SOME ASPECTS OF THE GROWTH AND DEVELOPMENT
OF EDUCATIONAL ADMINISTRATIVE POLICIES IN
RUPERT'S LAND AND IN THE NORTH-WEST
TERRITORIES TO 1905

A Thesis
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University of Saskatchewan
April 24, 1941.  

M. P. T.
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CHAPTER I

THE PROBLEM

Present day problems have little significance unless they are considered in the light of the historical factors which have influenced their growth. In Saskatchewan, the system of school administration and finance is proving inadequate to meet present needs. In order to develop solutions which will assist in overcoming these inadequacies and which will redound to the public good, it is necessary to envisage the problems in their true historical perspective.

Historical research in the field of school administration enables one to secure a truer picture of the circumstances in which the present administrative procedures came into existence. Educational practices have a tendency to lag far behind material progress. In the pioneer period, the socio-economic conditions in the country necessitated a type of school administration which would meet the needs of frontier settlements. Then, too, the cultural, social, and economic background of the men who influenced the early educational policies helped to shape the administrative pattern. Today, the whole framework of society has undergone significant changes; people in Saskatchewan are living in a very different kind of world from that which existed in the last half of the nineteenth century. These changes have presented new educational problems which cannot be solved by applying the remedies in use a half-century ago.
Unfortunately the work is not documented. Alexander Begg⁶ and Norman Fergus Black,⁷ in their histories, have certain sections devoted to the story of early educational progress. Useful information is contained therein, gleaned chiefly from the school Ordinances and Reports of the Territorial Board of Education, with some allusions to early missionary work. D. J. Goggin, in an article entitled "The Educational System of the Territories,"⁸ makes an analysis of the School Ordinance of 1896, and describes the school organization, courses of study, teacher training, and system of inspection of that period.

Some research students have written theses dealing with the growth of educational institutions in Western Canada. Among these are "The History of Elementary and Secondary Education in Saskatchewan," by W. H. Waite;⁹ "The Organization of Public Education in Saskatchewan," by J. D. Denny;¹⁰ and "The Development of Education in the North West Territories with Particular Reference to the Province of Alberta," by I. Goresky.¹¹ All of these theses follow the same general pattern inasmuch as their content is based upon an analysis of Dominion Statutes, Territorial Ordinances, Annual Reports of the Departments of Education, and upon sundry secondary source material, with

⁶History of the North-West in Three Volumes.
⁷History of Saskatchewan and the Old North-West.
⁹M. Ed. Thesis, University of Manitoba, 1936, 184 pp. MS.
¹¹M. Ed. Thesis, now in course of preparation, to be presented for the approval of the Committee on Graduate Studies, University of Alberta.
some references to the newspapers of the period. Both Waite and Goresky briefly discuss early missionary efforts.

Many books are available concerning the work of the early missionaries. Some of these were written by the missionaries themselves; others, by people closely associated with them; still others, by their admirers and critics of later years. It is, however, very difficult to secure an authentic story of the work of the early church organizations in the Canadian West. Many of the stories are highly colored by the ecclesiastical prejudices, the aggrieved feelings (often imaginary), and the wishful thinking of the writers. In spite of these limitations of history, one senses the enthusiasm, the determination, the vision which made the missionary endeavors in Western Canada the prelude to the stirring developments of later years. The Reverend James Evans with his Cree Syllabic; the Reverend Dr. Robert Rundle, the first resident missionary in what is now Alberta; Bishops J. A. Provencher and A. A. Tache; Father Lacombe; Bishop David Anderson; the Reverend John Black; the Reverends George and John McDougall; the Reverend Dr. D. G. McQueen; the native missionaries, the Reverends Henry Budd, H. B. Steinhauer, and Dr. R. B. Steinhauer—these names suggest the powerful personalities responsible for the religious and educational development in Western Canada when a large portion of it was known, first as Rupert's Land, and later as the North-West Territories. The autobiographies and the biographies of these and other missionaries, while they do not give a complete picture of all the schools established, do indicate in a general way the ramifications of the educational work performed by the several religious denominations.
Background of the Problem

To 1870, Rupert's Land and the North-West Territory were terms used to indicate different areas. Generally speaking, Rupert's Land included all the country drained by the streams flowing into Hudson Strait and Bay, which under the Charter of 1670, was designated as the land belonging to the Hudson's Bay Company.

Thus the eastern and southern boundaries of the territory would be the height of land at the back of Labrador, . . . and that to the north and west of the waters of the St. Lawrence; farther west it would include the valley of the Red River, much of which is south of the present International Boundary, and therefore American territory to-day. The western limit would be the Rocky Mountains, from which the Saskatchewan pours its waters into Hudson Bay.  

Beyond Rupert's Land was the North-West Territory. It included at first all the British possessions drained by the rivers flowing into the Arctic and Pacific Oceans.

In 1812, the District of Assiniboia, carved out of Rupert's Land, was granted to Lord Selkirk by the Hudson's Bay Company. This District, in which the Red River Settlement was organized, comprised 116,000 square miles in what is today Manitoba, Saskatchewan, North Dakota, and Minnesota. After 1836, this area reverted to the Hudson's Bay Company, with the exception of the Red River Settlement which, under the Council of Assiniboia, continued to have a distinct life of its own, though a part of the Company's territory.

In 1870, under the agreement with the Imperial Government, Rupert's Land became a part of the Dominion of Canada. With the exception of the

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Arthur S. Morton, History of the Canadian West, p. 256.
area comprising the Province of Manitoba, and certain other areas to the north of the Provinces of Ontario and Quebec, which were organized into a separate District, all the vast possessions of the Hudson's Bay Company now became part of the North-West Territories. During the third quarter of the nineteenth century, the colony of British Columbia was established, and, in 1871, this colony became a Province of the Dominion of Canada. Consequently, the North-West Territories, after 1870, extended from the forty-ninth parallel on the south to the Arctic Ocean, and from Manitoba on the east to the Rocky Mountains.

To govern this vast territory, the Dominion Government made provision for a Council over which the Lieutenant-Governor of Manitoba presided until the enactment of the North-West Territories Act of 1875. This Act authorized the appointment of a separate Lieutenant-Governor and Council for the Territories. The new Lieutenant-Governor and Council took charge in the fall of 1876. At the same time, the area to the north of the Province of Manitoba was cut off from the North-West Territories and proclaimed a separate district, the District of Keewatin. Later, a further change in boundaries was made, when the Yukon was proclaimed a separate District in 1898.

By Proclamation of the Dominion Government in 1882, the Territories were divided into four Districts: Assiniboia, Saskatchewan, Alberta, and Athabasca. The present investigation is not concerned to any great extent with the Athabasca District.

To 1870, education in the North-West was the primary concern of the Hudson's Bay Company and organized Christian institutions. After 1870, a new era began. The work hitherto undertaken by the Hudson's Bay Company now became the sole responsibility of the Dominion Govern-
That the Dominion Government at first failed to realize the implications of its educational responsibilities is not at all surprising in view of the general lack of information concerning the Territories.

During the years 1870-1905, there were four agencies actively connected with educational work in the Territories. These were (1) the Dominion Government, (2) the various church organizations, (3) the individual communities, and (4) the Territorial Council which from 1888 became the Territorial Assembly. The years 1884 and 1885 mark the beginning of the period of educational administration by the Territorial Government.

Method and Sources

There is no limit to the amount of research which could be done in connection with the problem. This investigation is primarily concerned with the origin and development of educational policies, and with the influence of these policies upon the particular institutions of the period. The sources of data are fivefold: (1) documents relating to the work of the Hudson's Bay Company; (2) autobiographies, journals, contemporary materials, biographies, interviews, sessional papers, and newspaper articles, dealing with the work of the churches; (3) Dominion Statutes, Orders in Council, Sessional Papers, and contemporary newspapers, connected with the Dominion Government's share in the educational development; (4) School Ordinances, Legislative Journals, Dominion archival materials, the North-West Territories Gazettes, Annual Reports of the Department of Education and the Registrar's records showing the actual developments which took place; and (5) municipal ordinances, school district records, official
correspondence between school districts and the Department of Education, revealing the relationships between municipalities and school districts, and showing their connection with the Territorial Government with respect to education. The method, therefore, is documentary analysis. In tracing the development of policies the chronological order of events is used.

Problems Related to the Present Study

There are many problems related to the present investigation which require further research. The more important of these are: (1) educational developments in the District of Assiniboia to 1870; (2) the school lands’ problem; (3) the changing laws and regulations with respect to school district organization; (4) the connection of the school problem with the struggle for responsible government and provincial rights; (5) local studies of the growth of educational facilities in representative districts throughout the Territories; (6) the separate school system; (7) the system of teacher training, certification, and supervision; (8) the system of secondary education and growth towards higher education; (9) contributions made to the growth of educational institutions by such territorial leaders as Frederick (afterwards Sir Frederick) Haultain, the Honorable Frank Oliver, Mr. Justice Rouleau and others; (10) the work of D. J. Goggin, Superintendent of Education, 1893-1902; (11) the attitudes and points of view regarding education of the average citizen living throughout the Territories, as gleaned from editorial comment, new items, and correspondence in the local papers of the day; (12) the subject-matter content of the program of studies and the types of books authorized in the Territories as indicative of the
educational philosophy of the period; (13) the Indian day schools, boarding-schools, and industrial schools; (14) the importance of the Church organizations in Indian school development; (15) the social and economic background of the Indian children, and the relationship of these factors to educational growth; (16) local histories of representative Indian schools; (17) the qualifications of the teachers, the content of the program of studies, and the type of text books in Indian schools of territorial days; and (18) the results of educational work among the Indians as measured by their participation in the social, political, and economic life of the day.

Summary

Educational administrative practices need constant revision in the light of the ever-changing needs of society. The story of the educational development in the Canadian West has its beginnings in the early days of the Selkirk Settlement. From 1821 to 1870, the Hudson's Bay Company and the Christian Churches were concerned with the work of education in Rupert's Land and the North-West Territories. After 1870, the Christian Churches, the Dominion Government, the different communities, and the Territorial Council shared in the work of education. In 1884 and 1885, the first territorial school ordinances were passed. The purpose of this investigation is to examine some aspects of the growth and development of educational administrative services in Rupert's Land and in the North-West Territories to 1905.
THE EDUCATIONAL POLICY OF THE HUDSON'S BAY COMPANY

Lord Selkirk's founding of the Red River Settlement in 1812 marked the beginning of a series of events which finally resulted in the union of the North West Company and the Hudson's Bay Company in 1821. During the nine years' interval between the arrival of the first settlers and the union of the two companies, the existence of the little Colony had been very seriously threatened. By 1821, however, the first settlement on British soil, west of the Great Lakes and east of the Rockies, had become an integral part of the organization of the reorganized Hudson's Bay Company.

The story of the Red River Settlement falls naturally into three parts: (1) the period of organization and consolidation under Lord Selkirk, 1812-1820; (2) the period of nominal control by the executors of the Selkirk Estate, 1821-1836; (3) the period of decreasing influence of the Hudson's Bay Company, 1836-1869. The governing body of the Settlement was the Council of Assiniboia. This Council consisted of a governor and ten or twelve members chosen from among the inhabitants of the Colony. The appointments to the Council were made by the London Committee of the Hudson's Bay Company from names submitted by the Governor.

While at first, the Colony's affairs were largely under the influence of Governor Simpson and the Hudson's Bay Company, there was an increasing tendency on the part of the London Committee to allow the Assiniboia Council to have greater control. To permit still
greater independence, in 1849 Major Caldwell was appointed Governor. Caldwell was military commander of the group of Pensioners sent out as soldier settlers to protect the Settlement after the 6th Regiment of Foot had been withdrawn. The London Committee's policy was that the Red River Settlement was "not just the handmaid of the trade, but a colony which should have life of itself." Following Major Caldwell's appointment, the duties of the Company's officer in charge of the Settlement was to be confined to trade, counsel, and magistracy. Neither Simpson nor the chief factor at Fort Garry was to interfere in the affairs of the Settlement. Simpson's authority hereafter was confined to giving advice (if asked) as to administration and legal proceedings.

Outside of Assiniboia there was the government of Rupert's Land. Rupert's Land consisted of two Departments, the Northern and Southern. After 1826, when Governor William Williams retired as head of the Southern Department, George Simpson, Governor of the Northern Department, became Acting-Governor of the Southern Department as well. In 1839, Simpson became Governor-in-Chief of the whole of Rupert's Land. In addition, Simpson was responsible for the administration of the Posts on the Lower St. Lawrence and the other areas in the far north and beyond the Rocky Mountains. To

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2 Ibid., p. 172.

3 Ibid., p. 173.
govern this vast area was no small task. For thirty-nine years, George Simpson chosen by Andrew Colville, for his "business habits, and capacity for governing," played his "double part as servant of the Company, and as governor in its territories." To assist Simpson, in the Council of the Northern Department there were the sixteen chief factors. The Council met periodically, usually at Norway House, to make resolutions in Council affecting the whole of Rupert's Land.

Towering above the Council of Assiniboia and the Council of the Northern Department were the Governor and Committee in London. Powerful personalities were members of this Committee: acute business men, who tempered their dealings with philanthropical and evangelical ideals. These men directed the policies; Simpson and the members of the Northern Council put the policies into effect. It was the London Committee that desired the Red River Colony to have "life of itself."

In 1857, the members of the Select Committee of the British House of Commons found difficulty in understanding the manner in which government in Rupert's Land was administered. They asked Sir George Simpson if the Northern Council made statutes. The Governor's reply indicated that no ordinances were made, but that Resolutions in Council were passed from time to time with "particular reference to our own trade; the laws are administered as nearly as possible in accordance with the laws of England by the

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4Ibid., p. 52. Simpson was appointed Governor in 1821.
recorder of the country" living at Red River.5 These Resolutions were framed primarily to meet the needs of the trade and, in addition, certain Standing Rules and Regulations were promulgated.

Standing Rules appeared as early as 1825,6 but in the Minutes of the Northern Council for 1836, all previous Standing Rules and Regulations appear to have been consolidated and extended under the following heading:

Standing Rules and Regulations. XIII.7

These Rules dealt with a great variety of subjects. Number thirty-nine is given in detail:

39. That the Indians be treated with kindness and indulgence, and mild and conciliatory means resorted to in order to encourage industry, repress vice and inculcate morality; that the use of spirituous liquors be gradually discontinued in the few Districts in which it is yet indispensable; and that the Indians be liberally supplied with requisite necessaries, particularly with articles of ammunition, whether they have the means of paying for it or not; and that no Gentlemen in charge of Districts or Posts be at liberty to alter or vary the Standard or usual mode of trade with the Indians except by special permission of the Council.8

This paternalistic attitude towards the Indians was expressed in a variety of ways. It was a combination of evangelical tendencies coupled with shrewd business sagacity. Attached to this same group of Resolutions was a series of resolves which made clear the Company's attitude towards the religious, social, and educational needs of the

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5Minutes of Evidence Taken before the Select Committee on the Hudson's Bay Company, 1857, p. 66. This was a Committee of the House of Commons, appointed to inquire into the affairs of the Hudson's Bay Company.


8Ibid., Vol. II, p. 754.
Indians and of the wives and children of the English and French traders. This series was called "Regulations for Promoting Moral and Religious Improvement."

Resolved 1. That for moral and religious improvement of the Servants, and more effectual civilization and instruction of the families attached to the different Establishments, and of the Indians, that every Sunday divine service be publicly read with becoming solemnity once or twice a day, to be regulated by the number of people and other circumstances, at which every man, woman and child resident will be required to attend together, with any of the Indians who may be at hand and whom it may be proper to invite.

2. That in the course of the week due attention be bestowed to furnish the women and children such regular and useful occupation as is suited to their age and capacities and best calculated to suppress vicious and promote virtuous habits.

3. As a preparative to education, that the mother and children be always addressed and habituated to converse in the vernacular dialect (whether English or French) of the Father, and that he be encouraged to devote part of his leisure hours to teach the children their A. B. C. and Catechism together with such further instruction as time and circumstances may permit.9

Contrasted with present day educational practices, these provisions were very inadequate. But before criticizing such a policy too severely, it is well to consider the prevailing attitude towards educational services in the England of that day. In 1821, education in England was no affair of the state. Schools organized under the auspices of the churches and of private individuals were the only educational institutions. It was not until 1833, that the English government made its first grant of money in aid of schools. This

aid, a grant of £20,000, was distributed mainly through the National Society, to schools organized, controlled, and conducted by the Established Church. In 1839, the government increased the grant to £30,000 and a Committee of the Privy Council on Education was created. Although the government appointed inspectors of schools, these had to receive the approval of the two Archbishops. Between 1839 and 1870, grants slowly increased and certain additional machinery of government was set in motion to supervise educational activities. It was not until 1870, that the first state system of education came into existence, and this worked side by side with the church and other private school organizations. The English system of education had failed to meet the educational needs of the masses prior to the introduction of Forster's Education Bill of 1870. Here is what one historian writes concerning that period:

There were nearly four million children of school age of whom nearly one-half were unprovided for. About one million attended schools attached for the most part to the Church of England. They were supported by voluntary subscriptions, supplemented by fees and small Government grants, and were under Government inspection. Another million went to schools which received no Government aid, were uninspected, and often in a very unsatisfactory state.\(^{10}\)

If these educational conditions prevailed in England in 1870, is it to be expected that, during the five decades which preceded, a Company whose chief purpose was trading in furs over a vast uncivilized area, rendered for a time more inhospitable by the machinations of rival fur traders and by frequent Indian tribal wars, would adopt a policy more enlightened? That the Company did develop a policy,

and that it did endeavor to put that policy into effect, history has firmly established.

Lord Selkirk's interest in the religious and educational welfare of his Scottish settlers was manifest from the beginning. Before leaving Scotland, these settlers had been promised "the services of a minister of religion who was to be of their own persuasion."* In regard to education, in a letter to Miles Macdonell, June 12, 1813, Lord Selkirk wrote:

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 Jos. Lancaster, and he could in a few weeks organize a school on his plan, if you can pick out from among the settlers a steady young man of a cool temper to be employed as a schoolmaster. Arithmetic with reading and writing in their native tongue are the branches to be first attended to and I care not how little the children are taught of the language of the Yankies.

It appears that McRae and Miles Macdonell did not maintain friendly relations; at any rate, there are no indications that the school was established. Neither did plans for the arrival of a Presbyterian clergyman materialize.

When Lord Selkirk visited the colonists in 1817, he reiterated his promises previously made: a minister of their own persuasion

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11 Donald Gunn and Charles R. Tuttle, History of Manitoba from the Earliest Settlement to 1835, and from 1835 to the Admission of the Province into the Dominion, p. 200.

was to be sent; each settler was to receive 100 acres of land at 5 shillings per acre payable in produce; there was to be a market in the colony for their surplus produce; they were to enjoy all the privileges of British subjects. 13 It was on the occasion of this visit that he made the settlers a present of two lots of land of ten chains frontage each. In presenting these lots to the Protestant (Presbyterian) people he said:

This lot on which we are met today shall be for your church and manse; the next lot on the south side of the creek shall be for your school and for a help to support your teacher, and in commemoration of your native parish, it shall be called Kildonan. 14

These lots contained 90 acres each. They had a frontage on the river of 10 chains, and ran back from the river 90 chains. The value of this endowment was considerable. 15

But the Protestants were not the only recipients of Lord Selkirk's bounty. In 1818, Monseigneur Plessis, the Bishop of Quebec, declared his intention of sending two missionary priests to the colony. Lord Selkirk expressed his appreciation of this declaration by giving to the Roman Catholic Church, by notarial deed, twenty-five acres of land for the erection of a church and schoolhouse, and by a second deed he gave a tract of land, five miles in depth and seven miles in width, behind that belonging to the church. 16

14 Ibid., p. 201.
It is interesting to note that these two endowments, the former to the Protestants, and the latter to the Roman Catholics are now the sites of famous schools. According to Garrioch, the land intended by Lord Selkirk for the Presbyterian church and school became the scene of the Reverend John West's educational labors.  

St. John's College was later erected on this site. Morton throws light on the reasons for the Hudson's Bay Company's choice of a high Anglican clergyman instead of a Presbyterian minister:

Robertson and Semple both looked with contempt on the type of religion represented by Mr. William Sutherland, the Scottish elder, who, in default of a Presbyterian minister, held prayer meetings in the Scottish homes, with much scripture reading and long prayers. Their view was that the community must have a Protestant clergyman and for the French Canadians a Catholic priest, but these two must not be too diverse in their practices, lest confusion should arise in the minds of the Indians and half-breeds.

The site of the Roman Catholic endowment was named St. Boniface by the Reverend Father Provencher. On the site today stands

L'église devenue Métropole la maison devenue demeure archiépiscopale; l'école devenue d'un côté le collège de Saint-Boniface et l'Académie Provencher, pour les garçons, et de l'autre le Pensionnat et l'Académie Tache pour les filles.

The ultimate success of Lord Selkirk in establishing his colony in the face of seemingly insuperable difficulties has elevated

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17 Reverend A. C. Garrioch, First Furrows, p. 58.
19 Monseigneur Tache, Une Page de l'Histoire des Ecoles de Manitoba, p. 10.
him to the rank of a master colonizer. He was interested in the fur trade; he was interested in increased profits arising from speculation in land overseas; but greater than these interests was his desire to aid his distressed fellow countrymen:

His sympathy with the down trodden at home had led him in conjunction with those more self-regarding interests to establish this colony surrounded by the wilderness, but he did not abandon the settlers to shift for themselves . . . . He brought all his experience and intelligence to the solution of their problems . . . . With a mind essentially Anglo-Saxon in its outlook, he was interested more in the welfare of the people than in the constitution of their government.

Following Lord Selkirk's death, April 8, 1820, and the Union of the fur-trading Companies in 1821, the educational plans of the Hudson's Bay Company gradually developed. This policy was very likely not the result of deliberate planning. It appears to have originated with the necessity of maintaining friendly relations with the Indians, of keeping up the morale of the Company's servants, of encouraging honesty and fair play in trade relations, of educating the half-breed children in the ways of white men, of maintaining harmony in the Red River Colony, and of preserving for the Company the respect of all. Then, too, as has been indicated, among the members of the London Committee were certain men of an evangelical turn of mind. Among these was Benjamin Harrison, Governor Pelly's brother-in-law. "He was a member of a group of earnest Evangelicals known as the Clapham Sect, among whom Lord Selkirk was numbered." 21

Nicholas Garry, another Committee member, became interested in Rupert's Land when he visited the region in 1821. He was a strong supporter of the Bible Society, and while at York Factory "had presided at the formation of an Auxiliary of the Society" under the leadership of the Reverend John West. Possibly the outstanding London Committee member was Andrew Colville.

He was gifted with much of the humanitarianism of the time and endowed with a rare combination of shrewdness in business, judgment in choosing the means of accomplishing his ends, and consideration for those whose fate lay in his hands.

With men such as these on the London Committee, it is not surprising that the questions of religious education and of secular education early received attention.

The attitude of the London Committee towards the Indians, and towards the children at the trading posts has already been revealed in the Standing Rules and Regulations of 1825 and 1836. In carrying out a general policy of education the Company was guided by the prevailing educational practices in the England of that day. Consequently education was to be entrusted to the church and to private enterprise. At no time, however, was it the policy of the Committee to set up an Established Church in Rupert's Land. Although the chaplains brought out to the Company's territories were members of the Church of England, all denominations were encouraged and subsidized. In addition certain steps were taken directly by the Company to inculcate some cultural aspects into the routine of life.

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23 Ibid., p. 631.
at the trading posts.

As early as 1815, "Harrison had tried to interest a missionary society devoted to work among American Indians to undertake a mission in Rupert's Land." In 1816, £30 a year had been set aside by the Company for books "for the instruction and amusement of the officers and servants of the Company," and inquiries were made of Governor Semple as to what books he desired for religious instruction, "and we are desirous of your opinion as to the prospect of success in civilisation as the nature of the country and other circumstances will permit."26

The first Anglican chaplain brought out by the Hudson's Bay Company was the Reverend John West. He arrived in the Red River Colony on October 4, 1820. According to the census of 1817, there were in the Settlement 151 Scotch in 20 houses, 45 De Meurons in 31 houses and 26 French Canadians in 6 houses, making a total of 222 souls in 57 houses. S. Tucker claims that in 1820, there were in the Settlement (besides the Roman Catholic Canadians) between five hundred and six hundred Scotch and English settlers, a large number of half-breeds, and some native Indians.28 By 1849 this population had increased to 5291.29 The Reverend John West's official duties were to minister to the religious needs of the Hudson's Bay Company's servants. After that, he was free to

\[\text{References:}\]

\[24\text{Ibid.}, \ p. \ 631.\]
\[25\text{Ibid.}, \ p. \ 631.\]
\[26\text{Ibid.}, \ p. \ 631.\]
\[27\text{Arthur S. Morton, History of the Canadian West to 1870-71, p. 645.}\]
\[28\text{S. Tucker, The Rainbow of the North, p. 22.}\]
\[29\text{Arthur S. Morton, History of Prairie Settlement, p. 25.}\]
undertake other missionary work. Accompanying Mr. West, was Mr. Harbidge, whose duties were to act in the capacity of school-master. According to Sir George Simpson's evidence before the Select Committee in 1857, the chaplain at Red River received from the Company an annual salary of £150. Hargrave states that the Church Missionary Society assisted in providing funds for the support of the Missions established in the Red River Settlement.

"West was specially interested in education of the Indian children. He built a school near his residence and added two houses to be homes for the boys and girls." Garrioch relates very graphically West's plans for schools in the Colony:

On landing at York Factory Mr. West began to plan and prepare for a school in the Red River Settlement where the children of Hudson's Bay employees or Settlers could be educated, and where also Indian lads could be trained and sent out as teachers to their fellow-countrymen. When he left York Factory in a birch bark canoe for the eight hundred miles journey to the Red River Settlement, among his companions was a small nucleus of the contemplated Indian school in the person of a Cree boy, son of Withawesecapo; and at Norway House, three hundred miles from the Settlement, a second Cree pupil was taken aboard. In this manner there were gathered as many as ten Indian boys, two of them coming from a tribe living west of the Rocky Mountains. Four of these afterwards did good work in the Mission field, viz., Rev. Henry Budd, who founded a mission at Cumberland on the Saskatchewan; Rev. James Settee, who a little later established a mission at Lac la Ronge; John Hope, who, as Catechist, worked among the Cree Indians in the neighborhood of Battleford; and Charles Pratt who worked for many years among the Crees of Touchwood Hills.

30 Joseph James Hargrave, Red River, p. 104.

31 Minutes of Evidence taken before the Select Committee of the British House of Commons, p. 63.


33 Arthur S. Morton, History of the Canadian West to 1870-71, p. 634.

34 Rev. A. C. Garrioch, op. cit., p. 61.
The Hudson's Bay Company's policy of employing chaplains was the beginning of Protestant missionary efforts. Furthermore, as has already been indicated, the Governor and Committee recognized the right of all religious groups to form missions. "They looked on religion and education as calculated to train the people to an orderly life and as assisting the Company in its task of ruling a fretful realm. From this point of view it was not sufficient to support an Anglican chaplain and to assist him in building a church."35 About half the population of the Settlement was Roman Catholic, and led by Bishop Provencher, the Catholic mission was doing for the Catholics what the Anglican mission was doing for the Protestants. On July 2, 1825, the Northern Council passed the following resolution:

Great benefit being experienced from the benevolent and indefatigable exertions of the Catholic mission at Red River in the welfare and 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 Bishop of Juliopolis has been uniformly directed to the best interests of the Settlement and of the country at large, it is Resolved--That in order to mark our approbation of such laudable and disinterested conduct on the part of the said mission, it be recommended to the Honorable Committee that a stipend of £50 p annum be given towards its support and that an allowance of Luxuries (tea, sugar, wine and the like) be annually furnished it from the Depot.36

Apparently this was an annual grant. This resolution was repeated in the minutes of the Northern Council from year to year until the Council meeting of June 3, 1835. At this meeting Resolves 74 and 75 authorized

35 Arthur S. Morton, History of the Canadian West to 1870-71, p. 635.

36 Ibid., p. 635.
74. That the annual allowance to the Catholic Mission of Red River Settlement be increased to £100 and that the usual supplies of Tea, Sugar, Wine, etc., for the use of the mission be continued.

75. That a further grant of £100 be made to the Catholic Mission of Red River Settlement, in aid of the Church now being erected at that place.37

Following 1835, the £100 grant of Resolve 74 was made every year down to 1843. The Minutes are not available after this, but it is clearly indicated in other sources that this amount was granted annually by the Council of the Northern Department continuing possibly to 1869. At any rate, Sir George Simpson in 1857 stated that the Roman Catholic Mission at Red River had £100 a year.38

An analysis of all the grants made to Missions and to schools from 1830 to 1843, by the Council of the Northern Department, is presented in Appendix A. A critical examination of these grants reveals how carefully the Hudson's Bay Company was adhering to three cardinal principles of policy: (1) encouraging Missions of all denominations; (2) assisting the work of these missions by grants of money and by other material aid; (3) assisting secular education by erecting schools and otherwise providing school accommodation, and by grants-in-aid. Referring to the Minutes of June 8, 1835, there is the following introduction to Resolve 77:

The very great benefits that are likely to arise connected with the objects of morality, religion and education not only in Red River but through the Country

38 Minutes of Evidence on the Hudson's Bay Company, p. 63.
at large, from the highly respectable and admirably conducted Boarding School, lately established for the instruction of the youth of both sexes under the management of Rev. Mr. Jones, excites feelings of the most lively interest in its favor, and of great solicitude for its prosperity and success, which even in a business point of view are very desirable, from the large amount of Capital it brings into circulation, while it is highly creditable to the Country and honourable to the Gentlemen who have come forward so handsomely in its support; but it is with unfeigned regret we observe that, owing to the heavy expense incurred by Mr. Jones in erecting the necessary buildings for this Seminary, it cannot possibly, at the present charge for board and education, afford remuneration adequate to the labour bestowed by Mr. Jones upon it, and the outlay of money it has occasioned him; and as an increased charge for Board and Education might operate to the prejudice of this Establishment in its infant state, it is Resolved

77. That an allowance be allowed to the Revd. Mr. Jones of £100 p. annum in aid of this highly promising establishment subject to the approbation of the Governor and Committee.  

In the Minutes of 1837, the members of the Council were very much concerned over the Reverend Mr. Jones' intention to discontinue the management of the Red River Boarding School. It was decided by Resolve 82 to purchase the buildings from Mr. Jones for the sum of £500, and to rent them to Mr. McCallum, Mr. Jones' successor in the school, for £50 a year, providing that Mr. McCallum would sign a five year lease.

Then again, in the Minutes of the 1840 meeting, Resolve 73 was passed for the purpose of giving effect to "the laudable views of the Governor and Committee towards the diffusion of Christianity and civilization among the natives of this country."

73. That three Missions be established in the Northern Department this season—say one at Norway House under the charge of the Revd. Mr. Evans, one at Lac la Fluie

under the charge of Revd. Mr. Mason, and one at Edmonton under the charge of the Revd. Mr. Rundle; that every facility be afforded them for successfully conducting their spiritual labours; and that a copy of the 9th Paragraph of the Governor and Committee's Dispatch of the 4th March 1840 on this subject be furnished to each of the Gentlemen in charge of the above Districts for the purpose of giving full effect to their Honor's instructions. 40

According to the Minutes of 1840, 1841, and 1843 (1840 minutes are not as specific as those of 1841 and 1843), the four Wesleyan Missionaries, Mr. Evans, Superintendent of Missions, located at Norway House; Mr. Jacobs, at Norway House; Mr. Mason at Lac la Pluie; and Mr. Rundle at Edmonton were each to receive the following:

(1) A commissioned Gentlemen's Allowance (special supplies of tea, sugar, wine, etc.).

(2) Board and Lodging in like manner as is provided for Commissioned Gentlemen (i.e. Chief Factors and Chief Traders).

(3) Permission to purchase personal supplies from the shops or stores at the same prices usually charged Commissioned Gentlemen (at cost).

(4) Permission to use the Company's interpreters in communication with the Natives.

(5) Free transportation in the Company's craft, and when necessary special conveyance would be provided. Only the superintendent was to be provided with the means of conveyance for winter travelling. 41

Resolve 87 of the 1841 Council Meeting provided that a "place of public worship be erected at the Indian village in the vicinity of Norway House for the Wesleyan Mission." The dimensions of this building were 40 feet in length and 30 feet in width. In addition

40 Ibid., p. 811.

41 Ibid., pp. 829-830.
there was to be a schoolhouse 30 feet by 24 feet and a residence for "Mr. Jacobs the schoolmaster." Accommodations were also to be provided for the Reverend Mr. Evans within the Establishment at Norway House.42

In May 1940, the Rundle Centenary was celebrated in Edmonton. A Committee of the United Church, under the chairmanship of the Reverend J. P. Berry, prepared a story of Rundle's sojourn in the Edmonton area, 1840-1848.43 The story was based upon Rundle's Journal and upon the minutes of the Wesleyan Conference for 1840. In the story which was published in booklet form, entitled Rundle in Alberta, 1840-1848,44 it was stated that the Company agreed to provide "transportation, board and room, and the use of their interpreters for the men appointed, and also to give them fifty pounds per year; . . . incidentally the missionaries would act as chaplains to the staffs in the trading posts."45 In the Minutes of the Northern Council, there are no references to the duties as chaplains, or to the annual payment of fifty pounds. Since the appointment and payment of chaplains were managed entirely by the London Committee, references to these matters were not made in the Minutes of the Northern Council.

Reference to the appointment of chaplains directs attention

42Ibid., p. 830.
43Rundle in Alberta, 1840-1848.
44There is a copy of this Journal in the Legislative Library, Edmonton; Reverend J. P. Berry has a typed copy.
45p. 5.
to the third principle in the policy of the London Committee. Beginning with the appointment of Mr. West in 1820, chaplains were brought out from time to time and located at various trading posts. In his evidence before the Select Committee in 1857, Sir George Simpson gave a summary of the total annual expenditures incurred by the Hudson's Bay Company at that time for the services of chaplains and for missions and schools. Since the Episcopalian Bishop, Chaplains, Roman Catholic and Protestant Missionaries were all engaged in educational work, the grants paid to the clergy indirectly became grants to schools. In 1857, the Hudson's Bay Company was making the following annual grants: to the Episcopalian Bishop of Rupert's Land £300, and £100 in aid of schools in the Red River; to the chaplain at Red River £150; to the chaplains at York, Moose, and East Main, £50 each; to the schools at Fort Victoria, £200; to the Roman Catholic Missions at Red River, Oregon, and the Gulf of St. Lawrence, £100 each; to the Wesleyan Missions at Norway House, Oxford House, and Rainy Lake, £50 each; to the Wesleyan Mission on the Saskatchewan £20; and to the Presbyterian Church at Red River, £50. The number and location of the chaplains and missions varied from time to time. In addition to these amounts the Anglican Bishop at Red River received an annual bequest of £380 from the estate of the late Mr. James Leith. In this way there was a considerable amount of money at the disposal of the Anglican Church, and all churches received some assistance.

46 Minutes of Evidence on the Hudson's Bay Company, p. 63.
As a matter of fact, Bishop Anderson in his evidence before the Select Committee in 1857\textsuperscript{47} presented a very glowing report of missionary and educational activities. There were 13 missionary stations, 11 English clergymen, 3 native clergymen, and 19 country born and native teachers. There were 18 schools with 795 scholars. Morton expresses the opinion that the Catholics could have told a like story.\textsuperscript{48} Sir George Simpson's statement of the number of religious establishments in the Company's territories in 1857 is particularly significant in view of the fact that in most of these missions, schools were established. Simpson stated that

\begin{quote}
In the Company's territory there are 19 missionary stations of the Church of England, 12 Roman Catholic, 4 Wesleyan, and 1 Presbyterian, making a total of 36. In Oregon there is a Roman Catholic Mission. On the Gulf of St. Lawrence, one. At the Pic there is a Wesleyan missionary. At Fort William there is a Roman Catholic missionary; and at Vancouver's Island there is a Church of England missionary, making in all 42 missionary stations.
\end{quote}

Besides the attention given to missionary and educational efforts by the London Committee, and by the Council of the Northern Department, the Council of Assiniboia made certain grants-in-aid in its own right. In this connection it must be remembered that, particularly after 1849, the Assiniboia Council enjoyed freedom of action largely without interference from the Hudson's Bay Company. Adam Begg, the diarist, paid glowing tribute to this

\begin{footnotes}
\item[47]Ibid., p. 233.
\item[48]The History of the Canadian North West to 1870-71, p. 319.
\end{footnotes}
feature of the government. The grants to education that were made, therefore, were entirely in addition to the grants of the Northern Council.

The Minutes of some of the meetings of the Council of Assiniboia have been published in Pioneer Legislation. The first reference to grants for educational purposes is contained in the minutes of the Council meeting held on May 1, 1851. The following resolution was moved by Mr. Cochran and seconded by Mr. Lafleche, and carried unanimously:

To weaken the mischievous and destructive energy of those violent and untamed qualities of human nature, which so frequently manifest themselves in society in a half civilized state, and to strengthen the feelings of honourable independence, to encourage habits of industry, sobriety, and economy, it is

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

In this same year the Presbyterians at Frog Plain applied to the Council for a grant for their school. In response to this application, the Presbyterians received £15, and a like sum was voted at a later meeting as an additional grant for the Roman Catholics.

There is every indication that these were not annual grants. In the minutes of the Council meeting held on February 22, 1866, a petition signed by settlers at Point Coupée asking for a grant to pay their schoolmaster was not received very favorably by the

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50 Ibid., p. 176.
51 The revenue for these grants was derived from customs duties paid for the greater part by the Hudson's Bay Company.
53 Ibid., p. 365.
54 Ibid., 387.
55 Ibid., 388.
Council. The sum of £10 was voted, but the Council "while admitt-
ing the unquestionable importance of education to the children of all classes in the community, were fully aware that the funds at their disposal would not admit of systematic grants being made for that purpose, and that in the present state of affairs, the Education- al wants of the Settlement must continue to be met in the same way as they have hitherto been."  

Although the official educational policy of the Hudson's Bay Company was fairly well-defined, some officials of the Company, in private, were not very enthusiastic in its application. This applies particularly to Sir George Simpson. In his private letters he oftentimes expressed open contempt for the missionaries. In his opinion, educating an Indian only meant rearing him in habits of indolence. An enlightened Indian "is good for nothing;" even the "half-breeds of the country who have been educated in Canada are blackguards of the very worst description." In Simpson's opinion, Mr. Harrison's scheme "will be attended with little other good than filling the pockets and bellies of some hungry missionaries and schoolmasters."  

Sir George Simpson, however, was a good public servant. He carried out public policy in an efficient manner regardless of his own opinions. He was the Company's "faithful obedient humble

56 Ibid., p. 562.
There is no doubt that at times Simpson and the Company's men considered the missionaries meddlesome, particularly when they would not permit travel on Sunday at a time when the voyageurs were engaged in a race against bad weather.

There was much criticism hurled against the Hudson's Bay Company. In the late forties, the half-breeds in the Red River Settlement became very restive. They employed A. K. Isbister to present their grievances to the British Government. Isbister tried to make out a very damaging case against the Company. In his Memorial presented to the Secretary of State for the Colonies in 1847, the stress was laid upon the attempt to protect the Company's trading interests by permitting "generation after generation of the helpless race consigned to their care to pass their lives in the darkest heathenism."

There is not at present, nor, as your memorialists, confidently believe, has there been a single Indian school, church or other establishment for religious and general instruction established by the Company throughout the whole of their extensive territories. What little has been done for the religious and moral improvement of the natives is wholly due to the persevering exertions of the Church Missionary Society, and since the year 1839, of the Wesleyan Society of London. The Church Missionary Society receives no assistance whatever from the Company, and owing to the heavy expenses attending the establishment of Indian Missions, its operations are necessarily very circumscribed. What assistance the Wesleyan Missionaries receive from the Company, if indeed they receive any, your memorialists are not prepared to say.

In Sir J. H. Pelly's reply to these charges, he indicated the Company's

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58 Ibid., p. 59.
59 Correspondence Relative to Complaints of the Inhabitants of the Red River Settlement, pp. 21-2.
policy:

In instructing the natives, and in conducting their own business, the Company adopt one uniform rule, namely, that of employing the instruments fittest for their purpose; and on this principle they have employed the agency of the Church Missionary Society, and Wesleyan Missionary Society for the conversion of the natives, and of a Roman Catholic Missionary Society for the religious instruction of that portion of the mixed race who, being of French descent, have been brought up in the faith of the Church of Rome. ... All the Societies that send Missionaries to the Company's Territories receive assistance from them ... In the Red River Settlement (there are) a bishop and several priests; there are four Roman Catholic Schools, four Protestant Churches and nine Protestant schools, attended by nearly 500 scholars, at one of which ... three of the memorialists were educated.

A. K. Isbister's charges in his Memorial appeared to the Colonial Secretary to be not well founded. No one knew better than Isbister did, the circumstances regarding education in the Red River Settlement. He had been brought up in the Settlement, had received his education in St. John's College, and was now practising law in London. In view of the actual facts, it would appear that, in presenting his clients' case, Isbister did not always consider rigid adherence to the truth entirely necessary. Accusations against the Company were quite frequent. Too often damaging charges were made by those who had real or imaginary personal grievances.

Viewed in the light of present day conceptions, the educational policy of the Hudson's Bay Company was quite inadequate. It threw the primary responsibility for education upon the several church organizations. The grants-in-aid were not administered systematically. Every year they had to be voted by the Northern Council. The

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Ibid., pp. 22-3.
amount expended by the Company upon education was not in keeping with the need for educational services. Special grants were sometimes given, but special application had to be made to obtain these. The Church organizations were faced with gigantic difficulties in carrying out their missionary and educational work. An attempt is made in the next chapter to evaluate some of these difficulties and to show the extent of the progress made to 1870. In the meantime, it is well to remember that, with respect to education, the Hudson's Bay Company as the governing body of Rupert's Land, adopted an administrative policy similar to that practised in England from 1833 to 1870.

Summary

Lord Selkirk adopted a policy of encouraging missionary-educational enterprise by making grants of land to the Protestant people and to the Roman Catholic Church. He did not live long enough to see his plans materialize. The Hudson's Bay Company, through a mild and conciliatory attitude towards the Indians, as expressed in the Rules and Regulations of the Northern Council, and by means of its emphasis, in these Regulations, upon the obligation of the father to instruct his children, in effect, paved the way for further educational work. The Company encouraged Missions of all denominations; promoted their work by grants of money and other material help; and helped them to establish schools by providing accommodation and occasional grants-in-aid.
CHAPTER III

EARLY MISSIONARY EFFORTS
1818-1870

The missionaries were the educational pioneers in Western Canada. In the opinion of the Hudson's Bay Company, they were the agents best fitted to educate the children of the Red River Settlement, the children of the white men at the trading posts throughout Rupert's Land and the North-West Territory, and the children of the Indians who came to the Company's forts to barter. Their parish embraced an area of 1300 by 1500 miles. Their mode of transportation was on foot, or on horseback, or by canoe, Red River Cart, or carriole. Their methods of communication were primitive. The Reverend John McLean states that, in 1864, "the Hudson's Bay mail packet came to Victoria (now Pakan, Alberta) once a year, and an occasional budget of letters was brought by a passing traveller."¹

To establish missions and schools over such a vast region, with such inadequate facilities of transportation and communication, was in itself a difficult problem, but the work was rendered still more hazardous by the mobile habits of the Indian population, and by the exigencies of the fur trade. The fur trading posts, located at widely separated points, were not centres of settlement.

¹Vanguards of Canada, p. 127.
The Commissioned Gentlemen and servants of the Company, together with their wives (often Indian women) and children were the usual inhabitants. To these trading centres, the Indians came to barter. Usually these visits lasted for two weeks in the spring and two weeks in the fall. Bartering was too often preceded by a period of drunkenness, during which time missionary efforts were frequently unavailing. The best means the missionary had of contacting the Indian tribes was to go out for many days, often with snowshoes,

to meet the wandering lodges of Indians, meeting now fifty, now sixty, again perhaps seventy Indians. He abides with them, living as their guest in their humble lodges, helping them search for food, and day by day teaching them, catechising, . . . and baptizing.2

Dr. Robert Rundle, the Wesleyan missionary, with headquarters at Edmonton, 1840-1848, made frequent trips from Fort Edmonton to Fort Carlton, Fort Pitt, Rocky Mountain House, Lesser Slave Lake, and Fort Assiniboine. In his Journal,3 he portrays his visits to the Indian encampments, his receptions there, his conversions, and his teaching and catechising the children. Here is an example of his itinerary:

May 9, 1845 -- Off to Carlton, arriving May 31st.

August 12 -- Returning to Edmonton from Carlton.

September 23 -- Started for Rocky Mountain House.

October 29 -- Left Rocky Mountain House . . . and proceeded by a new route . . . .

2 Joseph James Hargrave, Red River, p. 122.

3 See Chapter II, p. 26, footnote 44.
November 7 -- Edmonton . . .

March 17, 1846 -- Left Edmonton for Lesser Slave.

April 23 -- Left Lesser Slave for Edmonton.

May 17 -- Back at Edmonton.

June 30 -- Started for Lak. Ste. Anne.

July 3 -- Returned to Edmonton.

July 24 -- Reached Fort Pitt.

Travelling by dog carriole, on horseback, and often on foot, Dr. Rundle's policy was to visit the Indian encampments as often as possible. While there, he held frequent services and taught large groups of children. Concerning his visit to the Cree encampment in July, 1841, he has these items in his Journal:

July 20 -- Weather bad. Held services in Nabair's tent, very interesting time, children affected as I told them of the love of Christ . . . .

July 21 -- Service in the evening and catechised the children on God and the Creation . . . . Attendance good.

July 22 -- . . . Met the children twice.

July 23 -- Very interesting day. Met the children twice, they are making rapid progress and number increasing. The girls take the lead and the replies of some of them much pleased and delighted me --- and this evening will long be remembered by me. The children are a very fine group and I trust that great good will be done by my visit. They can now sing quite well . . . .

In his teaching of the children, Dr. Rundle used the Cree Syllabic Alphabet of the Reverend James Evans. On his visit to Lower Slave Lake, March 4 to May 2, 1842, he appears to have conducted school regularly:

March 10 -- Met the young folks and taught them writing Cree, etc. . . .

April 7 -- School as usual . . .
April 9 -- School as usual, they are making rapid progress.

April 21 -- . . . School and services, and I was preparing my catechism in Cree, which I trust will answer well.

April 30 -- Very busy with ordinary services, school and baptisms, girls busy writing catechism . . . .

On various occasions, in his Journal, Dr. Rundle describes the severely cold weather, the inadequate means of transportation, his suffering due to ill health, and many hardships arising from his association with Indian life.

March 13, 1841 -- My health is not good. I attribute it to the changeableness of the weather and also the circumstances in which I am placed -- close rooms -- change of diet . . . . the smell of the Indian's tent.

March 3, 1842 -- The men were freezing although wrapped in their blankets and also had their nostrils packed with moss . . . . Dogs starving and eating the ends from the sledges.

February 15, 1842 -- Started in a dog carriole with Mr. MacDougall for Lesser Slave Lake. Deep snow, travelling Indians very disagreeable.

Even in the Red River District the problem of educating the Indians and the Indian children in 1830, was a trying one. The Reverend Mr. Cockran, Anglican missionary (afterwards Archdeacon), in writing of his activities in St. Peter's Parish, a few miles from the mouth of the Red River, indicated some of his many duties:

I am obliged to be minister, clerk, schoolmaster, arbitrator, agricultural director, and many other things to this mixed and barbarous people and it is no sinecure. They are scattered over twelve miles of country, without roads, full of swamps and miry creeks, where in wet weather I have the utmost difficulty in reaching them. I have everything to teach them, to enter into all their personal concerns, to be a peacemaker, and to teach them to manage their temporal affairs.4

4 S. Tucker, The Rainbow of the North, p. 54.
The total number of Indians frequenting the trading posts, throughout the whole territory in which the Hudson's Bay Company carried on its fur trading operations, was estimated in 1856 at 147,000. In Rupert's Land alone the estimate was 42,840. In this year, the officers and clerks in the employ of the Hudson's Bay Company consisted of 16 chief factors, 29 chief traders, 5 surgeons, 87 clerks, and 67 postmasters. Employed at the trading posts were about 1200 permanent servants. In addition, there were about 500 voyageurs, and other temporary servants. In the trading season, the Company probably gave employment to about 3000 men, some of whom might be Indian or half-breed labourers employed as boatmen or canoe men. The officers and clerks, and the great majority of the permanent servants were white men. There was, however, growing up in the Hudson's Bay Territory a considerable half-breed population, the offspring of white officers, clerks, and servants of the Company and their Indian wives. The total number of whites and half-breeds outside the Red River Settlement was estimated to be 6000. A census taken in the Red River Colony in the year 1856 revealed a population of 6,523.

This population survey reveals that the missionaries' work

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5 Minutes of Evidence Taken before the Select Committee on the Hudson's Bay Company, 1857, pp. 365-7.
6 Ibid., p. 57.
7 Ibid.
8 Ibid.
9 Ibid., p. 367.
10 Ibid., p. 363.
could not be entirely devoted to missionary enterprises among the Indians. In the Red River Settlement, the seventeen schools and nine churches established by the year 1856,\textsuperscript{11} called for great effort on the part of religious organizations. At many of the trading posts, throughout Rupert's Land, the missionaries conducted evening schools for the benefit of the young people. Many of these boys and girls were half-breeds. It was for the benefit of such children and the Indian wives of the white men, that the Northern Council promulgated its Resolutions for moral and religious improvement.\textsuperscript{12} In the minutes of evidence taken before the Select Committee in 1857, Sir George Simpson pointed out that evening schools were conducted "for the benefit of the Indians and others resident at the fort" at York, at Norway House, and at all the establishments where there were missions.\textsuperscript{13} Dr. Rundle, in his Journal, told of meeting the children and girls of the Fort (Carlton) daily, "and they made rapid progress in the time of my stay but it was very short . . . .\textsuperscript{14} In the Fort at Edmonton, Rundle met the children nearly every day.

As Catholic and Protestant missionary enterprise extended west and north from the Red River, missions were established at or near

\begin{itemize}
\item \textsuperscript{11}Ibid.
\item \textsuperscript{12}See Chapter II, pp. 14-15, above.
\item \textsuperscript{13}Op. cit., pp. 102-3.
\item \textsuperscript{14}Op. cit.
\end{itemize}
trading posts. From these mission stations, the missionaries extended their efforts in all directions. Missions were founded at the mouths of the rivers emptying into Hudson Bay; they were founded along the Assiniboine and Qu'Appelle Rivers; along the North Saskatchewan and Churchill Rivers. Turning farther north, missions were founded at Isle a la Crosse, Lesser Slave Lake, along the Mackenzie River, and even as far north and west as the Yukon and Alaska; and wherever a mission was founded, usually school facilities were provided.

Notwithstanding the widespread heroic work of the missionaries and teachers, converts to Christianity came slowly, and, in many cases, schools were conducted with great difficulty. The Anglican Bishop of Rupert's Land, the Right Honourable David Anderson, was asked, in the 1857 Inquiry, to give his estimate of the number of Indians under Christian instruction in the country. His answer was:

It is very difficult to return an exact answer because so many merely came to the missionaries for a short period of the year; many of them only came for a fortnight in the autumn, and a fortnight in the spring, and are away at their hunting ground all the winter; but I think if you take those who are acted upon by Christianity, there may be from 8,000 to 10,000 who are acted upon more or less.15

Lack of transportation and communication facilities, the great distances to be travelled, and the nomadic habits of the Indians were factors impeding missionary educational growth. Considerable financial resources were required. To 1857, the Church

15 Minutes of Evidence taken before the Select Committee on the Hudson's Bay Company, 1857, p. 235.
Missionary Society alone had spent £50,000 on missions and schools. The nature of the fur trade discouraged settlement and agricultural pursuits, and as a result, hindered missionary enterprise. Duplication of effort on the part of Catholics and Protestants occasionally led to enmity between the two Christian groups. The wide divergence in religious doctrines often caused confusion in the unsophisticated mind of the Indian.

It was very often difficult to find missionaries who could adapt themselves to the work required of them. Throughout the first part of Volume One of The History of the Catholic Church in Western Canada, 16 the Reverend A. G. Morice expressed the disappointment of the Catholic Church leaders of the twenties and thirties concerning the lack of clerical interest in the missionary enterprises of the North West. 17 All leaders of the Western Missionary Movement found at the beginning similar difficulty.

During the period of Western history under review, the Roman Catholic Church, the Church of England, and the Wesleyan Methodist and Presbyterian Churches undertook the responsibilities of establishing missions and schools. The first Christian mission in the West was the Roman Catholic mission at St. Boniface. The founders of this mission were the Reverend Fathers Joseph Norbert Provencher and Joseph Nicolas Severe Doumoulin who arrived in the Red River Settlement 18

16 This was one of the most active Missionary Societies of the Church of England.
17 Minutes of Evidence taken before the Select Committee on the Hudson's Bay Company, 1857, p. 233.
18 This work is in two volumes.
on July 16, 1818. The first representative of the Anglican Church was the Reverend John West. When West took up residence in the Settlement on October 14, 1820, it was in the dual capacity of Company's chaplain and church missionary. In 1840, the first Wesleyan Methodist missions were established at Norway House, Moose Factory, Lac-la-Pluie, and Edmonton. Although the Scottish settlers in the Red River Colony had for years earnestly desired a clergyman of their own persuasion, it was not until 1851, that a Presbyterian minister arrived. This was the Reverend John Black, named by his biographer, "the Apostle of the Red River." From these origins there had emanated by 1870, a widespread system of missions and mission schools.

There were three fields of missionary endeavor. The first was the Red River Settlement, which commenced gradually to expand north and south along both banks of the Red River, and westward along the banks of the Assiniboine. The second field was the vast territory northward and westward from the Settlement, in the region of Rupert's Land. The third was the tract of country north of Rupert's Land, down the Mackenzie to the Arctic Sea, and westward to the Yukon and Alaska. What methods were used in providing educational facilities

21 See Chapter II, p. 27 above.
22 Reverend George Bryce, John Black, the Apostle of the Red River.
Monseigneur Plessis, in his instructions to Fathers Provencher and Doumoulin before they left Quebec, stated that "they (the Missionaries) will apply themselves with particular care to the Christian education of the children, will, for that purpose, establish schools and catechism classes in all the villages that they may visit." The site of the first mission in the Red River Settlement was on the land with which Lord Selkirk had endowed the Catholic Church. But even before a school had been started there, Father Provencher sent Father Doumoulin and a young ecclesiastic, Mr. Edge, to the French Canadian and half breed settlement at Pembina, sixty miles up the Red River. Here the first school west of the Great Lakes was opened in the fall of 1818. This school had an attendance of "some sixty pupils, and could have counted eighty, but for the distance of the buffalo herds which the parents had to follow." But Mr. Edge did more than teach school at Pembina. He secured the services of a young French Canadian, Legace, and sent him to winter "in one of the largest camps, and he soon had more pupils than Mr. Edge." On May 25, 1821, this school at Pembina was "prosperous under the direction of Mr. Sauve, another unordained ecclesiastic, who had even six scholars studying latin grammar."
A little later, Mr. Sauve, was asking for more primers, some grammars, _Epitomes_, and other little school books." In the meantime, a school had been opened at the Roman Catholic Mission, St. Boniface, in the Red River Settlement. Bishop Provencher, in 1822, is "solicitous concerning the acquisition of French-Latin and Latin-French dictionaries, with a few classical volumes which he needs for his scholars." In June 1824, he mentions "two young men, fairly well endowed as far as intellectual gifts go, who had gone through Mr. Harper's primary school at St. Boniface and were just ready to start a collegiate course." There were two other boys, in the Latin Classics, whom Bishop Provencher had taught and whom he hoped would study for the priesthood, but "his wishes were not realized. Neither during his lifetime nor that of his immediate successor was there ever a halfbreed elevated to the priesthood in the whole Canadian West." 

At St. Boniface, a Roman Catholic School for boys had been opened by a Mr. Harper in 1823. The embryo College of St. Boniface was taught by the Bishop himself, and in 1829, a Roman Catholic girls'

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28 Ibid., pp. 122-3.
29 Ibid., p. 123.
30 Ibid.
31 Senecal, a French-Canadian and Chenier, the half-breed son of a Lachine man settled at Pembina. These were the first students of St. Boniface College.
school was opened under the tutorship of a half-breed young lady, Angelique Nolin. By 1834, Provencher was already at the head of a regular school system, comprising school teachers of both sexes. In 1845, there were five Catholic schools, besides other less regular institutions.

During the thirties other Catholic Churches were founded in the Red River Settlement, but expansion outside the Settlement was slow. Expansion did not come until the arrival in 1844 and 1845 of members of the Order of the Sisters of Charity, commonly known as Grey Nuns, and of representatives of the order of priests known as the Oblates of Mary Immaculate. One of the first Oblates to arrive in 1845, was Alexandre Antonin Taché, afterwards Bishop Taché, who was destined to become the champion of Catholic minority rights during the stormy years of the early nineties.

After 1859, the expansion of the Catholic Missions westward and northward was rapid. This accelerated development was due primarily to the missionary enthusiasm of the Grey Nuns and the Oblates.

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33 Ibid., p. 125.
34 Ibid., p. 153.
36 Ibid., pp. 185 and 193, and Norman Fergus Black, History of Saskatchewan and the Old North West, pp. 524-5.
The ramifications of Catholic Missionary work can be realized from the following:  

(1) The first Catholic Missionaries to reach Fort Edmonton were Fathers Demers and Blanchet, fall of 1838.

(2) The first Catholic Missionary of Alberta was Father Thibault who founded the Mission of Lac Ste. Ann in 1843.

(3) The first Catholic Missionary to reach the Arctic Sea was Father Grollier, O.M.I., who founded the Mission of Fort Good Hope in 1858.

(4) The first Missionary to reach the Yukon was Father Seguin, O.M.I., in 1862.

(5) The first Missionaries to visit Alaska crossing the Rocky Mountains near the Arctic Circle were Father Clut and Father Lecorre, O.M.I., in 1873.

Prior to 1870, permanent missions were founded by the Catholics at Ste. Anne in 1843; Isle a la Crosse in 1846; Chipewyan Mission, Athabasca in 1851; Lac la Biche in 1853; Fort Resolution, Fort Edmonton, Fort Good Hope, and Fort Simpson in 1858; Fort Liard, Lac Caribou and Fort Providence in 1860; St. Albert in 1861; Brosseau in 1865; Qu’Appelle Mission (now Lebret) in 1865; Peace River (St. Augustine) in 1868.  

The first Roman Catholic Bishopric was established, in 1822, with Bishop Provencher in charge of the whole North-West as Bishop of Juliopolis. In 1868, there were four Bishoprics, with Bishops Tache, Grandin, Farnaud, and Clut, all Oblates, at the head of the episcopal Sees. In that year, in the whole area of the North

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38 This information was copied by the writer from a chart upon the wall of the Old Cathedral at St. Albert. This Cathedral was built in 1862. It is now the museum.

39 Ibid. The authority for the Qu'Appelle Mission is Norman Fergus Black, op. cit., p. 527.
West, there were 5 secular Priests, 32 Oblate Missionaries and a score or more of lay brothers. There were seven establishments of Grey Nuns, who taught school, brought up orphans, and kept asylums for the old and infirm. Four of these convents were located in the Red River Settlement. The others were at St. Albert (until 1863 at Ste. Anne) Ile à la Crosse, and Lac la Biche.

The Roman Catholic educational policy was aimed at the establishment of convent boarding schools, so that the Indian children would be removed from their native environment. In 1880, the Right Reverend Bishop Grandin of St. Albert reported that "in three different establishments of his Diocese, about one hundred Indian children are being brought up in our Orphanages. The Missions are St. Albert, Lac la Biche and Isle a la Crosse." At the same time as the Roman Catholic Missionaries were establishing their missions and schools throughout the North West, Protestant churches were extending their spheres of influence. With the coming of the Reverend John West in 1820, the Anglican Church adopted two cardinal principles of policy. In the first place, native boys, when suitable ones were found, were to be educated in an Anglican school as missionaries and teachers. After they had received their education, they were to be sent among their own people to establish missions and schools. The first four Indian boys to become Protestant missionaries and teachers were the Reverend Henry Budd, the

41 Ibid., pp. 233, 270, 273, 288, 327.
42 The Saskatchewan Herald, February 29, 1880.
Reverend James Settee, John Hope, and Charles Pratt.\textsuperscript{43} In 1857, under the auspices of the Church Missionary Society, there were seventeen teachers, three catechists, and two ordained ministers who were actively serving the Anglican Church. The native catechists were John Umpherville, Thomas Cooke, and Charles Pratt. The native ministers were the Reverend Henry Budd and the Reverend James Settee.\textsuperscript{44}

The second principle in the policy of the Anglican Church was the sponsoring of church missionary activities through the several missionary societies. Bishop David Anderson gave some idea of the nature and extent of the Anglican missionary work, in his evidence before the Select Committee on the Hudson's Bay Company in 1857:

\begin{quote}
I think there are 19 clergy besides myself; that is to say, we are altogether twenty in number . . . . Of these clergy, 15 are furnished by the Church Missionary Society, two are furnished by the Society for the Propagation of the Gospel, one by the Colonial Church Society, and one is Chaplain to the Hudson's Bay Company.\textsuperscript{45}
\end{quote}

In addition, the Society for the Propagation of Christian Knowledge gave invaluable support.\textsuperscript{46} In Appendix B, the churches and schools established throughout the West by the Church Missionary Society are given in detail. In 1857, in the Red River Settlement, the Church Missionary Society was responsible for financing nine schools, two churches, and three clergy. According to the census of 1856, there were nine churches and seventeen schools in the Settlement.\textsuperscript{47}

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\textsuperscript{43}Chapter II, p. above.\\
\textsuperscript{44}Minutes of Evidence of the Select Committee on the Hudson's Bay Company, 1857, p. 234. See also Appendix B.\\
\textsuperscript{45}Ibid., p. 232.\\
\textsuperscript{46}Norman Fergus Black, History of Saskatchewan and the Old North West, p. 546.\\
\textsuperscript{47}Minutes of Evidence Taken before the Select Committee on the Hudson's Bay Company, 1857, p. 363.
\end{flushright}
1870, there were ten Church of England places of worship and fourteen schools on the banks of the Assiniboine and Red Rivers. 48

As soon as the Reverend John West reached the Red River Colony in 1820, he made preparations for the opening of a school under the leadership of Mr. Harbidge. The latter had come from England with Mr. West.

One of his (West's) first works was the erection of a rude school-house, and the systematic education of a few children . . . . The school-house, which was constructed of wood, served also as a church, while one end was fitted up as a residence for the schoolmaster, Mr. Harbidge. 49

This schoolhouse and later a church were located on the two lots which Lord Selkirk had donated to the Presbyterians, the site of which became known as St. John's (later St. John's College was erected here). 50

To compensate the Presbyterians, when the Reverend John Black came out as minister in 1851, the Hudson's Bay Company "made over to the Presbyterians the necessary land two miles lower down the river, also made them a gift of £150 and an annual grant of £50 towards the stipend of their ministers." 51 Other schoolhouses were erected at the different villages which sprang up farther down the Red River. These were located at "the Middle Church" or Image Plains, at Grand Rapids, and at Indian Settlement. In 1833, a boarding school was opened by the Reverend Mr. Jones, with Mr. John McCallum in charge. This school was for the "benefit of the families of the officers in the Hudson's Bay service

48 Joseph James Hargrave, Red River, p. 118.
49 Joseph James Hargrave, Red River, pp. 103-4.
50 Reverend A. C. Garrioch, First Furrows, p. 58.
51 Ibid., p. 58.
and the better class of settlers." By 1849, this school had an enrolment of fifty paying pupils, including girls. In 1855, Bishop Anderson succeeded in organizing a collegiate board, and the institution was called St. John's College. A girl's boarding school was attempted from time to time. The first one was organized in 1833, by a Mrs. Ingham who had come out from England.

Chief among the names of the clergy who had labored in the settlement prior to 1849 were David Thomas Jones, William Cochran, Abraham Cowley, John McCallum, John Smethurst, Robert James, and James Hunter. "In 1849, the Reverend David Anderson, of Exeter College, Oxford . . . was consecrated the first Bishop of Rupert's Land in the Cathedral of Canterbury . . . . He established his headquarters on the spot where Mr. West had, in 1821, erected the first Mission House built in the territory, and named his church the Cathedral of St. John."

In the Report of Henry Venn, Honorary Secretary of the Church Missionary Society, in 1857, some light was thrown on the financial aspects of the Society's work. The Society spent annually £6,000 on the missions in the North West. Of this amount, £1,600 was expended annually on the Education of the Indians. A Missionary of the Society received a normal salary of £200 a year, and a schoolmaster received £100 annually.

By 1857, the Church of England Missions had extended beyond the

52 Joseph James Hargrave, op. cit., p. 113. See Chapter II, p. above.
54 Joseph James Hargrave, op. cit., p. 111.
55 Minutes of Evidence, op cit., p. 233. For details regarding the number of schools, churches, communicants, and scholars, see Appendix B.
Red River Settlement to Portage la Prairie, Touchwood Hills, Islington, Fairford, Cumberland, English River, York Fort, and Moose Fort. Other missions had been established at Lac la Ronge, Ile a la Crosse, and Fort Chippewyan in the Athabasca Country. In 1870, there were twenty-four clergymen in the Diocese of Rupert's Land. "Of these, nine are engaged in collegiate and parochial duty in the settlement. The other fifteen are laboring, assisted by catechists and schoolmasters, in the interior of that vast region, which may be said to extend almost from the Atlantic to the Pacific." The Methodist Wesleyan Missionary Society of London was responsible, with the assistance of the Hudson's Bay Company, for sending out the first Methodist missionaries to Rupert's Land. The Reverend James Evans was appointed General Superintendent of Western Missions. His headquarters were at Norway House. Robert Terrill Rundle was stationed at Fort Edmonton, William Mason at Rainy Lake and Fort Alexander, and George Barnley at Moose Factory and Abitibi. Accompanying Mr. Evans were his wife and daughter, and Peter Jacobs and Henry B. Steinhauer, two native Ojibway missionaries. The mission at Norway House called Rossville, was established about two miles from the Hudson's Bay Company's Fort, on an island in Playgreen Lake. A school, parsonage, and a church were erected there.

56 See Appendix B.
58 Joseph James Hargrave, op. cit., p. 120.
59 John MacLean, Vanguards of Canada, p. 37.
60 John MacLean, Vanguards of Canada, p. 40.
children were taught reading, writing, and arithmetic, and as James Evans was a good musician, he trained them to sing the hymns that he had translated into their language. 61

James Evans became well-known for his invention of the Syllabic system of writing which proved to be a marvellous asset in teaching the Indians. By June 1841, he had so perfected it that he could write that "The men, women and children at Norway House write and read it with ease and fluency, as do some European gentlemen who speak the language of the Indians in different parts." 62 All religious denominations made use of Evans' syllabic system in teaching the Indians.

Peter Jacobs was the first school teacher at Norway House. Following him was Henry B. Steinhauer, whom Evans had called to Norway House, to assist in the perfecting of his Syllabic system of the Cree language. 63 Later Steinhauer founded a mission at Oxford Lake, 200 miles from Rossville. The mission was twenty miles from the Hudson's Bay Company's post, Oxford House. 64 In 1854, Lac la Biche was selected as a mission, but after four years travelling among Indian lodges with no permanent abode and no schools, Steinhauer went to Whitefish Lake. Here, in 1860, the foundation of the mission was laid, and here Reverend Henry B. Steinhauer labored until his death, with the exception of one year

61 Ibid.
62 Ibid., p. 43.
63 Ibid., p. 108.
64 Ibid., p. 109.
spent at Pigeon Lake. There was a flourishing school at Whitefish Lake. The Reverend John MacLean narrates an interesting incident:

At an examination of the school, attended by George and John McDougall, Chief Factor William J. Christie and Mr. Hardisty, the native scholars surprised the visitors by their attainments in reading, writing, spelling, geography, arithmetic and Bible History. An address in the name of the people was presented by Mr. Christie, who complimented Ira Snyder, the schoolmaster, Steinhauer, the scholars and their parents, on the splendid work being done."

The successor of Dr. Rundle was the Reverend Thomas Woolsey. Woolsey went to Edmonton in 1855, seven years after Rundle's departure. He founded a mission at Smoking Lake, twenty-five miles north of Victoria (now Pakan). This was abandoned in 1862, and a new mission started at Victoria by the Reverend George McDougall, and his son John McDougall. A school was established here, together with one at Pigeon Lake. In 1871, the Reverend George McDougall moved to Edmonton, where he built the first church to be erected there.

By 1870, Methodist schools were in operation at Victoria, Whitefish Lake, Pigeon Lake, Oxford House, and Norway House. The Rossville Mission at Norway House, had flourished after Evans' departure, under the Reverends William Mason, Thomas Burlburt, and Robert Brooking.

The Methodist missionaries adopted the policy of carrying on missionary work with the assistance of native clergymen and teachers.

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65 Ibid., pp. 108-110.
66 Ibid., pp. 111-112.
67 Ibid., p. 84.
69 Ibid., p. 22.
Since the Methodists had no advanced school in the West at which to educate the Indian boys, the first Indian missionaries were secured from Ontario. The Steinhauer family gave superior service to missionary enterprise and educational work among the Indians of Alberta.

The Presbyterians entered upon their work, outside the Red River Settlement, when the Reverend James Nisbet founded Prince Albert in 1866. Before leaving Kildonan, Mr. Nisbet had a definite plan for the new mission. "His effort was to induce the nomadic Indians to settle, to cultivate the land, and to make the Indian independent of the precarious results of the chase." In Mr. Nisbet's party there were ten persons, including his wife and three children. "During the first year, two small buildings were erected, and what was since known as the large mission building, in the year after. A school was immediately opened, a farm begun, and every means taken to attract the Indians to that place."

Summary

Early educational work in Western Canada was conducted by the missionaries of four churches: Roman Catholic, Anglican, Wesleyan Methodist, and Presbyterian. By the year 1870, missions and schools had been established at widely separated points, from the Red River Settlement westward to the Rocky Mountains and northward to the Arctic. An accurate survey of the number and location of these

70 Reverend George Bryce, John Black, the Apostle of the Red River, p. 96.
71 Ibid., p. 99.
schools is impossible, at present, because of the lack of primary source materials. While the educational work of all churches had certain features in common, each denomination had a particular policy of its own. The Roman Catholics secured the services of the Grey Nuns and the Oblates and built boarding schools and orphanages, so that Indian children could be removed from their native environment. The Church of England adopted the two fold plan of educating native boys to be missionaries and teachers, and of establishing missions through the medium of church missionary societies. The Wesleyan Methodists, while they erected permanent mission stations, yet adopted, at the beginning, the itinerant practice of frequently visiting the Indian encampments. All churches followed this practice to some extent. In addition, the Anglican method of using educated natives, as preachers and teachers, was encouraged. Finally the Presbyterians, in their mission at Prince Albert, endeavored to persuade the Indian to lead a settled existence, by attempting to show him how to engage in agricultural pursuits.
CHAPTER IV

THE PERIOD OF TRANSITION

1870-1885

General Background

Stirring events preceded and followed the ratification of the Deed of Surrender by which the Hudson's Bay Company surrendered its Charter to Her Majesty the Queen.\(^1\) By the signing of this Deed, November 19, 1869, Rupert's Land became Crown domain once more. All that was necessary was an Imperial Order in Council authorizing the transference of the whole region to Canada.

Unfortunately, there appeared to be a failure on the part of the Canadian political leaders to understand the point of view of the Red River inhabitants. That the settlers in this region should have been consulted regarding the nature of their future government does not appear to have been taken into consideration. The Red River disturbances delayed the actual transference of Rupert's Land until July 15, 1870.

In the meantime all the necessary legal steps had been taken. The British North America Act of 1867 made provision for the admission of other Colonies into the union,

and on address from the Houses of Parliament of Canada to admit Rupert's Land and the North-West Territory, or either of them . . . on such Terms and Conditions in each case as are in the Addresses expressed and as the Queen

thinks fit to approve, subject to the provisions of this Act; and the provisions of any Order in Council in that Behalf shall have effect as if they had been enacted by the Parliament of the United Kingdom of Great Britain and Ireland.

Anticipating the Surrender of Rupert's Land to Canada, the Dominion Government had enacted legislation, June 22, 1869, which provided for a Lieutenant-Governor and a Council of not less than seven and not more than fifteen members. To complete the arrangements, the Honourable William McDougall had been appointed Lieutenant-Governor, and, on December 1, 1869, the date originally arranged for the transfer, McDougall, who by this time was at Pembina, proclaimed his intention of taking charge of the government. The opposition of the settlers led to a series of negotiations which finally resulted in the formation of the Province of Manitoba. The Act creating the Province was given formal assent on May 12, 1870, and was to be effective from the day on which Rupert's Land was declared by Imperial Order in Council to be formally transferred to Canada.

The Manitoba Act provided that the Lieutenant-Governor of Manitoba was to be Lieutenant-Governor of the North-West Territories. In addition, it extended the Act, making temporary provision for the Government of Rupert's Land and the North-West Territory, to January 1, 1871. Two further Acts were passed, making provision for the government of the Territories, but they were in the nature of expedients, until fuller arrangements could be made.

2Section 146.
3Statutes of Canada, 32-33 Vict. 1869, Cap. III, "An Act for the Temporary Government of Rupert's Land and the North-Western Territory when united with Canada."
5Section 35.
6Section 36.
In 1875, The North-West Territories Act was passed. This Act provided for a separate Lieutenant-Governor for the Territories. The Council was to consist of not more than five persons, of which number the Stipendiary Magistrates were to be members ex officio. The seat of government of the North-West Territories was to be fixed, and may, from time to time, be changed by the Governor in Council. The Act set forth the powers of the Lieutenant Governor in Council, and provided that

When and as soon as the Lieutenant-Governor is satisfied by such proof as he may require that any or portion of the North-West Territories, not exceeding an area of one thousand square miles, contains a population of not less than one thousand inhabitants of adult age, exclusive of aliens or unenfranchised Indians, the Lieutenant-Governor shall, by proclamation, erect such district or portion into an electoral district, by a name and with boundaries to be respectively declared in the proclamation, and such electoral district shall thenceforth be entitled to elect a member of the Council, or of the Legislative Assembly as the case may be.

Provision was also made that when the number of elected members amounted to twenty-one, appointments to the Council would cease and "the members as elected shall be constituted and designated as the Legislative Assembly of the North-West Territories." The first elected member to the Territorial Council was Lawrence Clarke, Hudson's Bay Company's Factor, at Fort Carlton, and afterwards at Prince Albert. Mr. Clarke was elected for the district of Lorne, of which Prince Albert was the centre, in March, 1881. It is rather interesting to note that, during the session of the Territorial Council, which began on May 20, 1881,

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7Statutes of Canada, 38 Vict. Cap. 49, 1875.
8Section 13.
9Section 13, subsection 6.
of the seventeen Bills which became Ordinances, nine were introduced by the Lieutenant-Governor and eight by Mr. Clarke. By 1888, the population of the Territories had grown to such an extent that twenty-one members were elected, and the name of the territorial legislature was changed from Legislative Council to Legislative Assembly.

In 1882, by federal Order in Council of May 8, the Territories were divided into four provisional districts, called respectively Assiniboia, Saskatchewan, Alberta, and Athabasca. "This step was taken in view of the increasing population, and for greater convenience in regard to postal and other matters."

In the year, 1880, another North-West Territories' Act was passed, embodying certain amendments made in 1877, and making further changes. The number of appointed Council members was increased to six. No attempt was made specifically to state the powers of the Lieutenant-Governor in Council, but instead section nine stated that

The Lieutenant-Governor in Council, or the Lieutenant-Governor, by and with the advice and consent of the Legislative Assembly, as the case may be, shall have such powers to make ordinances for the government of the North-West Territories as the Governor in Council may, from time to time, confer upon him: Provided always, that such powers shall not at any time be in excess of those conferred by the ninety-second and ninety-third sections of "The British North America Act, 1867," upon the Legislatures of the several Provinces of the Dominion;
An Order in Council, dated June 26, 1883, empowered the Lieutenant-Governor in Council of the North-West Territories to make ordinances in relation to the following subjects:

1. The establishment and tenure of territorial offices and the appointment and payment of territorial officers:

2. The establishment, maintenance and management of prisons in and for the North-West Territories:

3. Municipal institutions in the territories, subject to any legislation by the parliament of Canada heretofore or hereinafter enacted:

4. The issue of shop, auctioneer and other licenses, except licenses for the sale of intoxicating liquors, in order to the raising of a revenue for territorial or municipal purposes:

5. The solemnization of marriage in the territories:

6. The administration of justice, including the constitution, organization and maintenance of territorial courts of civil jurisdiction:

7. The imposition of punishment by fine, penalty or imprisonment for enforcing any territorial ordinances:

8. Property and civil rights in the territories—subject to any legislation by the parliament of Canada on these subjects.

9. Generally all matters of a merely local or private nature in the territories.¹⁵

It should be noted that any ordinance, passed by the North-West Territorial Council, might be disallowed, by the Governor in Council, within one year of its having been passed.

¹⁵ Statutes of Canada, 47 Vict. 1884, Orders in Council, Department of Justice.
In addition, the Acts of 1875 and 1880 gave the power to organize and support educational institutions after certain conditions had been fulfilled.  

From 1870 to 1873, the management of the North-West Territories and the lands and affairs of the Indians devolved upon the Department of the Secretary of State for the Provinces. By an Act of Parliament which became effective July 1, 1873, this Department was abolished, and the Department of the Interior was set up. Henceforth the affairs of the North-West Territories, and until 1880, the lands and affairs of the Indians of Canada, were under the control and management of the Department of the Interior. In 1880, a further change in organization was effected, when the Indian Department became a separate one under the control of the Minister of the Interior.  

The Formation of Federal Educational Policy  

Canadian federal educational policy took definite shape in the British North America Act. Section 93 conferred upon the legislature of each province the exclusive right to make laws with respect to education, subject to certain conditions. These conditions were  

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16 These conditions are discussed on page 66.  
17 Sessional Papers, No. 8, 1875.  
18 Statutes of Canada, 36 Vict. cap. 4, 1873.  
20 For Section 93, see Appendix D.
outlined in four subsections which dealt with minority rights. Subsection one stated that no provincial law should "prejudicially affect" the legal rights or privileges of denominational schools, which any "class of persons" enjoyed at the time of the union. Since special difficulty might arise between Roman Catholics and Protestants, subsection three made clear that, where separate or dissentient schools existed at the time the Province entered the union, or was thereafter established by the legislature of the Province, the Protestant or Roman Catholic minority would have the right to appeal to the Governor in Council, from any act or decision of the provincial authority which would adversely affect their rights. Subsection four authorized the Parliament of Canada to make remedial laws respecting education, provided that, in the opinion of the Governor General in Council, proper Provincial laws were not being enacted, or the decision of the Canadian Government with respect to any appeal of the minority group was not being executed. Three aspects of policy are here revealed: the Provinces were to be entirely responsible for education; the legal rights of minority groups were to be protected; in extreme cases, the Dominion Government might resort to remedial legislation.

Emphasis was placed upon the rights and privileges which minorities legally held at the time the Provinces entered Confederation. But the Territories had no legal school system when they became a part of the Dominion of Canada. Clearly then, there were no legal minority rights to be safeguarded. Since there was no governmental system in the Territories, the Dominion Government decided to create a subordinate legislature with limited powers, and to keep full control of the
financial policy in federal hands.

Reference has already been made to the provisions of the North-West Territories Act with respect to the formation of electoral districts. When an area of one thousand square miles contained one thousand adult inhabitants, exclusive of aliens or unenfranchised Indians, that district had the right to elect a member to the Territorial Council. After an electoral district had been erected, the Territorial Government could then pass ordinances for raising revenue, for local and for municipal purposes, by direct taxation. Section ten provided that, when an electoral district had been created, a municipal corporation or municipal corporations could be erected within it, each of which would have power to levy direct taxes for local purposes, and the power of the Territorial Government with respect to local taxation would not conflict with municipal powers.

Section eleven of this Act set forth the conditions under which ordinances with respect to education could be passed, and outlined what provisions they must contain:

When, and so soon as any system of taxation shall be adopted in any district or portion of the North-West Territories, the Lieutenant-Governor, by and with the consent of the Council or Assembly, as the case may be, shall pass all necessary ordinances in respect to education; but it shall therein be always provided, that a majority of the ratepayers of any district or portion of the North-West Territories, or any lesser portion or sub-division thereof, by whatever name the same may be known, may establish such schools therein as they may think fit, and make the necessary assessment and collection of rates therefor; and further, that the minority of ratepayers therein, whether Protestant or Roman Catholic, may establish schools therein, and that, in such latter case, the ratepayers establishing such Protestant or

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21 Statutes of Canada, 38 Vict., Cap. 49, s. 9.
Roman Catholic separate schools shall be liable only to assessments of such rates as they may impose upon themselves in respect thereof.

According to the 1875 Act, before schools could be set up in the Territories, certain conditions had to be fulfilled. There must be sufficient population, within the requisite area, for the erection of an electoral district. When such a district had been formed, then the Territorial Council had the power to do one of two things: levy direct taxes for local purposes; or erect a municipality which would have authority of itself to raise money by direct taxation for municipal requirements. After these steps had been taken, the Territorial Council could pass an Ordinance empowering ratepayers in any sub-division of an electoral area to form a school district.

It can readily be observed that in the early pioneer period, before electoral districts were formed, grave difficulties would be encountered in providing children with educational facilities. But this defect in the legislation would be remedied as settlement developed. In the meantime, other methods would have to be employed to provide school services. But before these methods are considered, the more permanent aspects of the policy, put into effect by the 1875 Act, should be analysed.

In the first place, the North-West Territorial Government had the sole right to legislate with respect to education, as soon as a system of taxation was adopted in local areas. The Act envisaged the erection of small school district units, with local control by boards of trustees, and with local powers of taxation for school purposes. In the second place, this Act made definite provision for the organization of Protestant or Roman Catholic separate schools. There was no reference to Section 93 of the British North America
Act, and therefore no pretence that the terms of this section applied to the Territories. While continuing the general policy of Section 93, in protecting religious minorities, this separate school legislation was new legislation imposed upon the Territories by the Dominion Government. By the 1875 Act, the Territories were committed willy-nilly, firstly, to a policy which set up small school district units, with local control, supported by local taxation, and, secondly, to a policy which permitted the establishment of a system of separate schools.

The North-West Territories Act of 1880, made no fundamental changes in the section devoted to provisions respecting education. However, in the 1885 amendments to the North-West Territories Act of 1880, it was provided that the words "When and so soon as any system of taxation shall be adopted in any district or portion of the North-West Territories," should be struck out. This meant that after the Territorial Council had passed the necessary Ordinance, that a school district might be carved out of any area, providing that the terms of the territorial ordinance were respected.

During this period, the federal authority adopted as part of its educational policy, the principle of setting aside certain Crown Lands as an endowment for schools. This idea of reserving lands for school purposes was given practical effect, in 1872, by the Dominion Lands Act which provided that "sections eleven and twenty-nine in each and every surveyed township throughout the extent of Dominion Lands, shall be and are hereby set apart as an endowment for purposes of education."22

22 Statutes of Canada, 35 Vict., Cap. 23, s. 22, 1872.
By the Consolidated Dominion Lands Act of 1879, provision was made for the administration of school lands through the Minister of the Interior. As the school lands were sold, the principal arising from the sales was to be invested in Dominion securities and the interest arising therefrom, after deducting the cost of management, shall be paid annually to the Government of the Province or Territory within which such lands are situated towards the support of public schools therein,—the moneys so paid to be distributed with such view by the Government of such Province or Territory in such manner as may be deemed most expedient.

All sales were to be made by public auction at an upset price based upon the fair value of other unoccupied lands in the township. The terms of sale were also laid down by the Act. They were fixed at one-fifth in cash and the remainder in mine annual instalments with interest at six per cent. These terms have been changed from time to time. This policy of reserving land, as the source of an endowment for schools, proved to be an invaluable financial asset to educational services, particularly since the formation of the Provinces of Saskatchewan and Alberta, in 1905.

The final aspect of Dominion policy with respect to education is concerned with Indian schools. The British North America Act stipulated that, throughout the Dominion of Canada, Indians and Indian Affairs were to be managed and controlled by the federal government. Already, through the medium of the churches, with limited support given by the Hudson's Bay Company, missionary schools were established at widely separated points throughout the North-West.

23 Statutes of Canada, 42 Vict., Cap. 31, ss. 22 and 23, 1879.
24 Sec. 91, ss. 24.
The Dominion Government now adopted the policy of giving grants-in-aid to church organizations which established and maintained Indian schools. The story of the development of Indian education, and of the difficulties encountered is a subject worthy of special research.

Temporary Arrangements

The Dominion legislation of 1875 and 1880 could not be applied to the solution of immediate problems. When the North-West Territories became a part of the Dominion of Canada, the federal authorities assumed full responsibility, not only for installing institutions, but for governing the entire area. The Lieutenant-Governor in Council "instituted to legislate upon local matters, had at the outset but little revenue . . . . All major problems were kept for solution by the Dominion Government." 25 It was necessary, therefore, for the federal authorities to make temporary arrangements for Government assistance to schools, until the policy set forth in the North-West Territories Acts could become effective.

The subordinate character of the Territorial Council is revealed in its lack of authority to levy and collect taxes. The total revenue collected by the Council, from July 9, 1878 to September 26, 1879, was $25.00; and from September 26, 1879 to May 26, 1881, $379.50. With such limited taxation powers, it was clearly impossible to undertake constructive educational work.

26 Minutes of Council, N. W. T., 1877-1887. Session of 1879, p. 32, and Session of 1881, p. 34.
Already there was a real need for the establishment of schools in many communities. The census returns of 1881 revealed a total population, for the North-West Territories, of 56,446. Of this number, there were 49,472 Indians for whom the Dominion Government was entirely responsible. Of the remainder, 296 came from the British Isles; 651 from other parts of Canada, excluding Manitoba; 7 from other British Possessions; 27 from France; 6 from Sweden and Denmark; and 116 from the United States. Born in the Territories, there were 2313; there were 1,450 from Manitoba; and 2,107 did not state their birthplace. From this analysis it is difficult to estimate the half-breed population. It is very probable that the half-breeds would comprise the non-Indian population born in the Territories, and the greater percentage of the people coming from Manitoba. In addition, it is likely that a large percentage of the number, who, in the census return, gave no place of birth, would be of mixed French or English and Indian extraction. It seems reasonable to assume, therefore, that there would be approximately 5,500 half-breeds, and 1,500 white settlers. Putting to one side the necessity for educational work among the Indians, there were almost 7,000 people, in 1881, whose educational needs had to be considered.

There were many protests against the limitations imposed upon the North-West Territories' Council. An editorial in The Saskatchewan Herald of February 10, 1879, emphasized the derogatory effects of the North-West Territories Acts: "Schools can only be organized under a

28 "British North America Act," s. 91, c.
municipal law, and municipalities can only be formed where the settlement has been erected into an electoral district, and this can only be done when the settlement has a population of one thousand adults, within an area of a thousand square miles.\textsuperscript{30}

The Lieutenant-Governor, in a letter to J. S. Dennis, the Deputy Minister of the Interior, on January 1, 1879, pointed out the restrictions in the Act, and stressed the harmful effects of these restrictions upon the development of educational facilities:

It is highly desirable that the Council here should have power to erect municipal corporations, or at least sections or districts with power to assess for school purposes, but it appears that no such legislation can be had in regard to any settlement unless it is a part of an electoral district. No such district has yet been erected for want of the requisite population, and there are some detached Settlements in the Territories that under conditions laid down in the Act cannot for some time be included in an electoral district. But it would be a hardship, if, on this account, they were denied the benefit of any legislation regarding schools \ldots\ The point which I desire more particularly to urge upon your attention is to provide some such amendment of the North-West Territories Acts as will enable the North-West Council to pass an Ordinance empowering the people of any settlement with a sufficient number of children to form a school, to assess themselves towards its support. The advantage of affording every facility for establishing schools in this new country is so obvious that I need add nothing further.\textsuperscript{31}

This letter was not the result of an academic discussion on the part of the Council. The members of the Territorial Government were well aware of the urgent necessity for the erection of school taxation units, and of the need for government financial assistance to local areas. As early as the 1877 March session of the Council, a petition had been received from the settlement of St. Laurent, signed by Moise

\textsuperscript{30} The Saskatchewan Herald, February 19, 1879.

\textsuperscript{31} Minutes of Council, N. W. T., 1877-1887. Session of 1879, p. 25.
Ouellette and Pierre Landry, "praying for assistance towards the establishment of a School House at Saint Laurent, and the salary of a teacher." On March 21, 1877, the following Council Resolution was agreed to:

Resolved that the Council request His Honour to reply to the petitioners and inform them that there are no funds in the hands of the Council applicable to educational purposes, and that the Council do not think it expedient, at present, to consider the question of establishing a system of taxation . . .

The Council likewise desire to suggest that his Honour do forward the above Petition to the Hon. the Minister of the Interior, in order that the Dominion Government may be made acquainted with the desire of the people of St. Laurent, which is believed to extend to other settlements in the Territories. This petition was forwarded to the Minister of the Interior on December 6, 1877, together with a letter, in which the Lieutenant-Governor was out-spoken in his criticism of the federal government's policy:

I fear that, without some allowance from the federal government for general purposes such as is granted to the Provinces, the children in small settlements in isolated sections of the Territories must grow up in ignorance. This is a result to be deplored, as a large portion of the rising generation will thus remain in a great measure unfitted not only to exercise the franchise intelligently when they obtain the privilege, but also for the active duties of life.

Some glimpses of the community efforts, and of the efforts of church agencies in establishing schools, during the period of the late seventies and early eighties, can be secured from various sources. In the Prince Albert Settlement, there were, in 1878, two Anglican Churches, with a day school in connection with each. In Prince Albert, also, provision was being made by the Church of England for higher education. In 1879,

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34 Ibid. Session of 1878, p. 39.
35 The Saskatchewan Herald, September 23, 1878.
Emmanuel College was organized, and in 1881, the Emmanuel College Collegiate School was opened. These institutions achieved only moderate success. Their history is linked with the development of the Provincial University. By April 25, 1881, the Presbyterian day school in Prince Albert was being proclaimed the banner school of the Territories. There were 65 on the roll, with an average attendance of 45. "It is under the charge of Miss Baker, to whose energy and efforts its success is largely due. One half of the salary is provided by the Board of Foreign Missions, the balance being raised from local sources."  

In Battleford, by December, 1878, a building had been erected which was to serve the threefold purpose of a church, school, and community hall. The Lieutenant-Governor, the Hon. David Laird, had donated $100 to the building fund; the people of the community subscribed the balance. This building was opened for Divine service for the first time on Sunday, the 8th instant (December), when the Reverend J. A. McKay preached in English in the morning and in Cree in the afternoon, and the Reverend Peter Straith in English in the evening . . . . On Tuesday (December 10), a day school was opened, and bids fair to be well attended, and productive of great good, as already about twenty children have been entered upon the register. The school is conducted by the Reverend Peter Straith, and will for the present be open only in the afternoons. 

By March 10, 1879, this school was in session all day, with the Reverend J. A. McKay taking charge of it in the forenoon, and the Reverend Peter Straith in the afternoon. The average attendance was twenty-one, and the progress of the children was very satisfactory. "Mr.

36 Ibid., August 15, 1881.
37 Ibid., April 25, 1881.
38 Ibid., October 21, 1878.
39 Ibid., December 16, 1878.
McKay also holds an evening class for the benefit of the adults.  

At Fort McLeod, in September, 1878, a Miss Barrett was conducting a Methodist Mission Day School, instead of returning to Ontario. Concerning this school, the *Saskatchewan Herald* quotes an excerpt from an article in the *Christian Guardian* of September 2, 1878:

> Miss Barrett is doing good work. She has gathered into her school some twenty-five children. These represent five different nationalities, Canadian, American, French, Cree, Blackfeet.

After three months, these children were able to read, write, and sing gospel songs, through the efforts of this "noble-minded, self-denying sister."  

An article, in the *Saskatchewan Herald* of January 27, 1879, attempted to sum up the situation in rural areas:

> Schools in rural districts are common, but there is some difference as to whether they are built by foreign aid or by the people of the neighborhood. We could mention places where schools are carried on where not even one would have been established had it been left to the people to build it . . . .

> In conclusion we cite it as evidence of earnestness in good works, that the town hall (Battleford) was built by the voluntary contributions of its citizens, and freely given for religious services, school purposes and all meetings having for their object the general good.

The Victoria Settlement, seventy-five miles east of Edmonton, consisted, in 1879, of English speaking half-breeds from Red River. There was a missionary school there "founded by the late Reverend George McDougall." In March 1882, this mission school had an attendance

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40 Ibid., March 10, 1879.

41 Ibid., January 13, 1879.

42 This statement should be interpreted rather conservatively.


44 Ibid., February 10, 1879.
of 25 to 30.\textsuperscript{45}

The first regular school to be opened in Edmonton was in the Reverend George McDougall's house, which he had built on a lot to the east of the property upon which the Methodist Mission House and Church were erected. At the request of some of the people, Mr. McDougall secured the services of a schoolmaster, and allowed him the use of the house rent free. The teacher's salary was paid by the Wesleyan Methodist Society, with the exception of $30.00 collected from two interested parties in the Settlement.\textsuperscript{46}

During the time in which Dr. Verey taught, 1874-1875, and 1876-7, three gentlemen, in the vicinity of Edmonton, paid part of his salary; the Wesleyan Methodist Society paid the balance. Dr. Verey taught in the Fort, and also, in Mr. McDougall's house.\textsuperscript{47}

In 1879, according to the Reverend Canon Newton, Edmonton was Edmonton Fort; there was nothing like a town.

Then if you had a telescope and could look around the corner into the valley you would see a hotel. Then if there was no fog, you could see the Methodist Chapel and parsonage and scattered houses on that side; and on the other, All Saints' English Church, a few Indian tents, and again a few settler's houses up the river. This is Edmonton proper. Nine miles from the "fort" is the chief station of the Roman Catholic Church in this country, the mission of St. Albert on the Sturgeon River.\textsuperscript{48}

The school population in the seventies must have been rather meagre.

\textsuperscript{46}Ibid., Vol. III, No. 8, June 24, 1882.
\textsuperscript{47}Ibid.
\textsuperscript{48}The Saskatchewan Herald, November 17, 1879.
In the fall of 1881, the first schoolhouse was built through voluntary subscriptions. The first teacher was a Mr. Harris. 49
By February 18, 1882, the average daily attendance at the school was about thirty. 50

The establishment of schools in various parts of the country necessitated the adoption, by the Dominion Government, of a temporary policy to give some financial aid to the various communities in which these schools were established. In a letter to the Lieutenant-Governor, January 14, 1878, the Minister of the Interior finally gave permission to include, in the next estimates submitted to the Dominion Government, the amount required to assist communities to defray part of the costs of operation of their schools. Consequently, in the estimates for 1879, the Lieutenant-Governor included the sum of $2,000 in support of schools. 51

By November, 1880, the Dominion Government, after many telegrams and letters, appeared to have realized the necessity for supporting territorial educational enterprise. A Dominion Order in Council of November 4, 1880, granted the sum of $4,000, out of the appropriation for the Government of the North-West, for the year 1881, as aid in behalf of schools in the territories. 52 The Deputy Minister of the Interior, in his annual report, dated March 1, 1881 summed up the school situation in the Territories:

So far the expense of paying teachers, building

52 Sessional Papers of Canada, No. 3, 1881.
schoolhouses, etc., had been borne entirely by the settlers, who had established schools at various points from the Manitoba boundary as far west as Edmonton. The request for aid to the struggling settlements was reasonable; and until sales of school lands can be made to advantage, assistance can only be rendered from the appropriation voted annually by Parliament.53

The official notice of this aid to schools appeared in the Saskatchewan Herald of December 20, 1880, over the name of A. E. Forget, Secretary to the Lieutenant-Governor. The conditions upon which grants would be paid to schools were outlined:

From and after January 1, 1881, the Lieutenant-Governor will pay quarterly or half-yearly, one-half the salary of any teacher in the territories subject to the following conditions:

1. That a quarterly register of the school be forwarded to this office, showing the names, age, and studies of the children taught, not being Indians whose education is otherwise aided by the Dominion Government, and that the average daily attendance is not less than fifteen pupils.

2. That on some part of the register there be written a certificate signed by the teacher and two of the parents whose children are attending said school, declaring that, to the best of their knowledge, they believe the register to contain a true statement of the attendance at the school.

3. That accompanying the register there be forwarded to this office a certified copy or statement of the agreement with the teacher, showing by whom she or he was engaged, and the amount agreed to be paid as solely for services as teacher.54

In addition, a small amount was set aside in each case, in the discretion of the Lieutenant-Governor and Council, to aid in the construction and furnishing of school-houses.55

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53 Ibid.
54 The Saskatchewan Herald, December 20, 1880.
55 Sessional Papers of Canada, No. 3, 1881.
The amount of grants in aid, paid by the Dominion Government, through the Lieutenant-Governor and Council, to schools in the North-West Territories, increased rapidly from year to year. These grants were paid for the half year ending June 30, 1881, and every year for the years ending June 30, 1882, to June 30, 1885. After June 30, 1885, the payment of grants was based upon the regulations of the Territorial Ordinances.56

In Appendix E, detailed statements of the yearly payments are given. It is quite unfortunate that the names of the schools, in which these teachers taught, were not attached. It is interesting to note that no grants were made to assist in the building of school-houses, unless such amounts were included in the statement of grants made to teachers. The number of schools that were added year by year, point to an ever-increasing population. For the first half year, the total grant was $129.25. Undoubtedly, the reason for such a small total was the failure of the communities to forward the necessary reports. For the year ending June 30, 1882, the aggregate grants were $2,203.30, paid to fifteen teachers. For the following year, a total of $3,150.00 was paid to eighteen teachers. In the Lieutenant-Governor's Report dated January, 1884, he stated that he was paying, "out of the appropriation of the North-West Government, half the teachers' salaries for ten Protestant and nine Roman Catholic schools."57 For the year ending June 30, 1884, there were thirty-

56 Sessional Papers of Canada, No. 2, 1882; No. 1, 1883; No. 2, 1884; No. 1, 1885; No. 2, 1886.

57 Sessional Papers of Canada, No. 12, 1884.
one teachers who received a total of $4,336,74. The Lieutenant-
Governor, in his report on the activities of the year 1884, ex-
pressed the gratitude of the Government to the "Clergy of all denom-
inations, for their efforts to promote the interests of education
and, specially, for the work performed by them before receiving
Government aid." The Lieutenant-Governor estimated that the $7,000,
which he had requested for school purposes for the succeeding year,
would be insufficient to pay grants to all schools in operation.
His prophecy proved to be true. The aggregate amount, paid to thirty-
eight teachers, for the year ending June 30, 1885, was $8,620.54. In
1884, there were 17 Protestant and 11 Roman Catholic Schools receiv-
ing aid.

In December, 1884, the first School Ordinance was passed. Under
the provisions of this Ordinance, 48 Protestant public school dist-
tricts, 10 Roman Catholic public school districts, and one Roman
Catholic separate school district were erected. In addition to these
schools, there were 8 Roman Catholic and 4 Protestant schools not yet
formed into districts under the Ordinance, but which were receiving
aid from the Government grant. The 1884 Ordinance was replaced,
in the fall of 1885, by another school Ordinance. A Board of

58 Ibid., No. 13, 1885.
59 Ibid.
60 Ibid., No. 8, 1886.
Education was appointed. The work of the Territorial Government in establishing a school system had actually begun. The period of temporary arrangements was over. The provisions of the North-West Territories Acts were now in force.

Summary

The North-West Territories Acts of 1875 and 1880 empowered the Territorial Council to pass school ordinances, as soon as population requirements permitted the formation of electoral districts and the organization of taxation units. The Acts also authorized the erection of a separate school system. Since the provisions of the Acts were not immediately applicable, temporary arrangements had to be made to assist the church organizations and communities to finance their schools. Beginning with January 1, 1881, the Dominion Government, through the Territorial Council, assisted schools to the extent of paying one-half the salary of the teacher, providing certain regulations were observed. These grants were continued until June 30, 1885, when all schools came under the provisions of the Territorial School Ordinance.
CHAPTER V

EDUCATIONAL ADMINISTRATIVE POLICIES:
THEIR FORMATION AND DEVELOPMENT, 1884-1905

General Background

The political history of the North-West Territories may be divided into four periods: (1) the period of government under the guidance of the Lieutenant-Governor of Manitoba and an appointed Council, 1871-1876; (2) the North-West Territories Council period, 1876-1888; (3) the Assembly period; the struggle for Responsible Government, 1888-1897; and (4) the Assembly period: the struggle for Provincial Autonomy, 1897-1905.

The provisions in the North-West Territories Acts, of 1875 and 1880, for the addition of elected members, to the Council, as soon as certain population requirements had been fulfilled, produced results quite rapidly during the eighties. In 1881, there was one elected member in the Council; this number had increased to thirteen members, by 1885, elected from eleven electoral districts.¹ The legislative session of October 14 to November 19, 1887, was the last meeting of the North-West Territories Council. In this Council, sat fourteen elected members, including Frederick William Gordon Haultain, who represented the electoral district of MacLeod.² This was the

¹Minutes of Council, N.W.T., 1877-1887. Session of 1885, p. 3.
²Ibid. Session of 1887, p. 3.
beginning of Mr. Haultain's political career—a career which had
a powerful influence in shaping Territorial educational policy,
from 1888 to 1905.

The population of the Territories had increased rapidly. The
census of 1891 revealed approximately 99,000 people, as contrasted
with 56,446 in 1881. The greater part of this increase represented
the growth of the white population. The North-West Territories
Acts provided for the formation of electoral districts, as population
increased, and when the number of elected members reached twenty-one,

the council . . . shall cease and be determined;
and the members so elected shall be constituted and
designated as the Legislative Assembly of the
North-West Territories.5

The Parliament of Canada, in May, 1888, amended the North-West
Territories Act. The Council was abolished, and a Legislative
Assembly of twenty-two elected members, and three appointed legal
experts without voting powers, was created. The elections took place
in June, and the first session of the Legislative Assembly was held
from October 31 to December 11, 1888. Provision was made, in the
1888 amendments, for the appointment of an Advisory Council:

The Lieutenant-Governor shall select from among the
elected members of the Legislative Assembly, four
persons to act as an advisory council on matters of finance, who shall severally hold office during pleasure
and the Lieutenant-Governor shall preside at all

3The Statistical Year-Book of Canada for 1891, p. 72.
5Statutes of Canada, 43 Vict., Cap. 25, s. 21.
6The North-West Territories Act of 1880, and all subsequent
amendments had been consolidated in 1886 under Chapter 50.
7Statutes of Canada, 51 Vict., Cap. 19, s. 2, 1888.
sittings of such advisory council and have
a right to vote as a member thereof, and shall
also have a casting vote in case of tie. 3

There were two main issues involved in the struggle for responsible government from 1888 to 1897. The first issue was the control by the Assembly of all revenue, whether derived from Territorial taxation or from grants made by the Parliament of Canada; and the second, was the responsibility of the advisory council to the majority of the members in the Legislative Assembly. The members of the Assembly, led by Haultain, stubbornly contended for complete control of finance and absolute responsibility of the executive to the will of the majority in the House. The Lieutenant-Governor, while conceding the right of the local legislature to control revenue from local taxation, claimed that he, alone, held the responsibility for disbursing the Dominion Fund. In his Speech, closing the Session of 1890, the Lieutenant-Governor stated:

I cannot but regret the unfortunate difference of opinion, which has arisen respecting the interpretation to be placed upon the portion of our constitution, which relates to the powers of the Advisory Council, and I desire to again convey to you the assurance that while I cannot, for reasons already communicated to you, accede to your claim to control the expenditure of the moneys voted by the Parliament of Canada for the Government of the North-West Territories, I have always been thoroughly in accord with you in your contention that you are entitled to control, through an Advisory Council possessing your confidence, the expenditure of the Territorial Revenues. 9

Under Lieutenant-Governor Royal's Administration, the sessions of 1889 and 1890 were marked by hard fought battles for executive

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9 *Journals of the Legislative Assembly, 1890*, p. 134.
responsibility and for financial control. Successive Advisory Councils resigned when the Lieutenant-Governor would not recognize these principles. Royal was thus forced into the position of choosing an Advisory Council which did not have the support of the Assembly.

With respect to finance, the Parliament of Canada stipulated that every item of territorial expenditure, for which Dominion Funds were available, must be carefully tabulated, and voted upon separately by Parliament. The Territorial Government did not have the right to use the money remaining from one item, to make up a deficiency in the other. This led to difficulty in the payment of the necessary grants to schools.

With a rapidly increasing population, greater and greater numbers of school districts were being organized, with the result that estimates sometimes fell short of the actual revenue needed for schools.

This was the situation in the year 1890. The details of the financial difficulties, with respect to school grants, are related in the Reply to the Speech from the Throne, adopted by the House of Assembly on November 10, 1890:

At the Session of 1888, the Assembly, believing that it possessed control of the Grant in Aid of Schools, provided that a certain proportion of aid from that grant should be extended to them. On the strength of the inducement thus held out, many new districts were organized, taxation was levied and liabilities were incurred for the erection of schoolhouses whose usefulness depended on the continuance of the proportion of the aid promised in the Ordinance of the Assembly. During the Session of 1889 the promise of aid remained without any intimation from your Honor that it would not be made good, and a still further increase in the number of School Districts took place. In the present year, after the annual taxation rate had been struck on the basis of the grant promised by the North-West Assembly, a circular, authorized by the Government of the North-West Territories, was received by several
School Districts warning them of a proposed reduction to be made in the amount of their grant.\textsuperscript{10}

The pointed remarks \textsuperscript{10} of the Assembly in this Speech leave no room for doubt concerning their feelings:

It must be clear to your Honor that this Assembly can legislate on but few of the subjects upon which it is expressly authorized by Dominion Order-in-Council without the question of finance being involved. This is particularly the case with regard to Schools. If the funds upon which the successful working of this most important Ordinance depends are entirely beyond our control, it would in our opinion be better to place the power to legislate regarding North-West Schools in the hands of those who do control the necessary funds, whether they be Your Honor with Your Advisers, or the Parliament of Canada. This Assembly must protect against its being placed in the position of being responsible to the people of the North-West Territories for proper legislation regarding Schools, and yet be deprived of the control of the Funds that legislation can be given effect—whereby alone the School system at present existing in the North-West Territories can be maintained.\textsuperscript{11}

But the Assembly had more forceful remarks to make:

This House is compelled to inform Your Honor that if it is to understand that the control of the School funds rests with Your Honor and not with this Assembly . . . it will be necessary for us to amend the present Ordinance by striking out the provisions relating to Aid to Schools and thereby make known that upon Your Honor rests the responsibility of the distribution of the said Fund and the support of the School system in the North-West Territories.\textsuperscript{12}

These excerpts reveal how closely the whole scheme of finance, and particularly school finance, was related to the problem of responsibl

\textsuperscript{10}Ibid., pp. 40-1.

\textsuperscript{11}Ibid.

\textsuperscript{12}Ibid.
ible government. The financial difficulties of the Assembly were somewhat lessened, by the Dominion Parliament's amendments to the North-West Territories Act, in September, 1891. By these amendments the duties of the Assembly were set out in detail. With respect to financial matters the Legislative Assembly was to have power to make ordinances controlling

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The expenditure of territorial funds and such portion of any moneys appropriated by Parliament for the Territories as the Lieutenant-Governor is authorized to expend by and with the advice of the Legislative Assembly or of any committee thereof.13
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This still placed some limitations upon the Assembly's powers with respect to finance, and still allowed the Lieutenant-Governor some control of the Dominion Fund.

The 1891 amendments changed the number of Assembly members to twenty-six, and eliminated the legal experts.14 No mention was made of an Advisory Council, but there was vague reference to a committee of the Assembly.15 In 1894, there was definite provision by Dominion Statute for "The Executive Committee of the Territories,"16 Throughout these years the question of the amount of Dominion subsidy was a contentious problem.

The amendment to the North-West Territories Act in 1897, practically conceded the principle of responsible government, in those matters over which the Territorial legislature was given authority by the Dominion Government:

13 Statutes of Canada, 54-55 Vict., cap. 22, s. 13, ss. 12, 1891.
14 Ibid., 54-55 Vict., cap. 22, s. 2.
15 See last line of the quotation immediately above.
16 Statutes of Canada, 57-58 Vict., cap. 17, s. 17, 1894.
There shall be a Council to aid and advise in the Government of the Territories, to be styled the Executive Council of the Territories . . . .

All powers, authorities and functions . . . under any Act of the Parliament of Canada or Ordinance of the Territories . . . shall be vested in, and shall or may be exercised by the Lieutenant-Governor with the advice, or with the advice and consent of, or in conjunction with, the Executive Council of the Territories . . . .

The period from 1897 to 1905 was marked by a struggle to organize the Territories into Provinces, and to secure Provincial rights and the best possible terms with respect to subsidies. Two outstanding features of the struggle were (1) the question of the natural resources, in which the school lands' problem was involved; and (2) the question of separate schools. No attempt is being made to analyze either of these problems, except insofar as they are connected with general policy.

Educational Policy under the Board of Education
1885-1892

The temporary arrangements made by the Dominion Government, for financial assistance to schools alleviated the difficulties for a short period. There were many weaknesses in this voluntary system. Some of these were outlined by P. G. Laurie, editor of The Saskatchewan Herald:

The establishment of schools is of paramount importance in a new country, and can only be efficiently managed by properly constituted Boards acting under municipal authority . . . . The schools are opened by private parties, who assume the responsibility of paying the teacher, depending on voluntary subscriptions for the amount required, and, as is the case with most popular subscriptions, their

17 These arrangements were effective from January 1, 1881. They r IV above.
payment falls on a few, and generally on those least interested or likely to be benefited. This could all be avoided, and greater efficiency in the schools assured, by incorporating the school boards under a suitable law. 18

During the 1883 Session of the Legislative Council, Frank Oliver introduced the first School Bill. 19 In the proceedings for Thursday, September 13, 1883, there is this item:

Ordered, that Mr. Oliver have leave to bring in a Bill providing for the Organization of Public and Separate School Districts in the North-West Territories:

He accordingly presented the said Bill and the same was received, and referred to a Special Committee consisting of Messrs. McLeod, Ross, White and Oliver to report thereupon. 20

This Bill, however, although ordered to be printed and distributed, never got beyond the Committee stage. 21 In the legislative session of the Council, the following year, Oliver again introduced his School Bill. 22 On July 8, Charles Barromee Rouleau 23 introduced a second School Bill. Both of these were referred to a Special Committee. 24 A new Bill was drawn up by the Committee. This finally became law on August 6, 1884, under the title of "An Ordinance for the Organization of Schools in the North-West Territories." 25

18 The Saskatchewan Herald, June 9, 1883.

19 Francis (Frank) Oliver represented the newly created electoral district of Edmonton. He was editor of the Edmonton Bulletin.


21 Ibid. Session of 1883, p. 58.

22 Ibid. The Bill was introduced, July 7, 1884.

23 Rouleau was one of the Stipendiary Magistrates.


25 Ordinances of the North-West Territories, 1878-84, No. 5 of 1884.
Although this Ordinance was almost completely revised during the legislative session of the Council in 1885, it is interesting to note the salient features of policy embodied in it. A Board of Education was to be established consisting of two sections: Roman Catholic and Protestant with six members in each. Each section had complete control of the general management of its own schools, of examination, grading, and licensing of its teachers, of curriculum and textbooks, and of the appointment of inspectors. Each school district was to be known as Protestant or Catholic, public or separate, school districts. In case of separate schools, the financial policy was as follows:

Upon the election of the first board of school trustees of any separate school district they shall make a demand upon the trustees of the public school or districts within whose limits such separate school district or any portion thereof was originally situated, for a sum of money equal to the equitable share of the ratepayers of such separate school district in any land, building or other property, whether real or personal, held by such school district, such share to be computed in proportion to the amounts from time to time paid into the funds of such public school district on account of the real and personal property included within the limits of such separate school district.26

This Act envisaged the setting up of a completely dual system of Protestant and Roman Catholic Schools, with a type of organization similar to the Province of Quebec.

With respect to aid to schools, each district, organized under the Ordinance, was to receive aid from the General Revenue Fund, provided that such funds be voted for such purpose from time to time by the North-West Council. The amount of the grant was to be one-half the salary of the teacher, provided that the salary was at least $300, and

26 Ibid., No. 5, of 1884, s. 32.
that the school maintained an average of at least ten pupils.

It was impossible to put into effect the clauses of the 1884 Act, giving aid to schools. The limited taxation powers of the Council made the support of schools impossible, as far as Territorial funds were concerned. The funds available at this time from the Dominion Government, for schools, according to the 1881 Regulations, could only be disbursed by the Lieutenant-Governor. There was, therefore, no General Revenue Fund, our of which grants-in-aid to schools could be taken by vote of the Council.

When the next Session of the Legislative Council was held, Oliver was no longer a member. When it was proposed, in the Lieutenant-Governor's Speech, to revise the 1884 Ordinance because certain aspects of it were found to be unworkable, the Edmonton Bulletin vigorously defended the principles contained in it:

The assertion that the school ordinance passed at the previous session of the Council has been found unworkable should not be accepted without consideration of the fact that in no case has any school district been debarred by any flaw in the ordinance from proceeding with its business up to date. It is to be feared that the flaw is not so much in the Ordinance as in the wish to administer it . . . . The leading feature of the ordinance as it stands is that as far as possible it is controlled by those who pay directly for the support of the schools and it is to be hoped that no amendment will be made that will alter this.

Under the 1884 Act, 33 Protestant public schools in Assiniboia; 10 Protestant public, 4 Roman Catholic public, in Saskatchewan; and

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27 The total Territorial revenue for the period August 6, 1883 to June 30, 1884, was $4,666.15. The total expenditure for the schools, to which the Dominion Government paid grants, was $4,336.74, for year ending, June 30, 1884. See Appendix E.

28 Edmonton Bulletin, Nov. 21, 1885.
5 Protestant public, 6 Roman Catholic public, and 1 Roman Catholic separate, in Alberta, were formed. In addition to these, 3 Roman Catholic public and 4 Protestant public were in operation, but not organized into districts. Apparently, grants made to organized districts were awarded by the Lieutenant-Governor, on the basis of 1884 Ordinance, but schools not organized received aid in accordance with the 1881 Regulations. The management of schools, during the period of the 1884 Ordinance, was left entirely in the hands of the local boards. No Board of Education had been appointed.

The new School Ordinance of 1885, made several essential modifications in policy. The Board of Education, appointed by the Lieutenant-Governor in Executive Council, was to consist of five members: two Roman Catholics and two Protestants, with the Lieutenant-Governor as Chairman. The Board was divided into sections, and, while the work which the sections were to perform in common, appeared greater, in effect each section managed its own schools. The members of this first Board had important duties to perform. They were to appoint Inspectors, organize a Board or Boards of Examiners, for the examination of teachers, arrange for certification of teachers, make regulations for the organization of school districts, and, in general, initiate a complete system of school administration.

The defects in the arrangements for distributing aid to schools,

29Sessional Papers of Canada, No. 8, 1886. This is the Lieutenant-Governor's report for the year ended December 31, 1885.

30Minutes of Council, N.W.T., 1877-1887. Session of 1885, p. 44.

Note: The 1884 Act provided that grants-in-aid be given to schools maintaining an average of not less than ten pupils. The 1881 Regulations required a minimum average attendance of 15 pupils.

31Ordinance of the North-West Territories, No. 3 of 1885.

32See Appendix F.
apparent in the 1884 Ordinance were eliminated in 1885. Section 86 authorized the Lieutenant-Governor to pay the grants to the treasurer of each school district. The entire bases of apportionment were changed. Grants-in-aid were to be paid according to (1) the class of teacher's certificate, (2) the average attendance, (3) inspector's reports, (4) additional teachers, and (5) advanced classes. The grants were fairly liberal. It would be possible for a rural ungraded school to receive $400 if a first class certificated teacher were employed, and if the average attendance was twenty.

Some changes were made with respect to the erection of Separate Schools. Basically, however, the regulations were the same as in the 1884 Act. In no case was a Roman Catholic compelled to pay taxes to a Protestant School, nor a Protestant, to a Roman Catholic School. Each separate school district was a taxation unit, and the lands, belonging to the separate school district, were withdrawn from the support of the public school.

The school year was divided into two terms: the winter term began on November 1, and ended March 31; the summer term extended from April 1 to October 31. The annual meeting of the ratepayers was to be held on the first Tuesday of November of each year.

In public schools, religious instruction was permitted each school day after three o'clock. Rigid prohibitions were formulated

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33 Ordinances of the North-West Territories, No. 3 of 1885.
34 See Appendix G.
35 Ordinances of the North-West Territories, No. 3 of 1885, s. 124. The essential principles, governing the erection of separate school districts, remain the same to this day.
36 Ibid., No. 3 of 1885, s 78-79.
against having any Bible reading, or reciting, or catechism, at any other hour. Children, of a different religious faith from the teaching authorized by the school board, were to have the privilege of leaving the school room, or, of remaining, without taking part in the religious instruction. The essential features of these clauses remain the same in Saskatchewan, to this day.

The source of revenue, besides the government grants, was local taxation. If the district was within a municipality, the municipal council made the necessary assessments. The school board requisitioned the municipal corporations for the amount required to operate the school for the year. The municipal officials made the levy, collected the taxes, and paid these to the school district concerned at stated periods. If a district was outside a municipality, the school trustees performed the double function of school board members and municipal officials.

The analysis given of the 1885 Act, serves to indicate the general policy. The dual system of education was continued. Local boards were given quite complete authority subject to the requirements of the School Ordinance and of the regulations of the Board of Education.

Directly after the proroguing of the 1885 Legislative Session of the Council, the members of the first Board of Education were appointed. At the first meeting of the Board, held in December, 1885, Mr. James Brown was appointed Secretary, at a salary of $60 a month. This Board had a heavy agenda. Several meetings of the complete Board were held. At the meeting of March 11, 1886, the Territories were divided into Inspectoral Districts, and School Inspectors were appointed. It is interesting

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37See Appendix H.
Inspectors appointed, six were clergymen.

From the educational point of view all of the inspectors were laymen.

The tradition of having clergymen closely connected with education was followed in the initial stages of development. A Board of Examiners, consisting of the Reverend F. W. Pelly, St. John's College, Qu'Appelle, and the Reverend J. Hugonnard, Industrial School, Fort Qu'Appelle, was established. These men were to receive $100 each, for their services for the first year. Instructions for the Board of Examiners, Inspectors, and Boards of School Trustees were drawn up. As no means were available for the training of teachers, the Board had to agree upon certain terms for the granting of Provisional Certificates. These terms are interesting:

Provisional Certificates will be granted to teachers, not holding Normal School Certificates, on sending the following information to the Inspector of Schools, for the District in which they are now teaching, or desire to teach in:

1. A recommendation from the Board of Trustees of the School District.
2. Evidence of good moral character.
3. Any certificate from School Trustees or Teachers as to competency.
4. An application for the Certificate in the applicant's own handwriting. Such Provisional Certificate shall rank as a third-class certificate. The number of Provisional Certificates issued under these regulations to October 1, 1887 was forty-four.

The Board of Education meeting, of March 12, adopted a list of text books to be used. Each Section of the Board, authorized its own text books. In the Roman Catholic section, the books prescribed were

38Report of the Board of Education for the North-West Territories, from the 18th December, 1885 to the 1st October, 1886, p. 8. See also Appendix J.
39Ibid., pp. 8-9
40Ibid., p. 11.
41Ibid., p. 20.
divided on the basis of elementary, intermediate, and superior, but the grades included in these divisions were not indicated.\footnote{42}

In April 22, regulations for the examination of Candidates for certificates to teach in the schools of the Territories were adopted, and the subject for examination for first, second, and third class teachers were outlined. One hundred of each of the following maps were ordered: the World, the Dominion of Canada, the Continent of America, Europe, Asia, and Africa; In addition, 100 Globes, 1000 double desks for pupils, 100 Teachers' Desks, and other necessary school material were to be provided.\footnote{43}

At the Board meeting of July 21, 1886, the question of a High School with a Training School for Teachers attached was considered, and a meeting between the Board and the Honourable Thomas White, Minister of the Interior, was held on the following day.\footnote{44}

The remuneration of the members of the Board of Education was four dollars per day for each day of attendance at their meetings, together with actual travelling expenses.\footnote{45}

Much of the organization of the school system was based upon what had already been adopted in Ontario and Quebec. Possibly many mistakes were made. But these laymen displayed a commendable public-spirited zeal in their task of translating the terms of the school ordinance into a practical reality.

The importance of educational work in the development of the

\footnote{42}Ibid., pp. 12-13.
\footnote{43}Ibid., pp. 17-18.
\footnote{44}Ibid., p. 18.
\footnote{45}See Appendix F.
Territories appeared to be fully realized. Inspector Grover in his first annual report pointed out some basic reasons for a sound educational program:

As there is no factor in the national greatness of a country of more importance than the Public Schools, no more powerful lever to turn the tide of emigration, no more portent agent to attract the European settler to make a home here, any expenditure that tends to enlarge and solidify our school system must be most effectual in bringing settlers from the Old World to this vast undeveloped land. Hence, I would suggest to the Dominion Government the necessity of a larger grant to carry forward the work already begun, and to meet the growing wants of the country, thereby benefiting not only those now here, but opening the door for thousands who are now wavering, because they feel they cannot bring children to a land where educational advantages are restricted.46

On October 1, 1886, there were 76 Protestant Public, 12 Catholic Public, and 2 Catholic Separate, in all 90 School Districts. This was an increase of 31 since December 31, 1885.47 These were divided among the various Inspectorates in the following manner: (1) Eastern Assiniboia, 25 (18 in operation); (2) Western Assiniboia, 33 (29 in operation); (3) MacLeod, 3; (4) Edmonton, 4 (3 in operation); (5) Prince Albert, 11 (10 in operation); (6) Battleford, 1. These were the Protestant Schools. Besides there were 6 Roman Catholic Public Schools in the Edmonton District (5 in operation); 4, in the Prince Albert District (3 in operation); 2, in the Assiniboia District (1 Public and 1 Separate); 1, in the Battleford District; and 1 Catholic Separate School in Lacombe. In all the Protestant Schools, there were 2,265 pupils, and in the Roman Catholic Schools, 530.48

46 Report of the Board of Education, October 1, 1886, p. 28.
48 Ibid., pp. 21, 25.
The Board of Education remained in control of educational affairs until December 31, 1892, when, by the amended and consolidated School Ordinance of that year, the Council of Public Instruction was set up. From December 1885, to December, 1892, there were seven amendments to the School Ordinance and four consolidations.

These were decisive years in the history of the North-West Territories: the abolition of the Council and the formation of the Assembly; the Assembly's struggle for financial control and for responsible government; the gradual change from a system of dual control to a completely unified policy of school administration—all these were stirring events: the changes resulting from the basis of our present system of school administration.

In the consolidated Ordinance of 1887, certain changes in organization were made, but they did not materially affect general policy. The Board of Education was to consist of eight members, five of whom were to be Protestant and three Catholic. Each section of the Board controlled the organization and curricula for its schools. The Lieutenant-Governor was no longer a member; the chairman was chosen from the Board's membership.

During these years there was a comparatively rapid increase in the organization of school districts. The following table shows the year by year development from 1886 to 1892:

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49 Ordinances of the North-West Territories, No. 22 of 1892.
50 Ordinances of the North-West Territories, No. 2 of 1887.
51 See Appendix F.
The increase in Protestant membership was due to such a large increase in Protestant Schools.

52 Reports of Board of Education and Sessional Papers of Canada. It is difficult to secure figures that exactly agree. These may be considered approximately accurate.
### TABLE I

**SCHOOLS IN OPERATION, NUMBER OF TEACHERS EMPLOYED, AND NUMBER OF PUPILS IN ATTENDANCE, 1886-1892**

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools in Operation</th>
<th>Number of Teachers</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1886</td>
<td>78</td>
<td>85</td>
<td>2553</td>
</tr>
<tr>
<td>1887</td>
<td>111</td>
<td>125</td>
<td>3144</td>
</tr>
<tr>
<td>1888</td>
<td>121</td>
<td>150</td>
<td>3453</td>
</tr>
<tr>
<td>1889</td>
<td>164</td>
<td>183</td>
<td>4574</td>
</tr>
<tr>
<td>1890</td>
<td>195</td>
<td>224</td>
<td>5389</td>
</tr>
<tr>
<td>1891</td>
<td>213</td>
<td>248</td>
<td>5652</td>
</tr>
<tr>
<td>1892</td>
<td>249</td>
<td>295</td>
<td>6170</td>
</tr>
</tbody>
</table>

During the period, 1885 to 1892, there appeared from time to time in the Territorial newspapers, various suggestions for improvement in the school system. In a letter to the Regina Leader, dated October 12, 1887, B. P. Richardson of Grenfell, made certain suggestions and recommendations that had decided merit. He pointed out that the Board of Education members had insufficient time to devote to education. He advocated the appointment of a Superintendent of Education who could give undivided thought to the work:

> It is he who must foresee and plan for the growing needs of the Province, from the formation of the lowest primary school to the highest degree in a University Education. . . . He it is who must grapple with the problems even now pressing upon us, viz., how to increase the supply of properly qualified teachers; the establishment of a High
School; more perfect inspection, for even our inspectors are men largely engaged in other matters.\(^{53}\)

Fortunately for the future welfare of the Territories, there were men in the legislature, who had resolute opinions concerning educational matters. At the head of this group was Haultain. Largely through his efforts, the School Ordinance of 1892 was formulated.

The Council of Public Instruction, 1892-1901

The School Ordinance of 1892 ushered in a policy of unified control in school administration.\(^{54}\) The policy of separate administration of Protestant and Roman Catholic Schools had been initiated in the Ordinance of 1884, elaborated upon by the Ordinance of 1885, and maintained by the Ordinances of 1886, 1887 and 1888.\(^{55}\) The first concrete evidence, that a change in the educational administrative policy was actually taking place, was embodied in the amendments to the School Ordinance in 1891-2.\(^{56}\) Under the changed law, the Lieutenant-Governor in Council had the power to appoint inspectors of schools and a general board of examiners during pleasure. This was merely the prelude to the basic changes of December, 1892.\(^{57}\)

\(^{53}\) *Regina Leader*, October 12, 1887.

\(^{54}\) *Ordinances of the North-West Territories*, No. 22 of 1892.

\(^{55}\) *Ibid.*, No. 3 of 1885; No. 10 of 1886; No. 2 of 1887; Chapter 59, 1888.

\(^{56}\) *Ibid.*, No. 28 of 1891-2, s. 5, 6.

\(^{57}\) *Ibid.*, No. 22 of 1892.
By this Ordinance, the whole structure of the administrative policy, introduced in 1884 and 1885, was swept away.

Instead of a Board of Education, divided into Protestant and Roman Catholic sections, each with independent powers of administration, there was to be a Council of Public Instruction. This Council was to consist of the members of the Executive Committee, one of whom was to be Chairman, together with four persons, two of whom were to be Protestants and two Roman Catholics; these latter members were to be appointed by the Lieutenant-Governor-in-Council, but they were not entitled to vote. 58

The duties of the Council of Public Instruction, (which now became synonymous with the Government), were to appoint examiners; to make and establish rules and regulations; to determine the certification of teachers; to select, adopt, and prescribe text-books to be used in the Public and Separate Schools; and to arrange for the proper training, examination, grading, and licensing of teachers. 59

The Lieutenant-Governor in Council was to appoint a Superintendent of Education for the Territories, who was also to be Secretary of the Council of Public Instruction. The duties of the Superintendent were carefully defined. He was the chief administrative officer, charged with the duty of executing the principles inaugurated by the Council of Public Instruction. 60

58 See Appendix F.
59 Ibid.
60 Ibid.
The duties of Inspectors of Schools, who were to be appointed by the Lieutenant-Governor in Council, were carefully detailed. The Inspectors' powers were quite extensive, and included the endorsing of all Teachers' certificates in accordance with the regulations of the Council of Public Instruction.

A changed policy in connection with school grants was gradually being worked out. In 1888, government aid to schools was based upon the class of the teacher's certificate, plus a daily average attendance of not less than six pupils, plus the number of teachers employed. The amount of money paid by the government was quite generous. By the 1888 Act, provision was made for the payment of an additional grant of $350 for a High School Teacher, to the school in which there was at least a daily average attendance of sixty pupils, not less than three Teachers employed, and not less than fifteen pupils, in regular attendance in the High School. In 1890 by amendment, the minimum average number of pupils in attendance in the High School was to be ten. Other variations were introduced in the payment of grants from year to year during the nineties, but this did not affect the general policy embodied in the 1888 Ordinance.

The new administrative policy raised a storm of protest from the Roman Catholic Minority. The abolition of the Board of Education caused the Catholic clergy to feel that their rights, which had

61 Ibid.
62 Ibid.
63 Ordinances of the North-West Territories, No. 15 of 1890.
64 See Appendix G.
formerly been safeguarded, were now to be sacrificed. Petitions were circulated among the Roman Catholic School Districts, setting forth, in elaborate detail, the Catholic objections to the 1891 Ordinance and to the Regulations of the Council of Public Instruction, and asking for an immediate disallowance by the Dominion Government, or, failing that, requesting that the federal authority order the Legislative Assembly, to repeal or amend the 1892 school ordinance. These petitions, about nineteen in number, were forwarded direct to the Governor-General in Council.

The petitions outlined Catholic objections to the changed policy: (1) every teacher had to attend a normal school; this was unjust because the two teaching orders of the Catholic Church, The Faithful Companions of Jesus and the Sisters of Charity (Grey Nuns), had extensive training in their own institutions, and the rules of their orders forbade their living elsewhere except in community in a house of their order; (2) a uniform course of instruction and a uniform selection of textbooks was prescribed; these textbooks were highly objectionable; (3) no provision was made for separate Catholic normal schools.

The petitioners stated: The effect of the said ordinance especially by means of the said regulations passed in pursuance thereof, is to deprive the Catholic separate schools of that character which distinguishes them from public or protestant schools, and to leave them Catholic separate schools in name only . . .

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65 School Laws and Other Educational Matters. Return to an Address of the Senate dated the 9th April, for copies of all School Ordinances, etc., in reference to the establishment, maintenance and administration of schools in the North-West Territories since 1885. pp. 1-40.

66 Ibid., pp. 2-3.

67 Ibid., p. 3.
Furthermore the petitioners claimed

That the said ordinance, inasmuch as it places in the hands of non-catholics the absolute control and management of catholic separate schools to such an extent that such persons are enabled, as they have actually done, to obliterate almost wholly the distinction between catholic and other schools, surpasses in spirit, intention and effect the powers of the legislative assembly in relation to education.\(^68\)

Haultain, on behalf of the Executive Committee of the North-West Territories, prepared a brilliant defence of the policies expressed in the School Ordinance of 1894:

The effect of the ordinance has not been to deprive Roman Catholic Schools of that character which differentiates them from public or protestant schools.

The religious complexion of a school is a domestic matter, which concerns the ratepayers establishing such school \(^69\).

Haultain claimed that duplication of administrative machinery in education is, in the last analysis, impossible as it is unnecessary. Duplication of machinery would involve

two courses of study, two standards for teachers, two sets of inspectors, two sets of normal schools, two superintendents and government grants based on different standards \ldots\ . Granting the right of Roman Catholic inspection and Roman Catholic management and control, the further necessity will arise for a Roman Catholic assembly to make ordinances for the government of Roman Catholic schools, and a Roman Catholic Lieutenant-Governor to assent to such legislation, and a Roman Catholic governor-general to allow the law to come into operation, on the advice of a Roman Catholic Council, possessing the confidence of a Roman Catholic house of commons.

The responsibility for the general management of our schools, for the educational policy of the Territories, and for the expenditure of the school vote is above and beyond any sectarian difference. Expenditure and control are inseparable, and so long as schools continue to receive government

\(^{68}\) Ibid., p. 3.

\(^{69}\) Ibid., p. 14.
grants they must be subject to government control. 70

This whole question was referred to a committee of the privy council. As a result of their deliberations, the following decision approved by the governor-general in council was forwarded to the Lieutenant-Governor of the Territories by the Secretary of State:

I am to inform you that his excellency in council regrets that the changes made in the ordinance relating to education should have been such as to cause, even unwittingly, dissatisfaction and alarm on the part of the petitioners, and I am to urgently request that the complaints set forth by them be carefully inquired into, and the whole subject be reviewed by the executive committee and the North-West assembly in order that redress be given by such amending ordinances or amending regulations as may be found necessary to meet any grievances or any well-founded apprehensions which may be ascertained to exist.71

No restoration of the dual principle of control was made. Amendments to the school ordinance did occur, but they pointed to still more active control by the central authority.

When D. J. Goggin was appointed Director of Normal Schools, April 1, 1893, and, in December, 1893, Superintendent of Education, a great forward step was taken in organizing the educational facilities of the North-West Territories. During Goggin's period of administration, 1893-1901, the number of schools in operation increased from 262 in 1893 to 564 in 1901. During that period the number of pupils increased from 8,214 to 23,837, and the number of teachers, from 305 to 682.72

The strength of Goggin's personality, and the vigor of his

70 Ibid., p. 14.
71 Ibid., p. 27.
intellect, and the depth of his educational philosophy may be
gathered from a study of his voluminous annual reports. In his
Report for the year 1900, he stresses fundamental educational con-
cepts which are not far removed from Dewey's concept of the function
of education in a democracy:

After all the truest test of a school is
the character of the life the pupil lives in
it each day. The school is a social organization
in which pupils live as well as work. Each has
work to do for himself and for others, responsi-
bilities to bear, opportunities for self-denial
and self-sacrifice, pleasures to share and to
enjoy with others, recreations to be used ration-
ally. It is a place characteristically a home
rather than a shop, where true ideals, unselfish
acts, honest work, controlled tempers, gentle
manners, sweet voices blend and the child grows
in social capacity and service till he passes
into the larger world outside the school. The
life he has lived during these years more than
the learning he has acquired and the discipline
he has undergone determines the manner of man
he is to be.  

The Department of Education 1901-1905

The School Ordinance of 1901 introduced further administrative
changes. In this year, three Ordinances relating to schools were
passed: (1) the School Ordinance; (2) the School Assessment Ordin-
ance; and (3) the School Grants Ordinance. Prior to this period,
the subject matter of these three Ordinances had been included in
the School Ordinance.

By the School Ordinance, 1901, the Council of Public Instruction

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73 Report of the Council of Public Instruction of the North-
West Territories, 1900, p. 22.

74 Ordinances of the North-West Territories, 1901, Chapter 29,
"The School Ordinance;" Chapter 30, "The School Assessment Ordinance;" and Chapter 31, "The School Grants Ordinance."
ceased to exist and the control of all matters pertaining to schools and school districts was handed over to the Department of Education. The head of the Department known as the Commissioner, was to be a member of the Executive Council.\textsuperscript{75} No mention was made of a superintendent or deputy commissioner, but the Lieutenant-Governor in Council was empowered to appoint such officers, clerks, and servants as were required.\textsuperscript{76}

The Educational Council was organized as a result of this 1901 Ordinance. This was to consist of five members, at least two of whom were to be Catholics. All were to be appointed by the Lieutenant-Governor in Council for a period of two years.\textsuperscript{77}

With respect to school grants, certain changes had been made in the bases of appointment during the later nineties. The Ordinance of 1901 adopted five principles for the payment of grants in rural areas: (1) the amount of assessable land in the district; (2) the length of time school was kept open; (3) the class of certificate held by the teacher; (4) the regularity of attendance; and (5) inspection.\textsuperscript{78}

During the period, 1901-1905, the struggle for Provincial autonomy was increasing in intensity. Coupled with this, was the ever-present question of separate schools. This was a period of rapid growth in settlement. The number of school districts increased from 564 in 1901 to 917 in 1904, and the number of teachers

\textsuperscript{75} Ibid., Chapter 29, s. 3-7.
\textsuperscript{76} Ibid., Chapter 29, s.3.
\textsuperscript{77} Ibid., Chapter 29, s. 8.
\textsuperscript{78} See Appendix G.
grew from 682 to 1,129 in the same period. The Provinces of Saskatchewan and Alberta came into existence on September 1, 1905. The Territorial days had come to an end.

Summary

The period, 1884 to 1905, was a momentous one in the history of the North-West Territories. In the political field, there were the three stages of development: the Council period; the struggle for fiscal autonomy and responsible government; and the struggle for provincial rights. In the educational field, important policies were developed. In 1884 and 1885, educational policy began with a dual system of educational control; in 1892 the administrative agencies were completely unified; and in 1901, this unification was strengthened by the organization of the Department of Education. The school system passed through three stages of development: (1) under the Board of Education 1885-1892; (2) under the Council of Public Instruction 1892-1901; and (3) under the Department of Education, 1901-1905.

CHAPTER VI

EDUCATIONAL INSTITUTIONS

In the preceding chapters, attention has been centred upon the development of educational policies in the North-West Territories. In the development of these policies, the growth of elementary education has been the chief concern. In the first Report of the Board of Education the question of establishing High Schools was discussed. Coupled with the High School problem, was the question of a Training School for teachers. On July 28, 1886, the members of the Board of Education had a meeting with the Hon. Thomas White, who was visiting Regina, to discuss a proposition that a High School, with a Training School for Teachers attached, should be erected at Regina. Mr. White "promised to give attention to the matter on his return to Ottawa."1 No definite action was taken.

In 1887, the Board forwarded, to the Minister of the Interior, a copy of a resolution, with regard to the establishing of High Schools and a Central Training School:

That this Board desires to urge upon the Federal Government the desirability of a grant of $30,000 being made to the North-West Territories for the purpose of establishing one or more High Schools and a Central Training School. That the grant in aid of schools at present given is required for the common schools, and in consequence no provision can be made to encourage or establish High Schools.2

---

1 Report of the Board of Education for the North-West Territories, 1886, p. 18.
The School Ordinance of 1888 authorized the establishing of a High School Branch in any public school in which the average daily attendance was not less than sixty pupils, when not less than three teachers were employed, and when not less than fifteen pupils were in attendance in the High School room. These pupils must have the examination prescribed by the Board of Education for entrance to the High School Branch.  

Other clauses in this Ordinance provided that in any two adjacent school districts, "jointly fulfilling the above requirements a Union School may be established in either district." In practice, any school having a High School Branch was termed a Union School. The Board of Education was to prescribe the Course of Studies for use in the High School Branch of such schools, and "it shall be obligatory on the part of the Trustees of such schools to provide suitable accommodation and all necessary school apparatus for the use of the pupils."  

In addition, the members of the Board of Education, in their discretion, and under regulations prescribed by them, might authorize the establishment of a Normal Department in any such schools, and the "Trustee of any such school shall thereupon establish such Normal Department." Such schools were to be known as "Union Schools."  

On March 14, 1889, Provisional Regulations with respect to Union

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3 Ordinances of the North-West Territories, Chapter 59, 1888, s. 177.  
4 Ibid.  
5 Ibid., s. 178.  
6 Ibid., s. 179.  
7 Ibid., s. 180.
Schools were adopted by the Board. These stipulated that the head teacher of every High School Branch of a Union School shall be styled the Principal of such School. This Principal was to be a graduate of some British University, or have attainments which, in the opinion of the Board of Education, were equivalent thereto. He was to be able to satisfy the Board as to his knowledge and ability to conduct such a school, and to train teachers according to the most approved methods of teaching. A rather peculiar regulation was to the effect that the maximum salary for the Principal of any Union School was not to exceed eighteen hundred dollars per annum. These regulations were supplemented by the requirement that every Union School, should, if requested by the Board of Education, open a Normal School Department, with annual sessions, beginning with the first Monday in November and ending with the last Friday in March following.

The Board of Education also outlined the course of instruction, the conditions, and the procedure in examinations and certification.

The first Normal session to be conducted in the North-West Territories was undertaken by A. H. Smith, B.A., Principal of the Moosomin Union School. Smith, in addition to his regular work, delivered a series of lectures on the science and art of teaching, to a number of students who had obtained second and third class non-professional certificates. The course which ended on April 8, 1890, was purely

---

8Report of the Board of Education for the North-West Territories, 1889, pp. 4-5.
9Ibid., p. 8.
voluntary, and seems to have been carried on without extra remuneration on Smith's part.\textsuperscript{10}

Apparently, the school board at Moosomin did not relish the idea of their principal utilizing his time for purposes of teacher training, when he had no authorization from the Board of Education. Be that as it may, in 1890, the following resolution with respect to Union Schools was adopted by the Board:

\begin{quote}
Resolved: That, whereas complaints have been made that too much time is being devoted in Union Schools to the training of teachers, the Secretary be directed to issue a circular letter to the Principals of the various Union Schools pointing out that the primary object of the High School Department is to afford instruction in the higher branches of Education; and that the training of teachers is not part of the work of any Union School, until a Normal Department is authorized.\textsuperscript{11}
\end{quote}

The Board then laid down definite regulations for the establishment of Normal Departments in Union Schools. Two of these Departments, one at Regina and one at Moosomin, were to be conducted, in each case, by the Inspector of Schools for the District, the first session to open on the first Monday in November, 1890. Provision was also made for the conducting of Normal Departments at other Union Schools, whenever there were ten candidates, holders of non-professional certificates, who desired to receive training.\textsuperscript{12}

The length of the terms was stipulated. For third class teachers, the session was to open on the first Monday in November and close on

\begin{itemize}
\item \textsuperscript{10} Report of the Council of Public Instruction of the North-West Territories, 1896, p. 16.
\item \textsuperscript{11} Report of the Board of Education for the North-West Territories, 1890, p. 7.
\item \textsuperscript{12} Ibid.
\end{itemize}
December 24. For first and second class teachers, the session would be from January 2 until March 1.¹³

During 1890, six third class candidates were trained at Moosomin under Inspector Hewgill. There were no Normal candidates in Regina. In 1891, there were no candidates for teacher training. In the beginning of 1892, and again in 1893, sessions were conducted at Regina by Inspector Rothwell, and at Moosomin by Inspector Hewgill.¹⁴

As long as attendance at Normal School was on a voluntary basis, candidates were very few. The School Ordinance of 1892,¹⁵ authorized the Council of Public Instruction to arrange for the proper training, examination, grading and licensing of teachers, and the granting of certificates. There were to be seven classes of certificates: High School; First Class, grade A and B; Second Class, grade A and B; Third Class and Provisional.¹⁶

A director of Normal Schools, D. J. Goggin, was appointed, April 1, 1893, and in December of the same year he was appointed Superintendent of Education. By a regulation of the Council of Public Instruction it was declared that "A non-professional certificate shall not be valid as a license to teach."¹⁷ This regulation had the desired effect. The following table shows the sessions of Normal Schools held from 1893 to 1904 with total enrolment:

¹³Ibid., p. 17.
¹⁵Ordinances of the North-West Territories, 1892, s. 7, ss. e.
¹⁶Ibid.
# TABLE 2

SESSONS OF THE NORMAL SCHOOLS HELD FROM
1893 TO 1904 WITH TOTAL ENROLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>1st</th>
<th>2nd</th>
<th>Totals</th>
<th>Number of students</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1893</td>
<td>18</td>
<td>35</td>
<td>53</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>1894</td>
<td>5</td>
<td>22</td>
<td>27</td>
<td>37</td>
<td>64</td>
</tr>
<tr>
<td>1895</td>
<td>9</td>
<td>13</td>
<td>22</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>1896</td>
<td>7</td>
<td>16</td>
<td>23</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>1897</td>
<td>12</td>
<td>37</td>
<td>49</td>
<td>38</td>
<td>87</td>
</tr>
<tr>
<td>1898</td>
<td>23</td>
<td>36</td>
<td>59</td>
<td>35</td>
<td>94</td>
</tr>
<tr>
<td>1899</td>
<td>18</td>
<td>58</td>
<td>76</td>
<td>25</td>
<td>101</td>
</tr>
<tr>
<td>1900</td>
<td>18</td>
<td>67</td>
<td>85</td>
<td>10</td>
<td>95</td>
</tr>
<tr>
<td>1901</td>
<td>25</td>
<td>73</td>
<td>98</td>
<td>18</td>
<td>116</td>
</tr>
<tr>
<td>1902</td>
<td>20</td>
<td>72</td>
<td>92</td>
<td>19</td>
<td>111</td>
</tr>
<tr>
<td>1903</td>
<td>27</td>
<td>93</td>
<td>120</td>
<td>3</td>
<td>123</td>
</tr>
<tr>
<td>1904</td>
<td>45</td>
<td>140</td>
<td>185*</td>
<td>3</td>
<td>188</td>
</tr>
<tr>
<td>Totals</td>
<td>227</td>
<td>662</td>
<td>889</td>
<td>230</td>
<td>1119</td>
</tr>
</tbody>
</table>

Trained at Normal Sessions held previous to 1893 55

#Two sessions were held—January to April and August to December.
Goggin resigned in 1902. In 1901, James Alexander Calder, had been appointed Deputy Commissioner of Education, and in January 1903, James Brown, succeeded Goggin as Superintendent of Education. In May, 1903, D. P. McColl was appointed Principal of the Regina Normal School.19

In 1902 the regulations respecting teachers' certificates were slightly changed. These certificates were to be classified as first and second, interim and permanent; third class and provisional.

Apparently secondary education failed to attract the youth of the Territories. In 1891 there were six Union Schools: Regina, Calgary, Lacombe, Moosomin, Moose Jaw and Prince Albert.20 By the School Ordinance of 1896, the term Union Schools was dropped. Part of the duties of the Council of Public Instruction was "to define by Standards the studies to be pursued in all schools, such standards to be numbered from 1 upwards, standards above V to be further denominated "High School Standards."21 This terminology was used until 1905.

During the year, 1904, there were in existence in the Territories 36 city and town districts with 206 departments, and with 248 teachers; 52 village districts with 91 departments and 115 teachers; 362 yearly rural schools with 365 departments, and 464 teachers; 467 summer rural schools, with 548 teachers. Altogether, there were in

19 N. W. T. Gazette, 1890-3. See also Appendix J.
20 Report of the Board of Education, 1891, p. 3.
21 Ordinances of the North-West Territories, 1896, No. 2, s.6, ss.c.
operation 917 schools, with 1,129 departments, and 1,375 teachers. In Standards I to V inclusive there were 38,100 pupils enrolled; in High School Standards there were 933 pupils. The percentage of high school enrolment as contrasted with elementary school enrolment was very low. There were many factors contributing to this condition: general unrest, characteristic of a people still in the pioneer stage of development; failure to provide the type of education which the problems of life demanded; and general lack of facilities throughout the entire area, resulting from the inability to keep pace with the rapidly increasing population.

Higher public education had not taken concrete form. The University, although frequently discussed, was still a hope for the future rather than a reality of the present.

Summary

Both high school education and teacher training commenced to develop at the beginning of the last decade of the nineteenth century. In 1888, a degree of compulsory elementary education had been adopted. High School education was a purely voluntary affair. There was little occupational urge to secure an education beyond the elementary stage. High School facilities were inadequate; one factor in this inadequacy was the difficulty in keeping pace with the rapidly growing population. Normal training was not successful, in attracting prospective teachers, until it was made obligatory for all young people who desired to teach.

23 Ibid., p. 11.
CHAPTER VII

RETROSPECT

The educational policies of the Hudson's Bay Company, and the policies and efforts of the early missionaries, made possible a framework of educational facilities, to which the Dominion Government fell heir in 1870. But the Ottawa Government not only fell heir to the sacrificial efforts of the Church organizations. The great western domain now belonged to Canada, and was to be exploited for "purposes of the Dominion." It is unfortunate that the Dominion Government felt it necessary to legislate for the territories in a manner which eventually shaped the future policy of both Saskatchewan and Alberta.

The system of separate schools, foisted upon the Territories in 1875 and 1880, cannot be justified in the light of the British North America Act. The legislation caused turmoil and strife during the nineties and directly preceding the formation of the Provinces, and has been a source of contention on many occasions since 1905.

The effect of the dual system set up by the Ordinance of 1884 and 1885 have been far-reaching. When the dual policy of administrative control was abandoned in 1892, there was a tendency for the pendulum to swing in the opposite direction. A highly centralized educational administrative system was instituted. It is quite
probable that a highly centralized administration was the solution to the problems of that day. It appeared necessary to exert rigid control over curriculum, teacher training and certification, compulsory attendance, and religious teaching. However, the financial burden was, to a large extent thrown upon the individual district, and this policy has continued to this day.

The separate school legislation is an impediment in the formation of larger units of administration, in the adoption of the Junior High School organization, and in the giving to local areas greater control over the development of the curriculum.

The small district system appeared to meet the educational requirements of frontier settlements. Educational needs were few, expenses at a minimum. The small district was necessary when distances were great and transportation inadequate, but even in that day, there were some who considered the local school board a hindrance to development.
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Grants-in-Aid paid by the Hudson's Bay Company to Religious Organizations during the Period 1830-1843 as Revealed in the Minutes of the Council Meetings of the Northern Department.

<table>
<thead>
<tr>
<th>Date of Meeting</th>
<th>To Whom Paid. Organization or Individual</th>
<th>Amount of Grant</th>
<th>Purpose of Grant</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. June 1, 1833.</td>
<td>Mr. Pritchard</td>
<td>£25</td>
<td>Granted to Mr. Pritchard to reward him for his voluntary teaching of day school in his community. Many children whose parents could not afford to pay fees attended this school.</td>
<td></td>
</tr>
</tbody>
</table>

Red River R. C. Mission. £50 plus luxuries. | To assist in Mission's support. |

The Minutes for 1834 are missing.
<table>
<thead>
<tr>
<th>Date</th>
<th>Organization or Individual</th>
<th>Purpose, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Red River R. C. Mission.</td>
<td>£100 To assist in building Church.</td>
</tr>
<tr>
<td></td>
<td>Rev. Mr. Jones.</td>
<td>£100 In aid of boarding school.</td>
</tr>
<tr>
<td></td>
<td>Rev. Mr. Jones.</td>
<td>£100 To aid boarding school under his direction.</td>
</tr>
<tr>
<td></td>
<td>Rev. Mr. Jones.</td>
<td>an allowance To aid in support of boarding schools under his direction.</td>
</tr>
<tr>
<td></td>
<td>Bishop of Juliopolis</td>
<td>£100 To assist in support of the Mission.</td>
</tr>
<tr>
<td></td>
<td>Rev. Wm. Cochran</td>
<td>£100 To aid the School of Industry burned down this season.</td>
</tr>
<tr>
<td></td>
<td>Bishop of Juliopolis</td>
<td>£50 In consideration of his work while officiating in the Upper as well as</td>
</tr>
<tr>
<td></td>
<td>Rev. Wm. Cochran</td>
<td>£100 the Lower Parish in the absence of Mr. Jones and his successor.</td>
</tr>
<tr>
<td></td>
<td>This later became St. John's College.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>During the year the management of these</td>
<td></td>
</tr>
<tr>
<td></td>
<td>schools passed to Mr. McCallum. The H. B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co. agreed to purchase the buildings from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Jones for £500. The Co. agreed to rent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>these to Mr. McCallum at an annual rental of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 p. cent on the purchase money. The</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lease was to run for five years.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Organization or Individual</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>9. June 18, 1840</td>
<td>Three Missions to be established in Northern Department</td>
<td>Mr. John McCallum</td>
</tr>
<tr>
<td></td>
<td>Red River R. C. Mission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. John McCallum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Evans at Norway House</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Jacobs at Norway House</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Mason at Lac la Pluie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Rundle at Edmonton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wesleyan Missionaries</td>
<td></td>
</tr>
<tr>
<td>10. June 14, 1841</td>
<td>Red River R. C. Mission</td>
<td>Mr. John McCallum</td>
</tr>
<tr>
<td></td>
<td>Mr. Evans at Norway House</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Jacobs at Norway House</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Mason at Lac la Pluie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Rundle at Edmonton</td>
<td></td>
</tr>
<tr>
<td>11. June 21, 1842</td>
<td>Red River R. C. Mission</td>
<td>Mr. John McCallum</td>
</tr>
<tr>
<td></td>
<td>£100 plus luxuries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father Blanchette's Mission in the Columbia District</td>
<td></td>
</tr>
<tr>
<td></td>
<td>£100</td>
<td></td>
</tr>
<tr>
<td>Date of Meeting</td>
<td>To Whom Paid</td>
<td>Amount of Grant</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>12. June 10, 1843</td>
<td>Mr. John McCallum</td>
<td>£100</td>
</tr>
<tr>
<td></td>
<td>Red River R. C. Mission</td>
<td>£100 plus luxuries</td>
</tr>
</tbody>
</table>

Wesleyan Missionaries
- Mr. Evans: Commissioned
- Mr. Mason: Gentlemen's Allowance
- Mr. Rundle: Transported
- Mr. Mason: Board, Lodging,
- Mr. Jacobs: Transported

---

## APPENDIX B

**STATISTICS OF THE CHURCH MISSIONARY SOCIETY’S NORTH WEST AMERICAN MISSION; 1857**

<table>
<thead>
<tr>
<th>Stations</th>
<th>Missionaries and Assistants</th>
<th>Communicants</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Red River District:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Andrew’s Church</td>
<td>Ven. Archdeacon Hunter</td>
<td>200</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Rev. W. W. Kirkby</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. C. Mayhew, Model Training Master</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School at Middle Church</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park’s Creek</td>
<td>Native Schoolmasters</td>
<td>--- 251</td>
<td></td>
</tr>
<tr>
<td>Little Britain Mapleton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian Settlement Church</td>
<td>Rev. A. Cowley</td>
<td>150</td>
<td>---</td>
</tr>
<tr>
<td>Settlement School</td>
<td>Native Schoolmasters</td>
<td>--- 123</td>
<td></td>
</tr>
<tr>
<td>School at Broken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head River</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Port Alexander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Saulteaux</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Portage La Prairie:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>Venerable Archdeacon Cochran 47</td>
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</tr>
<tr>
<td>School</td>
<td>Native Schoolmaster</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>Islington:</strong> Schoolhouse</td>
<td>Rev. R. M’Donald (\text{country-born}) ---</td>
<td>Native Schoolmaster</td>
<td>12</td>
</tr>
<tr>
<td><strong>Fairford:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>Rev. W. Stagg</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Rev. James Settee (\text{pure Indian}) 25</td>
<td>Native Schoolmasters</td>
<td></td>
</tr>
<tr>
<td>School at Station)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-station, Jack (River,</td>
<td>Charles Pratt (\text{native Catechist}) ---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Pelly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cumberland:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christ Church</td>
<td>Rev. H. George</td>
<td>110</td>
<td>---</td>
</tr>
<tr>
<td>Two Schools</td>
<td>Rev. Henry Budd (\text{pure Indian})</td>
<td>Native Schoolmasters</td>
<td>102</td>
</tr>
<tr>
<td>Out-station, Nepowewin,</td>
<td>Thomas Cooke (\text{Native catechist}) 27</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Moose Lake</td>
<td>John Umpherville (\text{native catechist}) 23</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td><strong>English River:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church (building)</td>
<td>Rev. R. Hunt</td>
<td>73</td>
<td>---</td>
</tr>
<tr>
<td>School</td>
<td>Native Schoolmaster</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Stations</td>
<td>Missionaries and Assistants</td>
<td>Communicants</td>
<td>Scholars</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>York Fort:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>Rev. W. Mason</td>
<td>24</td>
<td>---</td>
</tr>
<tr>
<td>School</td>
<td>Native Schoolmaster</td>
<td>---</td>
<td>58</td>
</tr>
<tr>
<td>Out-station,</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Churchill</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Severn</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Moose Fort:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>Rev. J. Horden</td>
<td>95</td>
<td>---</td>
</tr>
<tr>
<td>School</td>
<td>Native Schoolmaster</td>
<td>---</td>
<td>30</td>
</tr>
<tr>
<td>Out-station</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Rupert's House</td>
<td>Isaac Hardisty</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Albany</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Osnaburgh</td>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>774</strong></td>
<td><strong>795</strong></td>
</tr>
</tbody>
</table>

Missionaries and Agents

Beyond the Rocky Mountains:

Fort Simpson, Columbia—Mr. W. Duncan, Trained Schoolmaster (on his way).


Henry Venn,

APPENDIX C

LIEUTENANT-GOVERNORS OF THE NORTH-WEST TERRITORIES
1870-1905

A. The Period of Administration under the leadership of the Lieutenant-Governor of Manitoba and an Appointed Council, 1870-73. Headquarters of Government at Fort Garry.


Sessions: 1873-March 8, 10.
         September 4, 8, 11, 13.

1874-March 11, 12, 14, 16.
         June 1, 2.
         December 3, 4, 7.

1875-November 23, 23, 25, 29.
         December 14.

B. The North West Territories Council Period, 1873-1888.

1. David Laird, October 7, 1876--December 3, 1881.

(a) Capital at Livingstone, Swan River.
(1) March 8--22, 1877.

(b) Capital at Battleford.
(2) July 10--August 2, 1878.
(3) August 28-September 27, 1879.
(4) May 26--June 11, 1881.

Contained first elected member, Lawrence Clarke, Electoral District of Lorne, March 9, 1881.

2. Edgar Dewdney, December 3, 1881--July 1, 1888.

The Capital was moved to Regina on March 27, 1883. In future all sessions at Regina.

(1) August 20--October 4, 1883.
(2) July 3--August 6, 1884.
(3) November 5--December 18, 1885.
(4) October 13--November 19, 1886.
(5) October 14--November 19, 1887.

Last Session of the North West Territories Council.

C. The Legislative Assembly Period, 1888-1905.
1. Joseph Royal, July 1, 1888- November 11, 1893.
   (a) First Legislative Assembly.
     (1) First Session; October 31--December 11, 1888.
     (2) Second Session; October 16--November 22, 1889.
     (3) Third Session; October 29--November 29, 1890.

   (b) Second Legislative Assembly.
     (1) First Session; December 10, 1891--January 25, 1892.
     (2) Second Session; August 2, 1892--September 1, 1892.
     (3) Third Session; December 7, 1892--December 31, 1892.
     (4) Fourth Session; August 17, 1893--September 16, 1893.

2. Charles Herbert MacKintosh, November 11, 1893--June 1898.
   (5) Fifth Session; August 2--September 7, 1894.

   (c) Third Legislative Assembly.
     (1) First Session; August 29--September 30, 1895.
     (2) Second Session; September 29--October 30, 1896.
     (3) Third Session; October 28--December 15, 1897.

   January 12, 1897, Hon. Hugh Richardson Senior Judge of Supreme Court of North-West Territories Administrator in absence on leave of Lieutenant-Governor.

3. Malcolm Colin Cameron, June--September 26, 1898 (deceased).
   (4) Fourth Session; August 16--September 19, 1898.

4. Amedée Emmanuel Forget, 1898--April 27, 1904.
   (d) Fourth Legislative Assembly.
     (1) First Session; April 4--April 29, 1899.
     (2) Second Session; March 29--May 4, 1900.
     (3) Third Session; May 2--June 12, 1901.
     (4) Fourth Session; March 20--April 19, 1902.

   (e) Fifth Legislative Assembly.
     (1) First Session; April 16--June 19, 1903.
     (2) Second Session; October 29--November 21, 1903.
     (3) Third Session; September 22--October 8, 1904.

   The Honourable Mr. Forget remained in office after the Province of Saskatchewan was formed, until 1910.
APPENDIX D

THE BRITISH NORTH AMERICA ACT, 1867

Exclusive Powers of Provincial Legislatures

92. In each Province the Legislature may exclusively make Laws in relation to Matters coming within the Classes of Subjects next herein-after enumerated, that is to say,

1. The Amendment from Time to Time, notwithstanding anything in this Act, of the Constitution of the Province, except as regards the Office of Lieutenant Governor.

2. Direct Taxation within the Province in order to the raising of a Revenue for Provincial Purposes.

3. The borrowing of Money on the sole Credit of the Province.

4. The Establishment and Tenure of Provincial Offices and the Appointment and Payment of Provincial Officers.

5. The Management and Sale of the Public Lands belonging to the Province and of the Timber and Wood thereon.

6. The Establishment, Maintenance, and Management of Public and Reformatory Prisons in and for the Province.

7. The Establishment, Maintenance, and Management of Hospitals, Asylums, Charities, and Elcemosynary Institutions in and for the Province, other than Marine Hospitals.

8. Municipal Institutions in the Province.

9. Shop, Saloon, Tavern, Auctioneer, and other Licences in order to the raising of a Revenue for Provincial, Local, or Municipal Purposes.

10. Local Works and Undertakings other than such as are of the following Classes,
a. Lines of Steam or other Ships, Railways, Canals, Telegraphs, and other Works and Undertakings connecting the Province with any other or others of the Provinces, or extending beyond the Limits of the Province:

b. Lines of Steam Ships between the Province and any British or Foreign Country:

c. Such Works as, although wholly situate within the Province, are before or after their Execution declared by the Parliament of Canada to be for the general Advantage of Canada or for the Advantage of Two or more of the Provinces.

11. The Incorporation of Companies with Provincial Objects.

12. The Solemnization of Marriage in the Province.

13. Property and Civil Rights in the Province.

14. The Administration of Justice in the Province, including the Constitution, Maintenance, and Organization of Provincial Courts, both of Civil and of Criminal Jurisdiction, and including Procedure in Civil Matters in those Courts.

15. The Imposition of Punishment by Fine, Penalty, or Imprisonment for enforcing any Law of the Province made in relation to any Matter coming within any of the Classes of Subjects enumerated in this Section.

16. Generally all Matters of a Merely local or private Nature in the Province.

Education

93. 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:

2. All the Powers, Privileges, and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's
Roman Catholic Subjects shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec:

3. Where in any Province a System of Separate or Dissentient Schools exists by Law at the Union or is thereafter established by the Legislature of the Province, an Appeal shall lie to the Governor General in Council from any Act or Decision 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:

4. 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 on 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 require, the Parliament of Canada may make 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.
## APPENDIX E

**DOMINION GOVERNMENT EXPENDITURES FOR EDUCATIONAL SERVICES IN THE NORTH-WEST TERRITORIES JANUARY 1, 1881 TO JUNE 30, 1885**

**UNDER REGULATIONS EFFECTIVE JANUARY 1, 1881.**

<table>
<thead>
<tr>
<th>1. Expenditure January 1 -- June 30, 1881.</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. S. Bourne, Salary as Teacher $48.75</td>
</tr>
<tr>
<td>C. Whitford, &quot; &quot; 30.50</td>
</tr>
<tr>
<td>P. Allard, 8 &quot; 50.00</td>
</tr>
<tr>
<td>3 teachers total $129.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Expenditure July 1, 1881 -- June 30, 1882.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. W. Baker, Salary as Teacher $375.00</td>
</tr>
<tr>
<td>J. Pritchard, &quot; &quot; 30.50</td>
</tr>
<tr>
<td>W. Garrioch, &quot; &quot; 68.00</td>
</tr>
<tr>
<td>E. B. Glass, &quot; &quot; 75.00</td>
</tr>
<tr>
<td>E. A. Crawford, &quot; &quot; 36.80</td>
</tr>
<tr>
<td>J. E. Whitford, &quot; &quot; 30.50</td>
</tr>
<tr>
<td>P. Allard, &quot; &quot; 50.00</td>
</tr>
<tr>
<td>J. Murray, &quot; &quot; 187.50</td>
</tr>
<tr>
<td>Sister Ste. Genevieve, &quot; &quot; 375.00</td>
</tr>
<tr>
<td>Pière Bigonesse, &quot; &quot; 225.00</td>
</tr>
<tr>
<td>Sister St. Michel, &quot; &quot; 200.00</td>
</tr>
<tr>
<td>J. S. McDonald, &quot; &quot; 50.00</td>
</tr>
<tr>
<td>R. Secord, &quot; &quot; 75.00</td>
</tr>
<tr>
<td>Sister Secord, &quot; &quot; 375.00</td>
</tr>
<tr>
<td>M. Nolin, &quot; &quot; 50.00</td>
</tr>
<tr>
<td>15 teachers total $2,203.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Expenditure July 1, 1882 -- June 30, 1883.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Macaulay, Salary as Teacher $225.00</td>
</tr>
<tr>
<td>Rev. W. D. Reeves, &quot; &quot; 125.00</td>
</tr>
<tr>
<td>J. C. Slater, &quot; &quot; 100.00</td>
</tr>
<tr>
<td>S. W. Baker, &quot; &quot; 75.00</td>
</tr>
<tr>
<td>Rev. Sister Secord, &quot; &quot; 225.00</td>
</tr>
<tr>
<td>W. Stiff, &quot; &quot; 75.00</td>
</tr>
</tbody>
</table>

---

1Sessional Papers of Canada, No. 2, 1882; No. 1, 1883; No. 2, 1884; No. 1, 1885; No. 2, 1886.
<table>
<thead>
<tr>
<th>Name</th>
<th>Salary as Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rev. Sister Ste. Genevieve</td>
<td>$225.00</td>
</tr>
<tr>
<td>Rev. Sister Michel</td>
<td>$100.00</td>
</tr>
<tr>
<td>Miss O. Dorral</td>
<td>$375.00</td>
</tr>
<tr>
<td>R. Secord</td>
<td>$300.00</td>
</tr>
<tr>
<td>J. S. Slater</td>
<td>$75.00</td>
</tr>
<tr>
<td>T. Croft</td>
<td>$125.00</td>
</tr>
<tr>
<td>C. E. C. Lowry</td>
<td>$100.00</td>
</tr>
<tr>
<td>Miss L. M. Baker</td>
<td>$150.00</td>
</tr>
<tr>
<td>Archbishop St. Boniface</td>
<td>$400.00</td>
</tr>
<tr>
<td>A. S. H. Wright</td>
<td>$200.00</td>
</tr>
<tr>
<td>P. Bigonesse</td>
<td>$225.00</td>
</tr>
<tr>
<td>Trustees, Edmonton, Teacher's Salary,</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

18 teachers total $3,150.00

4. Expenditure July 1, 1883 -- June 30, 1884.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary as Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Lucy M.</td>
<td>$300.00</td>
</tr>
<tr>
<td>Bigonesse, Rev. A. M.</td>
<td>$300.00</td>
</tr>
<tr>
<td>Brunet, Joseph</td>
<td>$125.00</td>
</tr>
<tr>
<td>Bulyea, George H.</td>
<td>$40.00</td>
</tr>
<tr>
<td>Collings, Rev. Sister</td>
<td>$225.00</td>
</tr>
<tr>
<td>Costello, J. W.</td>
<td>$61.15</td>
</tr>
<tr>
<td>Croft, Thomas</td>
<td>$125.00</td>
</tr>
<tr>
<td>Dillon, Rev. Sister</td>
<td>$225.00</td>
</tr>
<tr>
<td>Dorval, O.</td>
<td>$75.00</td>
</tr>
<tr>
<td>Ginond, Wm.</td>
<td>$37.50</td>
</tr>
<tr>
<td>Green, Rev. Sister</td>
<td>$225.00</td>
</tr>
<tr>
<td>Grummett, Martin L.</td>
<td>$75.00</td>
</tr>
<tr>
<td>Hughes, Hetty</td>
<td>$43.75</td>
</tr>
<tr>
<td>Lowry, Chas. E. C.</td>
<td>$39.34</td>
</tr>
<tr>
<td>Moulin, Rev. Julien</td>
<td>$125.00</td>
</tr>
<tr>
<td>McDonald, Donald</td>
<td>$150.00</td>
</tr>
<tr>
<td>McKay, Goe.</td>
<td>$75.00</td>
</tr>
<tr>
<td>McKay, John</td>
<td>$50.00</td>
</tr>
<tr>
<td>Pitchell, Emma</td>
<td>$87.50</td>
</tr>
<tr>
<td>Reeve, Rev. W. D.</td>
<td>$187.50</td>
</tr>
<tr>
<td>Secord, Richard</td>
<td>$300.00</td>
</tr>
<tr>
<td>Shaffner, L. R.</td>
<td>$275.00</td>
</tr>
<tr>
<td>Sicard, Rev. Sister</td>
<td>$225.00</td>
</tr>
<tr>
<td>Slater, James</td>
<td>$75.00</td>
</tr>
<tr>
<td>Slater, John C.</td>
<td>$150.00</td>
</tr>
<tr>
<td>Smith, Harvey</td>
<td>$50.00</td>
</tr>
<tr>
<td>Ste. Genevieve, Rev. Sister</td>
<td>$75.00</td>
</tr>
<tr>
<td>&quot; &quot; &quot; &quot; &quot; (Per His Hon. Lieut. Gov. Dewdney)</td>
<td>$96.00 171.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary as Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Michel des Saints, Rev. Sister, per</td>
<td></td>
</tr>
<tr>
<td>Archbishop St. Boniface</td>
<td>$300.00</td>
</tr>
<tr>
<td>Stuart, Duncan per Archbishop St. Boniface</td>
<td>$50.00</td>
</tr>
<tr>
<td>Wells, Fanny</td>
<td>$100.00</td>
</tr>
<tr>
<td>Winans, G. H.</td>
<td>$75.00</td>
</tr>
</tbody>
</table>

31 teachers total $4,336.74
5. Expenditure July 1, 1884 -- June 30, 1885.

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary as Teacher</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Mary F.</td>
<td>$375.00</td>
<td></td>
</tr>
<tr>
<td>Brunet, Joseph</td>
<td></td>
<td>$400.00</td>
</tr>
<tr>
<td>Bigonesse, Rev. A. M.</td>
<td></td>
<td>$300.00</td>
</tr>
<tr>
<td>Baker, Lucy M.</td>
<td></td>
<td>$30.00</td>
</tr>
<tr>
<td>Bulyea, Louisa</td>
<td></td>
<td>$45.00</td>
</tr>
<tr>
<td>Cahuskey, Angelica</td>
<td></td>
<td>$350.00</td>
</tr>
<tr>
<td>Curran, Mary</td>
<td></td>
<td>$75.00</td>
</tr>
<tr>
<td>Cox, A. E.</td>
<td></td>
<td>$375.00</td>
</tr>
<tr>
<td>Dillon, Rev. Sister</td>
<td></td>
<td>$350.00</td>
</tr>
<tr>
<td>Douglas, James S.</td>
<td></td>
<td>$150.00</td>
</tr>
<tr>
<td>Foisy, Georgiana</td>
<td></td>
<td>$75.00</td>
</tr>
<tr>
<td>Grimmett, Martin L.</td>
<td></td>
<td>$375.00</td>
</tr>
<tr>
<td>Gerrond, William</td>
<td></td>
<td>$325.00</td>
</tr>
<tr>
<td>Green, Rev. Sister</td>
<td></td>
<td>$135.00</td>
</tr>
<tr>
<td>Guarnaus, Emille</td>
<td></td>
<td>$131.25</td>
</tr>
<tr>
<td>Hughes, Hetty</td>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td>Leveque, Clementine</td>
<td></td>
<td>$312.50</td>
</tr>
<tr>
<td>Moulin, Rev. Julien</td>
<td></td>
<td>$150.00</td>
</tr>
<tr>
<td>Massie, John</td>
<td></td>
<td>$358.33</td>
</tr>
<tr>
<td>McConnell, D. S.</td>
<td></td>
<td>$150.00</td>
</tr>
<tr>
<td>McLachlan, J. A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McPhail, J. W.</td>
<td></td>
<td>$150.00</td>
</tr>
<tr>
<td>Petchell, Emma</td>
<td></td>
<td>$12.50</td>
</tr>
<tr>
<td>Partridge, E. A.</td>
<td></td>
<td>$75.00</td>
</tr>
<tr>
<td>Patterson, A. C.</td>
<td></td>
<td>$82.50</td>
</tr>
<tr>
<td>Reeve, W. D.</td>
<td></td>
<td>$187.50</td>
</tr>
<tr>
<td>Requier, Octave</td>
<td></td>
<td>$212.50</td>
</tr>
<tr>
<td>Roswell, J. W.</td>
<td></td>
<td>$150.00</td>
</tr>
<tr>
<td>Sicard, Rev. Sister</td>
<td></td>
<td>$450.00</td>
</tr>
<tr>
<td>Stuart, Duncan</td>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td>Slater, John C.</td>
<td></td>
<td>$75.00</td>
</tr>
<tr>
<td>Secord, Richard</td>
<td></td>
<td>$375.00</td>
</tr>
<tr>
<td>Shafer, Ida</td>
<td></td>
<td>$300.00</td>
</tr>
<tr>
<td>St. Michel des Saints, Rev. Sister</td>
<td></td>
<td>$450.00</td>
</tr>
<tr>
<td>Sisters of Charity, per Archbishop</td>
<td></td>
<td>$50.00</td>
</tr>
<tr>
<td>St. Boniface; for teaching school</td>
<td></td>
<td>$884.46</td>
</tr>
<tr>
<td>Vidal, L. P.</td>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td>Wright, A. H.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winans, G. H.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$8,620.54</td>
</tr>
</tbody>
</table>
APPENDIX F

SECTIONS OF THE SCHOOL ORDINANCES ENACTED BY THE LEGISLATIVE COUNCIL, 1884-1887, AND BY THE LEGISLATIVE ASSEMBLY, 1888-1905 GOVERNING (1) THE BOARD OF EDUCATION, (2) THE COUNCIL OF PUBLIC INSTRUCTION, AND (3) THE DEPARTMENT OF EDUCATION.

No. 5 of 1884

Board of Education

1. The Lieutenant-Governor-in-Council, sitting as an Executive Council, may appoint, to form and constitute the Board of Education for the North-West Territories, a certain number of persons, not exceeding twelve, six of whom shall be Protestants and six Roman Catholics.

2. Three of the Protestant members and three of the Roman Catholic members recorded at the foot of the list of the members of the Board, as entered in the minute book of the Council of the North-West Territories, shall retire and cease to hold office at the end of each year, which, for the purposes of this ordinance shall be held and taken to be the thirtieth day of June annually; and the names of the members appointed in their stead shall be placed at the head of the list; and the six members so retiring in rotation and annually may be eligible for re-appointment, and such retiring members shall hold office until their successors are appointed.

3. It shall be the duty of the Board:-

(1) To make from time to time such regulations as they may think fit for the general organization of the schools.

(2) To make regulations for the registering and reporting of daily attendance at all the schools in the North-West Territories, subject to the approval of the Lieutenant-Governor in Council.

(3) To make regulations for the calling of meetings from time to time and prescribe the notices thereof to be given to members.

4. The Board of Education shall meet once a year at the time and place where the Board may think fit.
5. The Board shall resolve itself into two sections, the one consisting of the Protestant and the other of the Roman Catholic members thereof; and it shall be the duty of each section:

(1) To have under its control and management the schools of the section and to make from time to time, such regulations as may be deemed fit for their general government and discipline and the carrying out of the provisions of this Ordinance.

(2) To arrange for the proper examination, grading and licensing of its teachers, the recognition of certificates obtained elsewhere, and for the withdrawing of the license upon sufficient cause.

(3) To select all the books, maps and globes to be used in the schools under its control and to approve of the plans for the construction of school houses; Provided, however, that in the case of books having reference to religion and morals, such selection by the Catholic section of the Board shall be subject to the approval of the competent religious authority; and

(4) To appoint inspectors, who shall hold office during the pleasure of the section appointing them.

6. The Board of Education, or any section thereof, may, whenever they shall see fit, appoint and hold a meeting of such Board or section in any part of the North-West Territories and such meeting shall be as valid as if held in Regina, which shall be the usual place of meeting of such Board of section.

7. The quorum of the Board of Education shall consist of a majority of the members and each of the sections of the same shall decide its own quorum.

8. Any member of the Board of Education absenting himself from the meeting of his section or of the Board for six months, unless from sickness or absence from the North-West Territories, shall be considered to have in suo facto resigned his position, and the president of the section to which he belongs shall notify the Lieutenant-Governor of the vacancy so caused and the member appointed to replace him shall hold office only for the unexpired term of the member whom he replaces.

No. 3 of 1885

1. The Lieutenant-Governor in Executive Council may appoint, and constitute a Board of Education for the North-West Territories, composed of five members, two of whom shall be Roman Catholics, and two shall be Protestants, and the Lieutenant-Governor, who shall be chairman.
2. The Members of the Board shall be paid for their services four dollars for each day of attendance at their meetings, and their actual travelling expenses.

3. A majority of the Board of Education shall be a quorum.

4. Any member of the Board absenting himself from the meeting of the Board, or from the meeting of his section, as hereinafter defined, for six months, shall be considered to have resigned his position, and the other member of the section to which he belongs, shall notify the Lieutenant-Governor of the vacancy so caused, and the Lieutenant-Governor shall appoint his successor.

5. It shall be the duty of the Board:

   (1) To meet twice a year at least at Regina;

   (2) To appoint Inspectors, who shall hold office during the pleasure of the Board, and to remunerate them for their services;

   (3) To appoint a Board or Boards of Examiners for the examination of teachers, whose qualifications shall from time to time be prescribed by the Board of Education;

   (4) To provide for the expenses of the Board of Examiners;

   (5) To arrange for the proper examination, grading, and licensing of teachers, and the granting of certificates; such certificates to be of three classes, viz., a first, second, and third class certificate, and a provisional certificate;

      (a) Every such certificate of qualification shall have the signature of a member of the Board, but no certificate shall be given to any teacher who does not furnish satisfactory proof of good moral conduct;

   (6) To appoint a Secretary to the Board, and to provide for his salary;

   (7) To make from time to time such regulations as they may think fit, for the general organization of schools;

   (8) To make regulations for the registering and reporting of daily attendance at all schools;

   (9) To cause to be kept a proper record of the proceedings of the Board.

   (10) To determine all Appeals from the decisions of Inspectors of Schools, and to make such orders thereon as may be required.
(11) To prescribe the form of school register for all schools;

(12) To make regulations for the calling of their meetings from time to time, and prescribe the notices thereof to be given to members.

6. The Board of Education shall resolve itself into two sections, the one consisting of the Protestant, and the other of the Roman Catholic members thereof, and it shall be the duty of each section:

(1) To have under its control and management the schools of its section, and to make from time to time such regulations as may be deemed fit for their general government, and discipline, and the carrying out of the provisions of this Ordinance;

(2) To cancel the certificate of a teacher upon sufficient cause;

(3) To select, adopt, and prescribe a uniform series of text books, to be used in the schools of the section.

No. 10 of 1886

Be it enacted by the Lieutenant-Governor of the North-West Territories, in Council, as follows:-

1. That sections 5 and 6 of the School Ordinance of 1885 be repealed, and the following substituted therefor:

"5" It shall be the duty of the Board,-

(1) To meet twice a year at least, at Regina.

(2) To pay the salaries and expenses of the Officers of the Board, as directed by the Lieutenant-Governor in Council;

(3) To appoint a secretary to the Board;

(4) To make, from time to time such regulations as they may think fit for the general organisation of schools;

(5) To make regulations for the registering and reporting of the daily attendance at all schools;

(6) To cause to be kept a proper record of the proceedings of the Board;

(7) To determine all appeals from the decisions of inspectors of schools, and to make such orders
thereon as may be required;

(8) To prescribe the form of school register for all schools;

(9) To make regulations for the calling of their meetings, from time to time, and prescribe the notices thereof to be given to members.

And for such schools as are not designated Protestant or Roman Catholic:-

(10) To appoint inspectors who shall hold office during the pleasure of the Board;

(11) To appoint a Board or Boards of Examiners for the examination of teachers whose qualifications shall, from time to time, be prescribed by the Board of Education;

(12) To arrange for the proper examination, grading and licensing of teachers, and the granting of certificates; such certificates to be of four classes, viz., first, second, third and provisional;

(13) To select, adopt and prescribe a uniform series of text-books to be used in such schools;

(14) To cancel the certificate of a teacher upon sufficient cause.

"6 The Board of Education shall resolve itself into two sections, the one consisting of the Protestant, and the other of the Roman Catholic members thereof, and it shall be the duty of each section, for the schools of its section:

(1) To have under its control and management the schools of its section, and to make, from time to time such regulations as may be deemed fit for their general government and discipline, and the carrying out of the provisions of this Ordinance;

(2) To cancel the certificate of a teacher upon sufficient cause;

(3) To select, adopt and prescribe a uniform series of text-books;

(4) To appoint inspectors, who shall hold office during the pleasure of the section;
To appoint a board or boards of examiners, for the examination of teachers, whose qualifications shall, from time to time, be prescribed by the section;

(6) To arrange for the proper examination, grading and licensing of teachers, and the granting of certificates; such certificates to be of four classes, viz., first, second, third and provisional."

2. Every teacher's certificate of qualification shall have the signature of a member of the Board of Education, and no Certificate shall be given to any teacher who does not furnish satisfactory proof of good moral conduct.

No. 2 of 1887

1. The Lieutenant-Governor in Executive Council may appoint and constitute a Board of Education for the North-West Territories, composed of eight members, to hold office for two years and until their successors are appointed, five of whom shall be Protestants, and three shall be Roman Catholics.

2. The Board shall meet at Regina on the second Tuesday in March, June, September and December in each year and at such other times as the Lieutenant-Governor may direct.

3. A majority of the Board shall be a quorum.

4. The Members of the Board shall be paid for their services four dollars for each day of attendance at their meetings, and their actual travelling expenses.

5. Any member of the Board absenting himself from the meetings of the Board, or from the meetings of his section as hereinafter defined, for six months, shall forfeit his seat, and the other members of the section to which the member so absenting himself belongs, shall notify the Lieutenant-Governor of the vacancy so caused, and the Lieutenant-Governor shall appoint his successor, subject to confirmation by the Lieutenant-Governor, in Executive Council; and in the event of any member dying, or resigning his seat, or leaving the Territories, another member shall be so appointed in his place, subject to like confirmation.

6. At the first meeting of the Board, after the passing of this Ordinance, the Board shall appoint one of their number as Chairman, who may vote with the other members of the Board on all questions, and any question, on which there is an equality of votes, shall be deemed to be negatived.

(1) In case of absence of the Chairman from any meeting of the Board, the then assembled members shall elect one of their number to act in that capacity, who shall for the time being possess the same powers and privileges as the Chairman.
7. It shall be the duty of the Board:

(1) To prescribe the duties of the Secretary to the Board;

(2) To make regulations for the registering and reporting of the daily attendance at all schools, and to prescribe the form of school register;

(3) To cause a proper record to be made of the proceedings of the Board;

(4) To determine all appeals from the decisions of Inspectors of Schools, and to make such order thereon as may be required;

(5) To provide for an uniform system of inspection of all Schools and the payment of Inspectors, and to make, from time to time, such regulations as may be deemed necessary with respect to the duties of Inspectors;

(6) To arrange for the proper examination, grading and licensing of Teachers and the granting of certificates, which shall be of six classes, viz., First Class (two grades), Second Class (two grades), Third Class and Provisional;

And for such Schools as are not designated Protestant or Roman Catholic:

(7) To take charge of all Schools organized under this or any previous Ordinance, and to make, from time to time, such regulations as may be deemed fit for their general government and discipline, and the carrying out of the provisions of this Ordinance;

(8) To appoint Inspectors, who shall hold office during the pleasure of the Board;

(9) To select, adopt and prescribe an uniform series of text books to be used in such schools;

(10) To cancel the certificates of a teacher upon sufficient cause.

8. The Board of Education shall resolve itself into two sections, the one consisting of the Protestant, and the other of the Roman Catholic members thereof, and it shall be the duty of each section for the schools of its section:

(1) To have under its control and management the schools of its section, and to make, from time to time, such regulations as may be deemed fit for their general government and discipline, and the carrying out of the provisions of this Ordinance;

(2) To select, adopt and prescribe an uniform series of text books;

(3) To appoint Inspectors, who shall hold office during the pleasure of the section appointing them;
(4) To cancel the certificate of a teacher upon sufficient cause.

9. There shall be a general Board of Examiners for teachers' certificates, whose number and remuneration shall be fixed by the Board of Education, one half of which Board of Examiners shall be nominated by each section of the Board.

10. Each section of the Board shall have the selection of text books for the examination of teachers in history and science, and it shall have power to prescribe any additional subjects of examination for the teachers of schools of its section, and in all examinations on such subjects the examiners of each section shall respectively have exclusive jurisdiction.

Secretary to the Board

11. The Lieutenant-Governor, in Executive Council, shall appoint a Secretary to the Board of Education and provide for his salary, whose duties, except as hereinafter provided, shall be such as imposed by the Board.

12. It shall be the duty of the Secretary to call all meetings of the Board of Education, and of the sections thereof, in accordance with the provisions of this Ordinance, and also to call any school meeting required to be held under this Ordinance, when the parties, who are otherwise invested with the power to do so, either neglect or refuse to exercise it.

13. In the event of the resignation or death of the secretary the Lieutenant-Governor shall appoint his successor, subject to confirmation by the Lieutenant-Governor in Council.

Chapter 59, 1888

The Lieutenant-Governor, by and with the advice and consent of the Legislative Assembly of the Territories, enacts as follows:

4. The Lieutenant-Governor, in Council, may appoint and constitute a Board of Education for the North-West Territories, composed of eight members, to hold office for two years and until their successors are appointed, five of whom shall be Protestants, and three shall be Roman Catholics.

5. The Board shall meet at Regina on the third Tuesday in January and July in each year, and at such other times as the Lieutenant-Governor may direct.

6. A majority of the Board shall be a quorum.
7. The members of the Board shall be paid for their services four dollars for each day of attendance at their meetings, and their actual travelling expenses.

8. Any Member of the Board absenting himself from the meetings of the Board, or from the meetings of his section, as hereinafter defined, for twelve months, shall forfeit his seat, and the other members of the section, to which the member so absenting himself belongs, shall notify the Lieutenant-Governor of the vacancy so caused, and the Lieutenant-Governor, in Council, shall appoint his successor; and, in the event of any member dying or resigning his seat, or leaving the Territories, another member shall, in like manner, be appointed in his place.

9. The Board shall appoint one of their number as Chairman, who may vote with the other members of the Board on all questions, and any question, on which there is an equality of votes, shall be deemed to be negatived.

(1) In case of absence of the Chairman from any meetings of the Board, the then assembled members shall elect one of their number to act in that capacity, who shall, for the time being, possess the same powers and privileges as the Chairman.

10. It shall be the duty of the Board:

(1) To prescribe the duties of the Secretary to the Board;

(2) To make regulations for the registering and reporting of the daily attendance at all schools, and to prescribe the form of School register;

(3) To cause a proper record to be made of the proceedings of the Board;

(4) To determine all appeals from the decisions of Inspectors of Schools, and to make such orders thereon as may be required;

(5) To provide for an uniform system of inspection of all schools, and to make, from time to time, such regulations as may be deemed necessary with respect to the duties of Inspectors;

(a) The remuneration of Inspectors shall be at the rate of twenty dollars per annum for each organized school within their Inspectorates open during the year or in any part thereof. For travelling expenses, they shall be allowed five dollars for each day absent in the discharge of their duties; but where the railway is used, they shall be allowed the actual fares paid on such railway and such necessary expenses as the
Board of Education, through its Secretary, may approve.

(6) To arrange for the proper examination, grading and licensing of Teachers and the granting of Certificates, which shall be of six classes, viz., First Class (two grades), Second Class (two grades), Third Class and Provisional;

And for such Schools as are not designated protestant or Roman Catholic;

(7) To take charge of all such schools organized under this or any previous Ordinance, and to make, from time to time, such regulations as may be deemed fit for their general government and discipline, and the carrying out of the provisions of this Ordinance.

(8) To appoint Inspectors, who shall hold office during the pleasure of the Board;

(9) To select, adopt and prescribe an uniform series of text books to be used in such schools;

(10) To cancel the certificate of a Teacher upon sufficient cause.

11. The Board of Education shall resolve itself into two sections the one consisting of the Protestant, and the other of the Roman Catholic members thereof, and it shall be the duty of each section:

(1) To have under its control and management the schools of its section, and to make, from time to time, such regulations as may be deemed fit, for their general government and discipline, and the carrying out of the provisions of this Ordinance;

(2) To select and prescribe an uniform series of text books;

(3) To appoint Inspectors, who shall hold office during the pleasure of the section appointing them;

(4) To cancel the certificate of a Teacher upon sufficient cause.

12. There shall be a general Board of Examiners for Teachers' certificates, whose number shall be fixed by the Board of Education, and whose remuneration shall be the same as that of Members of the Board of Education, one half of which Board of Examiners shall be nominated by each section of the Board.

13. Each section of the Board shall have the selection of
text books for the examination of Teachers in history and science, and it shall have power to prescribe any additional subjects of examination for the Teachers of Schools of its section, and in all examinations on such subjects the examiners of each section shall respectively have exclusive jurisdiction.

Secretary to the Board

14. The Lieutenant-Governor in Council, shall appoint a Secretary to the Board of Education and provide for his salary, whose duties except as hereinafter provided, shall be such as are imposed by the Board.

15. It shall be the duty of the Secretary to call all meetings of the Board of Education and of the sections thereof, in accordance with the provisions of this Ordinance, and also to call any School meeting required to be held under this Ordinance, when the parties, who are otherwise invested with the power to do so, either neglect or refuse to exercise it.

16. In the event of the resignation or death of the Secretary the Lieutenant-Governor, in Council, shall appoint his successor.

No. 28 of 1891-92

The Lieutenant-Governor, by and with the advice and consent of the Legislative Assembly of the Territories, enacts as follows:

1. Section 4 of the said Ordinance is hereby amended by striking out the words "for two years and until their successors are appointed," and inserting in lieu thereof the words "during pleasure."

2. Section 5 of the said Ordinance is hereby repealed, and the following substituted in lieu thereof:

(5) "The Board shall meet at Regina at such times as the Lieutenant-Governor-in-Council may direct."

3. Sub-division (a) of subsection 5, and subsection 8 of Section 10 of the said Ordinance are hereby repealed.

4. Subsection 3 of section 11 of the said Ordinance is hereby repealed.

5. The Lieutenant-Governor-in-Council may appoint inspectors of schools in the Territories, and fix their salaries and travelling allowances, and such inspectors shall severally hold office during pleasure, and in addition to the duties imposed upon them under sub-
section 5 of Section 10 of the said Ordinance, shall perform such other duties as may be imposed upon them from time to time by the Lieutenant-Governor-in-Council.

6. Section 12 of the said Ordinance is hereby repealed and the following substituted in lieu thereof:

(12) "There shall be a general Board of Examiners for teachers' certificates, who shall be appointed, and whose remuneration shall be fixed by the Lieutenant-Governor-in-Council."

7. Section 13 of the said Ordinance is hereby repealed and the following substituted in lieu thereof:

(13) Each section of the Board shall have the selection of text books for the examination of teachers in History and Science, and it shall have power to prescribe any additional subjects of examination for the teachers of schools of its section, and for all examinations on such subjects the examiners may be appointed by each section, and shall, if so appointed, respectively have exclusive jurisdiction. The number of such examiners shall be fixed by the Lieutenant-Governor-in-Council.

8. Section 15 of the said Ordinance is hereby amended by striking out the following words "to call all meetings of the Board of Education, and of the sections thereof, in accordance with the provisions of this Ordinance, and also."

No. 22 of 1892

Council of Public Instruction

5. The members of the Executive Committee, and four persons, two of whom shall be Protestants and two Roman Catholics, appointed by the Lieutenant-Governor-in-Council, shall constitute a Council of Public Instruction, and one of the said Executive Committee, to be nominated by the Lieutenant-Governor-in-Council, shall be Chairman of the said Council of Public Instruction. The appointed members shall have no vote, and shall receive such remuneration as the Lieutenant-Governor-in-Council shall provide.

(1) The Executive Committee, or any sub-Committee thereof appointed for that purpose, shall constitute a quorum of the Council of Public Instruction.

6. It shall be lawful for the Lieutenant-Governor-in-Council to appoint a Superintendent of Education for the Territories, who
shall also be Secretary of the Council of Public Instruction.

7. It shall be lawful for the Council of Public Instruction from time to time

(a) To appoint two or more Examiners at such remuneration as shall be thought proper, and who shall constitute a Board of Examiners to examine teachers and grant certificates of qualification.

(b) To make and establish rules and regulations for the conduct of Schools and Institutes, and to prescribe the duties of teachers and their classification.

(c) To determine the subjects and percentages required for all classes and grades of certificates of teachers as well as to make and prescribe rules for the guidance of candidates for certificates of qualification as teachers.

(d) To select, adopt and prescribe the text books to be used in the Public and Separate Schools of the Territories.

(e) To arrange for the proper training examination, grading and licensing of teachers and the granting of certificates, which shall be of seven classes namely: High School; First Class, grade A and B; Second Class, Grade A and B; Third Class and Provisional. Provided that, where Kindergarten Schools are authorized, the Superintendent of Education may allow trustees to engage any person who holds a certificate from any kindergarten training school, but such kindergarten certificate must first have the approval of the Superintendent of Education.

(f) To determine all cases of appeal, disputes and complaints arising from decisions of Trustees or Inspectors, and to make such orders thereon as may be required.

(g) To make any provisions, not inconsistent with this Ordinance, that may be necessary to meet exigencies occurring under its operation.

(h) To make and establish rules and regulations for the guidance of Inspectors.

8. The Council of Public Instruction shall report annually to the Lieutenant-Governor upon all the Schools and Institutes herein mentioned, with such statements and suggestions for promoting education
generally as they may deem useful and expedient.

Superintendent

9. Under the authority of the Council of Public Instruction, it shall be the duty of the Superintendent,

(a) To see that text-books, adopted by the Council of Public Instruction, are used in all the Schools of the Territories.

(b) To see that the established rules and regulations for the conduct of all Schools are carried out.

(c) To make regulations for the registering and reporting of the daily attendance at all Schools.

(d) To see that all Schools are managed and conducted according to Law.

(e) To suspend, for cause, the certificate of qualification of any teacher until the Council of Public Instruction shall confirm or disallow his action in suspending such teacher after investigation. The cancellation or suspension of any teacher's certificate, when so confirmed by the Council of Public Instruction, shall release the School Trustees of the District, in which such teacher may be employed, from any obligation to continue to employ him as such teacher.

(f) To sign all certificates of qualification and to keep a register of all certificates.

(g) To prepare suitable forms, and to give instructions for making all reports and conducting all proceedings under this Ordinance, and to cause the same, with such general regulations as may be approved of by the Council of Public Instruction, for the better organization and government of all Schools in the Territories, to be transmitted to the officers required to execute the provisions of this Ordinance.

(1) Upon the recommendation of an Inspector, the Superintendent may grant Provisional Certificates of qualification, which shall be valid till the next examination of teachers.

10. It shall be the duty of the Superintendent to call any School
meeting required to be held under this Ordinance, when the parties who are otherwise invested with the power to do so, either neglect or refuse to exercise it.

Inspectors

11. The Lieutenant-Governor-in-Council may appointInspectors of Schools in the Territories, and fix their salaries and travelling allowances, and such Inspectors shall severally hold office during pleasure and in addition to the duties imposed upon them under Section 91 of this Ordinance, shall perform such other duties as may be imposed upon them from time to time by the Council of Public Instruction.

91. It shall be the duty of an Inspector:

(1) To visit such Schools as he may be directed, and examine the pupils in the different Classes as to proficiency in their studies;

(2) To observe that no books are used in any School but those selected form the list of books authorized by the Council of Public Instruction;

(3) To make a full Report of his Inspection of every school to the Superintendent of Education and to the Trustees of each School District inspected, and to particularize in each Report name of School, name of Teacher, his Certificate number of School children on the Register, number present on the day of Inspection, remarks on Proficiency of pupils, special remarks, if any, state of School buildings and premises, state of School apparatus, general tone of School, state of Secretary's and Treasurer's books, and any complaint that may have been made to him by the Teacher.

(4) Upon a visit to a School, to inspect the School Register and to write his name and the date of his visit upon the line immediately after the last name on the Roll;

(5) To observe that the School Register is systematically kept;

(6) To inspect the School buildings and premises and to suggest to the Trustees any alterations he may deem necessary for the proper lighting at the School room and the comfort, accommodation and health of the pupils;

(7) To inspect the School Time Table and endorse his approval upon it if satisfactory;

(8) To make the Time Table and the Programme of Studies, prescribed by the Council of Public Instruction, the basis of his examination of the classes;
(9) To inspect the visitor's book and write therein a
general report of the condition in which he found the School;

(10) To endorse all Teachers' certificates in accordance
with the regulations of the Council of Public Instruction;

(11) The minute and other books of Secretaries of all School
Boards shall be inspected annually, and, if irregularities are
found, the Inspector shall report the same to the Superintendent of
Education and shall make such recommendation to the Trustees as he m
may deem necessary;

(12) The account books of Treasurers of all School Boards
shall be inspected annually and the Inspector shall have power to
call for all vouchers, receipts, auditor's reports, statements
of accounts and assessment rolls. Any irregularities shall be
reported to the Trustees and the Superintendent of Education.

No. 23 of 1893

The Council of Public Instruction

The Lieutenant-Governor, by and with the advice and consent
of the Legislative Assembly of the Territories enacts as follows:

1. Section 6 of the said Ordinance is hereby repealed and
the following substituted therefor:

"6. The Lieutenant-Governor-in-Council may, from time to
time determine what officers or persons it is necessary to employ
for any of the purposes mentioned in this Ordinance, assign their
names of Office, prescribe their duties and salaries and make the
necessary appointments."

2. Sub-Section (a) of Section 7 of "The School Ordinance"
is hereby amended by striking out the words "and grant certificates
of qualification" at the end thereof.

3. Sub-section (e) of Section 7 of the said Ordinance is
hereby amended by striking out all the words in the said sub-section
after the word "Provisional" and substituting therefor the
following:

"Provided that, where Kindergarten Schools are
authorized, the Trustees may engage any teacher who
holds a Kindergarten certificate approved by the
Council of Public Instruction."

4. Section 9 of the said Ordinance is hereby repealed and
the following substituted therefor:

"9. The Council of Public Instruction shall have
power to suspend for cause the certificate of
any teacher and also to cancel the same."

5. Section 10 of the said Ordinance is hereby repealed and
the following substituted therefor:

"10. The Council of Public Instruction may empower
any person to call any school meeting required to
be held under this Ordinance when the person or
persons invested with the power to do so, neglect
or refuse to act."

6. Section 11 of the said Ordinance is hereby repealed.
(Note: New Section 6 takes its place)

28. The words "Council of Public Instruction" are hereby
substituted for the words "Superintendent of Education," wherever
they occur in the said Ordinance or in the forms in the Appendix
thereto.

No. 9 of 1894

2. Subsection 1 of Section 5 of "The School Ordinance" is
amended by adding the following words thereto:

"But no general regulations respecting
(a) The management and discipline of schools;
(b) The examination, grading and licensing of
   Teachers;
(c) The selection of books;
(d) The inspection of Schools;
(e) Normal training;

shall be adopted or amended except at a general meet-
ing of the Council of Public Instruction duly convened for the pur-
pose."

3. Section 7 of the said Ordinance is hereby amended by adding
thereto the following sub-section:

(1) To arrange for the examination of persons
other than teachers who may desire to enter
professions or who may wish certificates of
having completed course of study in Public,
Separate or Union Schools.
AN ORDINANCE TO AMEND AND CONSOLIDATE AS
AMENDED THE ORDINANCES RESPECTING SCHOOLS:

In the Journals of the Legislative Assembly of the North-West Territories for 1895, this Ordinance is called No. 9 of 1895. References are made to the Ordinance on pages 31, 58, 81, 87, 91, 96, 105, 111, and finally on page 114 "His Honour the Lieutenant-Governor doth withhold his assent to this Bill." No reason is given.

In the Ordinances of the North-West Territories, 1895, the Ordinance is listed in the table of contents as Ordinance No. 29. The Ordinance of course is not printed; and in the printing Ordinance No. 30 follows Ordinance No. 28.

In the Sessional Papers of 1896, directly following the Journal of 1896, there is this reference:

(1) Schools—Correspondence and Despatches regarding Bill of last Session intitled "An Ordinance to amend and consolidate as amended the Ordinance respecting Schools." (Not printed).

In the Journals of 1896, p. 94, C. H. MacKintosh, the Lieutenant-Governor sends the following message to the Legislative Assembly:

Gentlemen of the Legislative Assembly:

I deem proper that an error in the Journals of the First Session of the Third Legislative Assembly of the North-West Territories should be corrected.

On page 114, referring to an Ordinance respecting Masters and Servants, and An Ordinance to amend and consolidate as amended the Ordinances respecting Schools, the Journals in each case, record: "His Honour the Lieutenant-Governor doth withhold his assent to this Bill."

By referring to the official correspondence in connection with the Ordinance respecting Schools, it will be found that my Despatch to the Secretary of State at Ottawa, dated 24th October, 1895, contains the following: "The passing of this Bill by the Assembly took place on the last day of the Session and almost immediately before the prorogation of the Legislature, and as I consequently had no opportunity of examining its provisions, I reserved my assent thereto."

Furthermore, at a later date, I pointed out to the authorities at Ottawa my reasons for reserving assent to the Ordinance, the ground being that, under Section 4, 54-55 Vic., Cap. 22, An Act to amend the Acts respecting the North-West Territories, the power of
the Lieutenant-Governor of the North West Territories was limited to approval or reservation, the right to withhold assent being beyond his jurisdiction. The Report of the Committee of the Honourable the Privy Council, approved by His Excellency the Governor-General on the 11th March 1896, contained the following: The Minister of Justice agrees with the Lieutenant-Governor in the view that he could not constitutionally withhold assent."

See also Sessional Papers of Dominion of Canada, Volume 11, Session 1896. Under Sessional Paper No. 39B., there is the following:

1. Letter from the Lieutenant-Governor to the Secretary of State.


3. Letter from the Minister of Justice to the Governor General.

4. Letter from the Lieutenant-Governor to the Secretary of State.

No. 2 of 1896

Council of Public Instruction

4. The members of the Executive Committee of the Territories, and four persons, two of whom shall be protestants and two Roman Catholics, appointed by the Lieutenant-Governor in Council, shall constitute a Council of Public Instruction, and one of the said Executive Committee, to be nominated by the Lieutenant-Governor in Council, shall be Chairman of the said Council of Public Instruction. The appointed members shall have no vote, and shall receive such remuneration as the Lieutenant-Governor in Council shall provide.

(1) The Executive Committee, or any sub-committee thereof appointed for that purpose, shall constitute a quorum of the Council of Public Instruction, but no general regulations respecting:

a. The management and discipline of schools;
b. The examination, grading and licensing of teachers;
c. The selection of books;
d. The inspection of schools;
e. Normal training;

amended except at a general meeting of the Council on duly convened for that purpose.
5. The Lieutenant-Governor in Council may, from time to time, determine what officers or persons it is necessary to employ for any of the purposes mentioned in this Ordinance, assign their names of office, prescribe their duties and salaries and make the necessary appointments.

6. It shall be the duty of the Council of Public Instruction:

(a) To make regulations for the government and discipline of schools and institutes, and for the training and certification of teachers;

(b) To prescribe programmes of study and text books;

(c) To define by "Standards" the studies to be pursued in all schools, such standards to be numbered from I upwards, standards above standard V to be further denominated "High School Standards;"

(d) To provide for the examination of persons other than teachers who may desire to enter professions or who may wish certificates of having completed courses of study in any school;

(e) To prepare suitable forms and give such instructions as may be necessary for making all reports and conducting all proceedings required by this Ordinance;

(f) To determine all cases of appeal, disputes, and complaints arising from decisions of trustees or inspectors and to make such orders thereon as may be required.

(g) To make any provisions, not inconsistent with this Ordinance, that may be necessary to meet exigencies occurring under its operation.

7. The Council of Public Instruction shall report annually to the Lieutenant-Governor upon all the schools and institutes herein mentioned, with such statements and suggestions for promoting education generally as they may deem useful and expedient.

8. The Council of Public Instruction shall have power to suspend for cause the certificate of any teacher and also to cancel the same.

9. The Lieutenant-Governor in Council may empower any person to call any school meeting required to be held under this Ordinance when the person or persons invested with the power to do so, neglect or refuse to act.

10. The Lieutenant-Governor in Council may appoint a commissioner to examine into and report upon the condition of any one or more schools, and such commissioner shall have the power of a school inspector for such purpose.

(1) The Lieutenant-Governor in Council may at any time appoint a Commissioner to inspect the financial condition of any school district.
No. 3 of 1897

Council of Public Instruction

The Lieutenant Governor by and with the advice and consent of the Legislative Assembly of the Territories, enacts as follows:

1. Section 4 of the School Ordinance 1896 is hereby amended by striking out the words "Executive Committee" wherever they occur therein and substituting therefor the words "Executive Council."

CHAPTER 75, 1898

Council of Public Instruction

4. The members of the Executive Council of the Territories and four persons, two of whom shall be Protestants and two Roman Catholics, appointed by the Lieutenant-Governor in Council shall constitute a Council of Public Instruction and one of the said Executive Council, to be nominated by the Lieutenant-Governor in Council, shall be Chairman of the said Council of Public Instruction. The appointed members shall have no vote and shall receive such remuneration as the Lieutenant-Governor in Council shall provide.

(2) The Executive Council or any subcommittee thereof appointed for that purpose shall constitute a quorum of the Council of Public Instruction but no general regulations respecting

a. The management and discipline of schools;
b. The examination, grading and licensing of teachers;
c. The selection of books;
d. The inspection of schools;
e. Normal training;

shall be adopted or amended except at a general meeting of the Council of Public Instruction duly convened for that purpose. No. 2 of 1896, s.4; No. 3 of 1897.

5. The Lieutenant-Governor in Council may from time to time, determine what officers or persons it is necessary to employ for any of the purposes mentioned in this Ordinance, assign their names of office, prescribe their duties and salaries, and make the necessary appointments. No. 2 of 1896, s. 5.
6. It shall be the duty of the Council of Public Instruction--

1. To make regulation for the government and discipline of schools and institutes and for the training and certification of teachers;

2. To prescribe programmes of study and text books;

3. To define by "Standards" the studies to be pursued in all schools, such standards to be numbered from I upwards; standards above standard V, to be further denominated "High School standards;"

4. To provide for the examination of persons other than teachers, who may desire to enter professions or who may wish certificates of having completed courses of study in any school;

5. To prepare suitable forms and give such instructions as may be necessary for making all reports and conducting all proceedings required by this Ordinance;

6. To determine all cases of appeals, disputes and complaints arising from decisions of trustees or inspectors and to make such orders thereon as may be required;

7. To make any provision not inconsistent with this Ordinance that may be necessary to meet exigencies occurring under its operation.

7. The Council of Public Instruction shall report annually to the Lieutenant-Governor in Council upon all the schools and institutes herein mentioned with such statements and suggestions for promoting education generally as they may deem useful and expedient. No. 2 of 1896, s. 7.

8. The Council of Public Instruction shall have power to suspend for cause the certificate of any teacher and also to cancel the same. No. 2 of 1896, s. 8.

9. The chairman of the Council of Public Instruction may empower any person to call any school meeting required to be held under this Ordinance when the person or persons invested with the power to do so neglect or refuse to act. No. 2 of 1896, s. 9; No. 5 of 1897, s. 1.

10. The chairman of the Council of Public Instruction may appoint a commissioner to examine into and report upon the condition of any one or more schools and such commissioner shall have the power of a school inspector for the purpose.

11. The chairman of the Council of Public Instruction may at any time appoint a commissioner to inspect the financial condition of any school district.
The chairman of the Council of Public Instruction may appoint a commissioner to conduct the affairs of any school district or districts and any such commissioner appointed shall have within the district or districts all the powers and authorities of the board of trustees and other officials of the district conferred by this Ordinance and such commissioner may be remunerated out of the funds of such district or otherwise as the Lieutenant-Governor in Council may decide.

Upon the appointment of any such commissioner the board of school trustees of any school district for which he is appointed shall cease to hold office as such. No. 2 of 1896, s. 10; No. 5 of 1897, ss 1, 2.

Note: In 1901, three Acts were passed which took the place of Chapter 75, The School Ordinance, 1898. These were:

Chapter 29: The School Ordinance.
   " 30: The School Assessment Ordinance.
   " 31: The School Grants Ordinance.

CHAPTER 29, 1901.

Department of Education

3. There shall be a department of the public service of the Territories called the Department of Education over which the member of the Executive Council appointed by the Lieutenant-Governor in Council under the seal of the Territories to discharge the functions of the Commissioner of Education for the time being shall preside.

(2) The Lieutenant Governor in Council may appoint such officers, clerks and servants as are required for the proper conduct of the business of the department and for the purposes of this Ordinance all of whom shall hold office during pleasure.

4. The department shall have the control and management of all kindergarten schools, public and separate schools, normal schools, teachers' institutes and the education of deaf, deaf mute, and blind persons.

5. The commissioner shall have the administration, control and management of the department and shall oversee and direct the officers, clerks and servants thereof.

Regulations of the Department
6. The commissioner with the approval of the Lieutenant Governor in Council shall have power:

1. To make regulations of the department

   (a) For the classification, organization, government, examination and inspection of all schools hereinbefore mentioned;

   (b) For the construction, furnishing and care of school buildings and the arrangement of school premises;

   (c) For the examination, licensing and grading of teachers and for the examination of persons who may desire to enter professions or who may wish certificates of having completed courses of study in any school;

   (d) For a teachers' reading course and teachers' institutes and conventions;

2. To authorize text and reference books for the use of the pupils and teachers in all schools hereinbefore mentioned as well as such maps, globes, charts and other apparatus or equipment as may be required for giving proper instruction in such schools;

3. To prepare a list of books suitable for school libraries and to make regulations for the management of such libraries;

4. To make due provision for the training of teachers.

Powers of the Commissioner

7. It shall be the duty of the commissioner and he shall have power:

1. To appoint one or more persons to inquire into and report upon any appeal, complaint or dispute arising from the decision of any board or inspector or other school official or upon the condition of one or more schools or upon the financial condition of any district or upon any other school matter; and such person or persons shall have power to take evidence under oath or by affirmation; and the commissioner upon receipt of such report shall make such order thereon as to him shall seem proper;

2. To appoint an official trustee to conduct the affairs of any district; and any such official trustee shall have all the powers and authorities conferred by this Ordinance upon a board and its officers; and shall be remunerated out of the funds of the district or otherwise as the Lieutenant Governor in Council may decide, and upon the appointment of any such official trustee the board
of any district for which he is appointed shall cease to hold office
as such;

3. To appoint some person to inquire into and report
upon the conditions existing in any portion of the Territories
that may not have been erected into a school district and
subject to the provisions of this Ordinance in that behalf to
take such action thereon as to him may seem expedient; and such
person shall receive such remuneration as the Lieutenant Governor
in Council may determine;

4. To suspend or cancel for cause any certificate
 granted under the regulations of the department;

5. To cause to be prepared and printed recommendations
 and advice on the management of schools and districts for trustees
 and teachers;

6. To prepare suitable forms and give such instructions
 as may be necessary for making all reports and carrying out the
 provisions of this Ordinance;

7. To appoint some person to call any school meeting
 required to be held under this Ordinance when there is no person
 authorised to call such meeting or when the person so authorised
 neglects or refuses to act;

8. To cause to be prepared plans of buildings suitable
 for schools of one or two rooms;

9. To report annually to the Lieutenant Governor in
 Council upon all schools and institutes herein mentioned with
 such statements and suggestions for promoting education generally
 as he may deem expedient;

10. To make any provision not inconsistent with this
 Ordinance that may be necessary to meet exigencies under its
 operation. C 0., c 75, ss. 6,7,8,9,10.

Educational Council

8. There shall be an educational council consisting of five
persons at least two of whom shall be Roman Catholics to be appointed
by the Lieutenant Governor in Council; who shall receive such
remuneration as the Lieutenant Governor in Council shall determine.
(2) On the first constitution of the council three of the members shall be appointed for three years and two for two years; and thereafter each member appointed shall hold office for two years. 6. 6., c 75, s. 4.

9. An annual meeting of the council shall be held in the month of July at such time and place as the commissioner shall appoint.

(2) Additional meetings of the council may be called at any time by the commissioner.

(3) At each meeting of the council the council shall appoint a chairman and a secretary.

10. All general regulations respecting the inspection of schools, the examination, training, licensing and grading of teachers, course of study, teachers' institutes and text and reference books shall before being adopted or amended be referred to the council for its discussion and report.

11. The council shall consider such matters as may be referred to it as hereinbefore provided or by the commissioner and may also consider any question concerning the educational system of the Territories as it may deem fit and shall report thereon to the Lieutenant Governor in Council.

CHAPTER 27, 1903

2. Section 9 of the said Ordinance is hereby repealed and the following substituted therefor:

"9. Meetings of the Council shall be held at such times and places as may be determined by the commissioner but at least one meeting shall be held in each calendar year."
SECTIONS OF SCHOOL ORDINANCES ENACTED BY THE
LEGISLATIVE COUNCIL, 1884-1887, AND BY THE
LEGISLATIVE ASSEMBLY, 1888-1904, OF THE
NORTH WEST TERRITORIES

Regulating Public Aid to Schools

No. 5 of 1884

Sec. 91. Every school district organized under this Ordinance shall receive aid from the General Revenue Fund of the Territories of the amount and in manner as follows, provided that such funds be voted for such purpose from time to time by the North West Council.

92. The teacher of such public school district shall at the close of each quarter, that is at the end of March, June, September and December, forward to the Lieutenant Governor a copy of the school register for such quarter, showing:

(1) The days on which school was held during the quarter;
(2) The attendance of children for each day, their denomination or religious faith, with the number of males and females;
(3) The amount of the teacher's salary for that quarter.

93. This statement shall be signed by the teacher and certified as correct by the chairman of the board of trustees and shall be accompanied by a receipt of the school teacher to the board of trustees of the district for one half of the salary payable to the teacher for that quarter up to the amount of $800 per year. Such receipt shall be prima facie evidence of payment of such salary and may be produced as such in any court of law.

94. If it shall appear from such return that the average attendance at such school for the days on which it was kept open has been ten scholars or over, then the Lieutenant Governor shall cause to be transmitted to the treasurer of the board of trustees for the district an amount equal to that paid by the trustees to the teacher to be paid over to the teacher, and the treasurer shall take a receipt from the teacher on payment of the amount to him, which receipt shall be transmitted to the Lieutenant Governor.
95. In case of a teacher becoming unfit for duty by sickness, the trustees may, at the end of the then current quarter, discharge such teacher by paying him up in full to the end of that quarter, and on the quarterly return being forwarded to the Lieutenant Governor, in the manner provided in section 92 of this Ordinance, with a statement of the circumstances of the case, he shall cause to be paid to such teacher the sum of money to which he would have been entitled had the school been kept open regularly and the average daily attendance been ten pupils or over.

96. If a teacher be engaged for a less term than three months or at a less salary than at the rate of $300 a year, or if the provisions of this Ordinance are not complied with by any school district, then the district employing such teacher, or otherwise not complying with the terms of this Ordinance, shall not be entitled to receive aid as provided in the preceding sections of this Ordinance.

No. 3 of 1885

85. Every school district organized under this ordinance shall receive aid from the school fund as follows:

1. Grants on account of Teachers' certificates:
   (a) An annual grant of $250 to every school employing a teacher male or female, holding a provisional certificate from the Inspector of schools for that district or a third class certificate from a Normal School or Board of Education.
   (b) An annual grant of $300 to every school district employing a teacher, male or female, holding a second class certificate from a Normal School or from the Board of Education.
   (c) An annual grant of $350 to every school district employing a teacher, male or female, holding a first class certificate from a Normal School or from the Board of Education.

2. Grants on account of attendance:
   (a) An annual grant of $2.00 per child, per annum, to every school whose average attendance is at least eight, for every child who has attended school one hundred school days, where the school is only open during the term;
   (b) An annual grant of $2.50 per child per annum, to every school whose average attendance is at least eight, for every child who has attended school one hundred and sixty school days, where the school is open during both the Winter and Summer terms;

3. Grant on account of Inspector's report of School:
   (a) An annual grant of an amount not exceeding the total amount of the capitation grant for the attendance of children to every school district of whose school the Inspector of schools
shall report favourably;

4. Grants on account of additional teachers:

(a) To every school district where the average daily attendance exceeds forty, a sum of one hundred and fifty dollars for an assistant teacher;
(b) To every school district where more than one assistant teacher is employed, a grant of one hundred dollars for every assistant teacher employed after the first, where the average daily attendance shall be at least twenty for each teacher, the principal teacher included;

5. Grants to advanced classes:

(a) To every school district employing a teacher holding a first class certificate, a grant will be given to one group of pupils examined in the same subjects not being more than two subjects, at the rate of $1 per child, per subject. The examination to be in writing and conducted in the Inspector's presence; the examination papers to be provided by the Board of Education.

86. The Lieutenant Governor shall pay the grant on account of teacher's certificate to the treasurer of the district quarterly immediately after the Thirty-first March, Thirtieth June, Thirtieth September and Thirty-first December in each year; and the grants on account of attendance and Inspectors' reports shall be paid to the treasurer of the school district, annually, as soon as practicable after the Thirty-first of October each year.

87. When the school is only open for one term, the school district is entitled to a proportion of the grant for the teachers' certificates, calculated according to the months during which the school was open.

No. 10 of 1886

29. That sub-section (a) and (b) of sub-section (2) of section 85 of the said Ordinance be repealed, and the following clauses be substituted therefor:

(a) A grant of $2.00 per child to every school whose average attendance is at least eight, for every child who has attended school ninety school days, where the school is open during the summer term.

(b) A grant of $1.50 per child to every school whose average attendance is at least eight, for every child who has attended school fifty school days, where the school is open during the winter term.
91. Every school organized or continued under this ordinance, shall receive aid from the school fund as follows:

1. Grants on account of Teachers' certificates to all schools having a daily average attendance of at least six pupils:

   (a) An annual grant of $200 to every school employing a teacher, male or female, holding a provisional certificate from the Board of Education;

   (b) An annual grant of $250 to every school employing a teacher, male or female, holding a third class certificate from a Normal School or from the Board of Education;

   (c) An annual grant of $300 to every school employing a teacher, male or female, holding a second class certificate from a Normal School or from the Board of Education;

   (d) An annual grant of $350 to every school employing a teacher, male or female, holding a first class certificate from a Normal School or from the Board of Education;

2. Grants on account of attendance:

   (a) A grant of $2.00 per child to every school whose average attendance is at least six, for every child who has attended school ninety school days, where the school is open during the summer term. This grant not to exceed $100, to any school;

   (b) A grant of $1.50 per child to every school, whose average attendance is at least six, for every child who has attended school fifty school days, where the school is open during the Winter Term. This grant not to exceed $75.00 to any school.

3. Grant on account of Inspectors' report on School:

   (a) An annual grant of an amount not exceeding the total amount of the capitation grant for the attendance of children, to every school upon which the Inspector reports favorably.

4. Grants on account of additional teachers:

   (a) To every school where the average daily attendance exceeds thirty, a grant on account of the Teacher's certificate as provided in sub-section (1) of this section, for an assistant teacher;
(b) To every school where more than one assistant teacher is employed, a grant on account of the teachers' certificate as provided in sub-section (1) of this section, for every assistant teacher employed after the first, where the average daily attendance shall be at least twenty for each teacher, the principal teacher included;

92. The Lieutenant Governor, on receipt of a return as per Form F., in Schedule annexed hereto, shall pay the grant on account of teacher's certificate to the treasurer of the district, quarterly, immediately after the Thirty-first March, Thirtieth June, Thirtieth September and Thirty-first December, in each year; and the grants on account of attendance and Inspector's reports shall be paid to the treasurer of the school district, annually, as soon as practicable after the Thirty-first day of October in each year.

93. When the school is only open for one term, the school is entitled to a proportion of the grant for the teachers' certificates, calculated according to the months during which the school was open.

CHAPTER 59, 1888.

90. Grants shall be paid to every school, organized under this Ordinance, as follows:

1. Grants on account of Teachers' certificates to every School District having a daily average attendance of not less than six pupils:

   (a) A grant of 75 per cent of the Teacher's salary to every school employing a Teacher holding a first class certificate from the Board of Education;

   (b) A grant of 70 per cent of the Teacher's salary to every school employing a Teacher holding a second class certificate from the Board of Education;

   (c) A grant of 65 per cent of the Teacher's salary to every school employing a Teacher holding a third class or a provisional certificate from the Board of Education;

   (d) In Districts where the number of children of school age on the register does not exceed twenty-five, an additional grant shall be paid for attendance, as follows:

      1. When the average daily attendance is equal to 75 per cent of the number of pupils on the roll, $60.00.
      2. When the average daily attendance is equal to 70 per cent of the number of pupils on the roll, $55.00.
3. When the average daily attendance is equal to 65 per cent of the number of pupils on the roll, $50.00.
4. When the average daily attendance is equal to 60 per cent of the number of pupils on the roll, $45.00.
5. When the average daily attendance is equal to 55 per cent of the number of pupils on the roll, $40.00.
6. When the average daily attendance is equal to 50 per cent of the number of pupils on the roll, $35.00.

2. Grants on account of additional Teachers:

(a) To every school where the daily average attendance exceeds thirty, a grant, as provided in Sub-section 1 of this Section, for every Assistant Teacher employed after the first where the average daily attendance shall be at least twenty for each Teacher employed.

91. All grants shall be paid to the Treasurers of School Districts quarterly, after the last days of March, June, September and December in each year, on receipt of a return as per Form F in the Schedule annexed hereto.

177. To Schools in which the daily average attendance is not less than sixty pupils, when not less than three Teachers are employed, and when not less than fifteen pupils, in regular attendance at any one such School, have passed the examination prescribed by the Board of Education for entrance to the High School Branch of such schools, a grant of $350 in addition to the grants to which the School is otherwise entitled, may be made annually to such School for a High School Teacher, provided the certificates held by such Teacher are approved by the Board of Education; provided always, that in any two adjacent School Districts jointly fulfilling the above requirements a "Union School" may be established in either District, at the discretion and under the management of the Trustees of both Districts.

No. 15 of 1890

8. Section 177 of the said Revised School Ordinance is hereby repealed and the following substituted therefor:

177. To Schools in which the daily average attendance is not less than sixty pupils, when not less than three teachers are employed, and when not less than fifteen pupils, in regular attendance at any one
school, have passed the examination prescribed by the Board of Education for entrance to the High School Branch of such schools, a grant of $350.00 in addition to the grants to which the school is otherwise entitled, may be made annually to such School for a High School Teacher, provided the certificates held by such Teacher are approved by the Board of Education, and the daily average attendance at the High School Branch of such School is at least ten.

Provided always that in any two adjacent School Districts, jointly fulfilling the above requirements, a "Union School" may be established in either District, at the discretion and under the management of the Trustees of both Districts.

11. No grant for the quarter ending 30th June, in each year, shall be paid to any school, which is open during the whole year, until a Return in Form A appended to this Ordinance, has been sent in by the Trustees of the School District to the Lieutenant-Governor.

12. No grant for the Quarter ending 31 December, in each year, shall be paid to any School until a Return in Form B, appended to this Ordinance, has been sent in by the Trustees of the School District to the Lieutenant-Governor.

No. 28 of 1891 and 1892

11. Section 90 of the said Ordinance is hereby repealed.

1. The following Section is hereby substituted for Section 90 of the said Ordinance:

90. There shall be paid from the general revenue fund of the Territories in aid of schools organized under and conducted according to the provisions of this Ordinance, 70% of the salary paid by the trustees to the teacher or teachers employed;

Provided that the annual salary upon which such percentage is payable shall not exceed the amount hereinafter provided, to be made up as follows:

(a) The schools having an average attendance of from six to ten pupils graded in Standard III or under, where a teacher holding a 3rd class or provisional certificate is employed, $360.00;

(b) For every pupil in daily average attendance over ten pupils, an additional amount of $5.00;

(c) For every pupil in daily average attendance in all standards above III, according to the last examination as provided for in the next following section, an additional amount of $25.00;
(d) For each teacher employed holding a 2nd class certificate an additional amount of $25.00, and for each teacher employed holding a first class certificate an additional amount of $50.00;

Provided that in schools where more than one teacher is employed each department shall rank as a school under the provisions of subsection (a), when each teacher employed has a daily average attendance of not less than 20 pupils;

(e) Upon the recommendation of an Inspector the Lieutenant Governor in Council may make a special grant to any school, whether organized according to law or not, out of the general revenue fund of the Territories.

No. 22 of 1892

84. Any School, the officers of which shall knowingly allow such School to be taught or conducted in violation of the provisions of this Ordinance or of the regulations of the Council of Public Instruction or of the Superintendent of Education, shall be liable to forfeit all rights to participate in any of the grants provided by this Ordinance to aid the Schools of the Territories and upon satisfactory evidence of such violation, such grants may be withheld.

No. 9 of 1894

8. The following proviso is hereby added to Section 94 of the said Ordinance; Provided further that the amount or amounts shown in the quarterly return, Form 1, to be due to any teacher or teachers shall be paid direct to such teacher or teachers to the extent of the grant.

No. 2 of 1896

113. There shall be paid from and out of any moneys appropriated by the Legislative Assembly for schools, in aid of schools organized under and conducted according to the provisions of this Ordinance, Night Schools, Normal Schools and Teachers' Institutes excepted, an amount to be calculated as follows:
(a) To each school having an average attendance of at least six pupils for the days during which it has been open in any term, a sum of $1.40 for each day the school is open; Provided, that the total number of days in each year for which grants may become payable shall not exceed 210;

(b) For every pupil in average daily attendance an additional amount of $1.50 per school year of 210 days;

(c) To each school where a teacher is employed who holds a first-class professional certificate the sum of 20 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching; and to each school where a teacher holding a second class certificate is so employed, the sum of 10 cents for each day (not exceeding 210) in the year such teacher is actually engaged in teaching;

(d) To each school attaining a minimum grading upon the reports of its inspection, as prescribed by the Council of Public Instruction, on its efficiency in respect to buildings, equipment, government and progress, a sum not exceeding 15 cents nor less than 5 cents may be paid, according to such grading, for each day (not exceeding 210) on which the school has been kept open during the year;

(e) To any high school complying with the provisions of this Ordinance and the regulations of the Council of Public Instruction, a special grant of seventy-five dollars per term;

Provided that in case, the sum of the grants to be paid in any term under sub-section (a), (b) and (c) of this section shall exceed 70 per centum of the salary actually earned by the teacher during that term, the amount of the grant under the aforementioned sub-sections shall be reduced to the amount of the said 70 per centum of salary paid;

Provided further, that payment may be made in respect of the amounts earned under sub-section (a), (b) and (c) of this section at the end of the terms closing on April 15, August 31 and December 31, on receipt of the return prescribed by the Council of Public Instruction and provided for in sub-section (1) of section 88 of this Ordinance; but the grant earned by any school under sub-section (d) shall be paid only with the last payment of the year;

Provided further, that in schools where more than one teacher is employed, each department shall rank as a school under the provisions of sub-sections (a) and (d) of this section, when the average attendance of the whole school shall at least equal 20 pupils to each teacher employed; but no board of trustees shall engage an assistant teacher (excepting Government aid on that account) without having given the Council of Public Instruction at least three months' notice of their intention to do so and having received its approval;
Provided further, that the amount or amounts shown in the treasurer's return, provided for in sub-section (1) of section 88 of this Ordinance, to be due to any teacher or teachers shall be paid direct and proportionately to such teacher or teachers to the extent of the grant;

Provided further, that no grant shall be paid to any school district until the bond of the treasurer provided for in section 87 shall have been received and registered by the Council of Public Instruction;

Any school which has been closed on account of the absence of the teacher in attending a teachers' institute held by order of the Council of Public Instruction, shall be entitled to all grants as if the school had been actually in operation during such period. For the purpose of computing the grant for such period the average attendance for the week immediately preceding the closing of the school shall be deemed the actual attendance during the period it remains closed from this cause.

Upon the recommendation of the Council of Public Instruction the Lieutenant Governor in Council may make a special grant to any school, whether organized according to law or not, out of the general revenue fund of the Territories.

114. The daily average attendance shall be computed by dividing the aggregate attendance of the pupils for a term by the total number of days in such term in which the school was kept open.

1. If a school has been closed by the written order of a duly qualified medical practitioner on account of the prevalence within the district of any disease, the Lieutenant Governor in Council may, upon the recommendation of the Council of Public Instruction, pay grants in respect of such days as the school has been closed, but in no case shall such grants be paid for more than thirty days in the calendar year.

2. If, on account of the prevalence of any disease in the district, the average daily attendance falls below the number requisite to earn the grants, the Lieutenant Governor in Council may, upon the recommendation of the Council of Public Instruction, pay the grants on the basis of the actual attendance for such term.

115. New districts shall only become entitled to government aid on, from and after the first day of the school term following the proclamation of their erection.

116. Any school, the officers of which shall allow such school to be taught or conducted in violation of the provisions of this Ordinance, or of the regulations of the Council of Public Instruction, shall be liable to forfeit all rights to participate in any of the grants provided by this Ordinance to aid the schools of the Territories, and, upon satisfactory evidence of such violation, such grants may be withheld.
116. There shall be paid from and out of any moneys appropriated by
the Legislative Assembly for schools in aid of schools organized under
and conducted according to the provisions of this Ordinance, night
schools, normal schools, and teachers' institutes excepted, an
amount to be calculated as follows:

(a) To each school having an average attendance of at least six
pupils for the days during which it has been open in any term,
a sum of $1.40 for each day the school was open: provided that
a total number of days in each year for which grants may
become payable shall not exceed two hundred and ten;

(b) For every pupil in average daily attendance an additional amount
of $1.50 per school year of two hundred and ten days;

(c) To each school where a teacher is employed who holds a first
class professional certificate the sum of twenty cents for each
day (not exceeding two hundred and ten) in the year such teacher
is actually engaged in teaching; and to each school where a
teacher holding a second class certificate is so employed the
sum of ten cents for each day (not exceeding two hundred and
ten) in the year such teacher is actually engaged in teaching;

(d) To each school attaining a minimum grading upon the reports of
its inspection, as prescribed by the Council of Public Instruction,
on its efficiency in respect to buildings, equipment, government and
progress, a sum not exceeding fifteen cents nor less than five cents
may be paid according to such grading, for each day (not exceeding
two hundred and ten) on which the school has been kept open
during the year;

(e) To any high school complying with the provisions of this
Ordinance and the regulations of the Council of Public Instruc-
tion a special grant of $75 per term;

Provided that in case the sum of the grants to be paid in any term
under clauses (a), (b) and (c) of this section shall exceed seventy per
centum of the salary actually earned by the teacher during that term the
amount of the grant under the aforementioned subsections shall be
reduced to the amount of the said seventy per centum of salary paid;

Provided further that payment may be made in respect of the amounts earn-
ed under clauses (a), (b) and (c) of this section at the end of the terms
closing on the thirtieth day of June and the thirty-first day of December
of receipt of the return prescribed by the Council of Public Instruction
and provided for in subsection 2 of section 91 of this Ordinance; but
the grant earned by any school under clause (d) shall be paid only with
the last payment of the year;

Provided further that in schools that are only open during a portion
of the year payment made be made in respect of the amounts earned under
clauses (a), (b) and (c) as soon as the school closes for the year, on
receipt of the return prescribed by the Council of Public Instruction
and provided for in subsection 2 of section 91 of this Ordinance.

Provided further that in schools where more than one teacher is employed each department shall rank as a school under the provisions of clauses (a) and (d) of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed; but no board of trustees shall engage an assistant teacher (excepting Government aid on that account) without having given the department of public instruction at least three months' notice of their intention to do so and having received its approval;

Provided further that the amount or amounts shown in the treasurer's return provided for in subsection 2 of section 91 of this Ordinance to be due to any teacher or teachers shall be paid direct and proportionately to such teacher or teachers to the extent of the grant;

Provided further that no grant shall be paid to any school district until the bond of the treasurer provided for in section 90 hereof shall have been received and registered by the department of public instruction;

2. Any school which has been closed on account of the absence of the teacher in attending a teachers' institute held under the regulations of the Council of Public Instruction shall be entitled to all grants as if the school had been actually in operation during such period. For the purpose of computing the grant for such period the average attendance for the week immediately preceding the closing of the school shall be deemed the actual attendance during the period it remains closed from this cause;

3. Upon the recommendation of the chairman of the Council of Public Instruction the Lieutenant Governor in Council may order the payment of a special grant to any school, whether organized according to law or not out of the general revenue fund of the Territories.

4. Grants may be withheld from any school district where by reason of the neglect of the treasurer or teacher or other official of the district any returns as provided by this Ordinance are delayed more than thirty days after the end of the term or date otherwise specified for them to be forwarded to the Department. No. 2 of 1896 s. 113; No. 5, of 1897, ss 13, 26, 27, 28, 29, 30.

117. The daily average attendance shall be computed by dividing the aggregate attendance of the pupils for a term by the total number of days in such term in which the school was kept open.

2. If a school has been closed by the written order of a duly qualified medical practitioner on account of the prevalence within the district of any disease, the Lieutenant Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction pay grants in respect of such days as the school has been closed, but in no case shall such grants be paid for more than thirty days in the calendar year.
3. If on account of the prevalence of any disease in the district the average daily attendance falls below the number requisite to earn the grants, the Lieutenant Governor in Council may, upon the recommendation of the chairman of the Council of Public Instruction, pay the grants on the basis of the actual attendance for such term. No. 2 of 1896, s 114; No. 5 of 1897, s. 31.

118. New districts shall only become entitled to Government aid on, from and after the first day of the school term following the Order in Council for their erection. No. 2 of 1896, s. 115.

119. Any school the officers of which shall allow such school to be taught or conducted in violation of the provisions of this Ordinance or of the regulations of the Council of Public Instruction shall be liable to forfeit all rights to participate in any of the grants provided by this Ordinance to aid the schools of the Territories and upon satisfactory evidence of such violation such grants may be withheld. No. 2 of 1896, s 116.

CHAPTER 26 OF 1900

11. Section 119 of the said Ordinance is hereby amended:

1. By striking out all the words therein from the beginning thereof down to and including the word "school" where it secondly occurs therein and substituting therefor the words "Any school the trustees of which shall neglect or refuse to perform any of the duties imposed by this Ordinance or allow such school."

2. By inserting the words "neglect, refusal or" immediately before the word "violation" where it lastly occurs therein.

CHAPTER 31, 1901

1. This Ordinance may be cited as The School Grants Ordinance.

2. In this Ordinance unless the context otherwise requires:

1. The expression "assessable land" shall mean land in respect of the ownership or occupancy of which some person is assessed.

2. All words, names and expressions shall have the same meaning as is expressly or impliedly attached to them in The School Ordinance;

3. In aid of schools organised and conducted under the provisions of the School Ordinance there shall be paid out of any legislative
appropriation made for that purpose:

1. To rural districts an amount to be calculated as follows:

   (a) To each district containing 6,400 acres or less of assessable land as shown by the last revised assessment roll of the district $1.20 per day for each day school is kept open; to each district containing less than 6,400 acres as aforesaid one cent more per day for each 160 acres or fractional part thereof less than 6,400 acres as aforesaid one cent less per day for each additional 160 acres or fractional part thereof;

   (b) To each district whose school is kept open more than 160 days in the year 40 cents per day for each additional day not exceeding 50;

   (c) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;

   (d) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:

SCHEDULE

A percentage of from 40 to 50 inclusive ............... 5 cents

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 to 60</td>
<td>10</td>
</tr>
<tr>
<td>61 to 70</td>
<td>15</td>
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<td>71 to 80</td>
<td>20</td>
</tr>
<tr>
<td>81 to 100</td>
<td>25</td>
</tr>
</tbody>
</table>

2. To village and town districts an amount to be calculated as follows:

   (a) To each district the sum of 90 cents per day for each day its school is kept open;

   (b) To each district engaging a teacher who holds a first class professional certificate under the regulations of the department 10 cents per day for each day such teacher is actually employed in the school;

   (c) To each district whose school maintains a percentage of attendance as set forth in the following schedule the sum set opposite thereto for each day school is kept open:
SCHEDULE

<table>
<thead>
<tr>
<th>Percentage of from</th>
<th>50 to 60 inclusive</th>
<th>5 cents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61 to 70</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>71 to 80</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>81 to 90</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>91 to 100</td>
<td>25</td>
</tr>
</tbody>
</table>

3. To each district whose school attains a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress a sum not exceeding fifteen cents per day to be paid in proportion to such grading for each day school is kept open; and such grading shall be based upon the inspector's report or reports as prescribed by the regulations of the department;

4. To each town or village district maintaining one or more rooms exclusively for pupils in standards above the fifth the sum of $75 per term provided the daily average attendance of pupils in such room or rooms for any such term classified in accordance with the regulations of the department is at least twenty.

Provided that no grant shall be paid to any district under the provisions of this section unless an average attendance of six is maintained in its school for the term immediately preceding the time when the payment of the grant may be due;

Provided further that the grant payable to any rural district under subsection (a) of clause 1 of this section shall not be less than 90 cents per day for each day the school is kept open;

Provided further that any and every amount payable to any district under this section shall not unless otherwise provided be payable for more than 210 days in any calendar year;

Provided further that in any district where more than one teacher is employed each room shall rank as a district under the provisions of clauses 1, 2 and 3 of this section when the average attendance of the whole school shall at least equal twenty pupils to each teacher employed;

Provided further that if the sum of the grants payable to any district under clauses 1 or 2 of this section shall exceed 70 per cent of the salary actually earned by the teacher employed in the district during the year the amount of the grant payable at the end of the second term of the year shall be reduced so that the total amount of the grant paid shall equal the said 70 per cent.;

Provided further that payments may be made in respect of the amounts earned under clause 1 or clause 2 of this section at the end
of the school terms ending on the thirtieth day of June and the thirty-first day of December in each year on receipt of the returns hereinafter provided and on receipt of the treasurer's bond and teacher's agreement as provided in the School Ordinance.

Provided further that in case the school of any district is open only during a portion of the year payment may be made to such district in respect of the amounts earned under clause 1 or clause 2 of this section as soon as the school closes for the year on receipt of the returns, bond and agreement mentioned in the next preceding proviso;

Provided further that when the return of the treasurer of any district shows that the district is indebted to any teacher or teachers the grant payable to such district under clause 1 or clause 2 of this section or such portion of it to the amount of such indebtedness shall be paid proportionately to such teacher or teachers; provided further that the grant earned by any district under clause 4 of this section shall be paid to such district at the end of the school year and in case the school of any district is not inspected during the year the district shall be paid for such year such grant as it may be entitled to upon the basis of the grading its school attains on the first inspection in the following year.

4. Any district whose school has been closed on account of the absence of the teacher in attending a teacher's institute or convention held under the regulations of the department shall be entitled to all grants as if the school had been actually in operation during such period.

5. If in any district the school has been closed by the written order of a duly qualified medical practitioner on account of the prevalence within the district of any disease the Lieutenant Governor in Council may pay grants in respect of such days as the school has been closed but in no case shall such grants be paid for more than thirty teaching days in the calendar year.

6. The Lieutenant Governor in Council may order the payment of a special grant to any school whether organized according to law or not.

7. The secretary treasurer and teacher of every district shall at the end of each school term forward to the commissioner such statements respecting the school and district as are necessary to enable him to apportion the grants to which it may be entitled under the Ordinance and such statements shall be verified by declaration and shall be in form prescribed by the commissioner.

8. For the purpose of estimating the grant which may be earned by any school on account of the attendance of pupils the average attendance for any calendar month during which the school is kept open shall be calculated by dividing the aggregate days attendance for such month by the number of
days school is kept open during such month; the percentage of attendance for any month school is kept open shall be calculated by dividing the average attendance for such month by the number of pupils in actual attendance during such month; and the percentage of attendance for any term shall be calculated by dividing the sum of the monthly percentages of attendance by the number of such monthly percentages of attendance.

9. The board of every district receiving a grant under clause 3 of section 3 hereof shall expend one-half of the amount of such grant received in each and every year on the purchase of books for a school library and such books shall be selected from a list authorised and furnished by the department.

10. In all cases where two or more districts have entered into an agreement as provided in section 165 of The School Ordinance there shall be paid at the end of each school term from and out of any money appropriated by the Legislative Assembly for school purposes:

1. To every district providing the means of conveyance for children from one district to another the sum of 60 cents per diem for each day upon which such conveyance is provided in accordance with the regulations of the department;

2. To every district agreeing as aforesaid to educate the children of one or more districts the sum of 4 cents per diem for each pupil in average daily attendance who has been conveyed to and from the schoolhouse in such district or educated therein in accordance with the regulations of the department;

Provided that the total number of days in each year for which such grants may become payable shall not exceed 210;

Provided further that in case the number of children conveyed from one district to another in accordance with the terms of the agreement falls below an average of six for any term the grant payable under subclause 1 of section 10 hereof shall be paid in the proportion that the average number of children conveyed for the term bears to six;

Provided further that the total amount of the grant which shall be payable under subclause 2 of section 10 hereof shall not exceed for any term the amount of 40 cents per diem unless it is satisfactorily shown that the presence of such children necessitated the employment of one or more additional teachers in which case the total amount of the grant thus earned shall be paid.

11. This Ordinance shall come into force on the first day of January, 1902.
1. Subclause (a) of 1 of Section 3 of The School Grants Ordinance is hereby amended by striking out of the third line thereof the figures "$1.80" and substituting therefor the figures "$1.20." 

2. Section 9 of the said Ordinance is hereby amended by adding thereto the following proviso -

"Provided that on the recommendation of an inspector the Commissioner of Education may authorise the board of any district to expend any portion of such grant on the purchase of equipment and apparatus in lieu of books for a school library."

1905

In the Consolidated Ordinances of the North West Territories of Canada in effect at the time the North West Territories were formed into Provinces, Public Aid to Schools remains as in Act of 1901 with amendments of 1904.
APPENDIX H

MEMBERS OF THE BOARD OF EDUCATION
IN THE NORTH-WEST TERRITORIES
DECEMBER 1885 TO DECEMBER 1892

A. Members of the Board of Education, December, 1885.

His Honour, the Lieutenant-Governor, Chairman.

Protestant Section: (John Secord, M. N. W. C., Regina.
(Charles Marshallsay, M. N. W. C.

Roman Catholic Section: (C. B. Rouleau, S. M. ex-officio, member of Council.
(Rev. Father Lacombe, Calgary.

Mr. James Brown was appointed secretary at a meeting of the Board held immediately after the close of the Legislative Session of 1885.

B. Members of the Board of Education, December, 1886.

His Honour, the Lieutenant-Governor, Chairman.

Protestant Section: (John Secord, M. N. W. C., Regina.
(Charles Marshallsay, M. N. W. C. Whitewood
(died during Session of October 14-Nov. 19, 1887.

Roman Catholic Section: (C. B. Rouleau, S. M. M. N. W. C., Calgary.
(A. E. Forget, Barrister.

Secretary: James Brown.

But in the report presented by the Lieutenant-Governor and written by James Brown, Secretary, to the N. W. T. Council on the work of the Board of Education for the year, December 18, 1885 to October 1, 1886, it is indicated that Reverend Father Lacombe was a member of the Board, and that his resignation was received by the Lieutenant-Governor. This resignation was acknowledged by the Lieutenant-Governor in his letter of transmission to the N. W. Council on 25th October, 1886. A. E. Forget was then appointed at some time between October 25, 1886 and January 3, 1887.

1Reports of the Board of Education, 1886-1891.
North-West Territories Gazette, 1890 and 1892.
C. Members of the Board of Education, December 1887.

In the Session of October 14-November 19, 1887, the School Ordin­ances of 1885 and 1886 were consolidated and amended. Consequently the Board was to consist of eight members, five Protestant and three Roman Catholic. The Lieutenant-Governor was no longer a member. Consequently a new Board was appointed. The Board of five outlined previously, presumably retained office until after the 1887 consoli­dation and amendments.

The following were the members of the new Board:-

(The Right Reverend W. C. Pinkham, D. D. Bishop of Saskatchewan.
(The Honourable E. L. Wetmore.
Protestant Section (Reverend Andrew B. Baird, B. D.
(Reverend John McLean, M. A.
(John Secord, Barrister.

Roman Catholic Section:
(Honourable C. B. Rouleau.
(Reverend H. Leduc.
(A. E. Forget, Barrister.

Secretary: James Brown, Esq.

The first meeting of this Board was held on December 13, 1887, when the Right Reverend Bishop of Saskatchewan was elected Chairman.

D. Members of the Board of Education, December, 1888.

During 1888, Reverend A. B. Baird, D. D. resigned his seat on the Board on account of his having left the Territories to reside in Winnipeg, where he had accepted a position in connection with Manitoba University. The Reverend Samuel J. Taylor was appointed in his place.

There was no reference to new appointments to the Board of Education in the 1889 report of the Board.

E. Members of the Board of Education, March 1, 1890.

His Honour the Lieutenant-Governor in Council has been pleased, under the provisions of "The School Ordinance" to reappoint the present members of the Board of Education for a further term of two years from the 19th day of November, 1889, viz:

1. The Right Reverend the Bishop of Saskatchewan and Calgary, of Calgary. (Reverend W. C. Pinkham, D.D.)
2. Honourable Mr. Justice Wetmore of Moosomin.
3. John Secord, of Regina, Esq., Q. C., Member of Legislative Assembly.
5. Reverend Samuel Taylor of Moose Jaw.
6. Honourable Mr. Justice Rouleau of Calgary.
7. Reverend Father Leduc of Calgary.
8 Amedee E. Forget of Regina, Esq., Assistant Indian Commissioner.

This Board was divided into Protestant (5) and Roman Catholic (3) Sections.

F. William Craig, Esquire, of Prince Albert, Saskatchewan, vice, the Reverend Samuel J. Taylor of Moose Jaw, resigned, appointed Wednesday, September 3, 1890.

G. Members of the Board of Education, appointed February 16, 1892, during pleasure.

1. The Right Reverend Cyprian Pinkham, Bishop of Saskatchewan and Calgary, Calgary, Alberta.
2. The Honourable Charles Borromee Rouleau, a Judge of the Supreme Court of the North-West Territories, Calgary, Alberta.
5. The Reverend John McLean, M. A., Ph. D., Moose Jaw, Assiniboia.

This Board was divided into Protestant (5) and Roman Catholic (3) Sections.
APPENDIX I

EDUCATIONAL OPINIONS OF THE EIGHTIES

Many people were thinking seriously about educational problems in the eighties of the last century. All of these ideas reveal the influence of the educational philosophy of the period. Some expressions of opinion would be considered quite valid today. Others savor of the educational outlook of the countries from which the individuals originated.

Two articles written by laymen, appearing in the Regina Leader, in the year 1887, are reproduced below. The first article is from a correspondent who prefers to use initials only, and the second expresses the opinion of the editor.¹

Libraries in Our Common Schools²

To the Editor of the Leader:

Sir,—The object of this communication is to draw to the attention of the Council and School Board to the desirability of providing our schools with libraries by a system of annual grants of books.

The grant to the Territories being so considerably augmented this year, while last year's expenditure of six thousand dollars for desks, maps, etc., will not need to be repeated, the Board after paying capitation and teachers' grants will probably have a surplus a little below eighteen thousand dollars.

Part of this should undoubtedly be spent in erecting and endowing as far as possible, a high school with a department for the training of teachers.

A portion, however, could not in the opinion of the writer, be put to a use more productive of intellectual advancement in the pupils and in the public than that of granting annually, as long as the liberalities of Parliament shall continue, say fifty dollars worth of selected books to each district.

In the case where the districts are in municipalities,

¹Nicholas Flood Davin was Managing Editor of the Regina Leader in 1887
²The Regina Leader, November 29, 1887.
the grants would be increased by an equal amount of municipal money, by granting to all ratepayers the privilege of using the libraries. The teacher could be made librarian and issue the books on application under proper regulations. In three years a very considerable library would be established in each district and by varying to some extent the issue to adjacent sections, and providing a system of exchange, a large fund of reading would be at the disposal of the public.

It would scarcely be possible to suggest in more than a general way the books to be secured. The requirements of different districts would vary according to its general state of culture. An Encyclopedia and an abridged dictionary would seem indispensable to any educational institution, did we not reflect that our schools are almost universally without them. Books of biography, history, and travels would be most earnestly demanded. Political economy, mental and moral philosophy, the major poets, novels such as Dickens', Scott's and Lytton's would be desirable; manuals on agriculture, common business forms, common law forms and procedure and hygiene should be included and later elementary studies in chemistry, botany, astronomy, and mineralogy. The books used by the Chautauqua Circle would possibly be a good guide in these latter selections.

The effect of such selected reading on the older members of society will, without question, be great, but who shall measure the effect on the rising generation, on the pupils whom the teacher has stirred to a new-born taste for reading and the acquiring of knowledge.

As it is, the pupils in the rural districts as a rule have little or no reading matter at home on which to feed and by feeding increase their appetite for literature.

The teacher, if he knows his business, has endeavored to incite to studies outside the school text books and striven to induce the pupils on leaving him to pursue a course of reading which he has mapped out for them and which is calculated to promote intellectual development. The narrowness of thought and feeling of the pupils who have never read beyond the text books continually defeats the aim of the enlightened teacher in endeavoring to instal general principles or promote independent thought.

The pupils removed from his charge, deprived of intellectual food, after a short period of restless longing conform themselves to their surroundings and perpetuate unthinking incurious ignorance.

"They are the same as their fathers have been,
As green in the main as their fathers were green,
They vote the same vote and get the same bun,
And are done rather worse than their fathers were done."

But with books at their disposal the work at school is but the preparatory step to an educational course extending through a life time. Why not? Is the most finished early training more
than the furnishing and developing of the mind it may more readily acquire further knowledge and in the end perhaps discover something new? Outside the narrow groove of professional acquirements, what is the object of gathering the wisdom of the post, but to minister to the pride or (the nobler motive) to acquire knowledge yet hidden and pierce the mysteries of the future.

That the introduction of libraries with our present equipment which insures the rudiments of learning to every individual, would vastly increase general intelligence, is beyond dispute. And let me say here, the present Board of Education and their assistants are in favor of efficient teachers with sufficient salaries, to secure their adoption of the teaching profession, and have made extremely liberal grants to that end. Their aim is constantly being defeated by the narrow-mindedness or indifference or ignorance of many local school boards. Cheapness is often the criterion in making a choice of teachers.

The profession, one of the noblest, is debased by poverty, and a consequent lack of social position till it has become a harbor of incompetency and a stepping-stone to other professions for talented, but poor aspirants.

There are but two ways in which the liberal-minded policy of the Board can be put into effect: (1) By the centralization of all school management in the Board itself, or (2) By a raising of a general standard of intelligence by the introduction of libraries.

The first which is the system of France, Germany, and Australia, would greatly advance the social positions of members of the profession and relieve them from the too frequent tyranny of that august triumvirate—the local School Board.

There are districts in the country where the discussion of abstract notions is counted idiotic, the reading of fiction a crime, a playful allusion to Grecian mythology, rank blasphemy. Imagine the host of petty annoyances to which a teacher under such circumstances is liable to be subjected to.

The latter alternative, slower in its effects, would in the end be most probably greater in its results for good and "the greatest good to the greatest number" is undoubtedly the only proper aim of legislation.

But the widening of educational facilities will, moreover, have no significant bearing on events destined to transpire in the near future.

The surface of society is scarcely broken by a ripple of the coming ebullition, but the lower strata is becoming agitated. Labor and agrarian fire brands are heating and putting in motion the social atoms. To continue the metaphor in a somewhat confused manner the proper solution of the trouble is to be found in pouring the cooling streams of reason and knowledge into the seething mass. Ignorance in the mass is the safety of an absolute tyrant, but the greatest danger in a commonwealth. If the shock must come, let it in time be rendered less violent by the refinement and moderation of intelligence.
Triumphant ignorance is ever brutal. Unscrupulous agitators give one side only of a social question. Destroy the effect by a knowledge widely diffused which will reveal the other.

Socialism as popularly taught has a pleasing aspect, but what will damp the ardor of a youthful socialist so efficiently as reading the history of the French Revolution?

But the article has already become too long. The liberal spirit of the Board which was conspicuously shown in the adoption of Mr. Grover's suggestion to provide the schools with maps and globes, has encouraged the bringing to their notice of the present scheme.

There are other questions regarding teachers, schools and school systems, which the writer would gladly see discussed, and may at some future time bring before the notice of the public should the indulgence of the Editor be still further extended to him.

Yours etc.,

E. A. P.

Ketpwa, 26 Nov. 1887.

EDITORIAL

A School Building

With regard to the plan of a building which appears to find favor we do not see the advantage of having a large number of rooms. Such a system has many disadvantages—the increased expense of heating for instance, and the difficulty of supervision by the head teacher. The system in vogue in the national schools in England is in our judgment preferable to this. The public schools there almost invariably consist of one large and well-ventilated room capable of accommodating all the children, and one or two small classrooms. This system has the good point of facility of heating and the different classes could be easily controlled by the headmaster. It forms no obstacle to the harmonious working of the school; the discipline is strict and it is nothing out of the common to see from 200 to 500 children receiving effective instruction in one room.

---

3The Regina Leader, April 26, 1887.

This is an excerpt only. This editorial arose out of a discussion in connection with the building of a schoolhouse in Regina.
APPENDIX J

INSPECTORS OF SCHOOLS AND OTHER EDUCATIONAL OFFICIALS APPOINTED

BY THE BOARD OF EDUCATION

DECEMBER, 1885 TO SEPTEMBER, 1891

AND BY

THE LIEUTENANT-GOVERNOR IN COUNCIL, 1892-1905

A. Inspectors of Schools appointed December, 1885.¹

Protestant Schools

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<thead>
<tr>
<th>School</th>
<th>Inspector</th>
<th>Salary</th>
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<tbody>
<tr>
<td>Eastern Assiniboia</td>
<td>John Hewgill, Esq.</td>
<td>$500.00</td>
</tr>
<tr>
<td>Western Assiniboia</td>
<td>Thomas Grover, Esq.</td>
<td>$500.00</td>
</tr>
<tr>
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<td>Reverend J. McLean, B.A.</td>
<td>100.00</td>
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<td>Reverend A. B. Baird, M.A., B.D.</td>
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<tr>
<td>Battleford</td>
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<td>Reverend Canon Flett</td>
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Roman Catholic Schools

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<tr>
<td>Assiniboia</td>
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<tr>
<td>Calgary &amp; MacLeod</td>
<td>J. W. Costello, Esq.</td>
</tr>
<tr>
<td>Edmonton</td>
<td>Reverend Father Lestone</td>
</tr>
<tr>
<td>Battleford</td>
<td>E. E. Richard, Esq.</td>
</tr>
<tr>
<td>Prince Albert</td>
<td>Reverend Father Andre</td>
</tr>
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B. Inspectors of Schools during 1887.²

Protestant Schools

<table>
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<td>Western Assiniboia</td>
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</tr>
<tr>
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<td>John Hewgill</td>
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<tr>
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<tr>
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<td>P. G. Laurie</td>
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</tbody>
</table>

¹Report of the Board of Education for the North-West Territories October 1, 1886, p. 8.
²Ibid., October 18, 1887, pp. 54-63.
Roman Catholic Schools

Edmonton
Prince Albert
Calgary
Battleford
Assiniboia

Reverend Father Leduc
Reverend Pere Dommeau
J. W. Costello
E. E. Richard
Dr. Seymour

C. Inspectors of Schools during 1888.3

The following gentlemen were appointed School Inspectors by the Board:

Protestant Section

Eastern Assiniboia,
Western Assiniboia,
MacLeod District,
Calgary District,
Edmonton District,
Battleford District,
Prince Albert District,

John Hewgill, Esq.,
Thomas Gröver, Esq., B.A.,
Reverend C. McKillop, B.A.,
J. A. Blair, Esq., M.A., M.D.,
Reverend D. G. McQueen, B.A.,
P. G. Laurie, Esq.,
Reverend Canon James Flott, B.D.,

Moosomin.
Regina.
Lethbridge.
Calgary.
Edmonton.
Battleford.
Prince Albert.

Roman Catholic Section

Eastern Assiniboia,
Western Assiniboia,
Calgary District,
MacLeod District,
Edmonton, District,
Battleford District,
Prince Albert District,

Reverend D. Gillies,
K. M. Seymour, Esq., M.D.,
John W. Costello, Esq.,
Reverend E. Legal,
Reverend Henry Grandin, O.M.I.,
Reverend M. H. Bigonnesse,
Reverend P. Dommeau,

Sante Andrea.
Ft. Qu'Appelle
Calgary.
MacLeod.
Edmonton.
Battleford.
Prince Albert.

Remuneration

(1) $20.00 per annum for each organized school, within their inspectorates, open during the year or any part thereof.

(2) Travelling expenses $5.00 per day absent in discharge of duties. Where Railway is used, actual railway fare plus such necessary expenses as the Board of Education, through its Secretary, may approve.

D. Inspectors of Schools during 1889.4

Protestant Section

Same as last year.

---

3Ibid., September 13, 1888, pp. 96-106.
4Ibid., September 17, 1889, p. 3.
Roman Catholic Section

Eastern Assiniboia
Western Assiniboia
Calgary
MacLeod
Edmonton
Battleford
Prince Albert

Reverend D. Gillies.
Reverend D. Graton.
J. W. Costello.
Reverend E. Legal.
Reverend J. M. Lestone.
Reverend A. H. Bigonnesse.
Reverend P. Dommeau.

E. Inspectors of Schools during 1890.5

Protestant Section

Mr. Thomas Grover, B. A. died during the year. Mr. William Bothwell, B. A. late Principal of Moose Jaw Union School, was appointed to take the place of Mr. Grover, in Western Assiniboia. There were no other changes in either Section.

Remuneration

"For purposes of inspection, each Department of a Public School with a separate teacher, should be treated as a separate school."

F. Beginning with the year 1892, all appointments of educational officials were made by the Lieutenant-Governor in Council, and were announced in the North-West Territories Gazette. The following were some of the officials appointed:

2. James Brown, Secretary of the Council of Public Instruction, December 27, 1893.
4. Edward James Wright, Secretary of the Council of Public Instruction, vice James Brown resigned; October 15, 1895.
5. Thomas E. Perrett, B.A. of Regina, Inspector of Schools, January 25, 1897.
   (a) Nicholas D. Beck, Edmonton.
   (b) Walter R. C. Willis, Saskatoon.
   (c) Reverend David Gillies, Wapella.
   (d) Arthur Henry Smith, Moosomin.

5Ibid., September 10, 1890, p. 1.
(e) James Short, Calgary.

   (a) Elton Beverley Hutchinson, Regina.
   (b) Augustus H. Ball, Moose Jaw.
   (c) John Franklin Boyce, Calgary.

10. Normal School Officials, appointed April 30, 1903.
    (a) Duncan McColl, Regina, Principal.
    (b) Arthur M. Fenwick, Regina, Assistant-Principal.
    (c) Elizabeth E. Rankin, Regina, Teacher.


# APPENDIX K

## PROTESTANT PUBLIC SCHOOL DISTRICTS

ERECTED DECEMBER 5, 1884 TO DECEMBER 8, 1885

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date Erected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Moose Jaw</td>
<td>December 5, 1884</td>
</tr>
<tr>
<td>2</td>
<td>Qu'Appelle</td>
<td>5 1884</td>
</tr>
<tr>
<td>3</td>
<td>Prince Albert</td>
<td>18 1884</td>
</tr>
<tr>
<td>4</td>
<td>Regina</td>
<td>20 1884</td>
</tr>
<tr>
<td>5</td>
<td>Broadview</td>
<td>January 3 1885</td>
</tr>
<tr>
<td>6</td>
<td>Kenlis</td>
<td>8 1885</td>
</tr>
<tr>
<td>7</td>
<td>Edmonton</td>
<td>February 3 1885</td>
</tr>
<tr>
<td>8</td>
<td>St. Andrews</td>
<td>3 1885</td>
</tr>
<tr>
<td>9</td>
<td>Colleston</td>
<td>4 1885</td>
</tr>
<tr>
<td>10</td>
<td>Prince Albert E.</td>
<td>4 1885</td>
</tr>
<tr>
<td>11</td>
<td>Wapella</td>
<td>13 1885</td>
</tr>
<tr>
<td>12</td>
<td>Moosomin</td>
<td>13 1885</td>
</tr>
<tr>
<td>13</td>
<td>Saskatoon</td>
<td>28 1885</td>
</tr>
<tr>
<td>14</td>
<td>Little Pipestone</td>
<td>March 2 1885</td>
</tr>
<tr>
<td>15</td>
<td>Montgomery</td>
<td>2 1885</td>
</tr>
<tr>
<td>16</td>
<td>St. John</td>
<td>2 1885</td>
</tr>
<tr>
<td>17</td>
<td>Red Deer Hill</td>
<td>2 1885</td>
</tr>
<tr>
<td>18</td>
<td>St. Catherines</td>
<td>2 1885</td>
</tr>
<tr>
<td>19</td>
<td>Calgary</td>
<td>May 2 1885</td>
</tr>
<tr>
<td>20</td>
<td>Park</td>
<td>March 28 1885</td>
</tr>
<tr>
<td>21</td>
<td>Eden Grove</td>
<td>28 1885</td>
</tr>
<tr>
<td>22</td>
<td>Rocanville</td>
<td>28 1885</td>
</tr>
<tr>
<td>23</td>
<td>Belmont</td>
<td>28 1885</td>
</tr>
<tr>
<td>24</td>
<td>Sturgeon</td>
<td>28 1885</td>
</tr>
<tr>
<td>25</td>
<td>Wolseley</td>
<td>April 18 1885</td>
</tr>
<tr>
<td>26</td>
<td>Ft. Qu'Appelle</td>
<td>18 1885</td>
</tr>
<tr>
<td>27</td>
<td>Revine Bank</td>
<td>30 1885</td>
</tr>
<tr>
<td>28</td>
<td>Maple Green</td>
<td>May 14 1885</td>
</tr>
<tr>
<td>29</td>
<td>Wascana</td>
<td>22 1885</td>
</tr>
<tr>
<td>30</td>
<td>Round Plain</td>
<td>June 8 1885</td>
</tr>
<tr>
<td>31</td>
<td>Poplar Grove</td>
<td>December 18 1885</td>
</tr>
<tr>
<td>32</td>
<td>Thistle</td>
<td>18 1885</td>
</tr>
<tr>
<td>33</td>
<td>Summerberry</td>
<td>18 1885</td>
</tr>
<tr>
<td>34</td>
<td>Summerhill</td>
<td>18 1885</td>
</tr>
<tr>
<td>35</td>
<td>Westfield</td>
<td>18 1885</td>
</tr>
<tr>
<td>36</td>
<td>Greenville</td>
<td>18 1885</td>
</tr>
<tr>
<td>37</td>
<td>Abbottsford</td>
<td>18 1885</td>
</tr>
<tr>
<td>38</td>
<td>Sunnymead</td>
<td>18 1885</td>
</tr>
<tr>
<td>39</td>
<td>Mount Pleasant</td>
<td>18 1885</td>
</tr>
<tr>
<td>40</td>
<td>Bonnycastle</td>
<td>18 1885</td>
</tr>
<tr>
<td>41</td>
<td>Lindsay</td>
<td>18 1885</td>
</tr>
<tr>
<td>42</td>
<td>Kinstino</td>
<td>18 1885</td>
</tr>
<tr>
<td>43</td>
<td>Hillburn</td>
<td>18 1885</td>
</tr>
<tr>
<td>44</td>
<td>Island Lake</td>
<td>18 1885</td>
</tr>
<tr>
<td>45</td>
<td>Fleming</td>
<td>18 1885</td>
</tr>
<tr>
<td>46</td>
<td>Fairfield</td>
<td>18 1885</td>
</tr>
<tr>
<td>47</td>
<td>MacLeod</td>
<td>18 1885</td>
</tr>
<tr>
<td>48</td>
<td>Pheasant Forks</td>
<td>18 1885</td>
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</table>
## Roman Catholic Public School Districts

ERECTED DECEMBER 5, 1884 TO DECEMBER 8, 1885#

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date Erected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bellevue</td>
<td>February 28, 1885</td>
</tr>
<tr>
<td>2</td>
<td>Saskatchewan</td>
<td>March 2, 1885</td>
</tr>
<tr>
<td>3</td>
<td>St. Albert</td>
<td>May 5, 1885</td>
</tr>
<tr>
<td>4</td>
<td>St. Leon</td>
<td>&quot; 5, 1885</td>
</tr>
<tr>
<td>5</td>
<td>Cunningham</td>
<td>&quot; 5, 1885</td>
</tr>
<tr>
<td>6</td>
<td>Bellerose</td>
<td>&quot; 5, 1885</td>
</tr>
<tr>
<td>7</td>
<td>St. F. Xavier</td>
<td>&quot; 5, 1885</td>
</tr>
<tr>
<td>8</td>
<td>Stobart</td>
<td>August 11, 1885</td>
</tr>
<tr>
<td>9</td>
<td>St. Laurent</td>
<td>December 18, 1885</td>
</tr>
<tr>
<td>10</td>
<td>Lourdes</td>
<td>&quot; 18, 1885</td>
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# Roman Catholic Separate Schools#

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date Erected</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Lacombe</td>
<td>December 18, 1885</td>
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</tbody>
</table>

### APPENDIX L

**SUMMARY OF SCHOOL STATISTICS, 1886-1904**

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools in operation</th>
<th>Pupils enrolled</th>
<th>Teachers employed</th>
<th>Total grants paid to schools</th>
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<tbody>
<tr>
<td>1886</td>
<td>76</td>
<td>2,553</td>
<td>84</td>
<td>8,908.72</td>
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<tr>
<td>1887</td>
<td>111</td>
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<td>125</td>
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<td>131</td>
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<tr>
<td>1889</td>
<td>164</td>
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<tr>
<td>1890</td>
<td>195</td>
<td>5,389</td>
<td>224</td>
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<td>1891</td>
<td>213</td>
<td>5,652</td>
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<td>1892</td>
<td>249</td>
<td>6,170</td>
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<td>121,056.94</td>
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<td>262</td>
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<td>106,576.59</td>
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<td>1894</td>
<td>300</td>
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<td>353</td>
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<td>341</td>
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<td>23,837</td>
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<td>1902</td>
<td>640</td>
<td>27,441</td>
<td>783</td>
<td>155,558.41</td>
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<td>1903</td>
<td>743</td>
<td>33,191</td>
<td>916</td>
<td>213,764.72</td>
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<td>1904</td>
<td>917</td>
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<td>1905</td>
<td>716</td>
<td>25,191</td>
<td>1,011</td>
<td>157,468.45</td>
</tr>
</tbody>
</table>

#Annual Report, Department of Education, 1904-5.