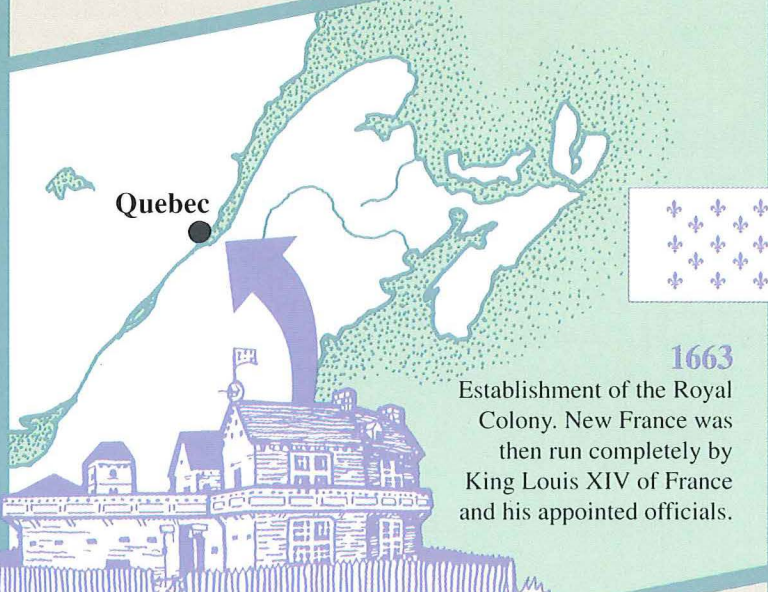


Chapter 3

New France: A Royal Government (1663–1760)

Overview
Use this Overview to predict the events of this chapter.



1663

Establishment of the Royal Colony. New France was then run completely by King Louis XIV of France and his appointed officials.



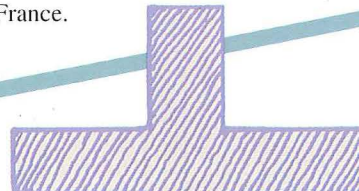
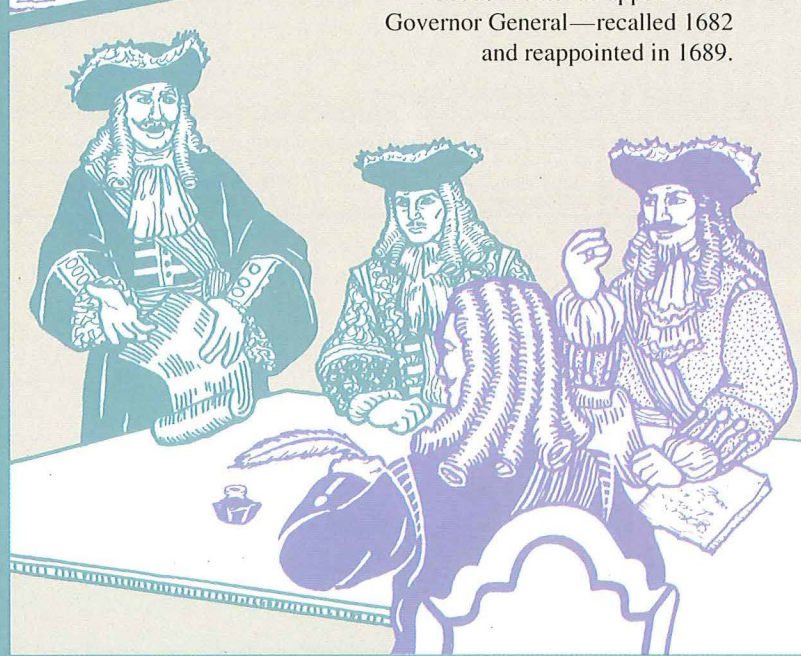
1665

Appointment of Jean Talon as intendant. New France was used as a source of raw materials and as a market for goods manufactured in France.



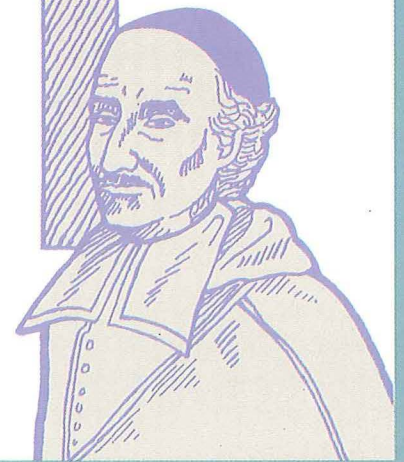
1672

Count Frontenac appointed as Governor General—recalled 1682 and reappointed in 1689.



1674

Laval made Bishop of Quebec.



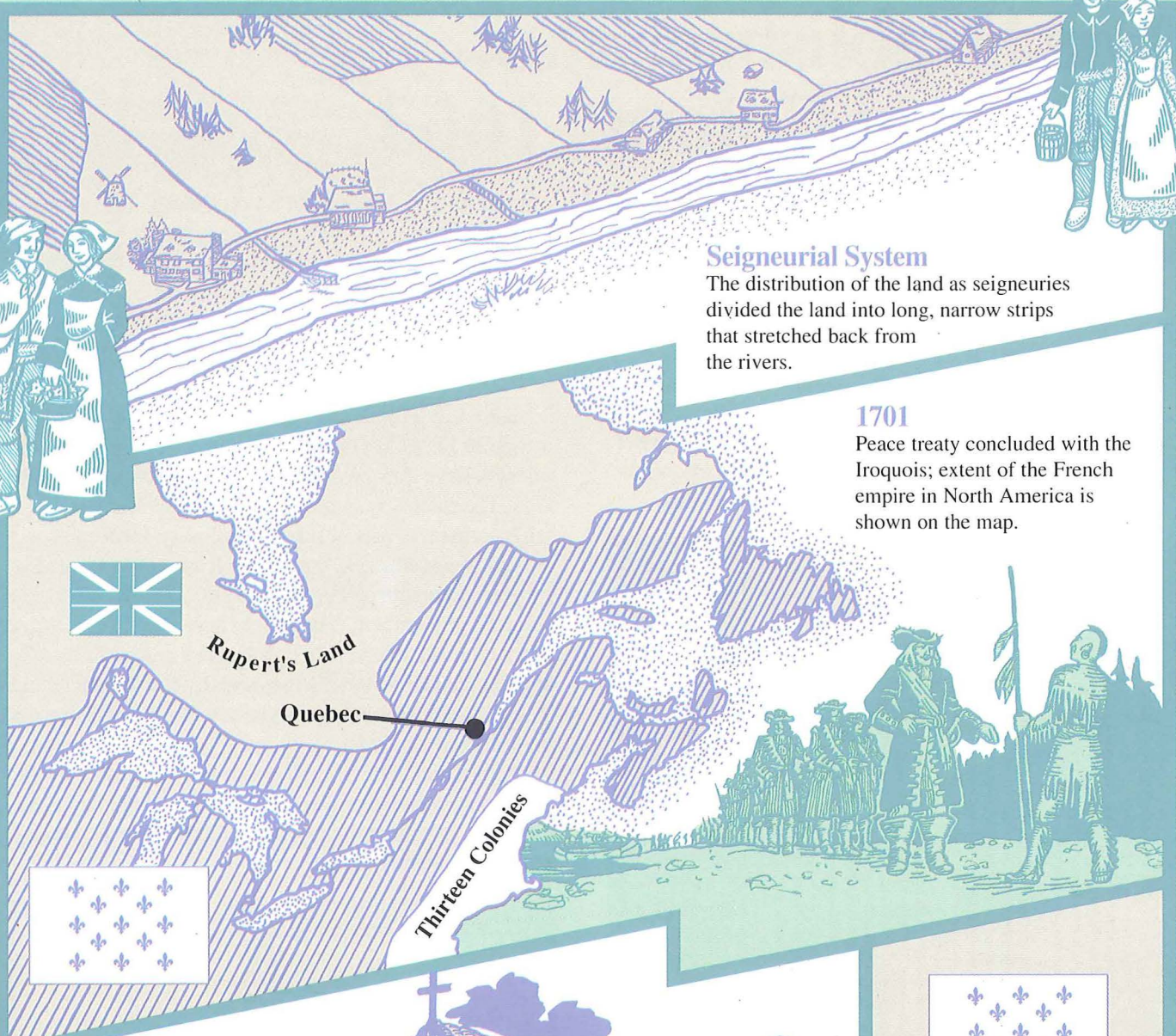


Seigneurial System

The distribution of the land as seigneuries divided the land into long, narrow strips that stretched back from the rivers.

1701

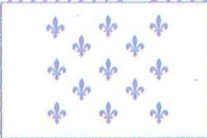
Peace treaty concluded with the Iroquois; extent of the French empire in North America is shown on the map.



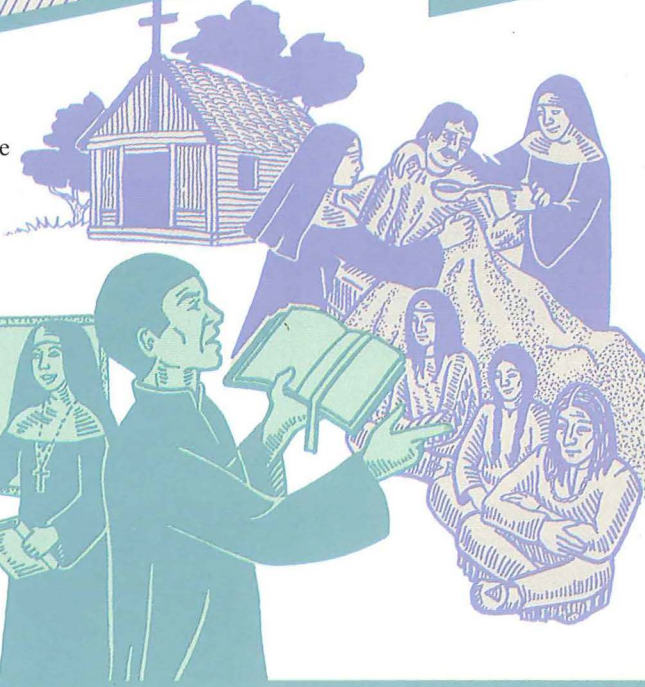
Rupert's Land

Quebec

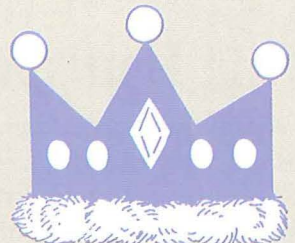
Thirteen Colonies




The Roman Catholic Church played an important part in the royal colony of New France.



King Louis XIV ruled New France through his appointed officials. The people had little say in governmental policies.



The Establishment of the Royal Colony: 1663

 A number of key events happened just prior to 1663 that caused France to establish a Royal Colony in New France. In 1657, control over the fur trade returned to the Company of 100 Associates. The Company of Habitants was in debt and could not meet the colony's expenses. By 1658, increased Iroquois attacks threatened to destroy the colony. The Iroquois did succeed in blocking the fur trade and destroying New France's trading allies, the Huron. Neither the trading companies nor the Roman Catholic Church could deal with the Iroquois. New France sent an appeal for help to France in 1661.

over the colony, making it a Royal Colony. This meant that New France would be governed directly by the king, just as if it were another province in France. The trading companies would become businesses in the colony.

Absolute Monarchy

King Louis XIV was an absolute monarch. Absolute monarchs have unlimited power over their people. Absolute rulers believe they have the right to rule given to them by God. The ruler was supposed to govern his subjects fairly—that was part of his responsibility. Under this system of government, the monarch has control over his subjects, although power is spread throughout the various levels of government. The people have no role or influence in government affairs, although absolute monarchs usually appoint advisory councils that actually run the government. While these groups may give advice to the monarch, he may not follow their advice.

King Louis XIV of France was not the only absolute monarch in Europe. Many of the countries of Europe at this time, including Spain and Portugal, were governed by absolute monarchs.

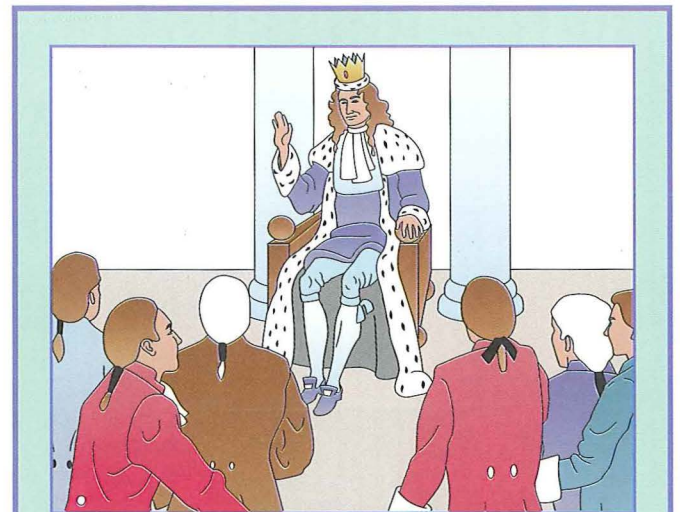


C-5400, National Archives of Canada, Ottawa (detail).

King Louis XIV of France made New France into a Royal Colony.

King Louis XIV

New France's appeal came when King Louis XIV had time to become interested in the fate of the colony. He was between European wars and very eager to increase France's power and wealth by sponsoring wealthy mercantilistic colonies. In 1663, he took control of New France away from the trading companies and assumed direct control



Absolute Monarchy

Leaders have unlimited power over their people. This power is not restricted by a set of rules (a constitution), or by parliament, or by groups (like an aristocracy).

Royal Government



The study of government is very complex. To make this study easier, we will look at three areas of absolute rule: (1) government participation, (2) decision-making powers, and (3) majority rule. Examples are given for New France.

Characteristics of an Absolute Monarch

1. In an absolute monarchy only the people selected by the ruler are allowed to participate in the government.

- In France and New France King Louis XIV was an absolute monarch.
- Only those people selected by King Louis XIV were allowed to participate in government affairs. These people are shown on the chart on page 47 as the king's advisors. They had some influence on the king but he did not have to listen to them.

2. In an absolute monarchy one person, the king, has the power to make decisions.

- Absolute monarchs believed that their power was inherited from their ancestors.
- Absolute monarchs believed they were responsible for the well-being of their subjects.
- Absolute monarchs decide what is best for the people. They may or may not find out what the people want. They may or may not put the people's wishes into effect.

- The power to make decisions about New France was held by King Louis XIV.
- This does not mean that King Louis XIV of France made all the decisions. He appointed advisors, who made up the government of France, to make the decisions for him. If King Louis was unhappy with the decisions his council of advisors made, then he appointed new advisors who would make the kind of decisions he wanted.
- The advisors in the French government passed on the king's decisions to the government in New France. The government in New France was made up of the governor, intendant, bishop, and Sovereign Council. If the government of New France did not follow the decisions made by the king's advisors (and the king), then they were recalled to France and were not allowed to keep their jobs.
- In theory the people as a whole had no role or influence in the decision-making process.
- In practice, because the distance from France to New France was so great, messages took up to a year to travel back and forth. This allowed the people of New France greater autonomy (greater freedom to make their own political decisions).

3. Majority rule does not exist in an absolute monarchy. Minority rule and one person rule exist in an absolute monarchy.

- The government of New France was made up of appointed officials in France and in New France. Minority rule existed in New France. The majority of the people did not have a say in the government.

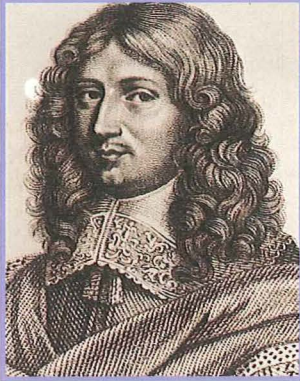
Photo: Kedi



Meeting of the Sovereign Council, by Charles Huot. Headed by the governor, intendant, and bishop, the Sovereign Council included officials in the government of New France who were appointed to carry out decisions made by the king and his advisors in France.

Colbert

C-9628. National Archives of Canada, Ottawa.



Jean-Baptiste Colbert was Chief Official of New France, a colony he never visited.

King Louis XIV appointed Jean-Baptiste Colbert to be in charge of France's economy. Colbert's ideas were used to govern the provinces in France and the French colonies around the world. Colbert wanted to use France's colonies to help make France more powerful. Colbert was very interested in mercantilism, whereby the colonies became a source of inexpensive raw materials and a market for goods manufactured by the mother country.

In New France

When New France became a French province in 1663

- A Sovereign Council was appointed to carry out orders from the king and his government.

Below: Over 1000 king's daughters came from France to New France to marry the single men there.

C-10688. National Archives of Canada, Ottawa.



- Population growth was encouraged in New France. Government grants were given to families of over 10 children. Royal wedding dowries were awarded to couples who married early (under 20 for men, under 16 for women). A dowry is money or property that a woman brings with her into marriage. Fathers were fined for having single children of marriageable age.
- Four thousand French settlers immigrated at government expense between 1666 and 1676. One-third were retiring soldiers. Over 1000 were single women who hoped to marry in the New World (the *filles du roi*, or the "king's girls" or "king's daughters").
- The seigneurial system continued. The seigneurs became high status land settlement agents.
- Militia companies formed in 1669 involved all men aged 16 to 60. The *capitaine de milice*, or militia captain, was an habitant, not a nobleman. A militia is part of an army made up of citizens who are not regular soldiers but who undergo training for emergency duty or national defense.
- Farming, shipbuilding, brewing, fishing, and tanning received government financing. The industries did not become profitable and were a drain on the finances of the French government.
- The French Carignan-Salières regiment conducted a military campaign against the Iroquois in 1666. They burned Iroquois villages and farms. This caused a famine, which led to a truce and 20 years of peace.

Colonial Government in New France



King Louis XIV was far too busy extending and protecting French interests in Europe to be able to devote all of his attention to New France. Under Colbert's guidance, the old system of rule by trading companies was replaced by an absolute monarchy appointed by the king. The king relied on officials or ministers to do most of the government's work.

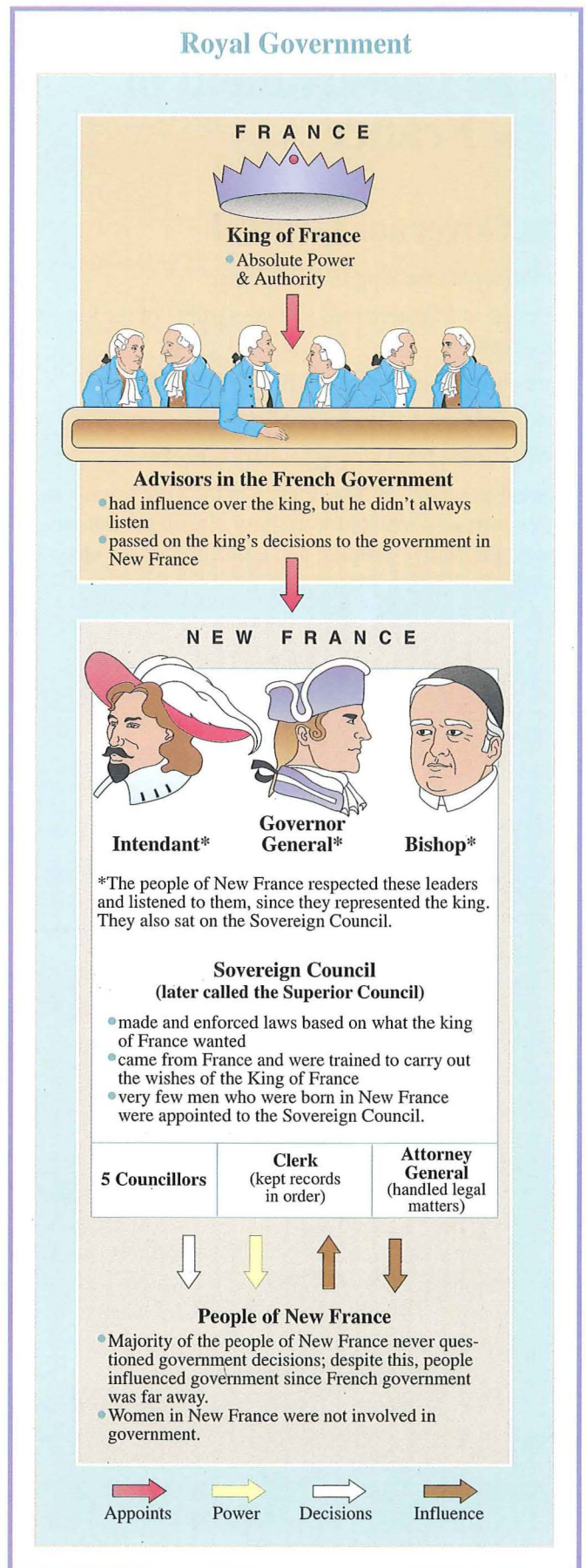
He created a Sovereign Council of officials in New France. This council was to carry out orders from the king and his government in France. The people who settled in New France did not have any power over the king or the Sovereign Council. They could not change any decisions made by the ruler. Communication with New France was limited, however, by its distance from France and also by the fact that bad weather made it inaccessible for six or seven months of the year. This meant that the local officials in New France often had far more power over the colony than the French government. The senior members of the Sovereign Council were the governor, intendant, and bishop. When New France had a good governor and intendant (the king's representatives in the colony), the colony had good government. In the early days of the Royal Colony, members of the legal profession were barred from entering New France. As a result, legal decisions were made on the basis of common sense.

The people of New France had little role or influence in the government of the colony, but this did not make them any different from people in European countries. Women were completely excluded from the governing process in New France as well as in all European countries. Occasionally the intendant, who was in charge of justice, finance, and administration, called meetings of prominent local officials to discuss economic policies for the colony. These discussions did not, however, always result in the intendant taking the officials' advice.

The Royal Government in New France was both inexpensive and efficient. It remained intact until the British substituted their system of government in 1763.

Exploring Further

1. Use the information in Chapter 3, especially that on pages 44–49, to prepare a game on New France and on Royal Government. The game should be entirely your own creation. It may be a board game, card game, role play game, or computer game.

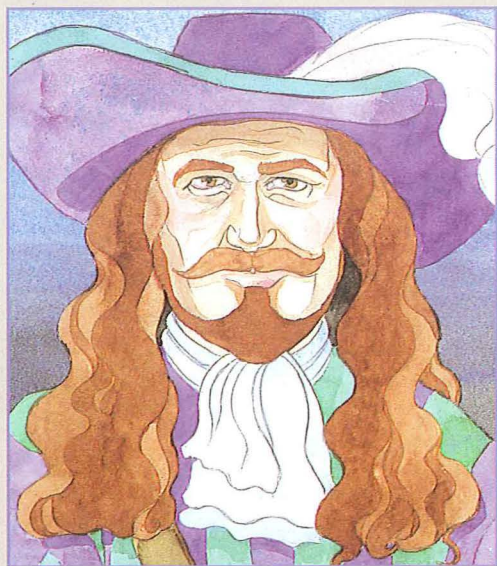


The government of New France is an example of absolute rule.

Important Officials in the Government of New France

The Governor General

- represented the king in New France
- served as a **figurehead**, a living symbol of the king's authority
- was the highest ranking official in New France
- was appointed from the **nobility**
- was chosen from among military officers
- acted as master of New France in the king's name and thus was responsible for military planning, relations with the Native peoples, and ensuring that the other officials did their jobs.



Comte de Frontenac (1622–1698)

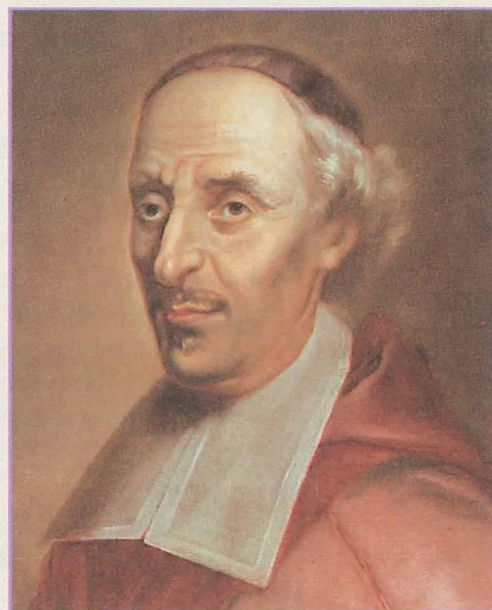
Louis de Buade, Comte de Frontenac, was appointed governor of New France in 1672. He was a successful military governor, but because he quarrelled with the intendant and bishop he was recalled to France in 1682.

Frontenac returned to New France in 1689 to create peace by suppressing the Iroquois and to attack English settlements and finally expand France's fur trade. He remained there until his death in 1698.

Frontenac's major concern was the expansion of New France's fur trade.

The Bishop

- represented the Roman Catholic Church in New France
- ruled over parish priests and nuns of New France in the king's name
- was in charge of the missionaries, churches, hospitals, and schools
- was often a member of the French nobility appointed by the king
- reported to the king on colonial activities and ensured harmony among his parishes.



François de Laval (1623–1708)

François de Laval, a Jesuit priest, arrived in Quebec in 1659. He was appointed the first Bishop of Quebec in 1674. Laval, who directed the spiritual life of New France for 29 years, was very active in attempting to Christianize the Native people.

As a leading member of the Sovereign Council, Laval had strong political influence. He organized the **parish** system of New France. The **seminary** that Laval founded at Quebec became Laval University in 1852.

Figurehead—person who is the head of a country in name or title only but has no real power or responsibility. (In New France, the governor was officially a figurehead, but in actual fact he had a lot of power.)

Nobility—a person with special rank and authority by virtue of birth or title. Dukes, counts, earls, and marquises are examples of nobility.

Parish—district that is the responsibility of a particular church

Seminary—special school for the training of priests

The Intendant

- acted as master of New France in the king's name
- informed the king of colonial activities and ensured harmony among the people
- was appointed from the nobility
- supervised the day-to-day running of the colony, law and order, and matters relating to finance (money).



Jean Talon (1625–1694)

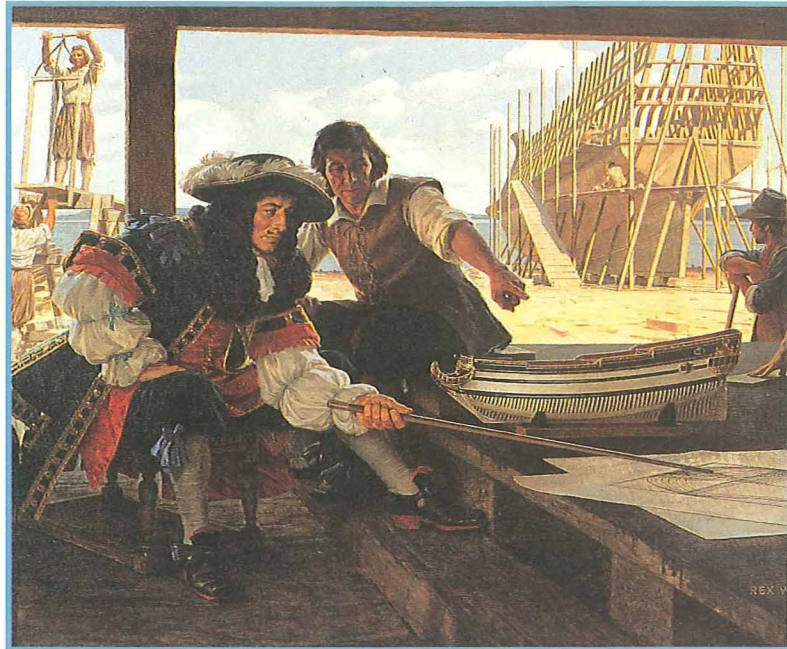
Jean Talon was the first intendant of New France. During his term, from 1665 to 1668, he conducted a **census** of the population.

Talon attempted to change the colony from a fur-trade foundation to an agricultural and industrial foundation, but found that this could not be accomplished without a larger population.

Talon arranged for settlers to come to New France, including over 1000 women known as the *filles du roi* (“king's girls” or “king's daughters”). He encouraged further population growth through marriage grants and baby bonuses (money given to a couple when they married and when they had children).

Talon tried to diversify (expand and vary) the economy by introducing new crops such as flax and hops, starting a shipyard and lumber industry, and encouraging mining.*

Developing Industries



Canada's First Shipyard. Intendant Jean Talon tried to make New France less dependent on supplies from France by establishing industries such as shipbuilding, brewing, and shoemaking. This picture shows Talon studying plans at the shipyard at Quebec in 1672.



Canada's First Trade Treaty. The Comte de Frontenac met with Iroquois chiefs at Cataraqi (Kingston), 1673. Frontenac encouraged friendships with the Native peoples, exploration, and military campaigns, all to strengthen New France's most important industry, the fur trade.

Census—an official count of the people of a country or district to find out the number of people living there

*Flax was grown to make a cloth known as linen. Hops are an essential ingredient in making beer.

The Seigneurial System

Structure of the Seigneuries

New France grew along the banks of the St. Lawrence River. Since the river formed the main transportation route, every habitant wanted land along the rivers of New France. For this reason, seigneuries were divided into long narrow strips of land. Each had a section of river front and extended back into uncleared bush away from the river. As the land was passed through the generations, the strips were subdivided. Only when the land along the St. Lawrence was completely used did the colony start a new row of seigneuries behind the first ones. These long, narrow strips of land are still visible along the St. Lawrence River today.

Since the king owned all of the land in New France, he granted the use of the land to people who became seigneurs. The seigneurs then divided the land into smaller lots and brought in settlers called habitants to farm it. Both the seigneurs and the habitants had specific duties. Their land could be taken away if the duties were not performed.

Duties of the Seigneur

- Subdivide the seignery into 32-hectare parcels and grant land to the habitants.
- Build a house and flour mill on the seignery.
- Contribute to the construction of a church.
- Report to the intendant information about the population of the seignery, the amount of land under cultivation, and the dues paid.

Duties of the Habitant

- Pay taxes or dues to the seigneur (cens et rentes).
- Build a house and farm the land.
- Perform unpaid labour for the seigneur a few days each year (*corvée*).
- Give a percentage of his produce (fish, crops, animals) to the seigneur annually.



#6275. National Gallery of Canada, Ottawa.

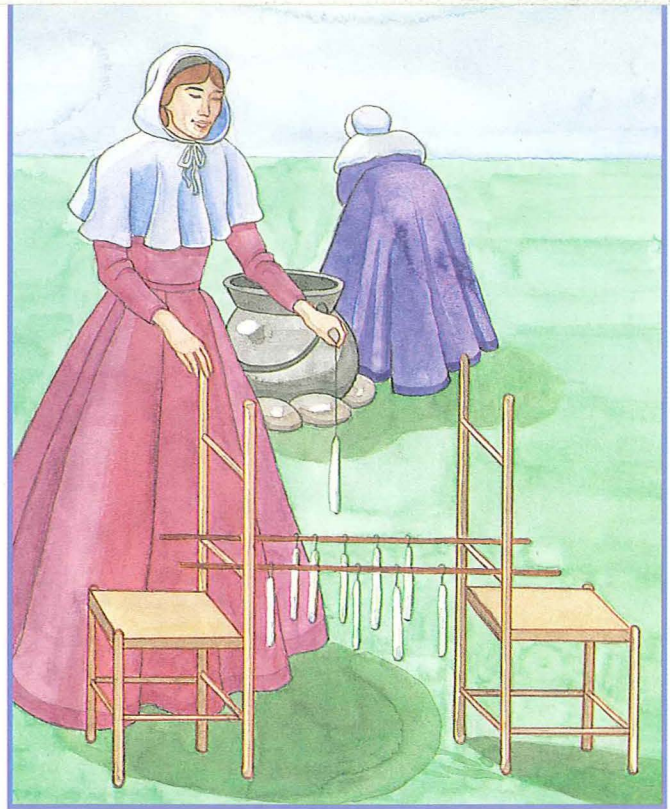
A View of the Château Richer, painted by Thomas Davies in 1787, shows houses, barns, sheds, crops, eel traps, fields of wheat and peas, and livestock typical of New France.

Women and the Seigneuries

Unlike legal systems found in many other European countries, including England, the French system of justice allowed women to hold seigneurial land. Women in New France were encouraged to marry by the age of 16. This meant that they often inherited land when their husbands died. Some women took charge of their inherited land; others kept it only until a son was old enough to farm it. Other women, such as Madeleine d'Allonne, held their own seigneuries.

Madeleine d'Allonne (1646–1718)

Madeleine d'Allonne was one of the first women in New France to take charge of a large seigneurie. She cleared the land, built a house and barn, and raised her own crops. She also spoke out in support of the rights of settlers.



Every autumn the women of New France melted animal fat and beeswax to make candles for the long, dark winters. They dipped strings into this melted mixture over and over again, allowing each layer to harden.

Compared to France

The French officials who governed New France attempted to fashion the new colony after the mother country. Many old French institutions became part of the way of life in New France. These institutions were adapted so that they suited life in the New World. Consequently, New France appeared to be structured by old-fashioned institutions, but in reality, often only the names were the same. Pages 50 to 55 examine two institutions in New France: the seigneurial system and the Church. You have already studied a third institution—government.

The seigneurial system was an example of how a traditional French institution changed radically in New France. In France, peasants obtained farmland through the seigneurial system. This was a modified version of a medieval European method of distributing land (called feudalism). Across Europe in the Middle Ages, peasants were granted land by their lords in return for military service, a portion of their produce, or the performance of other unpaid duties. This system was still in effect in France when New France became a Royal Colony.

The seigneurial system varied in purpose between France and New France. In France, the seigneurial system worked to the seigneurs' advantage, as it provided them with great profits and cheap labour. In New France, it benefited the habitant as well as the seigneur. Being a seigneur in New France meant status, but not necessarily wealth. The habitants benefited through increased independence, land, and wealth.

Other significant factors modified the seigneurial system in New France. The seigneur's traditional role as a military commander was taken over by a habitant called the captain of the militia. Also, the new seigneuries were not as wealthy as those in France; seigneurs were often little wealthier than successful habitants. Many of the seigneurs were more interested in the status of their position than in living on their seigneuries or fulfilling their obligations. The position of seigneur actually became that of a high-status land agent.

The habitants gained increased independence and wealth under this new system. Land was plentiful, so habitants were frequently allowed to cultivate as much as their families could farm. Taxes—if they were paid at all—were low, and habitants often kept all of their produce to feed their families. The St. Lawrence River made roads a secondary form of transportation, so habitants did not lose their most valuable farming time performing *corvée*. In addition to these factors, the fur trade presented habitants with another source of income and freedom.

Obtaining Farmland

The French were usually on friendly terms with the Native peoples. The men often married Native women and either continued with the lifestyle of a fur trader, or they decided to become farmers. When seigneurial land was no longer available, new seigneuries were started. Many of the Native people had moved away from the St. Lawrence River to work in the fur trade.

Corvée — unpaid labour performed by the habitants for the seigneur, usually for only a few days of the year

Choices to Make! New France—1672

by Nancy Sellars Marcotte

How odd it was to feel so safe when she was so far away from anything she had ever known! Geneviève had lived through so many uncertainties in her life. She had always been the one who didn't quite belong.

Geneviève was an orphan. She had been raised in the home of her aunt and uncle. They had treated her kindly, but they had six children of their own, all younger than Geneviève. It was difficult for a shoemaker to support six children, even in Paris, where the cobblestones wore shoes out so quickly.

Geneviève had always known that she would have to make her own way in life. Her uncle would not be able to provide any dowry at all. With no money or household goods to bring into a marriage, she was unlikely to find a husband. She was very glad, when she was 12, to find a position in the kitchen of a nobleman's house on the outskirts of Paris. The cleaning and scrubbing that she had to do was very difficult, but she always had enough food.

But the nobleman and his wife were elderly, and the other servants sometimes whispered that perhaps soon they would not need so many servants. The women were particularly worried about where to go if they no longer had jobs in the nobleman's household.

It was another household servant, Françoise, who told Geneviève that the king wanted young women to go to New France. At first Geneviève

had laughed. She knew, of course, that young men sometimes went to New France. Some of them went to trade for furs from the Native people. Others, she understood, were farmers. And some were soldiers. But Geneviève did not have a clear idea of where New France was, or how anyone went there.

Françoise's stories began to seem more and more unbelievable. Because the two girls were well-mannered, they could become King's Daughters. Geneviève had not believed this at all until Françoise had explained that they would not be invited to go and live at the palace. It was just that the king wanted many French families living in New France. What he had now were many single men. In fact, Françoise said, there were 15 French men for every French woman in New France. The king would provide dowries for young women who were willing to go and live in New France and marry these young men.

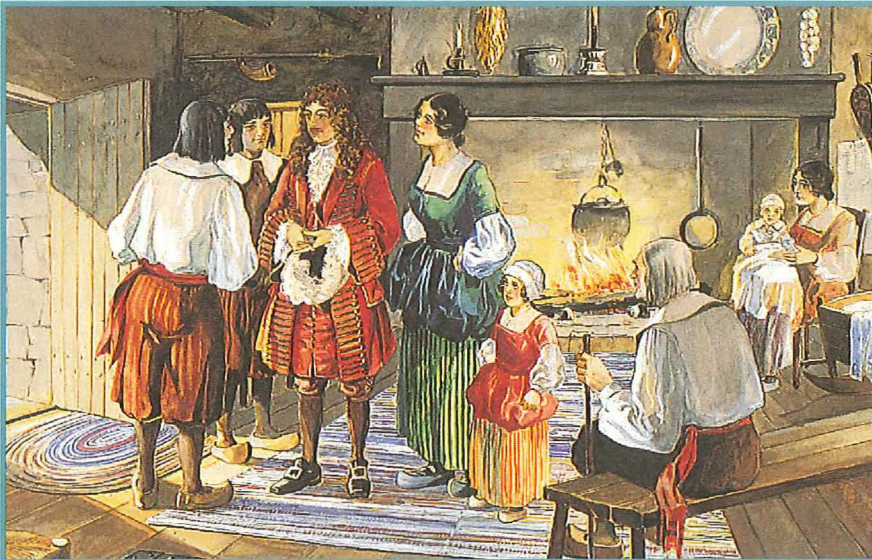
Geneviève had never travelled farther than the outskirts of Paris, but somehow, just a few months after her 14th birthday, she found herself beside Françoise in a wagon jolting toward the seacoast. Then she was aboard a wooden sailing ship and France was just a distant memory behind her.

After six long weeks they were at Quebec. From the ship Geneviève stared at the walled city on the low land near the river. High above on the cliffs was a magnificent stone château.

The month was June, and Geneviève did not think she had ever felt such heat. As the girls clambered from the ship into the rowboat that was to take them to shore, her attention was divided amongst Quebec, the strange little insects that were nipping at her wrists and neck, and the jostling group of men who stood at the shore watching the girls.

Geneviève was a little frightened. Since she had travelled so far, she wanted to be sure that she did not end up in a life that would cause her unhappiness. She soon learned that the nuns who looked after the King's Daughters were as much concerned with the girls' happiness as with providing brides for the young men of New France.

Françoise, always so sure of her decisions, was married within the month. Her husband was a widower, 11 years older than Françoise, whose wife had died of fever the winter before. He was a shipbuilder with a fine house in Quebec. Françoise came back often to see Geneviève, to tell her about the two stepchildren that she was helping her husband to raise. Already Françoise was enthusiastic about the seminary that Bishop Laval had started in Quebec. "If one of my sons chooses to become a priest, he can train right here at Quebec," she told Geneviève. "He can study Greek and Latin and French and mathematics. And do you remember when we thought that all the men of New France were fur traders or farmers or soldiers? Well, my sons can be



Intendant Talon Visiting the Habitants. Jean Talon sometimes visited the habitants in their homes in order to see for himself what life was like for people living on the seigneuries.

apprentices and learn how to be shipbuilders or shoemakers or brewers as well!”

Geneviève was also eager to hear the stories told by King’s Daughters who had passed through the convent a few years earlier. One of them, a lovely red-haired young woman named Anne, was just two years older than Geneviève, but already she and her husband had three young children. They lived on a seigneurie a short distance west of Quebec.

“Our life is very good,” she told Geneviève. “Our farm is long and narrow, but my husband has built our house near the river. Every winter, when the farming is not busy, he builds a little more furniture. We have a fine bed with curtains around it. Our baby sleeps in a cradle beside the bed, and the two older children sleep in the loft above.”

Anne told Geneviève about life on a habitant farm. “We spin our own wool from our sheep. Then we weave or knit clothes for our families.

For families with over 10 children, there is a special allowance, but we must pay a fine if we have daughters over 16 who are not married. And any men over 18 who are not married must pay a special tax, and they may lose their hunting and fishing licences.”

Anne was proudest of the day that Intendant Jean Talon had made a visit to her home. “He has already made a census of the population to see how many there are of us in New France. Occasionally he comes around to visit our homes. When he stopped at our house, he said that the bread I bake in the seigneur’s oven is as fine as any he has tasted, either in France or New France.”

As the summer passed, Geneviève met several young men. She knew that each of them was looking for a wife. Geneviève knew that the nuns hoped that she would choose one of the young men to marry, as nearly every other King’s Daughter had done, but she did not feel ready to

make that decision. The nuns allowed her to help with the teaching of the young French and Huron girls who came to them to learn a little reading and writing and arithmetic, as well as skills that they would need when they had families to raise. As she helped the younger girls, Geneviève was an eager pupil herself. She knew that it was up to the women of New France to learn how to read and write, as so many of the men did not.

She also spent time helping the nuns look after the sick and injured who came to their hospital. The first time that Geneviève had to cut one of her patients to let some of his blood out, she felt very sick. However, the nuns thought that this cured many infections and fevers, so she carefully learned the skill.

Summer turned to an autumn of vibrantly coloured trees. Then came winter, with a cold that Geneviève could not have imagined. It was too cold for the pupils to come to school in the winter, but Geneviève was kept busier than ever helping the nuns tend to the sick. When spring came round again, Geneviève realized she was no longer a newcomer to New France. Soon she would be helping the next year’s King’s Daughters with advice about the ways of New France.

“I must decide soon whether I will marry one of these habitants and raise a family of my own, or whether I will remain with the nuns and help the people of New France,” she thought. “But that is why I came to New France—so I could make choices, and not just live the life that circumstances would thrust upon me.” ■

Apprentice — a person who works with a skilled craftsman in order to learn that craft

The Church in New France

#16648, National Gallery of Canada, Ottawa.



Harvest Festival. The success of crops was vital to the habitants of New France.

The Roman Catholic Church played a very important part in the Royal Colony of New France. Nearly all of the people in New France were Roman Catholic because Cardinal Richelieu and the King of France had passed a law that only Roman Catholics could go to New France.

The role of the Church changed when New France became a Royal Colony. Under the trading companies, the Church had been chiefly concerned with missionary work among the Native peoples. After the campaign against the Iroquois, the number of settlers increased and more priests were needed for the people on the seigneuries and in the towns. Education, hospitals, and charity also became Church business. In today's world, few institutions would attempt to deal with so many different responsibilities. Bishop Laval met these needs by bringing in more French priests and starting a seminary at Quebec in 1663.

The seminary trained boys born in New France for the priesthood.

The Church held a very influential position in the government of the Royal Colony. The bishop was one of the three most important members of the Sovereign Council. This meant that Church opinions were taken into consideration whenever decisions about the colony were being made.

The Church's power in New France was limited by the growing independence of the population. When the Church tried to tithe, or tax, farm goods as heavily as it did in France, the seigneurs and habitants refused to pay more than one twenty-sixth of their yearly produce. This sharply limited the Church's income in New France.

In the Towns

The three main towns of New France—Quebec, Montreal, and Trois Rivières—were along the St. Lawrence River. They relied on the river for transportation.

Quebec, the oldest of the three towns, was the military centre of New France. The governor of New France lived in the Château St. Louis on the cliffs of the Upper Town, and crafts people and merchants lived in the Lower Town.

Montreal was started in 1642 as a mission to the Huron and Algonquin. By the 1660s it was the centre of the fur trade. Trois Rivières was known for birchbark canoes.

The three main towns each had a church. The church in Quebec was a stone cathedral with an organ and bells. The bishop or another high-ranking priest conducted the mass.

On the Seigneuries

One of the seigneur's duties was to provide his habitants with a church. These churches were usually small wooden or stone buildings. Each area, or parish, was also supposed to have its own priest. Often there were not enough priests, so one priest would have to travel from parish to parish.

The priests performed many services for the people:

- spiritual service—celebrated mass, heard confessions, baptized babies, performed marriages and funerals
- legal service—drew up wills, recorded business transactions, drew up marriage contracts
- government service—registered births and deaths, acted as government officials, relayed government announcements
- personal service—provided the latest news and gossip from other parishes

For the habitants, the church was the centre of religious life and much of their social life. The priests provided community leadership and tried to see that the teachings and wishes of the Roman Catholic Church were followed.

Role in Education

The Church was the only source of education in the Royal Colony. It taught children the Roman Catholic religion, to read and write Latin and French, and to do arithmetic. Many children, especially boys, did not get any schooling at all. In Quebec, Bishop Laval's seminary trained those boys who were planning to enter the priesthood. Boys who were not intending to become priests often remained illiterate because they were needed to work on the farms. The shortage of priests also made it difficult to provide boys with schooling. Girls often received a better education than their brothers.

The Ursuline nuns established schools for young Native and French girls at Quebec and Trois Rivières. In Montreal, a nun named Marguerite Bourgeoys started the same type of school for girls. Some nuns travelled to the seigneuries to teach the children. In 1676, a boarding school was set up for the daughters of rich merchants and colonists.

In most European countries at this time, women were poorly educated, if they were educated at all. European visitors to New France were often very surprised to find that the women of New France were more educated than their husbands.



C-10520, National Archives of Canada, Ottawa.

First Ursuline Nuns With Children. In 1640, most children in New France were taught by their parents. These Native children, who were taught by the Ursuline nuns, probably had lessons in the Roman Catholic religion, French, and basic mathematics.

Role in Health Care

The Church was the only institution in New France that cared for the sick, the elderly, orphans, and people with disabilities. This type of care usually became the work of the nuns. These women worked very hard in very difficult conditions to ease suffering and help the habitants. The Ursuline nuns established the colony's first hospital in Quebec in 1639. In 1659, they established a hospital in Montreal.

Exploring Further

1. Make a list of all the services provided by the Church in New France. Beside each service, list the government agency that is responsible for that service today.
2. It is 1675. A European pamphlet has just stated that the institutions in New France (the seigneurial system and the Church) are medieval and out-of-date. As an official member of the Sovereign Council, you have been selected to reply to this in a letter.

Review

Summarizing the Chapter

- New France became a Royal Colony, under the direct control of Louis XIV of France, in 1663.
- King Louis XIV was an absolute monarch both in France and in New France. He held all of the political power.
- Colbert, although he had never visited New France, ran the colony as the King's Chief Official. The colony provided a source of inexpensive raw materials and a market for goods manufactured in France.
- There were three major French institutions in New France: the Royal Government, the seigneurial system, and the Church. These institutions, although they came from the mother country, France, were adapted to suit the unique way of life in New France.
- The three most important French officials in New France were the governor general, the bishop, and the intendant.
- The coming of the Europeans to North America affected Native cultures, but not all Native cultures were affected in the same way. European cultures were also affected by the Native cultures.

Checking Predictions

1. At the beginning of this chapter you made some predictions based on the Overview and what you already knew. Now use what you learned from reading the chapter to fill in the third column of the Prediction Chart that you began earlier.
2. Refer to the "Questions to Talk About" on page 41. Discuss the questions based on what you have learned about colonial government in New France. Record the important ideas in your notebook.

Working with Information

1. Here are some main ideas from this chapter:
 - Royal Colony
 - absolute monarchy
 - characteristics of an absolute monarchy
 - colonial government
 - seigneurial system
 - the Church

Use a web to make a permanent record to show the relationships among the main ideas. You may want to add supporting ideas to your web. Explain your web to a classmate.

2. Review all the different examples of power and decision-making found in the chapter. Work with a partner to draw a mind map that organizes all of these examples on one sheet of paper. Show how the desire for power and the methods of decision-making affected the Royal Colony of New France. Use simple line drawings and at least three colours. A sample mind map is shown on page 16. Share your mind map with others in the class.
3. Which person from this chapter would you have liked to meet? Explain why.
4. Prepare a visual definition of absolute monarchy.

Building Thinking Strategies

Comparing

1. Comparing involves seeing the similarities (what is the same) between two or more items or events. Refer to questions 1 to 7 on page 41. Compare the decision-making model you created on page 41 in "For Your Notebook" with the model on page 47 of government in New France. Working in groups of two, divide a piece of chart paper into two headings:

Coach's model	New France Model
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Using the seven questions on page 41, write down the answers for each model. Use a coloured pen to mark which answers are the same on both sides.

2. Working with a partner, write out the steps one uses in comparing. Share your ideas with another group. As a class, write up the procedures involved in comparing.
3. In paragraph form, compare the duties of a seigneur and a habitant. Use what you learned about how to compare when writing your paragraph.

Communicating Ideas

Reading

1. You may wish to read “Sophie Quesnel” by Suzanne Martel in *Ordinary People in Canada's Past* by Nancy Sellars Marcotte.
2. Read to find out some more about Madeleine d'Allonne, who owned her own seigneurie.
3. Read to find out about the French Carignan-Salières regiment.
4. Read about one of the following people in the book *Great Canadian Lives: Portraits in Heroism to 1867* by Ford, MacLean, and Wansbrough: Madeleine d'Allonne, Robert de La Salle, Madeleine de Verchères, or Kateri Tekakwitha. Would you have liked to have been this person? Why or why not? Share your findings with a friend.

Writing

1. Write a story from the point of view of a “king’s daughter” as she sails for New France. Tell about your hopes for your new life.
2. Write a dialogue between an habitant in New France and a peasant in France, showing the difference in their lives on seigneuries.

Listening

1. Prepare the story on pages 52 and 53 for oral reading to your class.

Speaking

1. You are King Louis XIV. Prepare a speech to give to your classmates defending your right to rule.
2. You and three other classmates have become a poor French family that is considering moving to New France. The mother wishes to go, but not everyone else is convinced. Role play the parts of the different family members. Arrive at a conclusion. Will everyone be content? Practise your dialogue and present it to another group or the class.

Viewing

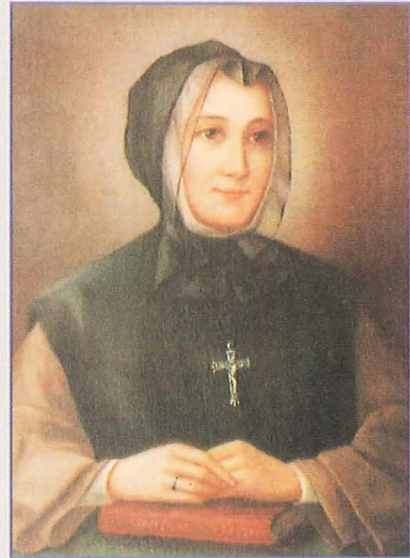
1. Find pictures, drawings, and diagrams of seigneuries. Prepare a collage for your classroom.

Creating

1. With several other people create a collage that visually illustrates the decision-making process outlined in this chapter. Use bright illustrations (from the coach story and from New France) to make your work appealing and understandable. Put your collage up for display.

2. Design a brochure showing all the services provided by the Church in New France.
3. Dress up as the three most important officials in New France and role-play a discussion where you explain who you are and what you do. Prepare this for presentation to your classmates.

Canada Revisited



Marquerite d'Youville (1701–1771)

Born at Varennes, Quebec, d'Youville is the first person born in Canada to be named a saint by the Roman Catholic Church. For over 100 years attempts to have d'Youville canonized have drawn attention to her miraculous healing powers and prophetic gifts. In December 1990, Pope John Paul II proclaimed Marguerite d'Youville a saint.

In 1737 d'Youville and four other women dedicated themselves to charity and the service of the poor. This group, known as the Sisters of Charity or the Grey Nuns, was put in charge of the bankrupt Hospital General of Quebec. They successfully reorganized the hospital into a home for the elderly, orphans, and homeless women. Today over 13 000 women have become Grey Nuns, the order of which d'Youville is the recognized founder.