Permission to Use

In presenting this thesis in partial fulfilment of the requirements for a Postgraduate degree from the University of Saskatchewan, I agree that the Libraries of this University may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis work was done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in my thesis.

Requests for permission to copy or to make other use of material in this thesis in whole or part should be addressed to:

Head of the Department of History

University of Saskatchewan

Saskatoon, Saskatchewan, S7N 5A2
Abstract

The 1907 University of Saskatchewan Act stated that “no women shall by reason of her sex be deprived of any advantage or privilege accorded to male students of the university”\(^1\). This study explores whether or not this piece of progressive and prescriptive legislation was adhered to by university administrators, male faculty, staff, and students. Using the ample primary source material available in the University Archives Special Collections, this thesis has examined the demographic, cultural, and lived experiences of the women at the university from 1909 to 1922 and concluded that although the administration employed many inclusive policies, the internal culture and experiences of the women who worked, learned, and lived at the university were far less egalitarian than that described in University Act. This study offers a new prairie perspective and as such constitutes an important addition to the discussion concerning the experience of the first generation of female university scholars in Canada.

\(^1\) Victoria Lamb Drover, *A Place for Everyone, but Everyone in their Place: The Inclusivity of Female Students, Staff, and Faculty at the University of Saskatchewan, 1909-1922*, (2009) 4.
Acknowledgements

It really does take a village to write a thesis. I would like to begin by thanking Dr. Valerie Korinek for her constant support, advice, and encouragement. I have always produced my best work for Valerie because she simply does not accept anything less.

I also owe a debt of thanks to Drs. Gordon DesBrisay and Lisa Smith for their comments and ideas concerning the conceptual development of this study. During this past year, I was fortunate enough to have acted as research assistant to Drs. Keith Carlson and Bill Waiser, both of whom were encouraging and understanding of the multiple time commitments which accompany graduate work. This study would not have been possible without the invaluable guidance of archivist Patrick Hayes and the rest of the hardworking staff of the University Archives, Special Collections. Without exception, no question posed went unanswered, and each was accompanied by a myriad of document boxes.

This study would not have been possible without the financial support of a Graduate Teaching Fellowship, and the Dave De Brou Memorial Scholarship in History generously provided by the University of Saskatchewan, Department of History, the Gertrude McPherson Graduate Award granted by the College of Graduate Studies and Research, and the Jacqueline McKenzie Newstead Graduate Scholarship awarded by The Canadian Federation of University Women – Saskatoon Ltd.

Lastly, I could not have imagined completing this study or this program without the moral, financial, and editorial support of my better half, Doug. Thank you for all that you do.
Dedication

To the original H.B.I.C. Generations of students have been inspired by your example. I am proud to be one of the three who could call you ‘Mom’.
TABLE OF CONTENTS

PERMISSION TO USE ......................................................................................... i

ABSTRACT ........................................................................................................... ii

ACKNOWLEDGEMENTS .................................................................................... iii

DEDICATION ....................................................................................................... iv

TABLE OF CONTENTS ..................................................................................... v

1. INTRODUCTION, METHODOLOGY AND HISTORIOGRAPHY .......... 1
   Thesis, Hypothesis, and Primary Sources ...................................................... 2
   Secondary Source Material Concerning the U of S........................................ 7
   Exploring the Canadian and American Literature ........................................ 13
   Trends in Recent Scholarship ...................................................................... 17
   Research Philosophy .................................................................................... 28

2. EXTERNAL FACTORS ................................................................................... 29
   A Brief History of Education in Saskatchewan ............................................. 29
   The Influence of Haultain and the University of Toronto ............................ 32
   Political Wrangling Over Location ................................................................ 37
   Murray’s Background and Influences ......................................................... 39
   The Co-education Debate ........................................................................... 45

3. FACULTY AND STAFF ................................................................................. 50
   Jean Bayer: An Equal Vote for an Academic Peer ...................................... 50
   The Significance of the Department of Extensions ....................................... 51
   First Female Academic Appointment ......................................................... 53
   Employment and Marital Status .................................................................. 54
   A Universal Pay Scale ................................................................................ 57
   Minority Representation .............................................................................. 63
   Pension Plan ............................................................................................... 65
   Three-Month Death Benefit ........................................................................ 66
   War Bonuses ............................................................................................... 67
   Educational Upgrading .............................................................................. 68
   The Sheer Number of Women ..................................................................... 68

4. STUDENTS ...................................................................................................... 72
   Murray’s Involvement in Student Employment .......................................... 72
   Student Assistants ..................................................................................... 75
   Scholarships and Bursaries ....................................................................... 78
   Women Outside of the College of Arts and Science .................................... 79
   Rutherford and the College of Agriculture ............................................... 81
   ‘Homelike’ Residences ............................................................................. 87
   Proximity between Home and School ...................................................... 89
   Residence Space Allocation ....................................................................... 91
   Limits to Equality ..................................................................................... 92

5. CONCLUSION ............................................................................................... 94

6. BIBLIOGRAPHY ..........................................................................................100