

## CHAPTER III

PAGE

## SOCIAL AND MORAL SOLIDARITY

(a) Occupations—not greatly diversified . . . . .	54
1. Fur trade, agriculture. . . . .	54
2. The rural mind as influenced by occupation . . . . .	56
(b) Language—uniform—English subordinated. . . . .	56
1. Differences of language among French immigrants . . . .	56
2. The French language prevails. . . . .	56
3. British desire to introduce the English language—organized opposition . . . . .	57
4. Bi-lingualism in official matters . . . . .	57
5. Failure of plan for teaching English in parish schools . . .	58
6. The French language an important factor in the develop- ment of mental unity and an effective weapon in the hands of the Roman Catholic church. . . . .	58
(c) The church—early control of local social life . . . . .	59
1. Initiative discouraged under French régime. <i>Coureurs de bois</i> ; withdrawal of the restless spirits from the rigorous discipline of the church . . . . .	59
2. The pressure of pioneer life prevented the establishment of organizations capable of competing with the church . . . .	61
3. The school the handmaid of the church . . . . .	62
4. The church the social center . . . . .	63
(d) Characteristics of the French-Canadians—readily subject to ecclesiastical control. . . . .	63
1. Forceful and convivial, fond of display and attentions, religi- ous, hospitable, honest, conservative and traditional . . . .	64
(e) Religious solidarity—fostered by the policies of the church . .	66
1. Exclusion of the Protestants . . . . .	66
2. Uniformity in worship, undivided religious leadership . . .	70
3. Adequate religious leadership, strong churchmen appointed, the missionaries, the first bishop. . . . .	77
4. Strong religious organization, unified by the erection of Archbishopric of Quebec, liberal financial support . . . .	79
5. The Roman Catholic church in control of education . . . .	82
(a) The French period, the school of mathematics and hydrography, other schools religious in character. . . .	
(b) The British period, Roman Catholic church retains control of education, the teaching orders, Jesuit estates, the report of the committee on education re- jected by the Roman Catholic hierarchy, the govern- ment accedes to the Roman Catholic policy of state- supported and church-controlled schools . . . . .	85