

Chapter 1 : Manitoba - Wikipedia

The Manitoba Schools Question (French: La question des Écoles du Manitoba) was a political crisis in the Canadian Province of Manitoba that occurred late in the 19th century, involving publicly funded separate schools for Roman Catholics and Protestants.

Flora and fauna[edit] Polar bears are common in northern Manitoba Manitoba natural communities may be grouped within five ecozones: The tallgrass prairie once dominated the south central and southeastern parts including the Red River Valley. Mixed grass prairie is found in the southwestern region. Agriculture has replaced much of the natural prairie but prairie still can be found in parks and protected areas; some are notable for the presence of the endangered western prairie fringed orchid ,. History of Manitoba First Nations and European settlement[edit] Modern-day Manitoba was inhabited by the First Nations people shortly after the last ice age glaciers retreated in the southwest about 10, years ago; the first exposed land was the Turtle Mountain area. In Northern Manitoba, quartz was mined to make arrowheads. The first farming in Manitoba was along the Red River, where corn and other seed crops were planted before contact with Europeans. In , Henry Hudson was one of the first Europeans to sail into what is now known as Hudson Bay, where he was abandoned by his crew. Prime Minister John A. These treaties made specific promises of land for every family. As a result, a reserve system was established under the jurisdiction of the Federal Government. The Catholic Franco-Manitobans had been guaranteed a state-supported separate school system in the original constitution of Manitoba, but a grassroots political movement among English Protestants from to demanded the end of French schools. In , the Manitoba legislature passed a law removing funding for French Catholic schools. It began on 15 May and collapsed on 25 June ; as the workers gradually returned to their jobs, the Central Strike Committee decided to end the movement. The collapse of the world market combined with a steep drop in agricultural production due to drought led to economic diversification, moving away from a reliance on wheat production. Winnipeg was one of the major commands for the British Commonwealth Air Training Plan to train fighter pilots, and there were air training schools throughout Manitoba. In an effort to raise money for the war effort, the Victory Loan campaign organized " If Day " in In that year, the Red River reached its highest level since and flooded most of the Red River Valley. The damage caused by the flood led then-Premier Duff Roblin to advocate for the construction of the Red River Floodway ; it was completed in after six years of excavation. Permanent dikes were erected in eight towns south of Winnipeg, and clay dikes and diversion dams were built in the Winnipeg area. Unanimous support in the legislature was needed to bypass public consultation.

Chapter 2 : Election Education | Winnipeg Election

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The crisis eventually spread to the national level, becoming one of the key issues in the federal election of 1871 and resulted in the defeat of the Conservative government, which had been in power for most of the previous thirty years. Because of the close linkage at that time between religion and language, the Schools Question raised the deeper question whether French would survive as a language or a culture in Western Canada. The result of the crisis was that by the end of the 19th century, French was no longer supported as an official language in Manitoba or the neighbouring North-West Territories, which in turn led to a strengthening of French Canadian nationalism in Quebec. Foundation of Manitoba Manitoba became the first western province to join Confederation in 1870. The province was created through negotiations between Canada and the provisional Red River government of Louis Riel, following the Red River Resistance. One of the key issues in the negotiations was the question of control of education in the new province. There was considerable pressure for a system of denominational schools in the new province, for both Protestants and Roman Catholics. Although framed as a religious issue, there was also a question of language politics involved, since at that time, most Protestants in Manitoba were anglophones and most Roman Catholics were francophones. Religious control over education thus also related to the language of education. The Act of Parliament which created the province, the Manitoba Act, responded to these concerns by giving the province the power to pass laws relating to education, but also by giving constitutional protection to denominational school rights which existed " Political and demographic developments " Soon before the Manitoba Act was passed to create the province, settlers from English Canada, mainly Ontario, began to arrive in greater numbers than they had come prior to the Red River Rebellion which was, in part, a reaction against them. The Manitoba Act had given equal rights to Protestant and Roman Catholic schools, but by the 1880s this no longer reflected the linguistic makeup of the province. As the Canadian Pacific Railway was completed in 1885, many more English-speaking settlers had begun to arrive. However, in 1890, the Manitoba government of Premier Thomas Greenway passed the Public Schools Act,[3] removing funding for Catholic and Protestant denominational schools and establishing a system of tax-supported, non-sectarian public schools. The question was whether this legislation was consistent with s. 22. Two rounds of litigation were the result, in each case going to the Judicial Committee of the Privy Council, at that time the highest court in the British Empire. The legislation also triggered considerable national political debate. Abolition of French as an Official Language The Manitoba Act of 1870 had provided that English and French be co-official languages in the newly created Province of Manitoba which initially included only the region surrounding Lake Manitoba. Two years later, in 1872, the neighbouring Northwest Territories which at the time covered the Canadian Prairies west and northwest of Manitoba also abolished French as an official language. Although the abolition of French as an official language did not directly affect the Schools Question, it strengthened the controversy, given the ties between religious schools and the language of education. Constitutionality of the Act Winnipeg v. Barrett, The first court case focussed on whether the Public Schools Act conflicted with the constitutional protection for denominational schools set out in s. 22. The Judicial Committee held that this provision did not itself create a system of denominational schools. Rather, it gave constitutional protection to whatever rights existed with respect to denominational schools in Manitoba in 1870. The Judicial Committee reviewed the historical record and concluded that in 1870, all schools in Manitoba were funded by the religious groups which ran them, and not by any system of public taxation. As a result, the Judicial Committee concluded that s. 22 did not guarantee any public funding for denominational schools, since there was no financial tax support for denominational schools in 1870. Taxpayer funding for denominational schools was only established after the foundation of the Province and was not guaranteed by s. 22. The Legislature therefore could end taxpayer funding for denominational schools and instead establishing a system of taxpayer funded non-sectarian schools, without being in breach of s. 22. Remedial Powers of the Federal Government Brophy v. Manitoba, Although education is normally a matter of exclusive provincial jurisdiction under the Constitution of Canada, there is a special power for the federal government in relation

to separate schools. Section 93 3 of the Constitution Act, provides that there is an appeal to the Governor General in Council " To resolve this uncertainty, the federal government referred the matter to the Supreme Court of Canada as a reference question , asking if these constitutional provisions applied. The Supreme Court held that those provisions did not apply, since the post denominational schools were not constitutionally protected. This decision was appealed to the Privy Council, which overturned the Supreme Court. The Privy Council held that when the Province had created a system of taxpayer funded denominational schools in the early s, it had given a "right or privilege" to the Protestants and Roman Catholics in relation to education. Although that "right or privilege" was not constitutionally entrenched by s. However, so long as education remained an exclusively provincial jurisdiction, the federal government had limited powers to intervene. In light of the Privy Council decision in *Brophy v. Manitoba*, the political situation changed. The federal government now had the authority to act; the question was whether it would. In , the federal government of Prime Minister Mackenzie Bowell introduced remedial legislation under s. However, the draft legislation was very unpopular with some members of the Conservative caucus, and its introduction triggered a political crisis. Faced with a caucus revolt, Prime Minister Bowell was forced to call an election and to resign in April of that year. Following the election call, with the remedial bill not passed by Parliament, Charles Tupper became Prime Minister and led the Conservatives in the election. The election of was centred on the Schools Question. It especially divided Conservatives in Quebec and Ontario; French Catholic Quebecers were offended that French was being eliminated in Manitoba as an official language, while Ontario saw opposition to Catholic support by the strong Orange Order. Laurier won the election and became Prime Minister. They agreed that Catholic education would be permitted in public schools, and French would be used in teaching, but only on a school-by-school basis requiring there to be a minimum of 10 French speaking pupils. They also re-established a Catholic school board, but without government funding. The Pope sent an observer, who concluded, like Laurier, that the compromise was the fairest one possible with so few Catholics left in the province. By , the guarantee of French instruction was removed from the compromise, leaving English as the only official language in use in the province until The Schools Question, along with the execution of Louis Riel in , was one of the incidents that led to strengthening of French Canadian nationalism in Quebec in the late 19th century.

Chapter 3 : The Story of the Manitoba School Question - Quebec History

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The province was created through negotiations between Canada and the provisional Red River government of Louis Riel, following the Red River Resistance. One of the key issues in the negotiations was the question of control of education in the new province. There was considerable pressure for a system of denominational schools in the new province, for both Protestants and Roman Catholics. Although framed as a religious issue, there was also a question of language politics involved, since at that time, most Protestants in Manitoba were anglophones and most Roman Catholics were francophones. Religious control over education thus also related to the language of education. The Act of Parliament which created the province, the Manitoba Act, responded to these concerns by giving the province the power to pass laws relating to education, but also by giving constitutional protection to denominational school rights which existed " Political and demographic developments " [edit] Soon before the Manitoba Act was passed to create the province, settlers from English Canada, mainly Ontario, began to arrive in greater numbers than they had come prior to the Red River Rebellion which was, in part, a reaction against them. The Manitoba Act had given equal rights to Protestant and Roman Catholic schools, but by the s this no longer reflected the linguistic makeup of the province. As the Canadian Pacific Railway was completed in, many more English-speaking settlers had begun to arrive. However, in, the Manitoba government of Premier Thomas Greenway passed the Public Schools Act, [3] removing funding for Catholic and Protestant denominational schools and establishing a system of tax-supported, non-sectarian public schools. The question was whether this legislation was consistent with s. Two rounds of litigation were the result, in each case going to the Judicial Committee of the Privy Council, at that time the highest court in the British Empire. The legislation also triggered considerable national political debate. Abolition of French as an Official Language[edit] The Manitoba Act of had provided that English and French be co-official languages in the newly created Province of Manitoba which initially included only the region surrounding Lake Manitoba. Two years later, in, the neighbouring Northwest Territories which at the time covered the Canadian Prairies west and northwest of Manitoba also abolished French as an official language. Although the abolition of French as an official language did not directly affect the Schools Question, it strengthened the controversy, given the ties between religious schools and the language of education. Constitutionality of the Act Winnipeg v. Barrett, [edit] The first court case focussed on whether the Public Schools Act conflicted with the constitutional protection for denominational schools set out in s. The Judicial Committee held that this provision did not itself create a system of denominational schools. Rather, it gave constitutional protection to whatever rights existed with respect to denominational schools in Manitoba in The Judicial Committee reviewed the historical record and concluded that in, all schools in Manitoba were funded by the religious groups which ran them, and not by any system of public taxation. As a result, the Judicial Committee concluded that s. It did not guarantee any public funding for denominational schools, since there was no financial tax support for denominational schools in Taxpayer funding for denominational schools was only established after the foundation of the Province and was not guaranteed by s. The Legislature therefore could end taxpayer funding for denominational schools and instead establishing a system of taxpayer funded non-sectarian schools, without being in breach of s. Remedial Powers of the Federal Government Brophy v. Manitoba, [edit] Although education is normally a matter of exclusive provincial jurisdiction under the Constitution of Canada, there is a special power for the federal government in relation to separate schools. Section 93 3 of the Constitution Act, provides that there is an appeal to the Governor General in Council " To resolve this uncertainty, the federal government referred the matter to the Supreme Court of Canada as a reference question, asking if these constitutional provisions applied. The Supreme Court held that those provisions did not apply, since the post denominational schools were not constitutionally protected. This decision was appealed to the Privy Council, which overturned the

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To this the Manitoba Government replied on the 20th of December last, stating that action in the schools question was a matter of public policy, flatly refusing to establish separate schools, and again asking for an inquiry.

Section 23 of this act, regarding use of English and French, was modelled on section of the British North America Act BNA guaranteeing the rights of francophones and anglophones in the legislature and the courts. Section 22 of the Manitoba Act established the principle of a denominational, Catholic and Protestant school system – in other words, a system of separate schools, with French schools for Catholics and English schools for Protestants. This principle was confirmed by the passage of the Act to establish a system of education in the province of Manitoba, on 3 May. Because section 93 of the BNA provides for appeals to the federal government to disallow provincial laws affecting denominational-minority education rights, francophone Catholics knew that they would have a means of enforcing these rights if the need arose.

Manitoba Legislative Building in downtown of Winnipeg. Bailey, courtesy Library and Archives Canada. The photo was taken in November. Louis Riel, founder of the province of Manitoba and leader of the Metis, is buried in St. Boniface Cathedral Cemetery, Winnipeg, Manitoba. Previous Next

At the time that Manitoba joined Confederation, the numbers of anglophones and francophones in the province were roughly equal. For Catholics, the province was divided into parishes, each of which had its institutions, of which the schools were among the most important. The Protestant and Catholic approaches to education were quite different. In Protestant schools, in deference to the wide variety of Protestant denominations, no religious instruction was given. As a result of these developments, francophones became more and more of a minority in Manitoba and more and more assimilated by the anglophone majority, as were members of other linguistic minorities, such as Ukrainians, Poles and Italians, who had immigrated to Canada and settled in Manitoba. During this period, political life in Manitoba was increasingly dominated by English-speaking Protestants.

Manitoba Legislation on Use of French, to Some of the legislation passed in Manitoba in the early s strengthened the presence of French in municipal government and in the courts, but bilingualism in government suffered its first blow in , when the use of French in elections was abolished in ridings where anglophones were the majority. In , the Legislative Council of Manitoba – the upper house of the provincial government, which had been seen as a guardian of minority rights – was abolished, to cut expenses. Norquay successfully moved from the fur trade into modern business and politics after Manitoba entered Confederation courtesy PAM. The provincial government of John Norquay failed in its attempt to eliminate the drafting and publication of provincial legislative documents in French in , but in March , the provincial legislature passed a bill that abolished French as an official language of Manitoba its title: Manitoba Legislation on Schools, to The Manitoba schools crisis was precipitated by a series of provincial laws passed between and and another passed in . These were essentially the same arguments that had been raised in the New Brunswick School Question 20 years earlier. The Act respecting the Department of Education eliminated the two sections of the Board of Education so that there would be only one and created a Department of Education. The Act respecting Public Schools eliminated the denominational school districts – the French language remained, but not the Catholic religion. If Catholics, most of whom were francophone, wanted to continue to be educated in their religion, they would now have to fund their own schools, in addition to paying taxes for public schools. In , the provincial government added to these financial difficulties by prohibiting municipalities from making expenditures to assist schools outside the public system. The vast majority of these schools maintained their status as Catholic and private, but many were forced to join the public system. For French-speaking Catholics, the issue of religious education became a struggle for identity. During this same period, a six-year legal and political battle was underway, waged sometimes in Manitoba, sometimes in Ottawa, and sometimes in London. But the Liberal party under Wilfrid Laurier launched a ferocious campaign to prevent the bill from being passed before the government called the election that was expected to be held in June of that same year. During the federal election campaign, Laurier stated: If it were in my power, I would try the sunny way. I would approach this man Greenway with the sunny way of patriotism, asking him to be just and to be fair,

asking him to be generous to the minority, in order that we may have peace among all the creeds and races which it has pleased God to bring upon this corner of our common country. Do you not believe that there is more to be gained by appealing to the heart and soul of men rather than to compel them to do a thing? Also under certain conditions, Catholic teachers could be hired in the public schools, and French, like other minority languages, could be taught where numbers warranted. Teaching of any language other than English, and use of any language other than English as a language of instruction, were thus prohibited in these schools. The motivations behind these new restrictions were twofold. First, as an unforeseen consequence of the great wave of immigration in the late 19th century, the number of nationalities represented and languages spoken in Manitoba had increased. The provisions of the Laurier-Greenway Compromise allowing for instruction in minority languages had made the school system less effective as a tool for imposing English as the dominant language in the province. Boniface to close, so that thenceforth, all new teachers in Manitoba would be trained in English only. The association encouraged francophone teachers to keep teaching French and to keep using French as a language of instruction without letting the authorities find out, even if that meant lying to school inspectors. Coldridge School, circa courtesy Saskatchewan Archives Board. Prairie classroom at Bruderheim, Alberta. Prairie schools were to be the vehicles by which immigrants would be assimilated courtesy Glenbow Archives. At the local level, the school board trustees were responsible for hiring teaching staff. Many small local school boards were controlled by francophones who took advantage of their position to hire teachers most of whom were francophone Catholics, often members of female religious communities with a teaching vocation. This resistance movement enabled the Franco-Manitoban community to survive until the s, when it began an active struggle to recover its rights, and the last years of the 20th century, when it truly began to flourish. In , the Liberal government of Premier Douglas L. Campbell allowed the teaching of French in grades 4 through 6. This process continued with a whole series of government initiatives. In , the Department of Education approved a list of textbooks in French. In , the government of Dufferin Roblin authorized the use of French as the language of instruction for other subjects, for up to half of the school day. In , the Edward Schreyer government made French a language of instruction on an equal footing with English. In , the Public Schools Amendment francophone Schools Governance Act was passed, creating a francophone school division. In , the newly named Division scolaire franco-manitobaine Franco-Manitoban School Division took charge of 20 French schools with over 4, students. As of , the division managed 24 educational institutions including one learning centre for adults with a total of about 5, students.

Chapter 5 : Manitoba Schools Question - Wikipedia

The decisions arrived at seven years ago on the school question by the Parliament of the province of Manitoba must be remembered. The Act of Union of the Confederation had secured to Catholics the right to be educated in the public schools according to their consciences; and yet this right the Parliament of Manitoba abolished by a contrary law.

The province was created through negotiations between Canada and the provisional Red River government of Louis Riel, following the Red River Resistance. One of the key issues in the negotiations was the question of control of education in the new province. There was considerable pressure for a system of denominational schools in the new province, for both Protestants and Roman Catholics. Although framed as a religious issue, there was also a question of language politics involved, since at that time, most Protestants in Manitoba were anglophones and most Roman Catholics were francophones. Religious control over education thus also related to the language of education. The Act of Parliament which created the province, the Manitoba Act, responded to these concerns by giving the province the power to pass laws relating to education, but also by giving constitutional protection to denominational school rights which existed "Political and demographic developments" Soon before the Manitoba Act was passed to create the province, settlers from English Canada, mainly Ontario, began to arrive in greater numbers than they had come prior to the Red River Rebellion which was, in part, a reaction against them. The Manitoba Act had given equal rights to Protestant and Roman Catholic schools, but by the s this no longer reflected the linguistic makeup of the province. As the Canadian Pacific Railway was completed in, many more English-speaking settlers had begun to arrive. However, in, the Manitoba government of Premier Thomas Greenway passed the Public Schools Act, [3] removing funding for Catholic and Protestant denominational schools and establishing a system of tax-supported, non-sectarian public schools. The question was whether this legislation was consistent with s. Two rounds of litigation were the result, in each case going to the Judicial Committee of the Privy Council, at that time the highest court in the British Empire. The legislation also triggered considerable national political debate. Two years later, in, the neighbouring Northwest Territories also abolished French as an official language. Although the abolition of French as an official language did not directly affect the Schools Question, it strengthened the controversy, given the ties between religious schools and the language of education. *Constitutionality of the Act Winnipeg v. Barrett*, The first court case focussed on whether the Public Schools Act conflicted with the constitutional protection for denominational schools set out in s. The Judicial Committee held that this provision did not itself create a system of denominational schools. Rather, it gave constitutional protection to whatever rights existed with respect to denominational schools in Manitoba in. The Judicial Committee reviewed the historical record and concluded that in, all schools in Manitoba were funded by the religious groups which ran them, and not by any system of public taxation. As a result, the Judicial Committee concluded that s. It did not guarantee any public funding for denominational schools, since there was no financial tax support for denominational schools in. Taxpayer funding for denominational schools was only established after the foundation of the Province and was not guaranteed by s. The Legislature therefore could end taxpayer funding for denominational schools and instead establishing a system of taxpayer funded non-sectarian schools, without being in breach of s. *Remedial Powers of the Federal Government Brophy v. Manitoba*, Although education is normally a matter of exclusive provincial jurisdiction under the Constitution of Canada, there is a special power for the federal government in relation to separate schools. Section 93 3 of the Constitution Act, provides that there is an appeal to the Governor General in Council " To resolve this uncertainty, the federal government referred the matter to the Supreme Court of Canada as a reference question, asking if these constitutional provisions applied. The Supreme Court held that those provisions did not apply, since the post denominational schools were not constitutionally protected. This decision was appealed to the Privy Council, which overturned the Supreme Court. The Privy Council held that when the Province had created a system of taxpayer funded denominational schools in the early s, it had given a "right or privilege" to the Protestants and Roman Catholics in relation to education. Although that "right or privilege" was not constitutionally entrenched by s. However, so long as education remained an exclusively

provincial jurisdiction, the federal government had limited powers to intervene. In light of the Privy Council decision in *Brophy v. Manitoba*, the political situation changed. The federal government now had the authority to act; the question was whether it would. In 1890, the federal government of Prime Minister Mackenzie Bowell introduced remedial legislation under s. 93. However, the draft legislation was very unpopular with some members of the Conservative caucus, and its introduction triggered a political crisis. Faced with a caucus revolt, Prime Minister Bowell was forced to call an election and to resign in April of that year. Following the election call, with the remedial bill not passed by Parliament, Charles Tupper became Prime Minister and led the Conservatives in the election. The election of 1896 was centred on the Schools Question. It especially divided Conservatives in Quebec and Ontario; French Catholic Quebecers were offended that French was being eliminated in Manitoba as an official language, while Ontario saw opposition to Catholic support by the strong Orange Order. Laurier won the election and became Prime Minister. They agreed that Catholic education would be permitted in public schools, and French would be used in teaching, but only on a school-by-school basis requiring there to be a minimum of 10 French speaking pupils. They also re-established a Catholic school board, but without government funding. The Pope sent an observer, who concluded, like Laurier, that the compromise was the fairest one possible with so few Catholics left in the province. By 1897, the guarantee of French instruction was removed from the compromise, leaving English as the only official language in use in the province. The Schools Question, along with the execution of Louis Riel in 1885, was one of the incidents that led to strengthening of French Canadian nationalism in Quebec in the late 19th century.

Chapter 6 : Manitoba Schools Question - Infogalactic: the planetary knowledge core

Excerpt from The Manitoba School Question An examination of the programmes for the seven respective divisions will Show that religious instruction in one form or another constituted a very large portion of the entire work of the schools.

What is the difference between a general election and a by-election? By-elections can be held for both school boards and municipalities. A by-election may be held if an office of mayor, councillor, or school trustee is left vacant between general elections. How do I find out what the candidates stand for? Determining who is a good candidate is a judgment call that you get to make as a voter. You can make this decision in whatever way you choose. Our website provides you with several ways to contact your candidates so that you may ask him or her your questions. We list links to candidate websites, Facebook pages, Twitter and Youtube accounts, phone and email. You may also view recent news articles relevant to each candidate on the candidate pages and most candidates have responded to our candidate questionnaires. Simply click on the candidate name in order to view this information. The Manitoba School Boards Association has put together a list of helpful questions you can ask of your school board candidates, which is available here. Questions that we will ask of candidates: Do you have any other comments regarding your candidacy? What is a ward? A ward is a geographic area that a candidate will represent if elected. The City of Winnipeg is divided into 15 different wards, each of which is represented by a councillor. Each ward had between approximately 44, to 51, residents at the time of the Census. The fifteen councillors, once elected, along with the mayor, make up the governing body called Council. The mayor represents the entire city, rather than a single ward or group of wards. On election day, the candidate that receives the highest number of votes in each ward will become the next councillor to represent that ward until the election or until the seat is vacated, whichever is first. Each School Division is also divided into several wards, although the number of School Trustees to be elected in each ward is not consistent between the various School Divisions. The total number of trustees in each division is between eight and nine. Each ward will have between one and four elected school trustees, depending on the School Division. Some divisions have more smaller wards represented by one or two candidates, while others have fewer larger wards represented by three or four candidates each. The breakdown of trustees to be elected is as follows:

Chapter 7 : On the Manitoba School Question

*The Manitoba School Question [Frederick Coate Wade] on blog.quintoapp.com *FREE* shipping on qualifying offers. This book was originally published prior to , and represents a reproduction of an important historical work.*

The crisis eventually spread to the national level, becoming one of the key issues in the federal election of and resulted in the defeat of the Conservative government, which had been in power for most of the previous thirty years. Because of the close linkage at that time between religion and language, the Schools Question raised the deeper question whether French would survive as a language or a culture in Western Canada. The result of the crisis was that by the end of the 19th century, French was no longer supported as an official language in Manitoba or the neighbouring North-West Territories, which in turn led to a strengthening of French Canadian nationalism in Quebec. The province was created through negotiations between Canada and the provisional Red River government of Louis Riel , following the Red River Resistance. One of the key issues in the negotiations was the question of control of education in the new province. There was considerable pressure for a system of denominational schools in the new province, for both Protestants and Roman Catholics. Although framed as a religious issue, there was also a question of language politics involved, since at that time, most Protestants in Manitoba were anglophones and most Roman Catholics were francophones. Religious control over education thus also related to the language of education. The Act of Parliament which created the province, the Manitoba Act , responded to these concerns by giving the province the power to pass laws relating to education, but also by giving constitutional protection to denominational school rights which existed " Political and demographic developments " Soon before the Manitoba Act was passed to create the province, settlers from English Canada, mainly Ontario , began to arrive in greater numbers than they had come prior to the Red River Rebellion which was, in part, a reaction against them. The Manitoba Act had given equal rights to Protestant and Roman Catholic schools, but by the s this no longer reflected the linguistic makeup of the province. As the Canadian Pacific Railway was completed in , many more English-speaking settlers had begun to arrive. However, in , the Manitoba government of Premier Thomas Greenway passed the Public Schools Act, [3] removing funding for Catholic and Protestant denominational schools and establishing a system of tax-supported, non-sectarian public schools. The question was whether this legislation was consistent with s. Two rounds of litigation were the result, in each case going to the Judicial Committee of the Privy Council , at that time the highest court in the British Empire. The legislation also triggered considerable national political debate. Abolition of French as an Official Language The Manitoba Act of had provided that English and French be co-official languages in the newly created Province of Manitoba which initially included only the region surrounding Lake Manitoba. Two years later, in , the neighbouring Northwest Territories which at the time covered the Canadian Prairies west and northwest of Manitoba also abolished French as an official language. Although the abolition of French as an official language did not directly affect the Schools Question, it strengthened the controversy, given the ties between religious schools and the language of education. Constitutionality of the Act *Winnipeg v. Barrett*, The first court case focussed on whether the Public Schools Act conflicted with the constitutional protection for denominational schools set out in s. The Judicial Committee held that this provision did not itself create a system of denominational schools. Rather, it gave constitutional protection to whatever rights existed with respect to denominational schools in Manitoba in *The Judicial Committee reviewed the historical record and concluded that in , all schools in Manitoba were funded by the religious groups which ran them, and not by any system of public taxation. As a result, the Judicial Committee concluded that s. It did not guarantee any public funding for denominational schools, since there was no financial tax support for denominational schools in Taxpayer funding for denominational schools was only established after the foundation of the Province and was not guaranteed by s. The Legislature therefore could end taxpayer funding for denominational schools and instead establishing a system of taxpayer funded non-sectarian schools, without being in breach of s. Remedial Powers of the Federal Government *Brophy v. Manitoba*, Although education is normally a matter of exclusive provincial jurisdiction under the Constitution of Canada , there is a special power for the federal government in relation*

to separate schools. Section 93 3 of the Constitution Act, provides that there is an appeal to the Governor General in Council " To resolve this uncertainty, the federal government referred the matter to the Supreme Court of Canada as a reference question , asking if these constitutional provisions applied. The Supreme Court held that those provisions did not apply, since the post denominational schools were not constitutionally protected. This decision was appealed to the Privy Council, which overturned the Supreme Court. The Privy Council held that when the Province had created a system of taxpayer funded denominational schools in the early s, it had given a "right or privilege" to the Protestants and Roman Catholics in relation to education. Although that "right or privilege" was not constitutionally entrenched by s. However, so long as education remained an exclusively provincial jurisdiction, the federal government had limited powers to intervene. In light of the Privy Council decision in *Brophy v. Manitoba*, the political situation changed. The federal government now had the authority to act; the question was whether it would. In , the federal government of Prime Minister Mackenzie Bowell introduced remedial legislation under s. However, the draft legislation was very unpopular with some members of the Conservative caucus, and its introduction triggered a political crisis. Faced with a caucus revolt, Prime Minister Bowell was forced to call an election and to resign in April of that year. Following the election call, with the remedial bill not passed by Parliament, Charles Tupper became Prime Minister and led the Conservatives in the election. The election of was centred on the Schools Question. It especially divided Conservatives in Quebec and Ontario; French Catholic Quebecers were offended that French was being eliminated in Manitoba as an official language, while Ontario saw opposition to Catholic support by the strong Orange Order. Laurier won the election and became Prime Minister. They agreed that Catholic education would be permitted in public schools, and French would be used in teaching, but only on a school-by-school basis requiring there to be a minimum of 10 French speaking pupils. They also re-established a Catholic school board, but without government funding. The Pope sent an observer, who concluded, like Laurier, that the compromise was the fairest one possible with so few Catholics left in the province. By , the guarantee of French instruction was removed from the compromise, leaving English as the only official language in use in the province until The Schools Question, along with the execution of Louis Riel in , was one of the incidents that led to strengthening of French Canadian nationalism in Quebec in the late 19th century.

Chapter 8 : The Manitoba School Question

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Are you sure you want to delete this answer? Yes Sorry, something has gone wrong. The Manitoba Schools Question was a political crisis in Manitoba and more generally in Canada in the late 19th century involving publicly funded separate schools for French and English and the deeper question of whether French would survive as a language or a culture in Western Canada. The end result of the question was that by the end of the 19th century, French was no longer supported as an official language in most western Canadian provinces which in turn led to a strengthening of French Canadian nationalism in Quebec. HistoryManitoba became the fifth province to join Confederation in 1870, after negotiations between Canada and the provisional Red River government of Louis Riel. The act of parliament which created the province, the Manitoba Act, created a system of denominational schools similar to the one used in the province of Quebec. Soon before the Manitoba Act was passed to create the province, settlers from English Canada, mainly Ontario, began to arrive in greater numbers than they had come prior to the Red River Rebellion which was, in part, a reaction against them. The Manitoba Act had given equal rights to English language, Protestant schools, and French language, Roman Catholic schools, but by the 1880s this no longer reflected the linguistic makeup of the province. As the Canadian Pacific Railway was completed in the 1880s and 1890s, many more English speaking settlers had begun to arrive. By "equal rights", McCarthy meant fairer representation in the province, instead of privileges for the diminishing French population. McCarthy was supported by Joseph Martin, attorney general of Manitoba. In 1890, Manitoba passed the Manitoba Schools Act, abolishing French as an official language of the province, and removing funding for Catholic schools. This was a contradiction of the Manitoba Act of 1870. They then brought the case to the Supreme Court of Canada, which decided in favour of the original Manitoba Act. Meanwhile, in 1890, the Northwest Territories also abolished French as an official language. Under the British North America Act, which created Canada in 1867, the federal government could still intervene despite the decision of the Privy Council see Disallowance and reservation. In 1892, the government created a new school board for the Catholics; this was very unpopular with Protestant Tory Members of Parliament, and Prime Minister Mackenzie Bowell was forced to resign in April of that year. The election of 1896 was centred on the Schools Question. Laurier developed a compromise with Thomas Greenway, Premier of Manitoba. They agreed that Catholic education would be permitted in public schools, and French would be used in teaching, but only on a school-by-school basis requiring there to be a minimum of 10 French speaking pupils. They also re-established a Catholic school board, but without government funding. The Pope sent an observer, who concluded, like Laurier, that the compromise was the fairest one possible with so few Catholics left in the province. As French was no longer an official language, its use declined greatly. By 1900, the guarantee of French instruction was removed from the compromise, leaving English as the only language in use in the province. The Schools Question, along with the execution of Louis Riel in 1870, was one of the incidents that led to strengthening of French Canadian nationalism in Quebec in the late 19th century. That was the question!

Chapter 9 : Manitoba Schools Question | The Canadian Encyclopedia

Best Answer: The Manitoba Schools Question was a political crisis in Manitoba and more generally in Canada in the late 19th century involving publicly funded separate schools for French and English and the deeper question of whether French would survive as a language or a culture in Western Canada.

Thompson, a convert to Roman Catholicism at a time when tolerance was not seen as a virtue, had not been as supportive of the Catholic cause as the minority had hoped at the outset. He was fearful to be accused of favoritism towards Catholics. The Orange Lodge, a militant Protestant organization, was imported from Ireland originally. It was anti-Catholic and associated with a good deal of prejudice and social violence in Canada. At first, in Canada, its targets had been the Roman Catholic Church and the Irish immigrants that followed it. Eventually, as inevitably it had to be, given the demographics of Catholicism in Canada, French Canadians became its main focus of attention. Surprisingly, Bowell, although some might not agree with this, probably did more for the Roman Catholic cause in Manitoba than Thompson had. He too was afraid to be accused of favoritism. Rights established by law, after the Union with Canada, had been prejudicially affected. Thus, the Federal government and Parliament had the right to receive the appeal of the minority and to issue a Remedial Order or Law to the extent that these may be required. Whether or not the federal government and parliament would intervene was a matter for them to decide. However, the main impact of the Brophy decision was that the federal authorities would now have to confront their responsibilities. To this point, the federal government had attempted to diffuse the issue, and safeguard its political fortune, by relegating the matter to the courts. Now, after nearly five years, the end of the road had come and the issue would take on a completely political complexion. The question was simple: However, while the question was simple, the answer was not. Some were favorable for the government to make its bed and to go to the people with their decision; others desired that a session of parliament be called and the issue of remedial legislation be dealt with. The star witnesses to debate the two sides of the issue were John S. The hearings had originally been scheduled to start on February 26 but were delayed at the request of McCarthy. The Catholic doctrine in connection to neutral schools was emphasized and the actions of the Canadian bishops in the Manitoba schools were strongly approved. This document was quoted frequently in the years following the Remedial Order. To dismiss this appeal would [Langevin was 39 years old upon assuming his new post. These paragraphs touched on: Tupper felt that the government should have gone directly to the people. The Parliamentary session opened on April This message was apparently repeated in several private letters of Bowell in the next two months. The government had wished to make of this election a test of popularity of their Manitoba policy; it had also attempted to heavily involve the Roman Catholic bishops into the political fight. This was to no avail. Bourinot, prominent constitutional expert in Canada, on the constitutional position of the Manitoba Government in light of the Remedial Order. See Crunican, Priests and Politicians Essentially, they argued that one of the reasons for abolishing the Catholic system had been the inefficiency of these schools. Further, the example of the Roman Catholics would be followed by other groups Anglicans, Mennonites, Icelanders etc. They promised to assist the government in a full investigation of the subject; they begged that no hasty decision be taken. Lastly, they raised legal and constitutional points centering on the levying of taxes. The cornerstone of the last point was their assertion that the federal government did not have the constitutional right to force a provincial legislature to spend money in ways the legislature did not agree with. Clearly, such action by Manitoba would not be forthcoming. This generated considerable tension within the Conservative Party. The government was confronted with the question of whether or not it would move to introduce a remedial law during the current session of Parliament. The Bowell government decided that it would make further approaches to the Manitoba government see the Order in Council below and that, only should these fail, a Remedial Law would be presented to Parliament at a special session to commence on January 3, Clerical discontent and pressure with this move led the three French Canadian representatives in the Cabinet to resign: The situation was so desperate for the Bowell government that, on July 10, he informed the Governor-General that he would likely have to resign, not having control of the majority in the House any

more. However, Caron and Ouimet were persuaded to return to the cabinet by July 12, although this was not the case for Angers who was the ultramontane representative in the cabinet. In the period after the first judgment of the Privy Council, when the leaders of both national parties inclined to follow the example of Pontius Pilate, he did more than anybody else to prevent the burial of the school issue and to reserve for the vanquished right some means of revenge. He quitted the government the day before the decree that followed the Order in Council; his resignation was to protest the humiliating course followed by the government. Two of his colleagues followed him: We can say that, at that moment, the Quebec conservative members of Parliament held within their hands the fate of the government. Whoever would have proposed to them immediate action in Parliament, even if this had been Mr. Laurier, would have unanimously rallied them. For the three ministers that had resigned the moment afforded them a great opportunity to spare their party from making a mistake beyond repair. Supported by the solid block of their followers, they only had to persevere in their attitude and, in all probability, the disastrous decree would have been shelved forever, and a remedial law would have been presented, and voted by a significant majority, during the session of . Unfortunately, after only three days of mutiny, Messers Caron and Ouimet returned to the fold, contrite and repentant. Laurier did not make a gesture to rally them. More disoriented than ever, the Quebec conservative party continued to be divided. The second was on a motion of non-confidence by Laurier who managed to remain non-committed throughout the process. However, instead of forging ahead, the federal government proceeded to weaken its position by writing: In consequence, the federal government announced that it sought further the counsel of Manitoba with a view of coming to an agreement without having to resort to a Remedial Law, would not institute in the present session such a law and would not do so until January of , and wished to ascertain what amendments to the education acts Manitoba was prepared to make.