represents development under legislation formulated by the first legislature of the province, all of which was terminated abruptly by the Education Act of 1890. It will be necessary to review briefly educational beginnings prior to 1870 with a view to examining school provisions and educational philosophies existing at the time of the formation of Manitoba as a Province since they indicate the attitudes of population groups then dominating or to dominate in the future and would probably determine the nature of legislation governing public education.

Primary source material, consisting of newspapers, statutes, statistical records, reports and documents were consulted. The Manitoba Free Press, The Nor'Wester and the Winnipeg Tribune were examined. The Statutes of Manitoba from 1871 to 1890 provided a record of school legislation. The Canada Year Book furnished information relative to the economic and geographical distribution of population. The reports of the superintendents of the Protestant and Catholic sections of the Board of Education gave details of the development of the school system. The principal primary source

for the period before 1870 was a collection of documents by Professor E. H. Oliver, entitled, the Canadian North West, Its Early Development and Legislative Records. These volumes contain letters and memoranda of prominent men of the early west, minutes and regulations of the various early legislative bodies such as the Council of Assiniboia and the Council of the Northern Department of Rupertsland and documents issued by the Provisional Government of Louis Riel.

Secondary source material was taken from A History of the North West, by Alexander Begg; The Birth of Western Canada, by George E. Stanley; The Story of Manitoba, by F. H. Schofield; Manitoba Milestones, by Margaret McWilliams; A History of the Catholic Church in Western Canada, by Father Morice; Volume XX, Canada and Its Provinces, by S. E. Lang; A History of Manitoba, by George Bryce; and Red River, by James Hargrave.

Chief reliance for the growth and development of public elementary education from 1870 to 1890 was placed in the annual reports of the superintendents of the respective sections of the Board of Education. Legislative records of the period reflected changes in educational thinking as a result of population changes. Newspaper accounts of the period reflected to some extent trends in public opinion on educational matters.

Material on the development of secondary education and college and university beginnings was found in Manitoba Essays by Dr. A. B. Baird.

Material with respect to the educational leaders of the period was found mainly in articles written in the Education Journal up to 1902 and in the Western School Journal after that date. Theses on special problems and additional relevant historical data were also consulted.

Many of these sources are the writing of contemporaries of the period, and although the interpretations of passing events were colored to some extent by the prejudices of the group represented by the author, never-the-less, one must consider all the factors which helped to shape legislation of the period under question.

CHAPTER II

EDUCATION IN MANITOBA PRIOR TO 1870

The formation of the North West Company in 1783, with a consequent expansion westward in search of furs, led to the coming to the West of French voyageurs from Quebec. These men were employed by the Company in the fur trade. Already Frenchmen under La Verendrye had penetrated westward, and the new company recognized the skill and resourcefulness of the French Canadians in the woods by employing them extensively in the western field.

These voyageurs brought with them the French language and French Catholic traditions. Many of them intermarried with the Indians and their descendants founded a settlement along the east bank of the Red River, commonly called "The Forks". Thus there was present in this area in 1812, a body of people, whose language was French and whose roots stretched back to French Catholic Quebec. ⁽¹⁾ Here was fertile soil for missionary and educational work by the Catholic Church of Eastern Canada. Up to the time of the arrival of the Selkirk Settlers, there had been no attempt to establish a Catholic Mission in the Red River area. The primitive mode of life of these half-breeds or Metis, and the lack of missionary work among them, gave them little desire for and no means of educating their children.

1.

"When the first of Lord Selkirk's settlers set foot in the Red River Valley, they found there and in the vicinity, a white or half-breed population, which far exceeded in numbers all the emigrants that the earl ever sent there."

Father Morice, History of the Catholic Church in Western Canada. Page 72.

The arrival of the Selkirk Settlers at Red River introduced a group of people who were definitely desirous of schools for their children. In a letter to Macdonnell in 1813, Lord Selkirk noted this desire and expressed his own views on education for his settlers. (2)

These people brought with them the traditions of the Scotland of John Calvin. Sober and industrious, deeply imbued with the ideals of Presbyterianism, and willing to endure every hardship in order to get a start in a new world, they made splendid settlers. They never lost their identity in the colony and at the earliest opportunity brought out a minister of their own faith and established a school under their own jurisdiction. (3)

Another English-speaking group began to settle at Red River after the amalgamation of the North West and Hudson's Bay Company in 1821. This group was largely of English origin, Anglican in religion and tolerant in outlook. This group was chiefly composed of retired factors or fur traders in the employ of the Hudson's Bay Company.

2.

"The settlers, who are now going out, have expressed much anxiety about the means of education for their children. There is so much of a laudable spirit in their desire, that it must be attended to, and it is in every view, time that a school should be established. K. McRae is well acquainted with the improved methods which have been invented or introduced with such wonderful effect by Joseph Lancaster and he could in a few weeks organize a school on his plan, if you can pick from among the settlers, a steady young man of a cool temper to be employed as a school master. Arithmetic with reading and writing in their native tongue are the branches to be attended to and I care not how little the children are taught the language of the Yankies."

Oliver, E. H. Canadian History of the North-West, Page 53.

3.

McWilliams, Margaret. Manitoba Milestones, J. M. Dent & Sons Ltd., Toronto, 1928. Pages 77-78.

Many English and Scottish settlers intermarried with Indian women, and an English-speaking Metis population grew up. They were friendly with the French Metis and both groups were conscious of a common ancestry and common traditions.⁽⁴⁾ Thus by 1830, the nucleus of the Red River Colony was already in evidence. With slight modification, these groupings remained the dominant racial elements in Red River until nearly 1870. By that time the picture had changed somewhat with the arrival of immigrants from Ontario and a small group of Americans. These later arrivals injected a new factor into the outlook of the colony.

After the Red River Insurrection of 1869, the Settlement was incorporated into the Dominion of Canada as the Province of Manitoba in 1870. A census of the new province was carried out that year, under the direction of Governor Archibald.⁽⁵⁾

"The returns showed a population of 11,963 in the new province, of whom 1,565 were whites, 558 Indians, 5,757 French half-breeds, and 4,083 English half-breeds. There were 6,247 Catholics, 5,718 Protestants, and the nationalities of the whites were divided as follows: 747 born in the North-West, 294 in Canada, 69 in the United States, 125 in England, 240 in Scotland, 47 in Ireland, 15 in France and 28 in other countries."

The foregoing figures show the diversity of the population at

4.

"Both sprang from a common race; both claimed territorial rights to the North-West through their Indian ancestry; both in a large measure spoke their mother tongue in addition to French or English. The half-breeds, as a rule, never considered themselves as humble hangers-on to the white population but were proud of their blood."

Stanley, George F., The Birth of Western Canada, Page 105.

Begg, Alexander, History of the North West, Vol. II, Page 31.

Red River and also the preponderance of the French Metis element.

This latter group were ignorant and primitive. Roman Catholic in religion, they presented a united front in defence of their language and traditions which out-weighed all other groups in the colony. They combined both the good and bad qualities of the Indian and the white man. Although obedient to their leaders, they were improvident in their way of living and were more inclined to the wild free life of the Indian than the settled ways of the white man.

The philosophy of the Metis was derived from his religion, his race and his way of life. Like the French-Canadians along the banks of the St. Lawrence, under the paternal guidance of the Church, and the primitive mode of living, the Metis developed an insulation against outside influences, which made them suspicious of new-comers. The spokesman for the Metis, Louis Riel, revealed the deep-seated feeling of the Metis for their racial origin, when he said:

"La patrie est la plus importante de toutes les choses de la terre et de plus elle est sainte par les ancetres qui les transmettent." (6)

The strong racial feeling and consciousness of community solidarity, which characterized the Metis, was also a basic factor in later decades with respect to their attitude towards education. Under the guidance of the Catholic Church, they

became identified with the French Canadian, and the attitude of the French-Canadian towards education became their attitude.

The English-speaking half-breeds were largely of Scottish origin and were more steady in their ways of living than the Metis.

"They were for the most part economical, industrious and prosperous." (7)

The French Metis were largely descendants of the hardy but poor voyageurs of the fur-trading period, while many of the English Metis were children of Hudson's Bay Company officials and were not obliged to roam the plains for a living but were given a more substantial start in life by their fathers. They too shared with the French Metis the common feeling of hostility to the new wave of settlers from the East, and a traditional acceptance of Church control of education.

The other groups in the colony lacked the essential unity which would have raised an effective group in opposition to the Metis.

"Anglicans, Presbyterians, and in small numbers, Methodist in religion; Scottish, English, Irish, American and Canadian in nationality; British, Canadian, American and Company's men in tradition." (8)

The old Scottish settlers were more closely identified with the feelings of the Metis than with the ideas of the newer elements coming to Red River. They had lived in harmony with the Metis for many years and shared their resentment

7.

Stanley, George F., The Birth of Western Canada, p. 10. Longman, Green and Company, Toronto, 1936.

8.

Martin, Chester, Canada and Its Provinces, Vol. XIX, p. 64.

towards the influx of the newer groups. Strongly attached to their Presbyterian Church, with an inherited love for education, they had seen to it that schools were established in their community under church guidance. It was natural that they would accept a system of public education in which the church had a dominant role.

The Company officials and retired servants of the Company, both English and Scotch, were closely identified with the older settler groups. They had no particular fervor of either race or religion. They were traditionally used to church control of education and naturally accepted a public system linked up with church control.

The Canadian element at Red River in 1870 formed an aggressive minority. (9) They were missionaries in their own view, carrying the light of civilization to a primitive land. Fearful of American expansion northward and convinced of the necessity of Canadianization of Red River, they antagonized the older elements by their aggressive attitude. They were in the main Protestant in religion, and brought west with them the old prejudices of Eastern Canada with respect to the French Roman Catholics. They left a land, where responsible government by the people was carried on, to find the Red River area under the control of a private company. Their inherited philosophy of political and religious freedom, coupled with free public education, made them resent and fear the Catholic

domination of the Metis and to oppose violently the rule of the Hudson's Bay Company.

The American group was small but aggressive. (10) The states immediately south of Red River were growing rapidly and the Americans who pushed northwards, regarded themselves as the vanguard of a larger settlement to come. They brought with them their particular ideas of self-government, with a firm belief in the greatness of the United States and the inevitability of this country becoming part of their union.

Two underlying educational philosophies, inherited from Eastern Canada, played vital roles in determining the eventual development of education in the Red River area. French Catholic educational thinking, based on the religious and racial traditions of Old France, and hardened in the vigorous strife to maintain privileges conferred by the Quebec Act, emerged as a force favoring denominational schools as yet another means of preserving their religious and racial entity. Archbishop Tache makes this clear in his writings on the separate school question. He speaks of the rights and privileges of the Catholics with respect to their schools.

"The Catholics, being only the minority were sacrificed. Two statutes were passed by a vote of twenty-five to annul all former school laws, rights and privileges which they had enjoyed under every regime since the establishment of the country." (11)

10.

Ibid, Page 65.

11.

Tache, Archbishop, A Page of the History of the Schools in Manitoba During Seventy-five Years. St. Boniface, 1890.

The English-speaking groups representing;

"the religious and racial ideals of eighteenth century and early nineteenth century England, Calvinistic Scotland and Puritan New England", (12)

during the period of struggle for political democracy, had developed the idea of state control in education, and non-sectarian schools. The former was a necessity in a pioneer community and the latter became accepted practice, as there was no compelling urge on the part of the English-speaking groups to preserve their religion by means of the schools.

These two philosophies came into conflict in Manitoba, since combined, the groups they represented made up practically the whole population of the province. The growth of the school system in Manitoba becomes intelligible when studied in the light of these two conflicting lines of thought.

The disorders of the years immediately following 1812, due largely to the antagonism of the North West Company towards the Selkirk Settlement, and the rivalry between the two fur companies prevented the establishment of a mission by the Catholic Church at Red River. Lord Selkirk realized the necessity for the services of a priest in his colony, as the Catholic population had increased until it numbered three quarters of the people at Red River. (13) He encouraged the sending of a petition to the Bishop of Quebec, Monseigneur

12.

Woods, D. S., "History of Education in Canada", Review of Educational Research, National Educational Association, Washington, D. C., Oct. 1936.

13.

Father Morice, Op. Cit. Page 87.

Plessis, for the establishment of a permanent mission at Red River. The petition was favorably received and in 1818 three missionaries, Father Provencher, Father Dumoulin and Mr. Edge, a young lay assistant, were sent.

The coming of the Church missionaries meant the opening of schools for the children of the colony. The instructions given to the missionaries by the Bishop of Quebec bear this out. (14) The first school to be established was started by Father Dumoulin at Pembina in 1818. (15) It was conducted by Mr. Edge and enrolled some sixty pupils. (16) Pembina was at that time a centre for hunting the buffalo and considerable numbers of Metis lived in the area at certain times of the year. Another school was set up under a young Canadian, Legace at one of the nearby winter camps. (17) According to Father Morice, the school at Pembina continued to function for a time. Writing of events in 1821, he says,

"The school was prosperous under the direction of Mr. Sauve, another unordained ecclesiastic, who had even six scholars studying Latin Grammar." (18)

Meanwhile at the Mission at St. Boniface a school for

14.

"--but above all, they shall watch with a jealous eye over the education of youth and establish schools wherever practicable". Ibid, Page 97.

15.

Ibid, Page 105.

16.

Letter from Father Provencher, January 5th, 1819.

Ibid, Page 105.

17.

Ibid, Page 105.

18.

Ibid, Page 112.

boys had been started. A Mr. Harper, a layman, who had returned with Provencher from the East in 1822, was in charge. In 1824, Father Provencher mentions two young men, who had gone through Mr. Harper's Primary School at St. Boniface and (19) were ready to start on a collegiate course.

The education of the girls was also a matter of concern to Father Provencher. In one of his letters, dated January 15th, 1819, he said:

"Already, if we had sisters for the education of the girls, they would find something to do here".

For years efforts were made to obtain the help of sisters in carrying on this work. The first school for girls was established at St. Boniface in 1829 under the direction of (20) Angelique Nolin and her sister. This school was carried on under her direction for fifteen years.

Bishop Provencher was untiring in his efforts to interest an order of nuns in the education of girls in the Red River area. In 1842 he obtained the promise of the Sisters of (21) Charity to send teaching sisters to the west. They arrived at Red River in May, 1844, and in 1846 a convent was opened at St. Boniface under their direction. The actual work done in these convent schools has been well described by Sister Laurent:

19.

Ibid, Page 123.

20.

Ibid, Page 125.

21.

Ibid, Page 153.

"We used to get up at half-past four in the morning, and there was mass and then breakfast, and after that some of us would visit the houses of the people, and some would teach classes in the convent, and others would sew and others do the washing. There was abundance of work for us all. We did not learn English and I never came to use it. But I had been well educated in French, and after I was here a little, they wished me to teach in the school. But when I opened the door and saw those big boys, I had doubts and I said: 'I do not want to teach school. Those boys are too big and they will not mind me, I am sure.' So they appointed me to go about and visit the people." (22)

Another description of a convent school was given by the Earl of Southesk, in his journal, dated June 6th, 1859:

"On Monday a very agreeable hour was spent by Dr. Rae and myself in visiting the Roman Catholic nunnery, following an introduction to the Lady Superior afforded us by Bishop Tache's kindness. It was chiefly an educational establishment, managed by the nuns, who I believe were Sisters of Charity. These excellent nuns educated about forty children, mostly from among the French population. We had the pleasure of seeing a few of the pupils, whom Sister C--- very obligingly sent for, asking them to give us some specimens of their progress in music. Two nice looking dark girls of fourteen came in and played several pieces on the pianoforte, which, I confess, it surprised me to see in this remote and inaccessible land; two pretty fair-haired children took their place, and, like the others, played in a pleasing and very creditable manner. The institution was universally spoken of as most useful and popular, and as being in all respects remarkably well conducted." (23)

By 1858, three convents were in operation at St. Boniface, (24)

St. Francois-Zavier and St. Norbert. We note that in 1838, an attempt had been made to start an industrial school for (25)
the teaching of weaving. After a successful start, the

22.

Healy, W. J., Women of the Red River, Winnipeg, 1923. p. 113

23.

Newfield, G. W., The Development of Manitoba Schools Prior to 1870. p. 28. Theses, University of Manitoba. 1936.

24.

Baird, Dr. A. B., Manitoba Essays, p. 12.

25.

Father Morice, Op. Cit. p. 154.

school burned down in 1839. In 1861, a mission was established at St. Laurent, on the south shore of Lake Manitoba, a revival of an earlier mission, which had been started by
(26)
Father Belcourt.

Wherever the missions were established, schools were an integral part of the mission work. It should be kept in mind, however, that these schools were primarily religious schools. Academic training was a minor part of the program. Religious indoctrination was the chief aim of the founders. St. Boniface remained the centre for the higher education of the boys in the colony with other missions and schools stemming from the parent foundation.

The Catholic Church received some financial assistance for their schools and missions. The attitude of the Hudson's Bay Company towards the work was very favorable as expressed in the Minutes of the Council of Rupert's Land on several
(27)
occasions. The Minutes of the Council of Assiniboia show

26.

Ibid, Page 302.

27.

E. H. Oliver, Op. Cit., Page 653. Minutes of the Council of Rupert's Land, July, 1830.

"Great benefit having been derived from the benevolent and indefatigable exertions of the Catholic Mission at Red River, in the welfare, moral and religious instruction of its numerous followers, and it being observed with much satisfaction that the influence of the mission under the direction of the Right Reverend, the Bishop of Juliopolis has been uniformly to the best interests of the settlement and of the country at large, be it resolved: that in order to mark our approbation of such laudable and disinterested conduct on the part of said mission, the sum of fifty pounds be given towards its support, together with an allowance of luxuries for its use".

Minutes of the Council of Rupert's Land, June 1835.

(28)
that some help was given on a small scale. A grant of fifteen pounds having been given to the Rev. John Black of Frog Plain for the purposes of education, a similar grant was requested and made to the Bishop of St. Boniface. (29)
These grants are the only ones of which we can find record. We do not find any direct grant towards education on the part of the Hudson's Bay Company as that made by the Council of Assiniboia, but the continued support of the mission work by the Company was undoubtedly beneficial to the educational work of the Church.

The curriculum of the schools was based chiefly on religious instruction with a trend towards practical training such as weaving. The brighter pupils got a little more academic training than the slower children. Higher education naturally tended towards the classical Jesuit tradition of the Catholic schools in the East. Seventeen schools were reported to be functioning, by Joseph Royal in 1872. (30)

27. (con't.)

"That the annual allowance to the Catholic Mission of the Red River Settlement be increased to one hundred pounds and that the usual supplies of tea, sugar, wine, etc., for the use of the mission be continued".

28.

Ibid, Page 365. Minutes of the Council of Assiniboia, May 1st., 1851.

"That £100 be granted from the public funds, to be divided equally between the Bishop of the North West and the Bishop of Rupert's Land, to be applied by them at their discretion for the purposes of education".

29.

Ibid, Page 388. Minutes of the Council of Assiniboia, Dec., 9th, 1852.

"That fifteen pounds be granted to the Bishop of St. Boniface for the purposes of education".

The development of elementary education among the Protestant groups at Red River was linked with the growth of the two Protestant denominations, Anglican and Presbyterian. Elementary schools were established coincident with the founding of Protestant missions and hence the parish unit became also the school unit.

The first Protestant school in connection with the settlers, of which we can find record, was carried on during the voyage of the fourth party of the Selkirk Settlers who came to Red River in 1815.

"During the voyage a school was started for the girls and boys on board the ship and it proved a source of entertainment for the adults as well as a benefit to the children. The lessons were given on deck in fine weather and below decks when it was stormy and the school hours were from 11 A.M. to 2. P.M. English Bibles were the only text-books used. George McBeth was the first teacher but as he did not give satisfaction, he was superseded by John Matheson." (31)

We have been unable to determine whether this school was continued in the colony. In any case its life must have been short due to the breaking-up of the colony in 1816.

The first permanent Protestant school was established by the Anglican clergyman, the Reverend John West, who was brought out by the Hudson's Bay Company to supply the educational needs of the settlers at Red River. (32) A school was built on the

30.

Royal, Joseph, Rapport du Surintendant de L'Instruction Publique Pour Les Ecoles Catholiques de la Province de Manitoba, 1872.

31.

Schofield, F. H. The Story of Manitoba, Volume I, p. 109
Toronto: S. J. Clarke Company, 1906.

32.

Baird, Dr. A. B., Op. Cit., p. 12.

present site of St. John's College. Its first teacher was George Harbidge.

"Mr. West had brought with him a school master, Mr. George Harbidge, who had been educated at Christ's Hospital and apprenticed to Bridewell. Like Mr. West he was an employee of the Hudson's Bay Company. A log house, some distance down the river, was at once secured and the work of repairing and altering it put underway to make it suit the requirements of the school and serve as a temporary abode for the teacher. In a short time it was ready. Within two weeks at the most after his arrival, Mr. Harbidge began teaching twenty to thirty children." (33)

Girls were also taught by Mrs. Harbidge so that the school was to a certain extent co-educational. Religious instruction was an important feature of the training and an attempt was made to teach agriculture. (34)

"It was an institution of no small importance in itself. It was the residence of the school master, Mr. Harbidge, assisted by his young wife in the work of teaching. It was the home of the Indian boys and girls under the motherly care of Agathus. It was likewise the day school for the children of the Hudson's Bay officers and servants and for those of the Settlers also. On Sunday morning the congregation numbered one hundred and thirty and in the afternoon boys and girls and adults as well assembled there for instruction in the precious truths of Christ. It had its agricultural interests with plots of ground for the native children, in which they greatly delighted. It was also a farm with Mr. Samuel West in charge for the supplying of the inmates with the fruits of the earth; and even an Esau resided there, a mighty hunter, to kill and bring home the products of the chase for hungry little natives and their white teachers." (35)

At first the work of Mr. West had been at the behest of the

33.

Heeney, Canon Bertal, John West and His Red River Mission, p. 35. Toronto: Mission Book Company, 1921.

34.

Baird, Dr. A. B., Op. Cit., p. 12.

35.

Ibid, p. 38.

Hudson's Bay Company, but in 1822, the Red River Mission was placed under the jurisdiction of the English Church Missionary Society, which broadened the scope of the missions to include the native races. It was Mr. West's plan to operate a boarding school for Indian and half-breed children from outlying areas in conjunction with the parochial school then in operation. Plans were made to extend the housing accommodation and to start up an industrial school for orphans under the charge
(36)
of Dr. West.

In 1824, the Reverend D. T. Jones arrived under the auspices of the Church Missionary Society and he with his wife took over the school from Mr. and Mrs. Harbidge. Two years later, the Reverend William Cochrane arrived and began his work of development and expansion of the mission work which resulted in an increase of parish schools throughout the colony.

In 1824, a new church was built at St. Pauls or Middlechurch and in 1827 Mr. Cochrane moved to "the Rapids", ten miles
(37)
below Middlechurch at St. Andrews. In 1836 St. Peters was established about twelve miles north of St. Andrews. Schools were set up in these new parishes, one at St. Andrews and one at St. Peters. St. Johns in the meantime grew larger and introduced more advanced work changing its name to the Red River Academy. In 1833, Mr. John Pritchard opened a school on the

36.

Baird, Dr. A. B., Op. Cit., p. 12.

37.

Oliver, E. H., Op. Cit., p. 60.

east bank of the Red River, opposite the present site of Kildonan Church. This was a boarding school for the sons of wealthy gentlemen across the far west but also took in children from prominent families in the colony.

Reference to the educational efforts of Mr. Cochrane, Mr. Jones and Mr. Pritchard is made in the minutes of a temporary council of the Hudson's Bay Company held at Red River in 1833. (38) During the next two decades, the Anglican parishes increased largely due to the exertions of the Rev. Cochrane. Parishes were extended westward along the Assiniboine as far as Portage la Prairie by 1854, including the parishes of St. James, Holy Trinity (Headingly), St. Margarets (High Bluff), St. Anne (Poplar Point), and St. Marys (Portage la Prairie). Parochial schools were established in these areas.

Archbishop Matheson described the work in the parish schools in a speech to the Historical Society as follows:

"These schools were good schools; comfortably housed and well taught by competent men. As I have stated, as far as they went, they were thoroughly good schools and produced excellent results in both the men and women who went out from them. The subjects

38.

Ibid, p. 697.

"The Council having learnt with much satisfaction that the cause of education and religion is much advanced in Red River Settlement by the establishment of sundry schools under the superintendence of the Rev. Mr. Jones and the Rev. Mr. Cochrane, and that Mr. Pritchard had rendered his valuable services gratuitously to that effect for several years past; moreover that the gentleman has established a day school for the education of the youth of both sexes in his neighborhood, which is attended by many children, whose parents cannot afford to pay for their instruction, it is resolved: that in order to encourage the laudable and highly useful objects now in question, the sum of £25 per annum be allowed to Mr. Pritchard subject to the approbation of the Governor and Committee."

taught embraced, of course, the three R's but we were always taught class singing and sometimes a little French and from time to time there was a certain amount of military drill included in the afternoons. In all the parish schools, Bible teaching was always in the forefront and was well given and well received and proved a great blessing to the rising generation." (39)

The Scottish settlement at Frog Plain (Kildonan) had long been desirous of a school of their own for their children. They had, meanwhile, sent their children to the Anglican school at St. John's. Mrs. Bannerman, one of these children described her schooling as follows:

"The boys sat on one side and the girls on the other. The school house was built of logs and was heated with a Carron stove. Our ink was made from ink powder, and it used to be frozen in the mornings in winter. We used goose quill pens, and when the school master mended them, and put fresh points on them in the morning, he was careful that each of us got his, or her own. Each pen used to have its owners initials." (40)

Jane Inkster, who attended the St. Cross Ladies' School, now St. John's College School, had this to say of her school life:

"We used to get up at seven o'clock in the morning, winter and summer and all go for a walk in charge of Miss Harriet Mills. We walked on the river in winter and out towards the plains in summer. The school was a two-storey building, heated with Carron stoves. We had bread and butter with meat once a day. There were about thirty girls at the school when I was there." (41)

In 1849, the Scottish settlers organized their own school

39.

Matheson, Archbishop, Speech to Manitoba Historical Society, March, 1930, Manitoba Legislative Archives.

40.

Healy, W. J., Op. Cit., p. 90.

41.

Ibid, p. 90.

(42)
and supported it by voluntary contributions. The teacher was John Inkster and the school was held in one of the settler's homes. In 1851 the Reverend John Black came out to fulfil the promise of a Presbyterian minister for the Scottish settlers.

In 1851 a petition was presented by Mr. Black to the Council of Assiniboia asking for support of the Council in the upkeep of the Scottish settler's school. (43) Here, for the first time in Red River, was a school district functioning under a

42.

Baird, Dr. A. B., Op. Cit., p. 5.

43.

Oliver, E. H., Op Cit., p. 386.

Petition presented to the Council of Assiniboia by Dr. Black, 1851.

"To the Governors and Council of Assiniboia,
The Petition of the Trustees of the Presbyterian Church on Frog Plain,

Humbly sheweth:

That a school has existed for two years on the glebe of the said church.

That said school, as not being under the patronage of the Bishop of Rupert's Land, does not appear to have been contemplated in the grant of fifty pounds, which you gave to His Lordship, in April last, for the purposes of education.

That during the latter part of the interval, the said school has been placed under the auspices of a duly ordained minister.

That in reliance on his active and enlightened superintendence, your petitioners and those whom they represent, hope to see the said school raised, in some measure, to the level of the parochial schools of Scotland;

That, as the improvement of education seems to be more requisite, at least among the Protestants of the settlement, than its mere extension, your petitioners pray, that their minister may receive, from the public funds, a sum proportionate to the fifty pounds, as aforesaid granted to the Church of England, without prejudice, however, to the recognized equality in the premises between the Protestants as a whole and the Roman Catholics.

And your petitioners shall ever pray,

(Signed) A. Ross

John Fraser, and the other trustees
of the Presbyterian community.

trustee board. In this case the trustees were the authorities of the Presbyterian Church, duly elected as elders of their congregation. It was a transplanting of the Scottish Presbyterian Church authoritarian system to Red River.

The log school house which was built by the Scottish settlers was used until 1864 when it was replaced by a stone building, known as Nisbet Hall, which still stands. Thus we find a school district, operating independently under a board of trustees, functioning in the Red River area. This was the unique contribution of the Scottish settlers to educational administration in the new land. By 1872, the number of Protestant schools in operation in the new province was sixteen, including the Anglican parish schools, the Presbyterian school in Kildonan and the school in the village of Winnipeg. (44)

The elementary parish schools had received some assistance, apart from that given by the Church, from the Council of Assiniboia and from the Hudson's Bay Company. The latter had continuously supported the mission work by annual grants, while the former had made one or two grants in favor of education, previously referred to. However, generally speaking, the schools were dependent on the Church for support and consequently religious instruction formed a large part of their program. Poor buildings and scarcity of equipment was also a feature of these schools, especially since the financial support of the

44.

Pinkham, Cyprian W., Report of the Superintendent of Protestant Schools in the Province of Manitoba, 1871.

Church Missionary Society in England ceased after 1850. The grants from the Hudson's Bay Company stopped about 1850 as well. The Church was forced to become self-sufficient and as a consequence the Anglican schools suffered badly from lack of funds.

We have now noted the development of the Catholic mission schools, the Anglican parochial schools and the Presbyterian Church school unit, but so far we have confined our story to elementary education in which both boys and girls participated.

Secondary education in the colony dates back to the early beginnings of St. Boniface College in 1823. Bishop Provencher had in mind the preparation of Metis or native-born boys for the priest-hood. One of his most serious difficulties was to keep the priests sent out to him from going back East, due to the rigorous life of the West. His plan proved a solution to this problem. In 1823, two young men were studying under him (45) at St. Boniface. In 1827, he made provision for boarders to attend and receive secondary school training based on classical lines. This may be termed the actual beginning of St. Boniface College. In 1854 the school was placed under the direction of the Freres des Ecoles Chretiennes, a religious teaching order. A new two-storey building was put up, and used until 1881. (46) In 1868 the school came under the Oblates of Mary Immaculate.

45.

Father Morice, Op.Cit., p. 126.

46.

Baird, Dr. A. B., Op. Cit., p.11.

Father Lestanc was principal for the next eight years. When St. Boniface College was affiliated with the University of Manitoba in 1877, there were nine teachers on the staff with one hundred and fifty students in attendance.

As we have already pointed out, Bishop Provencher was quite interested in the education of girls and by 1858 three convents were in operation. In 1874, an Academy was opened by the Sisters of the Holy Name of Jesus and Mary. This Academy (47) later became known as St. Mary's.

The school established by the Rev. John West at St. John's gradually took on a secondary-school character with the expansion of the parish elementary schools. It became the Red River Academy under the Rev. John McAllum who was in charge from 1833 until his death in 1849. Bishop Anderson, the first bishop of Rupert's Land, gave the school the name of St. John's College and planned to make it a training ground for clergy of the Anglican Church as well as a secondary school. A college board was formed, but owing to the difficulties of financing, the (48) college was forced to close. This closure benefitted the school which was then being conducted by John Pritchard at "The Elms". Mention of this school has already been made. It had developed into a secondary school and was enjoying considerable success.

47.

Ibid, p. 12.

48.

Ibid, p. 13.

St. John's College was revived by Bishop Machray in 1865. He planned to have two sections in the college: a theological seminary and a collegiate. Mr. Pritchard's school amalgamated with St. John's and in 1866 the college reopened with three students in the college and nineteen in the college school. Bishop Machray, Arch^ddeacon McLean and Mr. Pritchard were the first teachers. The college school was organized along the lines of the English public schools. Arch^bbishop Machray was indefatigable in his efforts to build up the college and funds were appealed for in Eastern Canada and England. The school grew rapidly and was placed on a secure financial basis. St. John's received its charter from the first Provincial Legislature in 1871. At that time there were sixty resident students and several day boys with seven teachers in charge. The curriculum was largely classical in content, a tradition which still persists.

A school for girls, under the Anglican Church auspices, was opened by Mrs. Jones in 1829 and operated until 1858. Another girls' school was opened by the Misses Davis at their house in St. Andrews, later it was housed in a separate stone building. The program of these schools became increasingly secondary in character as the number of parish schools increased. Segregation of the sexes was made at the secondary level.

We have already noted the founding of the Presbyterian school at Frog Plain in 1849. A demand for higher education made itself felt in 1869. The Foreign Mission Committee of the Presbyterian Church in Canada sent David B. Whimster to start

a secondary school. It was hoped that this would eventually become a Presbyterian college. He left in 1871 and was succeeded by Dr. Geo. Bryce, who had during that winter a class of seventeen. This was the beginning of Manitoba College. (49)

The foregoing were the major developments in the field of secondary education by 1870. We see that the growth of secondary education was made possible through the support of the churches, as in the case of the elementary schools. Very little help was given by the Council of Assiniboia or in later years by the Hudson's Bay Company, but considerable support came from the Eastern churches and the Missionary Societies in Great Britain. Tuition fees were charged but yet great difficulty was experienced in financing. The core of instruction was classical.

It would not be fair to leave the secondary field at this point without mention being made of the numerous private schools which flourished in the colony after 1850. These had no particular church affiliations but were undertakings of private individuals for profit. They played an important part in the life of the colony. We have already noted two of these, those of Mr. Pritchard and the Misses Davis. A commercial school was opened by Mr. Gunn at St. Andrews to train the sons of the Hudson's Bay Company factors and traders to enter the service of the Company. These private schools were not dominated in their program by church teaching requirements and

hence developed a more secular type of education. They were to some extent a factor in bringing about a public disposition to question church control of education.

The educational implications of the Red River Insurrection were two-fold. The Insurrection drove a wedge between the French and English speaking inhabitants of the colony and gave the Red River area a great deal of publicity in Eastern Canada, resulting in increased immigration from Ontario, coincident with the building of the railway across the continent.

For many years the two races had lived side by side as good neighbors, tolerant and friendly. The policy of the Catholic Church authorities in upholding the Insurrectionists and fostering a religious and racial distinction in support of certain privileges resulted in the two races drawing apart. (50) The French people became determined to have separate schools in the French language, patterned after the Quebec system, while the English-speaking settlers became aware of the increased Catholic influence and sensed more keenly the strength of the French Catholic element in the colony. They inevitably drew closer in their relationships and thinking to the English-speaking settlers from the East. For education this meant an eventual cleavage on the separate school issue, with the older settlers no longer sympathetic to the pleas of the French minority.

50.

Woods, D. S., The Two Races in Manitoba, University of Manitoba, 1926. pp. 1-16.

CHAPTER III

THE MANITOBA ACT AND LEGISLATION OF 1871

The formation of the Province of Manitoba was preceded by a series of petitions or list of rights, which formed the basis for the Manitoba Act of 1870. The history of these petitions provides a background for the educational provisions of the Manitoba Act, embodying security for the French with respect to separate schools and the use of the French language.

All told, there were four lists of rights. List Number One was presented to Donald A. Smith, the Canadian Commissioner to Red River, by Louis Riel, in February, 1870, at a meeting of the delegates from the English and French parishes.⁽¹⁾ This list had been drawn up by Riel's party the previous December. Mr. Smith refused to consider it, preferring to receive in writing the wishes of the delegates then assembled.⁽²⁾ List Number Two was then drawn up by the delegates. In this List no claim was made for separate schools.⁽³⁾ Two points should be noted about this List. First, it was the only list drawn up by the representatives of the people; secondly, it was not given to the delegates who went to Ottawa. It was not the basis for negotiation between the delegates and the Dominion

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1. Oliver, E. A., Op. Cit., p. 925.
 2. Ibid, p. 925.
 3. Woods, D. S., Op. Cit., p. 14.

(4)

Government.

Three delegates, Mr. Scott, Father Richot and Mr. Black were appointed to enter into negotiations with the Dominion Government. At least one of the delegates took with him List Number Three, signed by the Secretary, Thomas Bunn. This list differed from Number Two in that it demanded a provincial organization and amnesty for the Insurrectionists. Separate schools were not mentioned. List Number Three was the list given to the English speaking delegates and was thought by the English speaking people to be the one used at Ottawa. But another list made its appearance at the trial of Lepine in 1873. This List, Number Four, had, besides the demands for provincial status and amnesty for the Insurrectionists, a definite clause with respect to education.

"That the schools be separate and that the public money for schools be distributed among the different religious denominations in proportion to their respective populations, according to the system in the Province of Quebec." (7)

This list of rights was drawn up by the Catholic group, and the demand for provincial status was strongly pressed, in order to ensure that their rights to separate schools and the use of the French language should be protected by statute.

However, this list, whose educational demands were

4.

Ibid, p. 14.

5.

Ibid, p. 15.

6.

Ibid, p. 15.

7.

Ibid, p. 16.

embodied in the Manitoba Act, was not authorized by the representatives of the people, nor was it known to the English speaking section at the time. Two lists had evidently been made; one used by the English speaking delegates and the other by Father Richot.⁽⁸⁾ Father Richot played a prominent part in the negotiations. Cartier piloted the bill through the House, due to the illness of John A. Macdonald. The impression was given to Canada that separate schools had been requested by the people at Red River when such was clearly not the case.

Thus the French Catholic leaders were able to have embodied in statute their special privileges with respect to education and language. The wisdom of their policy appeared to be justified by events.

"When Manitoba entered the union in 1870, no 'right or privilege with respect to denominational schools' existed 'by law' in the area constituting the new province." (9)

Any legislation with respect to separate schools was a matter for the provincial legislature under section ninety-three of the British North America Act.

"In and for each province, the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools, which any class of persons have by law in the province at the union." (10)

8.

Ibid, p. 16.

9.

Weir, George M., Separate School Question in Canada, p. 35, Ryerson Press, Toronto, Ontario, 1934.

10.

Ibid, p. 22.

The Manitoba Act, a Dominion Statute, added the words, "or
(11)
practice", to "by law".

The British North America Act, section ninety-three, definitely gave control of education to the provincial legislatures but provision was made in the Act for remedial legislation by the Dominion Government if the necessity arose to protect the rights of a minority group.

Accordingly, in 1871, the Manitoba Legislature passed an act to establish a system of public education in Manitoba similar to that already functioning in the Province of Quebec. Separate schools were a feature of the new organization. The main outlines of the new system embodied a Board of Education composed of two sections; one Protestant and the other Roman Catholic. Each section was given authority to control the schools under its jurisdiction with respect to management, discipline, curriculum, examinations, grading and licensing of teachers and text-books in religious and moral training.

The whole Board received jurisdiction in the academic fields over the choice of text-books in the common schools. The school-districts at first were to coincide with the electoral districts of the Province. Twelve Catholic and twelve Protestant districts were set up under the act and each section of the Board of Education was to receive monies from the public funds on an equal basis for the support of the public schools under its jurisdiction.

11.

See Appendix.1.

In addition, provision was made for local taxation for school needs above that provided by the government grant. Local school control was placed in the hands of the boards of trustees elected in each district. They were empowered to engage teachers who were licensed by the particular section of the Board of Education to which the district belonged.

The following excerpts from the Act outline the new
(12)
system.

Section 1. The Lieutenant-Governor in Council may appoint not less than ten nor more than fourteen persons to be a Board of Education for the Province of Manitoba, of whom one-half shall be Protestants and the other half Catholics.

2. The Lieutenant-Governor in Council may appoint one of the Protestant members of the Board to be Superintendent of the Protestant schools and one of the Catholic members of the Board to be Superintendent of the Catholic Section, and the two Superintendents shall be joint secretaries of the Board.

7. It shall be the duty of the Board:

i. To make from time to time, such regulations as they may think fit for the general organization of the common schools.

ii. To select books, maps and globes to be used in the common schools, due regard being had in such selections to the choice of English books, maps and globes for the English Schools and French for the French Schools; but the authority hereby given is not to extend to the selection of books having reference to religion or morals.

10. Each section shall have under its control and management, the discipline of the schools of the section.

11. Each section shall make rules and regulations for the examining, grading and licensing of teachers.

12. It shall prescribe such of the books to be used in the schools of the section as have reference to religion or morals.

13. From the sum appropriated by the Legislature for

12.

Statutes of Manitoba, 1871. See Appendix 2.

common school education, there shall first be paid the incidental expenses of the Board and of the sections and such sum for the services of the superintendents of the sections, not exceeding one hundred dollars to each, as the Lieutenant-Governor in Council shall deem just, and the residue then remaining shall be appropriated to the support and maintenance of common schools; one moiety thereof to the support of the Protestant schools, the other moiety to the support of the Catholic schools.

14. In an exceptional case, where the people of a school district, shall in the judgment of the members of the section, be unable to contribute towards the support of the school, the section may declare the district a poor school district and give such aid as the circumstances may seem to justify.

22. At such meeting, the majority shall choose three persons to be school trustees for the district.

23. They shall also decide in what manner they shall raise their contribution towards the support of the school, which may be either by subscription; by the collection of a rate per scholar or by assessment on the property of the school district.

The foregoing section is a reference to the way in which monies other than the government grant shall be raised in a local district.

26. The trustees may engage a teacher for the school but they shall not be at liberty to employ any person who has not been examined by the section to which the school belongs."

Summing up the foregoing legislation, we may note several principles which were established:

(1) Public funds were to be used for the support of separate, denominational schools.

(2) Each section had the right to use its own language in its schools.

(3) Provision was made for local taxation in support of public schools.

(4) The licensing of teachers was to be controlled by the Board of Education. This power was delegated to each

section of the Board.

(5) Provision was made for local control through establishment of locally elected trustee boards.

(6) The control of the public school curriculum and choice of text-books was to be under the central authority of the Board of Education.

CHAPTER IV

FACTORS FOR CHANGE IN THE SCHOOL SYSTEM OF MANITOBA

1870-1890

The basis of prosperity in the Red River area was agriculture. From its earliest beginnings the settlers, aside from those engaged in the fur trade, had been almost wholly engaged in farming. The value of the settlement as a source of food supply for the fur traders of the North West had increased with the passing years. The land-hungry crofters from Scotland had found the soil fertile and the crops abundant. Through the passing decades, the farmers of the colony were the backbone of its prosperity. All other activities hinged on their ability to produce. The political and economic growth of the colony was made possible by the unobtrusive work of these men.

"In material welfare the Scottish settlement showed evidence of frugality and thrift. Struggling through adversity with patient fortitude, they had emerged at last into prosperity and much primitive comfort. In the controversies of the next generation, the plodding farmer naturally played no very stirring part. While others, however, fought for a broader political horizon, it may be said that the agricultural prosperity of the farmer created the conditions that alone could inspire the struggle." (1)

The old Scottish settlers lived on their farms on the banks of the Red River. Most of the English and Scotch Metis were farmers, while the French Metis squatted on parcels of land and farmed spasmodically. The majority of the Canadian settlers

1.

Martin, Chester, Op. Cit., p.49.

took up farming, although a few of them were professional men and some were merchants. The Metis, aside from their attempts at farming, were chiefly engaged in hunting and fishing.

By 1870 the chief farming area of the settlement extended northward along the Red River from Fort Garry on both sides. Here the old Scottish settlers farmed alongside the newer settlers from Canada. The farming area covered what is now known as the Kildonans, south to the junction of the Red and Assiniboine rivers. On the east bank of the Red the French Metis lived in what is now called St. Boniface and St. Vital. Along the Assiniboine River settlements had extended as far west as Portage La Prairie, while French settlements had been formed southwards from the forks for a considerable distance along the Red. It should be kept in mind that these settlements did not form a continuous chain along the rivers but were located in groups, later becoming villages. Gradually the intervening farm lands were settled and the areas back of the rivers began to be cultivated.

"Up to the time of the formation of Manitoba in 1870, all the settlement was along the rivers in farms, narrow and long, so that the settlers might live close to one another on the river bank for mutual help and protection." (2)

The Dominion Government Census of 1881, gives the total population of Manitoba as sixty-five thousand, nine hundred and fifty-four, compared with eighteen thousand, nine hundred and ninety-five in 1871. This was an increase of two hundred and

(3)
forty-seven per cent. This latter figure included some six thousand, seven hundred and sixty-seven Indians. Obviously, this large increase was due to immigration and it is interesting to note the racial origins of the province in 1881 as compared with the racial set-up of 1871.

A census of Manitoba taken in 1870 had shown that most of the people residing in the province at that time were native born, the great majority of whom were of mixed Indian and white blood, either French or English speaking. (4)
Out of a total population of eleven thousand, nine hundred and sixty-five, only one thousand, five hundred and sixty-five were from outside the province and seven hundred and forty-seven of these had been born in the North West. The apparent discrepancy in the figures cited in the Archibald Census and the Dominion Statistical Tables for that year concerns the number of Indians in the province.

In 1881, eighteen thousand and twenty out of a total population of sixty-five thousand, nine hundred and fifty-four, (5)
were shown as native born. Out of the total population of the province, nine thousand, nine hundred and forty-nine or

3.

Canada, Statistical Record and Abstract, 1886, pp. 40-41.
Ottawa, Ontario: King's Printer.

4.

Begg, Alexander, History of the North West, Vol. II,
p. 31. Toronto, Ontario: Hunter, Rose and Co., 1894.

5.

Canada, Op. Cit., 1881. p. 57.

about fifteen per cent were cited as of French origin. Those of Anglo-Saxon origin totalled thirty-eight thousand or fifty-seven per cent. The only other considerable group besides the Indians were those of German descent, totalling eight thousand, six hundred and fifty-two or thirteen per cent of the population. This latter element in the province was affected by the separate school issue, but as they were a new group, becoming adjusted to a new way of life, they did not become a factor in the problem at this time.

TABLE I

A COMPARISON OF THE NATIVE BORN POPULATION IN MANITOBA
WITH THE NON-NATIVE BORN AS REVEALED IN THE
DOMINION GOVERNMENT CENSUS OF
1871 AND 1881.

Year	Native born	Non-native born
1871	10,400	1,565
1881	18,020	47,934

TABLE II

COMPOSITION OF RACIAL ELEMENTS IN MANITOBA AS REVEALED
BY THE ARCHIBALD CENSUS OF 1871 AND THE
DOMINION GOVERNMENT CENSUS
OF 1881.

	1871	1881
Total Population	11,965	65,954
Anglo-Saxon	703	38,000
French and Metis	9,863	9,949
German	---	8,652

The figure given for the French and Metis includes Metis of English origin as well in the 1871 census. (6) The figure for the same heading in 1881 is for those of French origin only. (7)

The largest proportion of the Anglo-Saxon settlers were from Ontario. (8) They were accustomed to a well developed system of public education under centralized control in academic matters, with local control of teachers, school buildings and equipment under trustee boards. The influence of the Protestant church, while important, did not over shadow the importance of a sound academic education. These settlers found the control of the schools exercised by the two denominational sections of the Board of Education, irksome, and they had a traditional suspicion of the influence of the Catholic Church in the schools. They suspected that public funds were being used by the Roman Catholics to indoctrinate their particular religion. To this must be added the dislike of these settlers for the speaking of a language other than English in the classroom.

The altered distribution of religious and racial elements in the population of Manitoba by 1881 was certain to have its effect on the educational situation. The Dominion Statistical

6.

McWilliams, Margaret, Manitoba Milestones, p. 108.
Toronto: J.M. Dent & Sons Ltd., 1928.

7.

Canada: Op. Cit., 1881, pp.84.

8.

Ibid. p.57.

Tables showed that in 1881, out of a total population of sixty-five thousand, there were twelve thousand Roman Catholics in Manitoba. The Catholics were out-numbered both by the Church of England and the Presbyterians. The number of Roman Catholics on the Board of Education was obviously out of proportion to their numbers in the population.

The census of Manitoba taken in 1886, showed that the population trends as indicated by the 1881 census were still moving in the same direction. The population increase in this five year period was forty-six thousand or seventy-four per cent. (9) Out of a total population of one hundred and eleven thousand, there were fourteen thousand Catholics, which was a small increase over the numbers reported in the census of 1881. The Protestant denominations showed large increases with a total of seventy thousand among the Anglicans, Presbyterians and Methodists. The trend was towards a very slow increase on the part of the Roman Catholics, with a great decrease in their proportion to the total population. The bulk of the new immigration was Protestant.

9.

Ibid, pp. 84-88

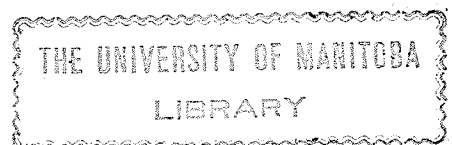


TABLE III

COMPARATIVE TABLE OF RELIGIOUS GROUPS IN MANITOBA AS
SHOWN BY THE DOMINION GOVERNMENT CENSUS OF
1881, 1886, AND 1891.

Religion.	Year. - 1881	1886	1891
Roman Catholic.	12,246	14,631	20,571
Church of England.	14,297	23,206	30,852
Presbyterian.	14,292	18,617	38,997
Methodist.	9,470	28,406	28,210

After 1870, the geographic and economic distribution of the population showed a growth in both urban and rural population with the bulk of the growth in the latter category. The census figures for 1871 showed that at that time the urban population was two hundred and forty-one and the rural eighteen thousand seven hundred and fifty-four. In 1881 the urban population had grown to seven thousand nine hundred and eighty-five with the rural areas increased to fifty-seven thousand. By 1886 the urban population was twenty-eight thousand as compared to the rural population of eighty thousand.

TABLE IV

A COMPARISON OF THE GROWTH OF RURAL AND URBAN POPULATION
IN MANITOBA AS SHOWN BY THE DOMINION GOVERNMENT
CENSUS OF 1871, AND 1881 AND THE
PROVINCIAL CENSUS OF 1885.

	1871	1881	1885
Rural	18,754	59,000	80,000
Urban	241	7,985	28,000

TABLE V

SHOWING THE GROWTH OF POPULATION IN MANITOBA
IN THE PERIOD 1870-1890

1871	1881	1885	1891
25,228	62,260	108,640	152,506 (10)

TABLE VI

COMPARISON OF POPULATION GROWTH IN MANITOBA
BY ELECTORAL DISTRICTS IN THE PERIOD
1870 TO 1890

	1871	1881	1891
Lisgar	10,006	14,879	22,103
Marquette	7,938	13,996	36,069
Provencher	3,784	12,779	15,469
Selkirk	3,259	12,621	53,226
Winnipeg	241	7,985	25,639

(11)

The distribution of this steady stream of immigration which followed 1870 as shown by the foregoing tables took place at first along the principal rivers and then followed the railways when they arrived in the middle eighties. A glance at the geographic distribution of the settlements shows the springing up of new towns across the province and the rapid growth of the older villages into towns and in some cases cities.

10.

Dominion Statistical Tables, 1871, 1881, 1891. Provincial Statistical Tables, 1885.

11.

Ibid.

Portage La Prairie grew rapidly at first and became for a while the largest settlement outside of Winnipeg. Selkirk, head of navigation on Lake Winnipeg due to the St. Andrew's Rapids, also increased in size and importance. Another town which appeared destined for great things was Emerson. Both Selkirk and Emerson hoped to have the projected transcontinental railway pass through them. Portage La Prairie was the centre of a fertile farming area and the gateway to the West.

In 1874 a group of Mennonites came to the province and settled on both sides of the Red River about forty miles south of Winnipeg and their settlement spread out over the treeless prairie to the south west. By their industry and fine farming methods they showed the world what could be done in cultivating the bare prairie.

The Icelandic settlement on Lake Winnipeg began in 1875 and formed the town of Gimli. Despite setbacks and discouragements the fishing industry on the lake was developed through their perseverance.

With the building of the Canadian Pacific Railway in 1885 and many other branch lines by subsidiary companies settlement grew rapidly. Towns sprang up rapidly along the railways. The following were the most prominent: Manitou, Deloraine, Minnedosa, Neepawa, Birtle, Elm Creek, Rapid City, Carberry, Brandon, Crystal City, Virden, Headingley, Souris, Morden, Reston and Carman.

(12)

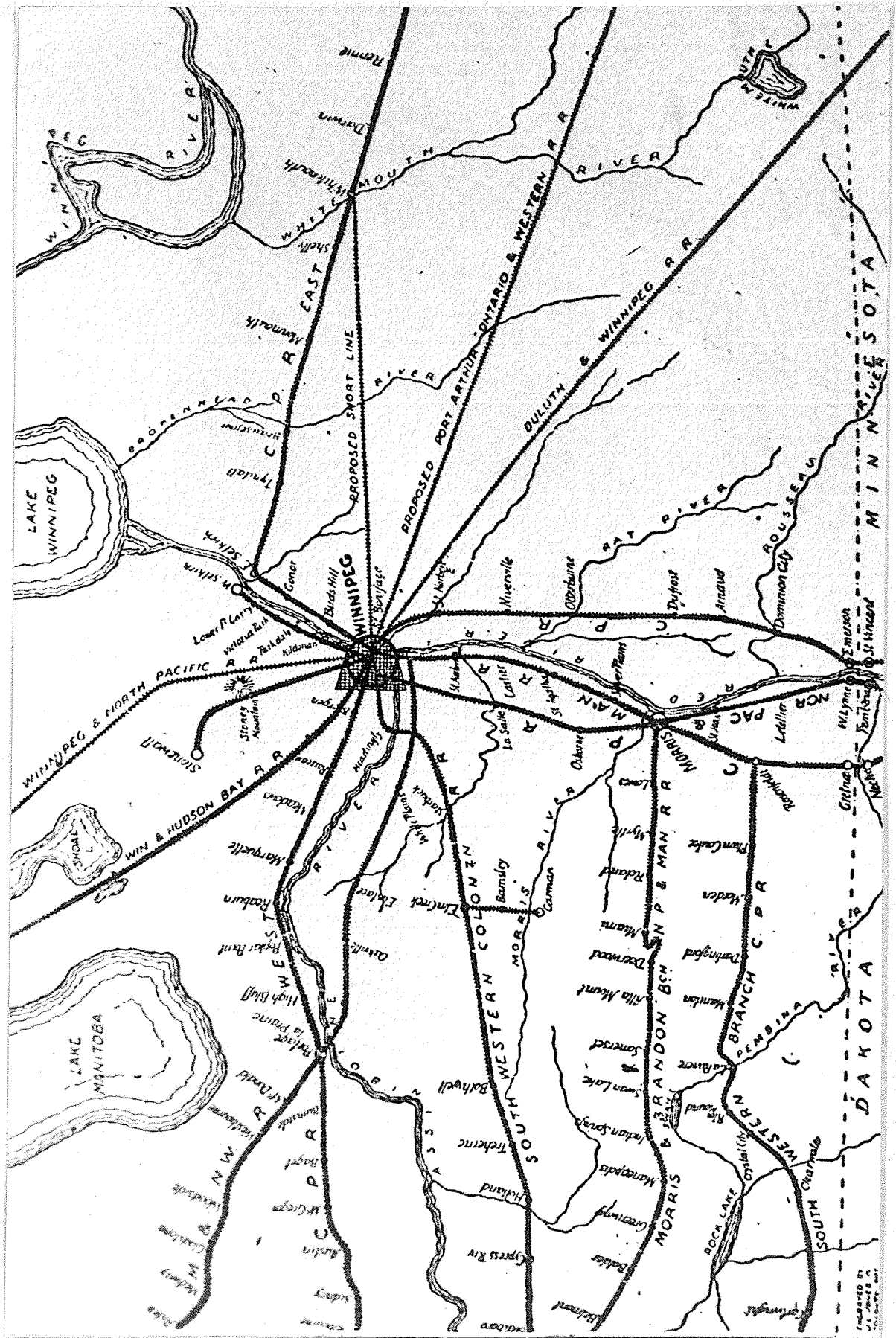
The accompanying map gives us some idea of the extension of settlement along the railways. By 1890 the plains to the west of the Red River were rapidly filling up and the towns and villages of Manitoba today were largely in evidence.

TABLE VII

POPULATION OF CITIES AND TOWNS IN MANITOBA IN 1886 AS
SHOWN BY DOMINION GOVERNMENT CENSUS. (13)

Cities and Towns	Population
Brandon	1,469
Portage La Prairie	1,280
Gladstone	188
Neepawa	154
Minnedosa	348
Rapid City	166
Birtle	163
Emerson	467
Morris	125
St. Boniface	1,005
Selkirk	442
Winnipeg	12,595

The foregoing discussion on population and settlement has shown that a trend towards greater rural development than urban was under way during the period under review. The urban areas did not grow as quickly as the rural settlements until the latter were developed as primary producers. This trend mean't that more school districts had to be formed continually to give the children of the new settlers



MAP SHOWING THE RAILWAYS OF MANITOBA AS THEY WERE IN 1890

14. Margaret McWilliams, *Op. Cit.*, p. 159.

the benefits of public education. A consequent increase in the cost of education ensued as a result and this in turn was reflected in increased taxation of the individual land-owner. Increased taxation inevitably meant an increased interest on the part of the settlers in the disposition of public funds. They began to be interested in the financing of public education. The denominational control of the schools came under criticism as a result.

Contrasting the occupational picture of 1870 with that of 1886, we find a change from dependence on fur trading and hunting to the more stable life of the farmer. The old free life of the buffalo hunter on the plains was gone and in its place was substituted the activities of thousands of thriving homesteads, bringing the fertile prairie under cultivation with a consequent increase in wealth and population. The old order inevitably gave way to the new but the French settlers still nourished a dislike for the newcomers who had upset their world.

These newcomers threatened by sheer weight of numbers to overwhelm them and cause them to lose their privileges as French Roman Catholics. The French Church authorities realized that nowhere could this new tide be stemmed better than

(15)
in the schools. Given control of their schools and the direction of the religious teaching in them, this new flood of immigration would not break down the old traditions of faith and language. Hence it is easy to see why the French Catholic authorities were so insistent on their separate school privileges and fought with every means at their command to keep their influence over the schools.

The occupations of the people were given in detail in the Canada Statistical Record for 1885. (16) The largest single group was that engaged in farming. The figures showed that twenty-two thousand persons were engaged in agriculture. The next largest single group was that of commercial employees, with one thousand and seventy-nine engaged in financial work. Merchants made up the third largest group, but it can be seen that agriculture was the predominant occupational pursuit of the people of Manitoba. Those engaged in furnishing goods and services were dependent on agriculture and together formed the largest group outside of those engaged in farming.

15.

Father Morice, Op. Cit.,
"In the eyes of the Catholic Church, the child being the father of the man, his education must of all necessity be on a religious basis, and the State's only right in the matter is to see that he does not get an education that might ulteriorly prove detrimental to the welfare of society."

16.

Canada: Op. Cit., 1885, p. 94.

TABLE VIII

SHOWING THE OCCUPATIONS OF THE PEOPLE OF MANITOBA AS REVEALED
BY THE DOMINION CENSUS OF 1881 AND 1891 AND THE
PROVINCIAL CENSUS OF 1885.

CLASS	1881	1885	1891
Agriculture	13,565	22,882	34,574
Commercial	1,339	3,319	7,636
Domestic	953	2,224	6,712
Industrial	2,455	3,715	5,267
Professional	636	1,848	2,096
Non-classified	4,313	2,706	932

The political development of Manitoba during the period 1870 to 1890 is treated under three main headings: "organization, transition and expansion"⁽¹⁷⁾. The organization of the new province was undertaken by Governor Archibald. His Policy was one of conciliation and diplomatic placation of the adverse groups at Red River in 1871. He succeeded in his purpose to a certain extent, but the Metis found the new wave of immigration too much for them and most of them retired westward to the valley of the Saskatchewan, where the same struggle that had taken place at Red River was to be reenacted with more tragic consequences.

Governor Morris succeeded Archibald and three administrations served under him. It was a period of poverty in provincial finance, great growth in material prosperity and

17.

Martin, Chester, Op. Cit., pp. 97-128.

considerable progress in education. The old fires of the Insurrection still glowed, however, and occasionally the friction between the two races aroused hostility. An example of this was the resignation of the Honorable Joseph Royal from the Norquay Cabinet on the plea that the English element (18) was receiving more than its share of government favors.

In 1878 the Norquay administration took office. For the first time the French were in a minority in the Legislature. An attempt was made by them, without success, to introduce the principle of the double majority. The questions of better terms for the province and control of the railways largely occupied the attention of the Norquay Government during its term of office. We are not concerned with them except to note that out of the struggle over these problems arose a vigorous fighting administration under Premier Greenway in 1889. This Government, after either shelving these issues or resolving them, turned its attention to the "school question". Backed by an overwhelming Protestant majority, and in a militant mood, the new administration lost no time in introducing a sweeping reorganization of the public school system.

18.

Bryce, George, Op. Cit., p. 264.

CHAPTER V

THE GROWTH OF THE SCHOOL SYSTEM.

As set out by the Act of 1871, there were twenty-four school districts, coinciding with the electoral divisions of the Province. Cyprian W. Pinkham, in his first report as Superintendent of the Protestant Section, dated January thirty-first, 1872, reported sixteen schools in operation with a total attendance of eight hundred and seventy-six. These schools were situated north along the Red River for about twenty miles and westward along the Assiniboine River as far as Portage La Prairie. It is interesting to note that the school in the village of Winnipeg, taught by W. F. Luxton, (1) had an enrollment of thirty.

Joseph Royal, in his first report as Superintendent of the Catholic Section dated December, 1871, reported seventeen schools in operation with a total enrollment of six hundred and thirty-nine pupils. (2) These schools were situated principally along the east side of the Red River, south for about twenty-five miles and westward along the Assiniboine as far as St. Francois Xavier. There was also a school at the foot of Lake Manitoba at St. Laurent.

The reports of the superintendents of both sections for

1.

Pinkham, Cyprian W., Report of the Superintendent of Protestant Schools in the Province of Manitoba, 1871, Winnipeg, 1872.

2.

Royal, Joseph, Rapport du Surintendant de L'Instruction Publique Pour Les Ecoles Catholique de la Province de Manitoba, St. Boniface, 1872.

1877 gave an idea of the growth of the public school system. Superintendent Pinkham reported that the number of Protestant schools in operation for that year was thirty-eight with a total attendance of two thousand and twenty-seven.⁽³⁾ The number of Protestant schools in operation had more than doubled in the period 1871 to 1877, while the attendance nearly tripled. The report of Elia Tasse, Superintendent of the Catholic schools in the province for 1877-78, showed that there were twenty-two schools in operation with a total registered attendance of one thousand, three hundred and thirty.⁽⁴⁾ The French schools remained fairly static with respect to growth during the period 1871 to 1877, with no great increase either in new schools opened or in enrollment, while the number of Protestant schools increased very rapidly. This trend, following population changes, continued throughout the period.

By the year 1890 there were six hundred and twenty-nine school districts operating under the Protestant Section with ninety Roman Catholic districts in operation.⁽⁵⁾ There was a corresponding increase in the attendance of Protestant children. The situation was such in 1890 that the vast majority of the schools were Protestant and according to their

3.

Pinkham, Cyprian W., Op. Cit., Report - 1877.

4.

Tasse, Elia, Rapport du Surintendant de L'Instruction Publique Pour Les Ecoles Catholiques de la Province de Manitoba, 1877-1878.

5.

Weir, George M., Op. Cit., p. 36.

supporters much more efficient than the Catholic Schools.

(6)

TABLE IX

SHOWING THE GROWTH OF SCHOOL DISTRICTS AND SCHOOL ATTENDANCE
IN THE PERIOD 1870 TO 1890, AS SHOWN BY THE REPORTS
OF THE SUPERINTENDENTS OF EDUCATION FOR
EACH SECTION AND BY THE SCHOOL
CENSUS OF 1887.

Year	1871	1877	1890
Number of Catholic Districts	17	22	90
Number of Protestant Districts	16	38	629
Catholic School Attendance	639	1,330	4,364
Protestant School Attendance	876	2,027	18,850

(7)

In view of the great increase in Protestant population by the year 1890, the Catholic leaders may well have doubted their ability to preserve their separate system. A large immigration from Canada had resulted in the rapid growth of the Protestant schools. A census taken in December, 1887, showed the Protestant school population of from five to fifteen years in the organized school districts to be eighteen thousand eight hundred and fifty, an increase of one thousand two hundred and fifty above that reported twelve months previous. The Roman Catholic census of the same year showed four thousand three hundred and sixty-four.

(8)

6.

Ibid, p. 37.

7.

The last two figures of school attendance given under the 1890 column in Table IX, are taken from the school census of 1887.

8. Reports of the Superintendents of both Sections for 1888.
Sessional Papers, Legislative Assembly of Manitoba, 1889.

The curriculum of the schools in the period 1870-1890 was governed largely by the section to which a school belonged. It will be remembered that under the School Act of 1871 the whole Board of Education had the right to prescribe text-books in the subject fields, while the respective sections looked after moral and religious texts. A glance at the reports of the superintendents of both sections in 1871 shows the main subjects studied in each section as follows:

Protestant Section- Arithmetic, grammar, geography, reading, writing, composition, bookkeeping, history.

Catholic Section- Syllabaire, ecriture, arithmetique, composition, catechisme, devoir, grammaire, geographie, chant.

No mention of religious teaching was made in the report on the Protestant Section, but as the schools were under denominational direction it is presumed that the type of religious instruction carried on by the church schools was continued. The Bible was the chief text-book for this work and regular instruction was given.

In the Catholic Section out of a total of six hundred and twenty-nine pupils, seventy-eight took grammar, one hundred and eighty arithmetic, thirty-six geography, twenty composition, two hundred and one chant, and five hundred and
(9)
forty-six the catechism

Examining the program of studies as set out in the report of the Superintendent of the Protestant Section for 1877 we found the following subjects being taught: Spelling, writing, grammar, reading, arithmetic, geography, composition. There (10) seemed to be little change here from the program of 1871.

From a perusal of the report and an examination of the work prescribed in the subject fields we found that a high standard was expected with emphasis laid on the ability to memorize and to express oneself in good English.

A good idea of the work taken in the particular grades was found in a report made by John Cameron, principal of the Central School in Winnipeg, on the program covered in his school in the various grades during the school year 1877-78. His report on Class IV was as follows:

"

Arithmetic. Class IV

Before Vacation- All Smith & McMurchy's Elementary Arithmetic, except stocks and cube root.

Since Vacation- Through circulating decimals.

Grammar. Class IV

Before Vacation- Large print of Davies' Introductory Grammar.

Since Vacation- Large print of Dr. Morris' Primer as far as word making, Chapter XI.

Geography. Class IV

Before Vacation- Leading seas, gulfs, straits, islands, capes and peninsulas of the various continents; the rivers and river slopes of the same. British possessions throughout the globe, definitions.

Since Vacation- Similar work through United States. (Lovell's Geography).

10.

Pinkham, Cyprian W., Report of the Superintendent of the Protestant Schools in the Province of Manitoba, 1877.

Class IV

Introductory work in composition, history, spelling. (Same text books as in fifth class- English History, Through Biographical Royal Imperial Spelling blanks, Narration- Quackenbos).

Reading. Class IV

Work of Fourth Reader corresponding to that of fifth, with all incidental information carefully elicited. Passages of striking beauty and merit, memorized and dwelt on so as to develop refined literary tastes." (11)

The curriculum taught in the Catholic Schools in the year 1877-78, showed the trend in that section. The superintendent's report for that year gave the subjects taught together with the enrollment in each subject for that year. (12)

TABLE X

SHOWING THE SUBJECTS TAUGHT IN THE CATHOLIC SCHOOLS IN 1879, TOGETHER WITH THE NUMBER OF STUDENTS ENROLLED FOR EACH SUBJECT.

Subject	Enrollment
Religious Instruction	1486
Spelling	476
Reading	1402
Writing	1261
Object Lessons	1439
Behaviour	1507
Arithmetic	890
Vocal Music	1886
Grammar	800
Composition	526
History	726
Geography	725
Needle Work	210

11.

Ibid, Appendix F, p. 82.

12.

Tasse, Elia, Op. Cit.

The program of studies in the Fourth division of the Catholic schools' as given for 1878-79, showed the following work outlined for this grade.

"

Fourth Division:

Religious Instruction...Catechism. The Commandments and the unseen part of the Catechism.

Useful Knowledge.....Questions on water, cloud, dew, rain, hail and snow.

Becomingness.....Habits of order. Politeness at table and manner of saluting. (Manners and Morals)

Vocal Music.....Plain Chant. (Religious music).

Spelling and defining...Words of the Third Book.

Reading.....Third Book and Latin.

Writing.....On paper and copy books Nos. 3 & 4.

Calculation.....Decimal fractions completed. Four rules on compound numbers.

History.....Old Testament from the death of Solomon and the New Testament. (Religious Instruction).

Grammar.....To the irregular verbs with corresponding exercises.

Composition.....Narration on easy and usual subjects. Letters to friends.

Geography.....America, especially the Dominion of Canada." (13)

The amount of religious or moral instruction given in the Catholic schools contrasted with the religious exercises pre-

13.

Appendix to the Education Law. Catholic Section of the Board of Education, St. Boniface, 1883. p. 40.

scribed by the Protestant Section of the Board of Education for the Protestant schools, as shown in the Appendix to the manual for School Law, 1881.

Regulation 13- Religious Exercises.

"Opening School

The reading of a portion of Scripture.

Prayer by teacher as outlined in appendix.

Teacher and children- Lord's Prayer.

Benediction.

Closing school. Same program." (14)

The difference between the two sections appeared to be in the time given to religion in the program. In the case of the Catholic schools, definite religious instruction in the form of school subjects was given during the course of the day while the Protestant schools opened and closed their schools with religious exercises, but left the school day free for academic training.

The practice in the Catholic schools over the period appeared to be one of major emphasis on religious and moral instruction with a consequent lack of interest and efficiency in the regular academic subject fields. The practice in the Protestant schools was evidently in the other direction, with the religious influence, though strong, being overshadowed by the work in the academic fields. This might be noted as an influence derived from Ontario where learning had long been held in great respect and the standards of the subject fields

14.

Regulations of the Protestant Section of the Board of Education, Manual of School Law, 1879, Regulation 13, p. IX.

had been well set out.

The development of secondary education after 1870 was slow owing to the reluctance on the part of the province to accept responsibility for secondary education, concerning itself only with elementary education. The idea was prevalent that secondary education was only for those who intended to enter the professions. Secondary education was a prerogative of the religious institutions and as such was left out of government calculation in determining provincial responsibility towards education in general. Gradually this idea changed but it was not until 1890 that definite provincial provision (15) was made for secondary schools.

In 1882 Winnipeg established a Collegiate Institute, followed shortly by Brandon and Portage La Prairie. An interesting development in the secondary field was the addition of secondary work up to the end of Grade Ten in many of the town schools. These were termed Intermediate Schools as distinct from the Collegiate Institutes. This marked the beginning of a continuous common school in Manitoba. The aim of the Collegiate Institutes was to train for admission to the University and that of the Intermediate Schools for admission to teaching. An outline of the aid given by the province to secondary education showed the changing viewpoint with respect to provincial responsibility in the matter.

15.

Woods, M.T., Secondary School Costs in Manitoba, University of Manitoba, 1936.

In 1871 there were no grants for secondary schools. In 1886 the superintendent of the Protestant Section recommended in his annual report that grants be given and in 1888 the first provincial grants were made with respect to the Intermediate Schools. (16) In 1891 a committee was set up to regularize secondary education.

The outstanding point noted in this period was the development of the Intermediate Schools. These were extensions of the elementary schools in a single school district centering about a town or village. Extending up to Grade Ten at first, they marked the start of free, public secondary education in a common school. The province began to recognize its responsibility towards this type of school near the end of the period under review.

As previously outlined in Chapter Two, there were three denominational colleges functioning in the early years of the new province; St. John's College, under the auspices of the Anglican Church, Manitoba College, a Presbyterian growth and St. Boniface, a Roman Catholic institution.

St. John's College and St. Boniface College had their beginnings in the earlier days of the colony before 1870. Manitoba College was started in Kildonan, in 1871 by Dr. George Bryce, with a class of seventeen high school students. (17) In

16.

Ibid, p. 17.

17.

Dr. Baird, Op. Cit., p. 16.

1872 Dr. Hart shared the work of the college with Dr. Bryce and it was moved to Winnipeg in 1874. By 1876 it had an attendance of one hundred and twenty-six. (18)

In 1868 the Rev. George Young established a Methodist Church in the Red River Colony. At a conference of Methodists in 1872 the need for a denominational college was brought forward. In 1873, through Mr. Young's efforts, the Wesleyan Institute, a continuous school, taking up secondary work, was opened. It was forced to close in 1877 due to poor attendance and financial difficulties. A charter was granted to Wesley College in 1877, providing for affiliation with the University when the college should be sufficiently well organized. This took place in 1888 when the college opened in rented buildings which were used until 1896 when the present site was occupied. (19)

A Baptist college had been started at Rapid City in the early eighties. Later it was transferred to Brandon and became known as Brandon College. It did not affiliate with the University of Manitoba but kept up its connection with McMaster University in Toronto.

This sketch of college beginnings brings us to the point where the idea of a single degree conferring body was considered for Manitoba, to be known as the University of Manitoba.

18.

Ibid, p. 16.

19.

Ibid, p. 17.

At first there was little demand for this move. The denominational colleges had no desire for a provincial university. They feared an intrusion into their fields of instruction should the University become a teaching institution rather than a degree conferring body. There was no active interest either on the part of the general public in the formation of a provincial university.

It was due to the work and influence of Alexander Morris, Lieutenant-Governor of the Province from 1872 to 1877, that the University was projected into the realm of reality. A basic necessity for the success of the scheme was the cooperation of the colleges. By his tact and diplomacy Governor Morris won over the colleges to the idea of a centralizing body to raise and maintain a satisfactory educational standard. They had to be convinced that their rights and privileges would be preserved under the new organization. Great credit must be given to the wise leadership of the colleges that common grounds were found to work together within a single institution. Accordingly in 1877 a bill was passed by the Legislature setting up the University of Manitoba. The new body consisted of a federation of existing colleges who carried the teaching responsibility and agreed to submit their under-graduates to an examination by an independent board of examiners under the auspices of the University. The University was governed by a Council consisting of a chancellor, vice-chancellor, and seven representatives from the affiliated colleges, three representatives

from the Convocation and one each from the respective sections of the Board of Education. Financial support was at first very meagre; the Provincial Government voted two hundred and fifty dollars annually for its support and this, together with examination fees, met the cost in the pre-teaching period of the University before 1900.

The major difficulty which faced the University at its outset was a reorganization of the curricula of the colleges to fit into a general university pattern. Agreement was reached in this matter, with the particular stress laid on certain subject fields in the various colleges being kept in mind. Another difficulty lay in the manner of estimating student progress. St. Boniface College did not use the English system of written examinations with percentage scoring but yielded on this point and the system was adopted.

The success of the early years of the University was due to the spirit of cooperation and compromise which existed among the colleges, despite their denominational differences. A standardized curriculum and system of grading was thus made possible.

In 1885 the University received its first revenue from the fund donated to it by Dr. A.K. Isbister, of London, England. Scholarships were made possible for a small number of students starting their university studies. Generally speaking, however, the colleges attracted the attention of benefactors, while the University was ignored. In 1878 a

request had been made for a grant of land from the Dominion Government for the support of the University. Various public bodies kept up the agitation and in 1885 the Better Terms Act provided for an allotment of land for this purpose. By 1888 the land had been selected by a committee of the University Council but owing to delays the lands selected did not come into University hands until 1898.

The next great problem which faced the University was the proposal to change over from a degree conferring body to a teaching institution. A public demand had arisen for the freeing of the University from denomination control. The public school controversy had focussed public attention on denominational control of education and the University did not escape this tide of public opinion. St. Boniface College was strongly against the proposal, while the Protestant colleges were not disposed to turn over their programs to University teachers. They wished to retain some control over the academic side of University education and did not want to lose touch with their students in their academic training. In 1889 a committee was set up to consider the matter and a compromise was reached whereby the University was to teach Natural Science, Mathematics and Modern Languages, with the colleges doing the remainder of the teaching. As a further protection for the colleges the committee recommended that no further subjects be taken over by the University without a

three-quarters affirmative vote in the University Council. (20)

This arrangement marked the beginning of a new era for the University and changed the whole character of its service to the Province. The University of Manitoba, as we now know it, was launched on its career as a teaching University.

20.

Ibid, p. 34.

CHAPTER VI

TRENDS IN SCHOOL LEGISLATION

The Provincial Act of 1871 establishing a public school system in Manitoba was changed by several amendments in subsequent years. These changes were necessitated by the rapid increase in population in the period following its passage. This Act had set up an Advisory Board with certain definite powers, giving each section control over its own denominational schools with equal grants of money from the public funds.⁽¹⁾

In 1873, the statute was changed with respect to the apportionment of the government grant to each section. The aggregate attendance of the respective sections was made the basis for the division of the public grants instead of on an equal basis. This amendment was the result of the growth of the Protestant schools reflected by population changes. It indicated a trend which continued throughout the period under review.

"The sum appropriated by the Legislature for Common School purposes shall be divided between the Protestant and Roman Catholic Sections of the Board in proportion to the aggregate of the average attendance at all the schools under the jurisdiction of each Section during the preceding year, according to the printed reports of the Superintendent for each Section for the said year." (2)

The Act of 1871 had provided that school districts could raise the additional money needed to supplement the Government Grant by voluntary subscription; by the collection of a rate per scholar or by assessment on the property in the school

1.

Statutes of Manitoba, Op. Cit., Appendix 2.

2.

Statutes of Manitoba, 1873, Chapter XXII, p. 73.

district. Another amendment to the Act in 1873 abolished the raising of money for school purposes by voluntary subscription or by the charging of a rate per pupil and limited the raising of such revenue to an assessment on the real and personal property in the district. Evidently the voluntary contribution and fee per scholar methods of raising school funds was found unsatisfactory and inequitable. These methods did not produce the necessary money to keep the schools functioning properly.

"At the Annual School Meeting aforementioned, the majority of the ratepayers present shall decide upon the amount of money which shall be raised in their school district for common school purposes, to supplement the Government Grant for the ensuing year: but such sum shall, in every case, be raised by an assessment on the real and personal property of the school district; and provided always that no rate shall be levied for the building, repairing or improving a school-house, to exceed in any one year one thousand dollars." (3)

The amended Act clarified the duties of the trustees and school officials and set up procedures for their guidance.

The following quotations from the amended Act give in detail the instructions laid down:

"

THE TRUSTEES - THEIR DUTIES

XVII: The Trustees elected under this and former Acts, shall continue in office respectively as follows:

(1) The first person elected shall continue in office for three years from the date of his election, and until his successor has been appointed.

(2) The second person elected shall continue in office for two years from the date of his election, and until his successor has been appointed.

(3) The third or last person elected shall continue in office for one year from the date of his election, and until his successor has been appointed:

Provided, however, that the provisions contained in the preceding sub-sections, shall not have any effect with regard to any Trustee or Trustees elected previously to the passing of this

Act.

XVIII: It is further enacted that no act or proceeding of a School Corporation shall be deemed valid or binding on any party which is not adopted at a regular or special meeting of the Corporation of, which notice shall have been given by one of their body chosen to act as Secretary-Treasurer, to all the Trustees, by furnishing them with a written notice, and the proceedings of such meeting shall be entered in a book of the Corporation kept for that purpose and signed by the senior or presiding Trustee: Provided that a majority of the Trustees at a meeting thus called shall have full authority to perform any lawful business.

XIX: The School Trustees in each School District shall be a Corporation under the name of the School Trustees for the School District-----, in the County of-----; they shall have perpetual succession and a common seal, if they think proper to have one; they may sue and be sued, and shall generally have the same powers which any other body politic or corporate has, or ought to have, with regard to the purposes for which it is constituted.

XX: It shall not be lawful for any Trustee to enter into a contract with the Corporation of which he is a member, or to have any pecuniary claim on such Corporation, except for a school site or as a collector of school rates, and then only when he shall have been appointed by the other two members of the Corporation.

XXI: It shall be the duty of each Corporation or Board of Trustees:

(1) To take possession and have the custody and safe keeping of all common school property which has been acquired or given for common school purposes under the Act, in their district, and such Corporation shall be empowered to acquire and hold, as a Corporation, by any title whatsoever any land, moveable property, moneys or income for school purposes, and to apply the same according to the terms on which the same were acquired or received, but they shall not, without the sanction of the section to which they belong have power to alienate or dispose of any school property.

(2) To do whatever they may judge expedient with regard to building, repairing, renting, warming, furnishing and keeping in order the school-house or school-houses in their district, its furnishings and appendages, and the school land and enclosures held by them, and for procuring apparatus and school books for their school, and when there is no suitable school-house belonging to the district, or when a second school-house is required, then to rent, repair, furnish, warm and keep in order a house and its appendages to be used as a school-house.

(3) To contract with and employ teachers who hold certificates from that Section of the Board through whom they re-

ceived the government grant; but such contract must be in writing and signed by all the contracting parties.

(4) The trustees of any school recognized under this Act shall have power to provide for the salaries of teachers and all other expenses of the school in such manner as may be desired by a majority of the freeholders and householders of such Section at the annual school meeting, or at a special meeting called for that purpose by the Superintendent, and to employ all lawful means to collect the sums required for such salaries and other expenses; and should the sum thus provided be insufficient to defray all the expenses of such school, the trustees may assess and cause to be collected an additional rate to pay the balance of the teacher's salary and other expenses of such school.

(5) One or more of the trustees shall visit the school once a month for the purpose of seeing that it is conducted according to the authorized regulations: he or she shall, if necessary, make any suggestions in accordance with the said regulations, with a view to the more efficient working of the school, and should the teacher fail to act upon them, the matter shall be referred to the whole body of trustees, who shall report it to their Superintendent.

(6) To see that the discipline of the school is properly enforced: at duly called meetings of the Board of Trustees to expel unmanageable pupils on the complaint of the teacher: to deal with complaints and appeals from parents or the teacher: and it shall be the duty of any trustee to whom any complaint is made to cause a meeting of the trustees to be called for its investigation.

(7) To keep registers of their proceedings, signed for each sitting by the chairman and secretary; and also correct accounts of their receipts and expenditures, with reference to the schools in each district under their control, mentioning specially what relates to each school; and such account shall be open to all persons contributing to the support of the school, at all reasonable hours.

XXII: The Lieutenant-Governor in Council may grant to the trustees of any school district on their application, authority to borrow any sums of money necessary for the purposes of the purchase or erection of school sites, school houses and their appendages, or for the purchase or erection of a teacher's residence; and in that event such trustees shall, subject to the sanction of the ratepayers of the district, cause to be levied in each year upon the taxable property in the Section a sufficient sum for the payment of the interest on the sum so borrowed and a sum sufficient to pay off the principal within ten years.

XXIII: In any case where any sum of money was heretofore, or shall be hereafter assessed for any school purpose, the same may be collected by the Secretary-Treasurer of the school trustees: Provided, always, that any person or persons who may

complain that such assessment, heretofore or to be hereafter made, is not fair and just, as regards them or any of them, shall have the right within twenty days after a demand is made for the payment of any such assessment on behalf of any school trustees to apply by petition to a Judge of the Court of the Queen's Bench or County Court, to revise and reduce such assessment, and such person shall cause a copy of such petition to be served on one or more of the said trustees, together with a notice that on the day to be named therein, at least ten days subsequent to the day of such service, the same will be presented to a Judge who shall, upon hearing the evidence, decide summarily in the matter as he shall think right, and provided, further, that no assessment shall during the present year be imposed and collected for the purpose of repairing, building or completing any school-house except in the manner provided by this Act.

(1) The school trustees shall cause to be made by their Secretary-Treasurer, between the first day of September in each year and the first day of October, a census of the children in their respective school districts, making a distinction between those of five and sixteen years of age, and those of seven and fourteen years of age, and mentioning those who attend the school; and such census shall be transmitted to the Lieutenant-Governor within ten days after the said census is completed.

XXVI: All contestations with regard to the election of school trustees, and to the functions and powers assumed by school trustees, or any of them or their officers, or by any persons claiming to be school trustees or officers, may, by any person having authority as visitors or otherwise over the schools in the locality, or by any person assessed for their support, be brought by a petition setting forth the case, of which a copy must have been served on the parties concerned before the County Court, at its next sitting, and shall there be determined in a summary manner on the evidence adduced.

XXVII: Any school trustee whose election has been obtained by fraud, or stratagem, or by the votes of persons not qualified as electors, or any person usurping the function of school trustee, or illegally holding that office, may be summarily prosecuted at the instance of any party interested, severally or collectively before any one of the Judges of the County Court of the county in which such election, usurpation or illegal detention of office, has taken place for the purpose of declaring such election or such detention of office illegal, and such seat vacant.

XXVIII: No school trustee shall be re-elected except by his own consent during the four years next after his going out of office.

XXIX: The chairman of any general meeting for the election

of school trustees shall, within eight days after, report the proceedings thereat to the Superintendent of Education of his own Section, and transmit to him a list of the persons elected thereat as Commissioners, under a penalty of five dollars.

XXX: For the school districts in which no election of school trustees has been had within the time prescribed, the Superintendent of Education for the Section to which such school district belongs shall ex-officio, upon an order from the Lieutenant-Governor in Council, appoint them, and also a Secretary-Treasurer subject to the provision in the next following section.

XXXI: Within fifteen days after the time when any such election ought to have been had, the school trustee for the then last year, three of the school visitors and the clergy man or minister of the most numerous congregation, may meet and submit to the proper Superintendent of Education, the names of so many persons as Commissioners as are provided by this Act; and on the approval of the said Superintendent, signified to the chairman of such meeting, such person shall become school trustee for the purposes of this Act.

XXXII: If any vacancy occurs among the school trustees by reason of permanent absence from the school district, death or incapacity from sickness of any trustee, another shall be elected in his stead by the electors of the locality at a meeting called for that purpose by the chairman or temporary chairman of the school trustees, and at which he himself or in his absence one of the other school trustees by him named shall preside.

XXXIII: Whenever, on the occurrence of a vacancy in the office of school trustee, in the case provided for in the next succeeding section, the election of another person to the said office has not taken place within one month after the occurrence of such vacancy, the Lieutenant-Governor in Council may fill such vacancy.

XXXIV: In all cases of incapacity arising from sickness, no election or appointment to fill the said office shall take place, unless the said incapacity has been established by the certificate of a physician deposited with the Secretary-Treasurer and the vacancy arising from such incapacity, shall date from the day of deposit of such certificate.

CORPORATE RIGHTS OF TRUSTEES

XXXV: No trustee shall be a teacher of any school in his school district.

XXXVI: At a meeting of the school trustees, all questions shall be decided by the majority of votes; and when the votes

upon any question are equal on both sides, without the vote of the chairman, then, and in that case only the chairman may give his vote, but in no other case may the chairman vote.

XXXVII: The school trustees shall meet on the first Monday after their appointment or after notice of their election, for the purpose of choosing a chairman and a secretary-treasurer; and in the case of the absence, whether permanent or temporary, of the chairman, the assembled school trustees shall name one of themselves as chairman for the time being, who shall then be vested with the same powers and privileges as the ordinary chairman.

The duties of such secretary-treasurer shall be:

(1) The correct and safe keeping, and producing (when called for) of the papers and moneys belonging to the corporation.

(2) The correct keeping of a record of all the proceedings in a book procured for that purpose.

(3) The collecting, receiving and accounting for, of all school moneys, whether from the Government or otherwise, for the purpose of school education within their district, and the distributing of such moneys in the manner directed by the majority of trustees.

(4) Every secretary-treasurer shall, before entering upon his duties as such, give security to the school trustees by a bond signed and acknowledged before a Justice of the Peace.

(5) The said security shall be given by at least two solvent surities jointly and severally to the satisfaction of the chairman of the school trustees or trustees and for the total amount of the moneys for which the secretary-treasurer may at any time be responsible, whether arising from the local school fund, or from any particular contributions or donations paid into his hand for the support of the schools, or from the school fund, and such security shall be renewed whenever its renewal is required by the school trustees.

XXXIX: Every such secretary-treasurer shall annually in the first week of the month of January, prepare and submit to the school trustees, a detailed statement of the receipts and expenditure of the school district for the year expired on the thirtieth day of December immediately preceding; such statement after being approved by the school trustees, shall be by them submitted to a public meeting of the ratepayers of the school district convened in the month of February in the manner prescribed for convening meeting for the election of school trustees and a fair copy of such statement certified and signed by the secretary-treasurer, shall be by him affixed at the door of the church or principal place of worship in the school district, before the hour of nine of the clock in the forenoon of the Sunday next after such meeting, and the secretary shall, on the payment to him of the sum of one dollar, furnish to any

ratepayer a copy of such statement.

XL: The remuneration of the secretary-treasurer may, in the discretion of the school trustees, be fixed at any amount, not exceeding ten per cent of the moneys received by him in such capacity; but such remuneration shall include every service which the trustees may require from time to time from the secretary-treasurer, and shall cover all contingent expenses whatever, except such as may be specially authorized by the Section Board and shall not exceed one hundred and fifty dollars in one year in any case.

XLII: (3) The school trustees shall apportion rateably the school assessment voted at the annual or at the special meeting duly called of the ratepayers among the parties named in the roll according to the valuation of their property. The secretary-treasurer shall then forthwith apply to a Justice of the Peace for, and the Justice of the Peace shall forthwith issue a warrant directing such secretary-treasurer to collect from each person named in the assessment the amount payable by him.

XLIII: The school trustees of any school district may institute suits or prosecutions for the assessments for schools or school houses, and for the monthly school fees, and for all arrears of the said assessment or monthly fees; and all such suits or prosecutions may be instituted before the County Court, but not before any other tribunal.

XLV: The chairman of any board of trustees shall not engage in any suit at law, as plaintiff, without a special authorization from the trustees duly entered in the registers, after deliberation, and every action may be brought either by the chairman or by the secretary-treasurer, in the name of the corporation, at the discretion of the board.

XLVI: The amount of every penalty so levied shall be paid into the hands of the secretary-treasurer of the corporation of school trustees by which or in favor of which the prosecution has been instituted, and of the locality in which the offence has been committed, and shall make part of the corporation fund.

XLVIII: Whenever any school trustee, or secretary-treasurer, after his dismissal, resignation, or ceasing to hold office, detains any book, paper, or thing belonging to the trustees of any school, he shall thereby incur a penalty of not less than five dollars, nor more than twenty dollars for each day during which he shall retain possession of any such book, paper or thing after having received a notice from his Superintendent of Education requiring him to deposit the same in the hands of some person mentioned in such notice, and the said penalty shall be recoverable with costs before any court of

competent civil jurisdiction in the name of the proper Superintendent of Education, and the same when levied shall be paid into the hands of the said Superintendent, and shall form part of the unexpended balance of the Sectional School Board Fund and dealt with accordingly.

TEACHERS

XLIX: It shall be the duty of every teacher employed under either of the Sections of the Board of Education:

(1) To observe faithfully the by-laws and regulations that may from time to time be issued by the Section of the Board to which he is subject.

(2) To keep a visitor's book which the trustees shall provide, and enter therein the visits made to the school, and to present such book to each authorized visitor and request him to make therein any remarks suggested by his visit.

(3) At all times, when desired by them, to give the trustees and authorized visitors access to the registers and visitor's book appertaining to the school, and upon his leaving the school to deliver up the same to the order of the trustees.

L: The visitors in each school district may be:

(1) The resident priest or minister or clergy of whatever denomination: provided always that such priest or minister or ecclesiastic shall only have the right to visit schools being under the jurisdiction of the section, whether Protestant or Catholic to which such priest, minister or ecclesiastic may belong.

(2) The members of the Provincial Legislature.

(3) The Judges of the Court of the Queen's Bench and County Courts.

(4) The members of each Section of the Board in their respective schools.

(5) The trustees of each school district in their own district." (4)

The Act implicitly stated that where a separate school was set up in a district the ratepayers of the particular denomination to which the school belonged paid taxes for that school only. Thus rates were to be paid on a denominational basis and no Catholic would have to pay taxes for the support of a Protestant school or vice versa.

"The parents of Catholic children attending a Catholic School shall be assessed for the benefit of that school; and the parents of Protestant children attending a Protestant School shall be assessed for the benefit of the Protestant School.

When a Protestant child shall reside in a district where there is no Protestant School, or a Catholic child in a district where there is no Catholic School, the parents or guardians of such child may send such child to another Protestant or Catholic district as the case may be according to the religion of the child, and shall pay such assessment as shall be due to that school and not to any other." (5)

The Act of 1873 established two important principles with respect to public education, namely: that aggregate attendance was to be the basis for distribution of public funds to each section and that local taxation in the individual school district was to be compulsory for the support of local public schools.

An important amendment to the Education Act was made in 1875 affecting the Board of Education. The growth of the Protestant Section was reflected in legislation which set aside the equality of representation of Catholics and Protestants on the Board and instituted a ratio of twelve Protestant to nine Catholic members.

" 1. Within six months after the passing of the Act, the Lieutenant-Governor in Council shall appoint, to form and constitute the Board of Education for the Province of Manitoba, not exceeding twenty-one persons, twelve of whom shall be Protestants and nine Roman Catholics, who shall hold office for three years, being however eligible for re-appointment, or if a lesser number be appointed the same relative proportion of Protestants and Catholics shall be observed, and until such appointment shall take place, the members of the present Board of Education shall continue in office, and any vacancy occurring in such council from any time shall be filled by the Lieutenant-Governor in Council." (6)

5.

Ibid, p. 74.

6.

Statutes of Manitoba, 1875, Cop. XXVIII p. 272.

Another important change was made in this year in the method of distributing the government grant to each section. Instead of the basis of distribution being the aggregate attendance of each section, it was now to be based on the number of children between the ages of five and sixteen residing in the school districts of the province. The necessary information for the apportionment was to be obtained from the annual census of the children of these ages, provision for which had been made in the Act of 1873.⁽⁷⁾ The local school boards bore the responsibility for making these census returns annually.

" IV. The sum appropriated by the Legislature for common school purposes shall be divided between the Protestant Catholic Sections of the Board in the manner hereinafter provided in proportion to the number of children between the ages of 5 and 16 residing in the several and respective school districts of the Province-the number of such children in the Protestant and Catholic districts respectively being aggregated as regards each of said faiths." (8)

A further change enabled the respective Sections of the Board of Education to establish a school district in a district already served by a public school of one denomination. The ratepayers of the particular denomination of the new district were to be liable only for rates in support of their school.

"The Protestant Section of the Board of Education shall have power to establish school districts for Protestant, and the Catholic Section shall have the same power with regard to Catholics: the establishment of a school district of one denomination shall not prevent the establishment of a school district of the other denomination in the same place: a Protestant and a Catholic district may include the same territory in whole or in part, but the ratepayers, including

7.

Statutes of Manitoba, 1873. p. 76.

8.

Statutes of Manitoba, 1875. p. 272.

religious, benevolent and educational corporations shall be obliged to pay their assessments to the schools of their respective denominations." (9)

The legislation of 1876 was necessary to meet the special requirements of incorporated cities and towns. The growth of the population was again evident as a cause of this legislation. The most important point was the granting of powers to the city and town boards to pass by-laws enforcing compulsory attendance of children of not less than seven nor more than twelve years of age, with provision made for the levying of fines by a Justice of the Peace for infraction of the by-laws. The boards were required to have the consent of the proper section of the Board of Education to such by-laws in their area. This was the first time any legislation with respect to compulsory attendance had been placed on the statute books in Manitoba.

"XXXVI: Every board of school trustees of cities and towns, may, with the sanction of their Section of the Board of Education, make, amend or revoke any by-laws for their school district for all or any of the following purposes:

1. Requiring the parents or guardians of children of not less than five nor more than twelve years of age, as may be fixed by by-law, to send such children to school for a certain period in each year, unless sufficient evidence be produced by such parents or guardians, that they cannot do so.

- A. Any of the following shall be considered a reasonable excuse:

- a. That the child is under instruction in some other manner satisfactory to any magistrate before whom such child may be brought.

- b. That the child has been prevented from attending school by sickness or any unavoidable cause.

- c. That such child has reached a standard of education of the same or greater degree than that to be obtained in such public common school.

2. Determining the time during which such children are to attend school;

3. Imposing penalties upon parents or guardians for the breach of any by-laws, thus;

A. Admonition in the form of a note or warning signed by the chairman of the board of trustees.

B. Summons to appear before the board of school trustees, and to receive reprimand from the chairman if warranted.

C. Complaints by the board of school trustees to any justice of the peace of the district, who may impose a fine not exceeding twenty-five cents for the first offence, fifty cents for the second and so on, doubling the last fine for any repetition of the offence." (10)

The boards of incorporated cities and towns were also given authority under the Act of 1876 to appoint their own School Inspector. This provision gave these cities and towns practical local autonomy in the supervision of the schools under their jurisdiction.

"The trustees of cities and towns shall, with the approval of the Section of the Board of Education concerned, have power to appoint a fit and proper person to be Inspector of all common schools under the jurisdiction of the board of trustees appointing him, who shall by frequent visits to the schools and in every other way do all in his power to improve their character and efficiency. Such Inspector shall report quarterly to the trustees, who shall transmit a copy of all such reports to the superintendent of the section having jurisdiction over such schools; provided always that such Inspector be a graduate of an University, or the holder of a first-class certificate." (11)

Another point established by the 1876 legislation was the provision made for compelling people who professed to belong to neither religious group to pay taxes for educational purposes. The majority board set out the rate to be paid but had to set aside part of the money for the minority board in

10.

Statutes of Manitoba, 1876.Cop. XXXVI.

11.

Ibid, Cop. XIX.

that district, in proportion to the number of children of that denomination in the district.

"XXXVIII: In cities or towns where two boards of school trustees exist under the School Acts of Manitoba, the property owned and possessed by Protestants shall be taxed for the support of the Protestant schools only; and property owned and possessed by Roman Catholics shall be taxed for the support of Roman Catholic schools only; and the property owned and possessed by persons who profess neither form of religion shall be assessed by the school trustees of the majority; yet out of such assessment they shall pay to the school trustees of the district of the minority a part of such assessment in proportion to the number of children of their denomination within the city limits, based on the last official census returns of said boards." (12)

In 1879 the Public School Act of Manitoba was passed embodying the original Education Act of 1871 with subsequent amendments. The duties of the Board of Education were extended to include the appointment of school inspectors. The Board was also authorized to withhold the legislative grant from school districts whose trustee boards failed to make an annual census return of the children in their district. These were the major changes noted in the new Act.

"LXXX: The sections of the Board of Education shall have power to appoint inspectors who shall hold office during the pleasure of the section appointing them, to define their duties and to provide for their remuneration." (13)

"XCII: (d) No school shall be entitled to receive any portion of the annual grant for the year where the trustees have neglected to transmit within the time provided by law the census returns which form the basis of the apportionment of the public funds." (14)

Up to this time the necessary supervisory work in the schools

12.

Ibid, Chapter XXXVIII.

13.

Statutes of Manitoba, 1879. Chapter LXXX.

14.

Ibid, XCII.

had been done by clergymen on a fee basis. The increase in the number of school districts, particularly in the Protestant section, made it necessary to provide for the appointment of school inspectors on a full time basis. The provision of the Act in this respect was not carried out however until 1888 when regular and competent supervision of the Protestant schools was started. The following inspectors were appointed and they commenced their work at the beginning of that year: Rev. J. M. Wellwood, M.A., J. D. Hunt, E. E. Best, D. H. McCalman, B.A.,
(15)
and J. H. Sparling. A special inspector for the Mennonite schools, Mr. Thiem-White was also appointed but his services were discontinued in 1889 when his reports showed that these schools were not being properly conducted. The legislative
(16)
grant to these schools was discontinued. The Catholic schools
(17)
carried on under the supervision of clergymen as heretofore.

The Protestant superintendent, Mr. Somerset, in his report for 1888, had this to say about the new inspection system:

"The five gentlemen appointed as inspectors at the beginning of the year went in charge of their several inspectoral divisions with a determination to make themselves thoroughly acquainted with the work of the schools under their jurisdiction. Their work was more arduous than that of their confreres in Ontario in consequence of the long distances to be traversed and the large number of schools in the process of organization; the many questions and disputes arising in connection with

15.

Somerset, J.B., Report of the Superintendent for Protestant Schools, Winnipeg, Manitoba: King's Printer, p. 15.

16.

Ibid, p. 10.

17.

Bernier, T.A., Report of the Superintendent of Catholic Schools, Winnipeg, Manitoba: King's Printer, p. 14

organization and the allotments of taxes in union districts occupied much of their attention, so that before the close of the year it became evident that the work assigned to each man was more than he could efficiently perform. The Board of Education considered therefore that the appointment of a sixth inspector, about which they had been in doubt in making the appointment at first, was now demonstrated to be a necessity, if the full value of the services of these gentlemen was to be realized. They have therefore included in their estimates for 1889 the salary of an additional inspector, confident that the nature and importance of the work requires it.

The Board has every reason to believe that the inspectors have performed the work assigned them with faithfulness and energy, and there is no doubt that their services will become more valuable each succeeding year as their familiarity with duties and their knowledge of the wants of the schools increase." (18)

The annual census required from the local school boards had evidently not been well carried out. This penalty provision was inserted in the Act because some boards had failed to do their duty in this respect.

In 1882 the Protestant and Catholic Sections of the Board of Education were empowered to establish Normal School Departments in the City of Winnipeg and St. Boniface, respectively, to train teachers.

An Act to Establish Normal School Departments in connection with Public Schools, May, 1882.

The Legislative Assembly of Manitoba enacts as follows:

1. The Protestant and Catholic Sections of the Board of Education are hereby respectively empowered:

(a) To establish in connection with the Protestant public schools of the city of Winnipeg and with the Roman Catholic public schools of St. Boniface Normal School Departments, with a view to the instruction and training of teachers of public schools in the science of education and the art of teaching.

(b) To make from time to time rules and regulations necessary for the management and government of the said departments.

(c) To arrange with the trustees of such public schools all things which may be expedient to promote the objects and interests of the said Normal School departments.

(d) To prescribe the terms and conditions on which students and pupils will be respectively received and instructed in the said departments.

(e) To determine the number and compensation of teachers and of all others who may be employed in the said departments.

(f) To apply out of the amount apportioned to each section respectively from the grant annually voted by the Legislative Assembly a sum not to exceed three thousand dollars, for the maintenance of the said Normal School departments." (19)

This Act marked the beginning of a teacher training program in the province and reflected the growing demand for more efficient schools under better trained teachers.

Prior to the commencement of teacher training in Winnipeg and St. Boniface, candidates had written examinations to qualify for teacher certification. This system was continued after the establishment of Normal Schools as they did not have sufficient students in the early years to supply the need for teachers.

The sessions of the first Normal School in Winnipeg established under this Act, are outlined in an appendix to the report of the Protestant Superintendent for 1883.

" Ist. Session (September 1882 to February 1883)

There were eight students in attendance.

The following were awarded diplomas:- Alice Christie, Emily A. Flumerfelt, Martha E. Hargrave, Catherine E. Sanders.

2nd. Session (February to July 1883.)

Eight students in attendance.

Two diplomas received:- Ellen Parsons and Joseph Bushy.

3rd. Session (August 1883 to January 1884.)

Fifteen students in attendance.

Diplomas were awarded to the following:- Tilla E. Zinkan,

Sarah B. Mabee, Lizzie Scott, Kate J. McEwan, Ida M. Ferguson.

4th Session (January 7th to March 31st. '84.)

Twenty students attended.

Diplomas were awarded to the following:- Grace Connor, Maggie E. Dickie, Annie Currie, Alice A. Talbot, Mary Alice Laut, Lisette Hartney, Lizzie Fraser, Annette L. Gunne, Cassie A. Barnes, Florence E. Shafer, C. H. Shafer, Ida J. Niblock, Mary McIntyre."

Extracts from the Regulations of the Protestant Section of the Board of Education show in detail the Normal School training facilities planned for 1884 together with Normal School entrance requirements.

"Revised regulations adopted by the Protestant Section of the Board of Education, on the 14th of December, 1883, and concurred in by the Board of Protestant school trustees of the City of Winnipeg.

1. A Normal School Department shall be maintained in connection with the Protestant public schools of the city of Winnipeg, and an annual grant of two thousand dollars shall be made by the Protestant Section of the Board of Education to the Winnipeg Board of Protestant School Trustees for the maintenance of the same.

2. The appointment of a teacher for this department shall be made by the Protestant Section of the Board of Education, with the concurrence of the Board of Protestant School Trustees of the City of Winnipeg.

3. The Inspector of Protestant Schools for the City of Winnipeg shall supervise the work of the Normal School Teacher, under the direction of the Superintendent of Education.

4. The Inspector may under the direction of the Superintendent place students of the Normal School in the rooms of regular teachers temporarily absent, reporting such cases monthly to the Superintendent; but this supply shall not as a rule, be made in cases of more than one week of continuous absence.

5. Suitable class-rooms for the use of the Normal School Department shall be provided by the city Board of Protestant School Trustees; provision shall also be made by them for the practice of teaching by the students in the schools of the city, and all classes in the city schools shall be open to the students of the Normal School as the Inspector may determine, without payment of fees.

6. The sessions of the Normal School shall be as follows: One session of five months, from the first of November to the end of March following, in the City of Winnipeg; the second session shall consist of institutes for the instruction

and training of third class teachers only, and may be held at such places in the Province and for such periods as the Board of Education may determine; provided that the Board of Trustees at each place selected be able to offer, through the local inspector, suitable accommodation and to secure the attendance of at least ten students for each course.

7. In the admission of students for Normal training, the interests of all parts of the Province shall be carefully guarded.

RULES FOR STUDENTS

Winter Session

1. Applicants for admission to the winter session of the Normal School shall, through the local inspector, notify the Superintendent of Education, of their intention one month before commencement, and in order to be admitted, must present proof of good moral character; must be, if males, eighteen, if females, sixteen years of age; must possess literary qualifications corresponding to the requirements for promotion in Standard IX of the Program of Studies for use in cities and towns, and must declare their intention of teaching for at least two years in the Province as a condition of receiving a Normal training.

2. The students in training shall be required, during the session, to place themselves under the care of one of the clergymen having pastoral charge in the city, to board only at such places as may be approved by the Superintendent and to be faithful and punctual in the discharge of all their duties.

3. Students whose deportment and work are favorably reported upon by the Principal at the close of the term, and who succeed in passing a satisfactory examination, shall be awarded diplomas authorizing them to teach for one year without any other certificate; to teach four years after passing the non-professional examination for third class, grade A; to teach during the pleasure of the Board after passing the second or first class non-professional examination, except that the candidates for first-class professional certificates must in addition to Normal training, show evidence of one year's successful teaching." (20)

Normal School training facilities were also set up in St. Boniface at the same time as the foregoing for the training of Catholic teachers. The work in St. Boniface was extended in 1888 to include a Normal School in connection with

the Catholic schools in Winnipeg. Comments by the superintendents in their respective reports for 1888 show that the work of the Normal School in Winnipeg operated by the Protestant Section was badly handicapped by lack of a suitable building to house the classes. The Catholic Normal School in St. Boniface appeared to be making progress. An increase in attendance was reported. The following quotations from the reports give an idea of the teacher training work in 1888.

(a)"

THE NORMAL SCHOOL

The work of this institution during the year was carried on in a room of the Carleton Street School, Winnipeg, up to the fifteenth of March; from that date to the first of May; a session was held at the City of Brandon. At the commencement of the five month's session on September first, it was found that there was no room available, the Carleton Street school being fully occupied with pupils. It was found necessary in consequence to rent one of the vacant stores on Main Street, but upon this being required for use by the N. P. & M. Railway, the school was again compelled to move to a room in the Stobart Block.

Neither of the rooms mentioned is suitable for the purposes of a Normal School; the lighting and ventilation were especially defective and were productive of illness as well as inconvenience.

The pressing necessity of suitable accommodation for the Normal School, to which I have drawn attention in previous reports is becoming more severely felt every year. There is far greater danger of the work of this institution falling short of reasonable public expectation from this cause than from any lack of efficiency, energy and faithfulness on the part of the Normal School teachers, which has been performed in a manner that has won the appreciation of the students; and when it is considered that a majority of these attend only with the idea of complying with a troublesome condition necessary to the obtaining of a license, the value of their appreciation of the work may be estimated. A further testimony to the excellence of the work done is borne out by the number of applications for teachers received from school trustees by the Normal teachers during each session.

The sessions of five months each for first and second-class teachers have been found sufficient to enable the teachers fairly to complete the work required but the sessions of six weeks have been found too short, even in the opinion of the students, who realize that an additional four or even two

weeks would double the value received from their attendance. The lengthening of the third-class sessions will therefore be a subject for the serious consideration of the Board during the next year." (21)

(b)"

ECOLES NORMALES

L'experience acquise par la fonctionnement de la premiere ecole normale etablie a St. Boniface, les bons resultats obtenus dans ce premier essai, l'augmentation du nombre des eleves, de meme qu'un sentiment de justice a l'egard des institutions de Winnipeg, et le desir d'etendre au plus grand nombre les facilites d'entrer dans la carriere de l'enseignement apres avoir subi des epreuves serieuses de capacite et de methode, toutes ces raisons ont engage le Bureau a greffer une nouvelle ecole normale sur les ecoles de Winnipeg. Les Reverendes Soeurs des SS. N. de Jesus-Marie ont bien voulu s'en charger, a notre grande satisfaction. L'arrangement fait avec les deux institutions n'augmente du reste en rien la depense, laquelle est calculee sur les nombre des eleves. Nous avons pu constater, par des visites personnelles, que dans ces deux institutions les voeux de Bureau d'Education etaient compris. Elevant leurs fonctions a la hauteur d'une mission, elles soumettent leurs eleves a un double travail: le developpement de leurs connaissances, et l'acquisitions de l'art d'enseigner. Elles leur inculquent en outre l'amour de leur eat et le sentiment de leur responsabilite a tous les points de vue, religieux, moral et social. Nous n'avons donc qu'a nous felciter des creations que le Bureau a fait surgir dans cette sphere de notre systeme d'education. Et nous jetons sans cesse les yeux autour de nous pour voir si bientot. Nous ne pourrions pas donner aux jeunes gens de notre Province, les avantages que possedent les jeunes personnes sous ce rapport. Nous croyons vraiment que ces voeux ne tarderont pas a se realiser." (22)

The attendance at the Winnipeg session for 1888 is given as 60, and that of Brandon 48. Thirteen students attended the Normal School in St. Boniface that year.

The year 1885 saw a very important piece of school legislation placed on the statute books. It had become in-

21.

Ibid, 1888, pp. 8-9.

22.

Bernier, T. A., Op. Cit., pp. 4-5.

creasingly evident that the method of financing the public schools by means of government grants plus local taxation was inadequate for the purpose of maintaining a system of good schools across the province. Accordingly, in 1885, the Legislature introduced the system of the Municipal Levy. This was a general school tax over each municipal area, collected by the municipality, and paid over to each school district within its jurisdiction. The original rate as laid down by the Act was twenty dollars per teaching month or a proportionate rate as fixed by the local inspector. Thus a new fund was made available for school purposes. The local boards still had to assess their districts for monies needed in addition to the government grant and municipal levy. This legislation was an attempt to equalize the burden of taxation for school purposes over a wider area and to help out poorer districts within each municipality.

9. "For the purpose of supplementing the Legislative grant, it shall be the duty of the council of each municipality to levy and collect each year, by assessment upon the whole of the Protestant or Catholic real and personal property within the municipality that is liable to taxation under the Municipal Act, a sum equal to twenty dollars for each month that the trustees of each school district wholly included within the municipality, may declare, as hereinafter provided, that they have kept and will keep, a teacher under engagement at a salary, in each of their schools during the current school year; and for each school district partially included within the municipality, they shall levy and collect in like manner, a proportionate part of twenty dollars per month as fixed by the local inspector in the manner hereinafter provided, for each of their schools; and the said council may, in their discretion, levy and collect in like manner, an additional sum, not exceeding twenty-five per cent of the amount hereinafter required to be levied.

(a) From the moneys so levied and collected, the council shall, upon the first day of December, pay over to each school

district wholly or partially included in the municipality, one half the sum of twenty dollars per month or the proportion thereof allotted to each district as hereinbefore provided; and upon the thirty-first day of January following shall pay over the whole of the balance due to the said trustees, whether the necessary amount has been fully collected or not from the tax levied for the same; provided that no board of trustees shall be entitled to receive a larger total amount for the school year than twenty dollars for each month within the same that they have actually had a teacher engaged at a salary in each of their schools, and in case of doubt or dispute as to the number of months the certificate of the superintendent shall decide.

(b) It shall be the duty of the trustees of each school district wholly situated in a municipality to lay before the council at its first meeting after the thirty-first day of July in each year, a statement of the number of months in the current school year, during which they have kept and will keep a teacher engaged at a salary in each of their schools; and before the thirty-first day of January following shall notify the clerk of the municipality of they have failed to keep a teacher engaged as so stated by them and in such case give the actual number of months they have had such teacher engaged.

(e) Any moneys collected by a council from a general levy for school purposes, that remain over in any year after all due payments therefrom have been made to the school districts entitled to the same, shall be deposited in some chartered bank by the said council, and afterwards used only to pay or advance moneys to school districts within the municipality in the year or years following; unless the proper section of the Board of Education shall require the same moneys, or any portion of them, to be paid over at any time to any school district, or school districts, wholly or partly included in the municipality, that the said Board may consider in need of such special assistance.

(f) In levying an assessment for Protestant or Catholic school-purposes the council of each municipality shall assess all lands, the denominations of whose owners, as Catholics or Protestants cannot be ascertained before the time of making such a levy, in the manner provided in section 28 of the Manitoba School Act." (23)

A review of the legislation of the period 1871 to 1890 shows that there was a growth of the school system, reflected

in new laws to meet a changing population picture. Over and over we find legislation prescribing anew the formula for distributing monies between the two sections on an impartial basis. We note that the Advisory Board came to have more Protestant than Catholic members and that government grants, at first distributed on an equal basis were finally distributed on the basis of the number of children of each denomination in the province as revealed by an annual census. The setting up of teacher training facilities occurred during this period and the means of financing public education by government grant, municipal grant and local district taxation was formalized as a feature of the educational system. Compulsory school attendance was permitted to be enforced in city areas by Council by-laws.

CHAPTER VII

LEGISLATION OF 1890

The newspapers of the period 1870 to 1890 were full of land problems and the railway question but seldom was education even mentioned. The settlers were so busy establishing their homes that they had little time to interest themselves in education. They were content to leave educational matters in the hands of the church. An exception to this was the group which composed the Protestant Section of the Board of Education. As early as 1876, the Board passed a resolution requesting the establishment of non-sectarian schools, with the compulsory use of English text-books and adequate teacher training facilities under the control of a single board. This thinking represented a considerable group centred in Winnipeg. Later, these men became the nucleus of the opposition to separate schools.

It was not until the strength of the Protestant element became evident throughout the province that the issue of separate schools became practical politics. Had not other federal issues been adjusted at that time, freeing the hands of the administration for action, it might have been some time before the matter would have come to a head, although it was bound to have come eventually as the population pressure of immigration from Eastern Canada was working inexorably in that direction.

Public opinion during this period changed from the easy tolerance of earlier years of the denominational groups for each other to the extreme of partizan feeling. The immigrants

to Red River brought with them prejudices and ideas foreign to the colony. It was this new stream of energy which determined the result of the school question issue. There had been no real school question before their arrival but with the growth of Protestant school districts the question of separatism came more and more to the fore. We shall endeavor to show, by a review of the newspapers of the period, the trends of public opinion on this issue.

In 1874, during the political campaign of that year, a proposal was made to abolish the use of the French language in the Legislature and in Court proceedings. The Nor'Wester, speaking of the attack of the Manitoba Free Press on the French newspaper, Le Metis, for expressing an anxiety to retain the privileges the French people had obtained at the organization of the Province of Manitoba, had this to say:

"If Le Metis and the other French element for which it speaks have been coarse and violent in their expressions towards the English, cannot the English afford to retaliate by being court-
eously indifferent to so small a minority? What good is accomplished by thus prematurely stirring up the worst prejudices of the two nationalities over a matter, which must in the near future right itself with the consent of all parties." (1)

George Bryce, writing in the Free Press in 1875, complains of the cumbersomeness of the dual system of superintendents of education and called for one superintendent, ending with the following:

"But the minority, it may be said, will not be satisfied with this. They can have no reasonable objection. The Act will protect them. To my mind this is the most important change

1.

The Nor'Wester, Winnipeg, September twenty-eighth, 1875.

that can be made towards increasing the efficiency of our schools." (2)

There appeared to be no hostility here on the part of the writer towards the minority, but a recognition of the right of the minority to protection by legislation.

The Free Press selected the following quotation from Mr. Pinkham's Report on the Protestant Section for 1875:

"The sections of the Board of Education ought to be done away with and one Board organized, which should fairly represent all sections of the community." (3)

A further reference was also quoted in the same issue, and the editor commented:

"The superintendent recognizes that compulsory attendance should go hand in hand with free schools."

The foregoing quotations show the trend of thinking among Protestant school officials.

Commenting on Mr. Tasse's Report on the Catholic Section for 1875, the Free Press said this:

"The Catholic Schools are mostly taught by ecclesiastics. The proficiency of the schools is reported generally satisfactory." (4)

An editorial in the Free Press of February, 1880, dealt with religious teaching in the public schools:

"The position taken by the Free Press upon this question cannot possibly be misunderstood. The ground we take is that it is not the duty of the state to teach religion but the duty of the Church. We stand upon the broad ground, that public money

2. The Manitoba Free Press, Winnipeg, April eighth, 1875.

3. Pinkham, Cyprian W., Report of the Superintendent of the Protestant Schools in the Province of Manitoba, 1875.

4. The Manitoba Free Press, January twelfth, 1876.

should in no case be devoted to the propagation of the dogmas of any particular class or denomination." (5)

The writer went on to point out that notwithstanding the presence of separate schools in this province, the principle of non-sectarianism underlay the present school system.

In the Free Press of June twelfth, 1880, a writer had this to say about the election of trustees:

"We believe the present law for the election of trustees is a bad one. A man who has a little education is elected for three years, and no matter how unfitted he may be there he is a fixture for three years." (6)

In a Free Press editorial in July 1887 the writer had this to say:

"Recently, very little progress has been made in securing French Canadian immigration for Manitoba. It is not many years since it was thought that the French would immigrate to this country in large numbers and make it a French province. There is not the slightest likelihood of Manitoba becoming a second Quebec." (7)

In a Free Press editorial in January, 1890, the proposal to abolish separate schools was discussed:

"The new policy is to abolish separate schools and to leave the question of religious instruction to the local school boards. We can scarcely imagine it possible that anything quite so senseless as this has been suggested. The sooner all thought of abolishing separate schools is given up the better it will be for all concerned." (8)

A further excerpt from the Free Press of 1890, along the same lines read:

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5. Ibid, February tenth, 1880.
 6. Ibid, June twelfth, 1880.
 7. Ibid, July fourth, 1887.
 8. Ibid, January eleventh, 1890.

"Will the abolition of separate schools result in the improvement of these schools? If the Roman Catholics will accept such legislation and conform to the school the State offers them, then an affirmative answer may fairly be given to this question.

They will continue to maintain their distinctive schools at their own cost, but with much less efficiency and with a rankling sense of injury, bearing fruit in protests, agitations and class animosities. Can any patriotic citizen contemplate such a prospect with satisfaction?" (9)

The viewpoint of the Free Press of 1890 was evidently favorable to the continuation of the denominational school system.

In an editorial in the Tribune of 1890 the editor dealt with the separate school issue from a somewhat different viewpoint:

"The question of the abolition of separate schools has now been the subject of newspaper discussion for nearly six months. Every phase of this subject has been brought out. It is understood now that the members since assembling have agreed so far as a large majority of them is concerned, on the matter. In this the House reflects the overwhelming opinion of the Province.

There are many Protestant children in the French parishes who are debarred by the present system from receiving any instruction whatever. The same is true of Roman Catholics. The cry of the Province is for methods of relief from local burdens and one system of schools, supported by all, would be a general benefit." (10)

A letter signed Irish Canadian, in the North West Review, 1889, rallies to the defence of Archbishop Tache on the separate school question:

"We see him, afflicted in spirit, because of the demon of intolerance which is abroad. It must indeed be painful to His Grace to reflect that popinjays, who rode but yesterday into the country, can embitter the closing years of his life by

9.

Ibid, January twenty-second, 1890.

10.

The Winnipeg Tribune, February eleventh, 1890.

suggesting legislation which would deprive his people of rights they hold most sacred." (11)

In the same issue a Protestant writes:

"It is a sad spectacle to behold the followers of John Knox and John Wesley advocating a system of Godless education. I very much object to many doctrines of the Roman Church, but had I the care of children, I would sooner have them educated in a Roman Catholic school than in the so-called undenominational but really Godless schools."

The position of the editor of the North West Review was stated in an article setting out the Catholic position on the school question. The editor ended thus:

"We need argue no farther. No one will undertake to maintain that a law is just, which taxes the whole people for the benefit of a class, only, of the people. Yet this is what the non-sectarian system of schools does and for this reason too we say it is beyond the moral competency of the civil power."
(12)

It is interesting to note the attitude of the North West Vindicator and Rapid City Standard, a small town newspaper, possibly reflecting the viewpoint of a rural area. In an editorial at Rapid City in 1889 the editor commented on a speech by the Honourable Joseph Martin with respect to the abolishing or separate schools along these lines:

"As to the wisdom or the proposed policy of the government, there is no room for argument. The existence of schools, recognized by the government, specially organized in the interests of a religious sect and subsidized by the government, is directly antagonistic to the principle of our constitution, which recognizes no difference between religious sects." (13)

11.

The North West Review, September eleventh, 1889.

12.

Ibid, September eighteenth, 1889.

13.

Rapid City Standard and North West Vindicator, Rapid City, August twenty-third, 1889.

We have endeavored to show by a few extracts from the newspapers of the period the trends of opinion on the educational issues of the day, which involved the French Catholic minority claims. The violent, partizan nature of the newspaper writing of that time did not present a calm, dispassionate view of the issues at stake; but it did indicate the trend of thinking on the part of newspaper editors and the general public.

With the great increase in immigration from Eastern Canada, coincident with the building of the Canadian Pacific Railway, the problem of church control of the schools became an increasingly serious one. We have already pointed out that the growth of new school districts was rapid and overwhelmingly Protestant, corresponding to the increase in the Protestant population across the Province. The old links with Red River were dying out and the traditional hostility of Ontario against Catholic institutions was making itself felt in the demand for non-sectarian schools. This demand was not altogether new.

There had existed since 1876 an agitation for non-sectarian schools, emanating from the Ontario settlers. For a time the agitation had been held in check by the School Act of 1876, which gave the City of Winnipeg practical control of its educational system. The school question was kept out of politics for the next twelve years, but with the arrival of more immigrants from the East the old agitation revived and grew more vocal.

One of the chief sore spots with the agitators was the heavily weighted money grants to the Roman Catholic Section of the Board of Education. This section had accumulated a surplus of thirteen thousand dollars.⁽¹⁴⁾ The opponents of church control also argued, with some grounds for their complaint, that the program of the Catholic schools was largely religious in character with a consequent loss of efficiency in the academic fields. Furthermore, in many of the remote parts of the Province, where only a few Protestant settlers lived in Catholic settlements, schools were not available for their children where their numbers did not warrant a separate school.

The Provincial Government had been engrossed for many years in its disputes with the Federal Government and had largely ignored the movement for non-sectarian schools. With the defeat of Premier Norquay the Greenway administration found itself free from conflict over Federal issues, which were either resolved or shelved for the time being. It was able to turn its attention to the school question. With the support of the immigrants from Ontario and the Liberal Press which now took up the question, the movement for educational reform became a strong one. Accordingly the Greenway Government introduced legislation to abolish the use of public funds for separate schools, and to do away with the use of the French language in the courts and the Legislature.

14.

Martin, Chester, Op. Cit., p. 126.

The measures were pushed through the Legislature against the protests of the French Catholic members. The new administration did not possess the same links with the Red River Settlement as had the Norquay Government, and possibly lacked a sympathetic outlook towards the French and the separate school problem. It was determined to push the measures through despite opposition. The Government appropriated the reserve funds of the Catholic Section of the Board of Education; stopped publishing the official Gazette in French; passed the Public Schools Act abolishing the dual Educational Board; set up a non-sectarian school system and abolished the use of French as an official language in the courts and Legislature.

Thus after two decades of church control the public schools emerged as non-sectarian in character, supported by public funds, with English as the official language. All rate-payers were to pay taxes in support of these schools.

It would be erroneous to say that separate schools were abolished by the Greenway Administration. The legislation abolished the use of public funds for denominational schools, a somewhat different thing. It is true that this legislation resulted in the abolishment of a large number of denominational schools, but many private schools carried on without the benefit of grants from the public funds. This was particularly true of the private Catholic schools in Winnipeg and St. Boniface. The sore point with the Catholic rate-payers was the fact that while they supported their own parochial schools they were forced to pay taxes for the support of the state

public schools.

The two acts passed with respect to education by the 1890 session of the Legislature dealt with the establishment of a Department of Education and the setting up of a public non-sectarian school system respectively. (15)

The act establishing a Department of Education abolished the Board of Education and the offices of Superintendents of Education. The Department of Education was to consist of the Executive Council or a Committee appointed by the Lieutenant-Governor in Council.

The powers of the Department were broad, including the following: the appointment of inspectors and teachers in Teacher Training Institutions; control of salaries of Departmental officials; certification of teachers and students; control of length of school year and school vacations. The Department also provided for the election of teacher representatives to the Advisory Board.

For directing Departmental policy an Advisory Board was created, consisting of seven members. Four members were to be appointed by the Department and two were to be elected from among the teachers themselves.

The powers of the Advisory Board were inclusive, embracing the following points:

- (1) Regulations relating to school plants and equipment.
- (2) Authorization of text-books and library reference

texts.

- (3) Control of teacher qualifications.
- (4) Control of high school entrance.
- (5) To advise on matters referred to it by the Department.
- (6) To appoint examiners in the subject fields.
- (7) To prescribe forms of religious exercises to be used in the schools.
- (8) To make regulations for Normal, High and Public Schools.
- (9) To control certification of teachers and students.
- (10) To decide upon all disputes brought before it, not otherwise covered by law.

The following quotations from the Act fully outline the powers granted both to the Department of Education and the Advisory Board:

" An Act Respecting the Department of Education

1. There shall be a Department of Education, which shall consist of the Executive Council, or a committee thereof appointed by the Lieutenant-Governor in Council.
2. The Department of Education shall have power:
 - (a) To appoint inspectors of High and Public Schools, teachers in Provincial Model and Normal Schools, and Directors of Teachers' Institutes;
 - (b) To fix the salaries of all inspectors, examiners, Normal and Model school teachers and other officials of the Department;
 - (c) To prescribe forms for school registers and reports to the Department;
 - (d) To provide of Provincial and Model Normal Schools.
 - (e) To arrange for the proper examination and grading of teachers and the granting and cancelling of certificates. Certificates obtained outside the Province may be recognized instead of an examination.
 - (f) To prescribe the length of vacations and the number of teaching days in the year.

3. The Department of Education shall nominate one of its members to sign all certificates granted by the Department.
4. There shall be a Board constituted as hereinafter, to be known as 'The Advisory Board'.
5. Said Board shall consist of seven members. Three members shall constitute a quorum for the transaction of business.
6. Four of the members of the said Advisory Board shall be appointed by the Department of Education for a term of two years. Provided, that on the occasion of the first appointment the term of office of two of the members so appointed shall be one year.
7. (1) Two of the members of the said Advisory Board shall be elected by the Public and High school teachers actually engaged in teaching in the Province.
(2) The Department of Education shall, from time to time, divide the Province into two districts, so that the said teachers in each district may elect one member of said Board.
8. On or before the first day of June in each year, the Department of Education shall furnish each High and Public School teacher actually engaged in teaching with a blank form of voting paper for the purpose of voting for a member of said Board.
9. Such voting papers shall be sent to one of the appointed members of said Board.
10. The appointed members of the said Board shall receive and count the voting papers, and decide any questions relating thereto, and shall report to the Department of Education the names of the persons elected.
11. Voting papers received after the thirtieth day of June shall not be counted. The person receiving the highest number of votes, in each case, shall be elected.
12. The term of office of such members so elected shall be two years, and shall commence on the first day of August next after election.
13. The seventh member of the said Board shall be appointed by the University Council, by ballot, from time to time, for a term of two years.
14. Said Advisory Board shall have power:
(a) To make regulations for the dimensions, equipment, style, plan, furnishing, decoration and ventilation of school houses and for the arrangement and requisites of school premises;

- (b) To examine and authorize text-books and books of reference for the use of pupils and school libraries;
 - (c) To determine the qualifications of teachers and inspectors for High and Public Schools;
 - (d) To determine the standard to be obtained by pupils for admission to High Schools;
 - (e) To decide or make suggestions concerning such matters as may, from time to time, be referred to them by the Department of Education;
 - (f) To appoint examiners for the purpose of preparing examination papers for teachers' certificates and for entrance admission of pupils to High Schools, who shall report to the Department of Education;
 - (g) To prescribe the forms of religious exercises to be used in schools;
 - (h) To make regulations for the classification, organization, discipline and government of Normal, Model, High and Public Schools;
 - (i) To determine to whom certificates shall issue;
 - (j) To decide upon all disputes and complaints laid before them, the settlement of which is not otherwise provided by law.
15. The Department of Education shall report annually to the Lieutenant-Governor in Council upon the Model, Normal, High and Public schools, with such statements and suggestions for promoting education generally, as may be deemed useful and expedient.
16. (1) Every regulation or Order-in-Council made under this Act, or under the Public and High Schools Acts, by the Executive Council, the Department of Education and the Advisory Board, shall be laid before the Legislative Assembly forthwith if the Legislature is in session at the date of such regulation or Order-in-Council, and if the Legislature is not in session such regulation or Order-in-Council shall be laid before the said House within the first seven days of the session next after such regulation or Order-in-Council is made.
17. The Department of Education may appoint such officers, clerks and servants as may be necessary for the conduct of the business of the Department and of the Advisory Board.
18. From and after the first day of May, A.D. 1890, the Board of Education and the Superintendents of Education appointed under Chapter 4 of 44 Victoria and amendments, shall cease to hold office, and within three days after said first day of May, said Boards and Superintendents shall deliver over to the Provincial Secretary all records, books, papers, doc-

uments and property of every kind belonging to said boards."
(16)

It can be seen that the powers granted the Advisory Board were very broad. It became a central prescriptive agency for controlling public education. This was perhaps necessary in a frontier country. The whole system showed the influence of Egerton Ryerson. Centralized control, prescribed curriculum and authorized text-books have been a dominant feature of Manitoba education since that time.

The Public Schools' Act was equally revolutionary in its changes. It abolished all denominational school districts and provided for an adjustment of taxation where two schools of opposite denominations operated in one district in favor of the school district whose financial position was better. Thus, if a Catholic school and a Protestant school were operating coincidentally in the same district, the rate-payers of the school in a better financial position were not penalized by having to assume the obligations of the other. The new non-sectarian school was thus started off on a satisfactory financial basis. A provision for religious exercises was made. These exercises were to be held at the close of the school day and a conscience clause was inserted which allowed pupils, whose parents objected to the exercises, to be dismissed earlier. The public schools were to be free, non-sectarian and no religious exercises could be held, other than those prescribed.

The annual school census was placed in the hands of the municipal assessors.

The duties of various school officials were laid down, together with procedures for the conduct and calling of meetings, formation of new districts and many other matters pertaining to the development of the new system. Most of these regulations had already been laid down in previous acts, so that the major changes enacted were the abolition of the old dual system and the setting up of the new non-sectarian schools under the control of the Department of Education and its Advisory Board. The change was to take effect on the first day of May, 1890. The following quotations from the Act show the more important changes introduced:

"All Public Schools shall be free schools, and every person in rural municipalities between the age of five and sixteen years, and in cities, towns and villages between the age of six and sixteen shall have the right to attend some school.

Religious exercises in the public schools shall be conducted according to the regulations of the Advisory Board. The time for such religious exercises shall be just before the closing hour in the afternoon. In case the parent or guardian of any pupil notifies the teacher that he does not wish such pupil to attend such religious exercises, then such pupil shall be dismissed before such religious exercises take place.

Religious exercises shall be held in a public school entirely at the option of the school trustees for the district and upon receiving written authority from the trustees, it shall be the duty of the teachers to hold such religious exercises.

The public schools shall be entirely non-sectarian and no religious exercises shall be allowed therein except as above provided.

The council of each rural municipality shall form portions of the rural municipality where no schools have been established into school districts. Provided, no school dis-

trict shall be so formed unless there shall be at least ten children of school age living within the same, and none distant more than three miles by the most direct road from the site of the school-house. Provided, that no school district shall include more territory than twenty square miles, exclusive of public roads.

Every board of rural school trustees shall, on or before the fifteenth day of November, appoint an auditor, and in case of their neglect, or the neglect of the ratepayers at an annual or special meeting to do so, or in case of an auditor being appointed or elected who refuses or is unable to act, then the inspector shall, (at the request in writing of any two ratepayers) make the appointment.

In unorganized territory it shall be lawful for the inspector of the district to form a portion or the whole of such territory into a school district. No such district shall in length or breadth exceed five miles in a straight line, and, subject to this restriction, the boundaries may be altered by the same authority from time to time; provided always, no such school district shall be formed except on the petition of five heads of families resident therein.

Every council of a rural municipality shall have power:

(1) To pass by-laws to unite two or more districts in the same municipality into one, in case (at a public meeting in each district called by the trustees or inspector for that purpose) a majority of the ratepayers present at each such meeting request to be reunited.

(2) To alter the boundaries of a school district, or divide an existing school district into two or more districts, or to unite portions of an existing district with another district or with any new district.

A union school district may be formed between (a) parts of two or more adjoining rural municipalities; (b) parts of one or more rural municipalities and an adjoining town or village.

The municipal council of every rural municipality, city, town and village, shall cause the assessor or assessors in preparing his or their annual assessment roll, to set down therein in separate columns, the number of children in rural municipalities between the ages of five and sixteen, and in cities, towns and villages between the ages of six and sixteen, opposite the name of each person on the assessment roll who are resident with him, and the clerk of the municipality shall furnish the secretary-treasurer of each district or the secretary of the board of trustees for the city, town or village, and the public school inspector with a statement of the total number of children aforesaid in each school district, or in the city, town or village as the case may be.

The sum of seventy-five dollars shall be paid semi-annually for each teacher employed in each school district which has been in operation during the whole of the previous term, and a proportionate part thereof in case the school has been in operation for a part of the same; and in the case of newly established schools, to those which have been in operation at least one month of said term; Provided that, except in the case of new school districts, no school shall be entitled to receive a larger amount than one-half the sum required by the trustees thereof for its current expenses during the term for which said grant is made; Provided further, that a reduction in the amount to be made may, in the discretion of the Department of Education, be made in the case of any school district in which the average attendance of the resident pupils enrolled for the term has been less than forty per cent of such enrolled number.

Any school not conducted according to all the provisions of this or any Act in force for the time being, or the regulations of the Department of Education or the Advisory Board, shall not be deemed a public school within the meaning of the law and such school shall not participate in the Legislative grant.

Every certificate to teach a public school shall be ranked as of the first, second or third class, and shall be issued under the regulations of the Department of Education and the Advisory Board, only to such persons as (a) furnish satisfactory proof of good moral character, (b) and, if males, are at least eighteen years of age, or if females, sixteen years of age, and, (c) pass the examinations prescribed by the Department of Education and the Advisory Board.

No person shall be eligible to be appointed as Inspector who does not hold a legal certificate of qualification as Inspector, granted according to the regulations of the Department of Education and the Advisory Board, and no person who is a trustee or teacher of any public or high school shall be eligible for an appointment as Inspector so long as he remains such teacher or trustee.

No teacher shall use or permit to be used as text books any books in a model or public school, except such as are authorized by the Advisory Board, and no portion of the legislative grant shall be paid to any school in which unauthorized text books are used.

In cases where, before the coming into force of this Act, Catholic school districts have been established, covering the same territory as any Protestant school district, and such Protestant school district has incurred indebtedness, the Department of Education shall cause an inquiry to be made as to the amount of the indebtedness of such Protestant school

district and the amount of its assets. Such of the assets as consist of property shall be valued on the basis of their actual value at the time of the coming into force of this Act. In case the amount of the indebtedness exceeds the amount of the assets, then all the property assessed in the year 1889, to the supporters of such Catholic school districts, shall be exempt from any taxation for the purpose of paying the principal and interest of an amount of the indebtedness of such school district equal to the difference between its indebtedness and assets. Such exemption shall continue only so long as such property is owned by the person to whom the same was assessed as owner in the year 1889." (17)

This marked the beginning of a new era in public education in Manitoba. The old separate school system had functioned reasonably well during the early days of the new province, but by 1890 it had plainly outlived its usefulness. The majority in the province were satisfied that the changes of 1890 were in the best interests of education. Although the new system was to be challenged in the next few years, fundamentally the Education Acts of 1890 provided the foundation for the development of public education in Manitoba on a provincial basis and gave form to an educational organization which is embodied in the structure of public education in Manitoba to this day.

17.

Ibid, pp. 181-233.

CHAPTER VIII

LEADERS IN EDUCATION IN THE PROVINCE DURING THE PERIOD

Any history of education in Manitoba for the period would be incomplete without some reference to the men who provided leadership in education during this time. We have been mainly concerned so far with the early beginnings of education in the province, its growth and consequent changes over the passing years. In this chapter we shall endeavor to give a more personal touch in order to round out fully the picture of educational development up to 1890.

It is well to remember that the development of our free, public school system in Manitoba was made possible by the work and devotion of the teachers and educational leaders in the early formative years of the province. The heritage of our whole school system is proof of the worth of these men and the great work they did.

One of the best known of these figures was Archbishop Machray. He arrived at Red River in October, 1865, fresh from a distinguished career at Cambridge University, England. When he arrived he found that St. John's College had been forced to close, due to lack of financial support. He dedicated his energies to the reopening of the institution. Teachers and money were urgently needed. He found the former in such men as the Reverend John McLean, afterwards Bishop of Saskatchewan and co-founder of the University of Saskatchewan and the Reverend Samuel Pritchard of Middlechurch. Financial help was given generously by the great English Missionary Societies,

and in 1866 the College was reopened. At first the Bishop was himself dean and Professor of Ecclesiastical History. Through his influence and work, St. John's College became endowed with financial bequests, providing a foundation of financial security for years to come.

He became one of the leaders in the Movement to establish a Provincial University and was named first Chancellor of the new body, when it was incorporated in 1877. He was also Chancellor of St. John's College and Head Master of the College School from 1866 to 1904. His contribution to the educational life of the province was great. He gave leadership in the secondary field and guided St. John's College to a secure place within the structure of the University of Manitoba.⁽¹⁾

Another great educational leader of the period was Dr. George Bryce. He was a graduate of the University of Toronto. He entered the Presbyterian ministry and came west in 1871. One of the first things he did was to start a school on Frog Plain or Kildonan. This was the beginning of Manitoba College, which was later moved to Winnipeg. He was one of the chief workers in the College for many years. His activities included, besides the teaching of English Literature and Natural Science, acting as financial agent for the College and carrying the major burden of administration. He was ever a champion of the Arts and Theological courses.

Besides his college responsibilities he found the time

1.

Canadian Churchman, Toronto, October 21st, 1937.

to devote himself to many other phases of educational activity in the province. He was one of the original founders of the University of Manitoba in 1877 and assumed heavy responsibilities in this connection. He became an executive and administrator of the University and later a teacher as head of the Faculty of Science. As counsellor and examiner in the University he was kept busy and also helped to frame many of the most important of the University Statutes.

In 1877 he became the first Chairman of the Winnipeg School Board and a little later acted as the first Winnipeg School Inspector. He became chairman of the School Management Committee for the City. In the sphere of Provincial education he headed the Board of Examiners of the public school teachers for the province and was a co-founder of the Historical, Literary and Scientific Society of Manitoba in 1877, and acted as its corresponding secretary for several years.

The foregoing gives some idea of the tremendous energy and wide educational interests of the man. He obtained a vast and intimate knowledge of the West and became its champion in Eastern Canada. In later years he turned to writing and became a prolific historical author, with many authoritative books on Western Canada coming from his pen. The following quotation gives a fine picture of this great educationist and author:

"Of medium height, sturdily built, early becoming bald and wearing in the fashion of his early day, a full beard. His gait was brisk and carried something of a jaunty air, which characteristically expressed his optimism of spirit. When depression came, when obstructions blocked his way, when plans

failed, he rose above discouragement and helped others also to rise. He had a flexible mind, rich in imaginative fertility. He was an ideal type of leader for a country in the early stages of its development. He glimpsed a great future for the country in which he had taken root and he never ceased to act as its champion." (2)

One of the widest known and best loved of the early educators of the province was the late Dr. W. A. McIntyre. His educational career in the province started in the period under review, when he came West from Ontario in 1879 and started teaching on the public school staff of the City of Winnipeg. Later he became principal of the old Central School and then became Mathematics teacher in the Collegiate. He graduated with a gold medal in mathematics from the University of Manitoba in 1885 and in 1887 became a member of the staff of the Provincial Normal School, and a few years later its principal. For over a quarter of a century young teachers in Manitoba came under his guidance and his influence was felt throughout the schools of the whole province. He was a great teacher, writer, sportsman, musician and churchman. His early days in Manitoba were constantly in his mind in later years and the following description in his own words of his early teaching days unconsciously gave us a picture of a great teacher with a rich sense of humor and possessing human qualities which endeared him to all who associated with him.

"The attendance in 1880 was four hundred and fifty. My own princely salary was six hundred dollars. So under these conditions, I came into my own. I was in charge of a class of forty-eight boys of ages ten and eleven. I can almost hear

myself calling the roll. I can remember the first morning. It was typical of other days. Before the school was in operation for an hour, I picked from the floor a piece of paper, and written on it in Arthur Chapman's big round hand, were the words, 'Saul of Tarcis'. Note that Tarsus was spelled Tarcis, from which I judged that Arthur was an authority on Scripture rather than orthography. Without doubt, he had intended to pin this paper to Jack Saul's back to serve as an identification tag. This was indeed a very wise precaution, for no one ever knew just where to find Jack Saul. You may depend upon it, that wherever he was, he knew what was going on around him. So, boys, wherever you are listening in, 'Here's luck to you', If some have gone before, shall we not bow in grateful recognition of their virtues and their faults will sleep with them." (3)

A very active and able figure in education during the eighties was the Right Reverend William Cyprian Pinkham. He was the Anglican Rector at St. James from 1868 to 1881. With the formation of Manitoba in 1870 he became the first Superintendent of Education for the Protestant Section of the Board of Education, an office which he ably filled from 1871 to 1883. In 1880 he was made B. D. by the Archbishop of Canterbury in recognition of his services to education. He held many important educational offices besides that of Superintendent of Education, being a member of the Board of Studies for the Province and of the Council of the University of Manitoba. In 1888 he became Bishop of Calgary and immediately manifested his interest in education by becoming chairman of the Board of Education for the North West Territories. His annual reports as Superintendent of Education for Manitoba were very thorough. He was an early exponent of a single Board of Education for the Province. (4)

3.

Western School Journal, Department of Education Library, 1933, p. 167.

4.

Roberts & Funnell, Op, Cit.

The work of Dr. A. B. Baird in the pioneering era of education was outstanding. A graduate of Toronto University, he came West to Edmonton in the early eighties but soon came to Winnipeg when he was called to help Dr. King establish a Department of Theology in Manitoba College. He took charge of Augustine Church for some time but gave this up in favor of his teaching duties at the College. He was active in securing endowment funds to put the College on a secure financial footing and acted as supervisor of investments. Throughout the years he was College librarian, and prominent in the administration of the institution. Although the principalship of the College was open to him on several occasions, he preferred his chosen sphere of teacher and general adviser to a more prominent role. His quiet, unassuming service through the formative years of the College's growth endeared him to his fellow workers. He exerted a tremendous influence over a large group of young people in the West during the years he served the College. He was a great teacher, adviser and friend of youth.

Aside from his College activities, he was actively interested in the Manitoba Historical Society, of which he was a member, and sat on the Council of the University of Manitoba from 1888 onwards.

(5)

A prominent Catholic educationist of the period was Archbishop Tache. He succeeded Archbishop Provencher in 1853.

Throughout his life he followed in the footsteps of his predecessor by showing a great interest in education. He was instrumental in founding the Parish of St. Mary's in Winnipeg, the school attached to this later becoming St. Mary's Academy. During the latter years of his life the separate school question was to the fore. The Archbishop wrote many articles in defence of the Catholic schools and stoutly upheld the Catholic laity in the struggle. The following quotation from the Winnipeg Tribune gives an idea of the place Archbishop Tache held in the esteem of the public:

"By his death, humanity has lost a warm friend and the Church he loved so well, a faithful servant. In many ways, Archbishop Tache will be sorely missed from the community, for he was a personal friend, counsellor and guide of scores who had learned to love him." (6)

Many other men played their part in the development of education in the Province in a somewhat less prominent degree than the foregoing individuals. A brief review of the contribution of each will be found in the following pages.

Major Stewart Mulvey was a school teacher from Ireland, who came out to Ontario on the invitation of Dr. Ryerson. He later came to Winnipeg as a business man. He was interested in education throughout his life and occupied several offices in the Winnipeg school system. He was a member of the Winnipeg School Board from 1871 to 1887 and chairman of that body in 1881. He was also secretary-treasurer of the Winnipeg Board for many years. He strove for years to improve teacher

(7)

salary standards.

Dr. Daniel McIntyre came West from New Brunswick in 1883 to become a member of the Winnipeg staff. In 1885 he became Superintendent of the Winnipeg Schools. At that time there were forty-nine teachers in eleven schools. Dr. McIntyre directed the growth of the schools for the next forty years. During his regime, the City and Province expanded enormously and he was the guide and director in this most critical and important stage of the City's school system. Besides his duties as superintendent, he was a member of the Advisory Board, the University Council and the Manitoba Educational Association. A great administrator, he laid the foundations (8) for the present school system of Winnipeg.

One of the large public schools in the City of Winnipeg is named after W. F. Luxton. He taught the first public school in the City, which opened on October thirtieth, 1871, in a little log building on Point Douglas. In 1872 he resigned as teacher to establish the Winnipeg Free Press. He was a believer in efficiency in the common schools, broad courses in the highschools and a public university for all. As a teacher (9) and journalist he was thorough and painstaking. He was a member of the Board of Education and later a member of the Legislature.

7.

Op. Cit., Western School Journal, 1908. p. 213.

8.

Ibid, Western School Journal, 1912, p. 232.

9.

Ibid, p. 207.

A familiar figure in provincial educational circles was S. E. Lang. He was educated in Ontario and took his Normal School training in Manitoba. He taught for two years in rural schools and four years in Virden and Brandon. He had teaching experience in all different types of schools ranging from elementary, intermediate and highschool to normal school. He became a school inspector and played a prominent part in developing educational methods and practices in the schools. He was the author of several text-books. (10)

F. H. Schofield came from Nova Scotia to Winnipeg in the eighties. He was a member of the public school staff and in 1888 became principal of the Winnipeg Collegiate. He wrote a History of Manitoba. (11)

The Reverend Thomas Hart was a professor in Manitoba College and co-worker with Dr. Bryce. He helped establish the University of Manitoba and was a member of the Board of Education and in later years the Advisory Board. (12)

The Honorable Joseph Royal came West in 1870. He was the founder of Le Metis, a French Language newspaper. Elected to the Legislature in 1871, he was chosen Speaker of the House. He later became Minister of Public Works and Attorney General. He was the chief drafter of the School Act of 1870 and the University of Manitoba Act in 1877. He was the first vice-

10.

Ibid, p. 206.

11.

Ibid, 1910. p. 25.

12.

Ibid, 1912. p. 262.

chancellor of the University. He acted as Superintendent of the Catholic Schools after 1870, a position he held for several years.⁽¹³⁾

Elia Tasse, Superintendent of the Catholic Schools in 1878-79, was a journalist from Montreal. He was also joint secretary of the Board of Education while acting as Superintendent of the schools. He possessed fine literary ability.⁽¹⁴⁾

E. A. Garratt was one of the early teachers in the Winnipeg schools. He came West from Ontario in 1880 and joined the Winnipeg staff. In 1888 he became Science Master in the Collegiate.⁽¹⁵⁾

John D. Hunt was another of the teachers on the Winnipeg staff in the eighties. He came West from Ontario in 1881. He was principal of the Boys' Central School and later, English Master in the Collegiate. In 1885 he left Winnipeg for the United States but returned in 1887 and became public school Inspector for the South West Division. In 1890 he was elected as the teachers' representative on the new Advisory Board as set up under the legislation of that year.⁽¹⁶⁾

Another Winnipeg teacher who gave great service to education was Dr. Blakeley. He came West in 1881 and joined the Winnipeg staff. He became principal of Central School for

13.

Father D'Eschambault. Letter. October, 1943.

14.

Ibid.

15.

Op.Cit., Western School Journal, 1908. p. 283.

16.

Educational Journal. 1902. p. 151.

several years and in 1890 was appointed Chief Clerk of the new Department of Education. He held this position for many (17) years.

A great educationist of a later period, who began his career during the eighties, was Archbishop Matheson. Manitoba born and reared, he was greatly influenced by Archbishop Machray. He attended St. John's College and was ordained an Anglican priest in 1876. He taught in St. John's College for many years. He was later appointed Inspector of Collegiate Institutes for the Province and became a member of the Advisory Board of the Department of Education. He was identified (18) with the University of Manitoba for many years as Chancellor.

In conclusion, a few general notes of interest are given. The first public school teacher in West Kildonan on (19) the north side of the Red was George Monroe, 1871. Alexander Sutherland taught the first public school in East Kildonan and later became a lawyer and cabinet minister in the Norquay (20) Administration. The Winnipeg Collegiate was staffed by the following men during the period, as principals: Mr. J. B. Fawcett - first principal; Mr. J. Galton, 1883-1884; Mr. J. Panton, 1884-1886; Reverend A. Bower, 1886-1888; Mr. E. S. Popham, 1888-89; Mr. F. H. Schofield, 1890-.

17.

Ibid, 1901. p. 105.

18.

Op. Cit., Western School Journal, 1940. p. 12.

19.

Ibid, 1913. p. 206.

20.

Ibid, p. 232.

The men mentioned in the foregoing pages all made their contribution to education in the province. Many other men not mentioned lived and worked in the same cause. Our school and university system today is largely the result of their efforts and devotion. The contribution they made to the welfare of the Province and the nation cannot be measured.

APPENDIX I

THE MANITOBA ACT - 1870

An Act to amend and continue the Act 32 and 33 Victoria, chapter 3, and to provide for the Government of the Province of Manitoba.

Assented to 12th May, 1870.

1. On, from and after the day upon which the Queen, by and with the advice and consent of Her Majesty's Most Honourable Privy Council, under the authority of the 146th Section of the British North America Act, 1867, shall by Order in Council in that behalf, admit Rupert's Land and the North-Western Territory into the Union or Dominion of Canada, there shall be formed out of the same a Province, which shall be one of the Provinces of the Dominion of Canada, and which shall be called the Province of Manitoba, and be bounded as follows: that is to say, commencing at the point where the meridian of ninety-six degrees west longitude from Greenwich intersects the parallel of forty-nine degrees north latitude,--thence due west along the said parallel of forty-nine degrees, north latitude (which form a portion of the boundary line between the United States of America and the said North-Western Territory), to the meridian of ninety-six degrees of west longitude, - thence due north along the said meridian of ninety-six degrees west longitude to the intersection of the same with the parallel of fifty degrees and thirty minutes north latitude, - thence due east along the said parallel of fifty degrees and thirty minutes north latitude to its intersection with the before-mentioned meridian of ninety-six degrees west longitude, - thence due south along the said meridian of ninety-six degrees west longitude to the place of the beginning.

2. On, from and after the said day on which the order of the Queen in Council shall take effect as aforesaid, the provisions of the British North America Act, 1867, shall, except those parts thereof which are in terms made or, by reasonable intendment, may be held to be especially applicable to, or only to affect one or more, but not the whole, of the Provinces of the Dominion, and except so far as the same may be varied by this Act, be applicable to the Province of Manitoba, in the same way and to the like extent as they apply to the several Provinces of Canada, and as if the Province of Manitoba had been one of the Provinces originally united by the same Act.

3. The said Province shall be represented in the Senate of Canada by two members, until it shall have, according to decennial census, a population of fifty thousand souls, and from thenceforth it shall be represented therein by three Members, until it shall have, according to decennial census, a population of seventy-five thousand souls and from thenceforth it shall be represented therein by four Members.

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4. The said Province shall be represented, in the first instance in the House of Commons of Canada, by four Members, and for that purpose shall be divided, by proclamation of the Governor General, into four Electoral Districts, each of which shall be represented by one Member: Provided that on completion of the census in the year 1881, and of each decennial census afterwards, the representation of the said Province shall be re-adjusted according to the provisions of the fifty-first section of the British North America Act, 1867.

5. Until the Parliament of Canada otherwise provides the qualifications of voters at elections of Members of the House of Commons shall be the same as for the Legislative Assembly hereinafter mentioned: And no person shall be qualified to be elected, or to sit and vote as a Member for any Electoral District, unless he is a duly qualified voter within the said Province.

6. For the said Province there shall be an officer styled the Lieutenant-Governor, appointed by the Governor-General in Council, by instrument under the Great Seal of Canada.

7. The Executive Council of the Province shall be composed of such persons, and under such designations, as the Lieutenant-Governor, shall, from time to time, think fit, and in the first instance, of not more than five persons.

8. Unless and until the Executive Government of the Province otherwise directs, the seat of Government of the same shall be at Fort Garry, or within one mile thereof.

9. There shall be a Legislature for the Province, consisting of the Lieutenant-Governor and of two Houses, styled respectively the Legislative Council of Manitoba and the Legislative Assembly of Manitoba.

10. The Legislative Council shall, in the first instance, be composed of seven Members, and after the expiration of four years from the time of the first appointment of such seven Members, may be increased to not more than twelve Members. Every Member of the Legislative Council shall be appointed by the Lieutenant-Governor in the Queen's name, by Instrument under the Great Seal of Manitoba, and shall hold office for the term of his life, unless and until the Legislature of Manitoba otherwise provides under the British North America Act, 1867.

11. The Lieutenant-Governor may, from time to time, by Instrument under the Great Seal, appoint a member of the Legislative Council to be speaker thereof, and may remove him and appoint another in his stead.

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12. Until the Legislature of the Province otherwise provides, the presence of a majority of the whole number of the Legislative Council, including the Speaker, shall be necessary to constitute a meeting for the exercise of its powers.

13. Questions arising in the Legislative Council shall be decided by a majority of voices, and the Speaker shall in all cases, have a vote, and when the voices are equal the decision shall be deemed to be in the negative.

14. The Legislative Assembly shall be composed of twenty-four Members, to be elected to represent the Electoral Divisions into which the said Province may be divided by the Lieutenant-Governor, as hereinafter mentioned.

15. The presence of a majority of the Members of the Legislative Assembly shall be necessary to constitute a meeting of the House for the exercise of its powers; and for that purpose, the Speaker shall be reckoned as a Member.

16. The Lieutenant-Governor shall (within six months of the date of the Order of Her Majesty in Council, admitting Rupert's Land and the North-Western Territory into the Union), by proclamation under the Great Seal, divide the said Province into twenty-four Electoral Divisions, due regard being had to existing Local Divisions and population.

17. Every male person shall be entitled to vote for a Member to serve in the Legislative Assembly for any Electoral Division, who is qualified as follows, that is to say, if he is:-

(1) Of the full age of twenty-one years, and not subject to any legal incapacity:

(2) A subject of Her Majesty by birth or naturalization:

(3) And a bona fide householder within the Electoral Division, at the date of the Writ of Election for the same, and has been a bona fide householder for one year next before the said date; or,

(4) If, being of the full age of twenty-one years, and not subject to any legal incapacity, and a subject of Her Majesty by birth or naturalization, he was, at any time within twelve months prior to the passing of this Act, and (though in the interim temporarily absent) is at the time of the election a bona fide householder, and was resident within the Electoral Division at the date of the Writ of Election for the same:

But this fourth sub-section shall apply only to the first election to be held under this Act for members to serve in the Legislative Assembly aforesaid.

18. For the first election of Members to serve in the Legislative Assembly, and until the Legislature of the Province otherwise provides, the Lieutenant-Governor shall cause writs

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to be issued, by such person and in such form, and addressed to such Returning Officers, as he thinks fit: and for such first election, and until the Legislature of the Province otherwise provides, the Lieutenant-Governor shall by Proclamation, prescribe and declare the oaths to be taken by voters, the powers and duties of Returning and Deputy Returning Officers, the proceedings to be observed at such election, and the period during which such election may be continued, and such other provisions in respect to such first election as he may think fit.

19. Every Legislative Assembly shall continue for four years from the date of the return of the writs for returning the same (subject, nevertheless, to being sooner dissolved by the Lieutenant-Governor), and no longer; and the first Session thereof shall be called at such time as the Lieutenant-Governor shall appoint.

20. There shall be a Session of the Legislature once at least in every year, so that twelve months shall not intervene between the last sitting of the Legislature in one Session and the first sitting in the next Session.

21. The following provisions of the British North America Act, 1867, respecting the House of Commons of Canada, shall extend and apply to the Legislative Assembly, that is to say:-- Provisions relating to the election of a Speaker, originally and on vacancies, - the duties of the Speaker, - the absence of the Speaker and the mode of voting, as if those provisions were here re-enacted and made applicable in terms to the Legislative Assembly.

22. In and for the Province, the said Legislature may exclusively make laws in relation to Education, subject and according to the following provision:--

(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by Law or practice in the Province at the Union:

(2) An appeal shall lie to the Governor-General in Council from any Act or decision of the Legislature of the Province, or of any Provincial Authority, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education:

(3) In case any such Provincial law, as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section, is not made, or in case any decision of the Governor-General in Council in any appeal under this section is not duly executed by the proper Provincial authority in that behalf, then, and in every such case, and as far only as the circumstances of each case shall require, the Parliament of Canada may make

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remedial laws for the due execution of the provisions of this section, and of any decision of the Governor General in Council under this section.

23. Either the English or the French language may be used by any person in the debates of the Houses of the Legislature, and both these languages shall be used in the respective records and journals of those Houses; and either of those languages may be used by any person, or in any pleading or process, in or issuing from any Court of Canada, established under the British North America Act, 1867, or in or from all or any of the Courts of the Province. The Acts of the Legislature shall be printed and published in both those languages.

24. Inasmuch as the Province is not in debt, the said Province shall be entitled to be paid, and to receive from the Government of Canada, by half-yearly payments in advance, interest at the rate of five per cent per annum on the sum of four hundred and seventy-two thousand and ninety dollars.

25. The sum of thirty thousand dollars shall be paid yearly by Canada to the Province, for the support of the Government and Legislature, and an annual grant, in aid of the said Province, shall be made, equal to eighty cents per head of the population, estimated at seventeen thousand souls; and such grant of eighty cents per head shall be augmented in proportion to the increase of population, as may be shown by the census that shall be taken thereof in the year one thousand eight hundred and eighty-one, and by each subsequent decennial census, until its population amounts to four hundred thousand souls, at which amount such grant shall remain there after, and such sum shall be in full settlement of all future demands on Canada, and, shall be paid half-yearly, in advance, to the said Province.

26. Canada will assume and defray the charges for the following services:-

- (1) Salary of the Lieutenant-Governor.
- (2) Salaries and allowances of the Judges of the Superior and District or County Courts.
- (3) Charges in respect of the Department of Customs.
- (4) Postal Department.
- (5) Protection of Fisheries.
- (6) Militia.
- (7) Geological Survey.
- (8) The Penitentiary.
- (9) And such further charges as may be incident to and connected with the services which, by the British North America Act, 1867, appertain to the general government, and as are or may be allowed to the other Provinces.

27. The custom duties now by Law chargeable in Rupert's Land

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shall be continued without increase for the period of three years from and after the passing of this Act, and the proceeds of such duties shall form part of the Consolidated Revenue Fund of Canada.

28. Such provisions of the Customs Laws of Canada (other than such as prescribe the rate of duties payable) as may be from time to time declared by the Governor General in Council to apply to the Province of Manitoba, shall be applicable thereto and in force therein accordingly.

29. Such provisions of the laws of Canada respecting the In-land Revenue, including those fixing the amount of duties, as may be from time to time declared by the Governor General in Council applicable to the said Province, shall apply thereto and be in force therein accordingly.

30. All ungranted or waste lands in the Province shall be, from and after the date of the said transfer, vested in the Crown and administered by the Government of Canada for the purposes of the Dominion, subject to and except and so far as the same may be affected by, the conditions and stipulations contained in the agreement for the surrender of Rupert's Land by the Hudson's Bay Company to Her Majesty.

31. And whereas it is expedient, towards the extinguishment of the Indian Title to the lands in the Province, to appropriate a portion of such ungranted lands, to the extent of one million, four hundred thousand acres thereof, for the benefit of the families of the half-breed residents, it is hereby enacted, that, under regulations to be from time to time made by the Governor General in Council, the Lieutenant-Governor in Council shall select such lots or tracts in such parts of the Province as he may deem expedient, to the extent aforesaid, and divide the same among the children of the half-breed heads of families residing in the Province at the time of the said transfer to Canada, and the same shall be granted to the said children respectively, in such mode and on such conditions as to settlement and otherwise, as the Governor General in Council may from time to time determine.

32. For the quieting of titles and assuring to the settlers in the Province the peaceable possession of the lands now held by them, it is enacted as follows:-

(1) All grants of land in freehold made by the Hudson's Bay Company up to the eighth day of March, in the year 1869, shall, if required by the owner, be confirmed by grant from the Crown.

(2) All grants of estates less than freehold in land made by the Hudson's Bay Company, up to the eighth day of March aforesaid, shall, if required by the owner, be converted into an estate in freehold by grant from the Crown.

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(3) All titles by occupancy with the sanction and under the license and authority of the Hudson's Bay Company up to the eighth day of March aforesaid, of land in that part of the Province in which the Indian Title has been extinguished, shall, if required by the owner, be converted into an estate in freehold by grant from the Crown.

(4) All persons in peaceable possession of tracts of land at the time of the transfer to Canada in those parts of the Province in which the Indian Title has not been extinguished, shall have the right of pre-emption of the same, on such terms and conditions as may be determined by the Governor in Council.

(5) The Lieutenant-Governor is hereby authorized, under regulations to be made from time to time by the Governor General in Council, to make all such provisions for ascertaining and adjusting, on fair and equitable terms, the rights of Common, and rights of cutting hay held and enjoyed by the settlers in the Province and for the commutation of the same by grants of land from the Crown.

33. The Governor General in Council shall, from time to time, settle and appoint the mode and form of grants of land from the Crown, and any order in council for that purpose when published in the Canada Gazette, shall have the same force and effect as if it were a portion of this Act.

34. Nothing in this Act shall in any way prejudice or affect the rights or properties of the Hudson's Bay Company, as contained in the conditions under which that Company surrendered Rupert's Land to Her Majesty.

35. And with respect to such portion of Rupert's Land and the North-Western Territory, as is not included in the Province of Manitoba, it is hereby enacted that the Lieutenant-Governor of the said Province shall be appointed by Commission under the Great Seal of Canada, to be the Lieutenant-Governor of the same, under the name of the North-West Territories and subject to the provisions of the Act in the next section mentioned.

36. Except as hereinbefore is enacted and provided, the Act of the Parliament of Canada, passed in the now last session thereof, and entitled, "An Act for the Temporary Government of Rupert's Land and the North-Western Territory when united with Canada," is hereby re-enacted, extended and continued in force until the first day of January, 1871, and until the end of the Session of Parliament then next succeeding.

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APPENDIX II

An Act to Establish a System of Education in Manitoba - 1871

Her MAJESTY, by and with the advice and consent of the Legislative Council and Legislative Assembly of Manitoba, enacts as follows:

1. The Lieutenant-Governor in Council may appoint not less than ten nor more than fourteen persons to be a Board of Education for the Province of Manitoba, of whom one-half shall be Protestants and the other half Catholics.
2. The Lieutenant-Governor in Council may appoint one of the Protestant members of the Board to be Superintendent of the Protestant Schools, and one of the Catholic members to be Superintendent of Catholic Schools, and the two Superintendents shall be joint secretaries of the Board.
3. The Board shall be first called together at a time and place to be named by the Lieutenant-Governor in Council, and shall be organized by the selection of one of the members to be Chairman of the Board.
4. The quorum of the Board shall not be less than seven.
5. The Board shall make regulations for the calling of meetings, from time to time, and prescribe the notices thereof to be given to members.
6. At any regularly called meeting, attended by a quorum, the members present, in the absence of the Chairman, may select a Chairman temporarily from those present, who shall preside for that meeting.
7. It shall be the duty of the Board:

First. To make, from time to time, such regulations as they may think fit for the general organization of the Common Schools.

Secondly. To select books, maps and globes to be used in the Common Schools, due regard being had in such selections to the choice of English books, maps and globes for the English Schools and French, for the French Schools; but the authority hereby given is not to extend to the selection of books having reference to religion or morals, the selection of such books being regulated by a subsequent clause of this Act.

Thirdly. To alter and sub-divide, with the sanction of the Lieutenant-Governor in Council any School District established by this Act.
8. Each section of the Board may meet at any time after the

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organization of the whole Board, that may be indicated to the Secretary of the Section by any two members of the Section.

9. At the first meeting of each Section, they shall choose a Chairman. The Superintendent of Education of the Section shall be the Secretary.

10. Each Section shall have under its control and management, the discipline of the schools of the Section.

11. It shall make rules and regulations for the examination, grading and licensing of teachers, and for the withdrawal of licenses on sufficient cause.

12. It shall prescribe such of the books to be used in the schools of the Section as have reference to religion or morals.

13. From the sum appropriated by the Legislature for common school education, there shall first be paid the incidental expenses of the Board and of the Sections, and such sum for the services of the Superintendents of Education, not exceeding \$100. to each, as the Lieutenant-Governor in Council shall deem just, and the residue then remaining shall be appropriated to the support and maintenance of common schools, one moiety thereof to the support of Protestant Schools, the other moiety to the support of the Catholic Schools.

14. Each Electoral Division, with the lines as fixed by the Lieutenant-Governor in Council, and as amended by any Act of the Session, shall in the first instance be considered a school district.

15. The following districts, comprising mainly a Protestant population, shall be considered Protestant School Districts: Nos. 2, 3, 4, 8, 10, 18, 19, 20, 21, 22, 23, 24.

16. The following districts, comprising mainly a Catholic population, shall be considered Catholic School Districts: Nos. 1, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, and 17.

17. There shall not, without the special sanction of the Section, be more than one school in any school district, and no school shall derive from the public funds a sum more than three times what is contributed by the people of the district: nor unless the average attendance at the school shall be fifteen scholars.

18. The monies at the disposal of the Section shall be appropriated among the schools of the Section as the members of the Section shall deem best for the promotion of education, having reference to the efficiency of the schools, the number of scholars in attendance and the capacity and services of the

APPENDIX II

teachers.

19. In an exceptional case, where the people of a school district shall in the judgment of the members of the Section, be unable to contribute to the support of a school, the Section may declare the district a Poor-School District, and give such aid as the circumstances may seem to justify.

20. On the first Monday of February in each year after the passing of this Act, beginning with the year 1872, a meeting of the male inhabitants of each school district, of the age of twenty-one years and upwards, shall be called by the Superintendent of the Section to which the district belongs by notice posted by him in public places in the district.

21. For the present year the meeting shall be called, after the passing of the Act, on a day to be fixed by the Lieutenant-Governor in Council.

22. At such meeting the majority shall choose three persons to be Board trustees for the district.

23. They shall also decide in what manner they shall raise their contributions towards the support of the school, which may be either by subscription, by the collection of a rate per scholar, or by assessment on the property of the school district, as the meeting may determine.

24. Such meeting, or any other meeting, called by the secretary of the Section, may decide by a majority to erect a school-house and vote a sum of money therefor, which if the meeting so decide, shall be raised by assessment.

25. Any school-house erected under this Act must be upon a plan and dimensions to be approved by the Board of Education.

26. The trustees may engage a teacher for the school but they shall not be at liberty to engage any person, who has not been examined and licensed by the Section to which the school belongs.

27. In case the father or guardian of a school child shall be a Protestant in a Catholic district or a Catholic in a Protestant school district, he may send the child to the school of the nearest district of the other Section, and in case he contribute to the school which the child shall attend, a sum equal to what he would have been bound to pay if he belonged to that district, he shall be exempt from payment to the school of the district to which he belongs.

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