

# Review

## Summarizing the Chapter

- This chapter focused on the early development of Canada by the Europeans. As a result of the Holy Wars, called the Crusades, the Europeans wanted items like silk and spices. European countries began searching for routes to the Far East (India and China) to obtain these goods and to find out more about the world. These voyages led to the European exploration of lands in the Americas.
- Accumulating gold and silver was important for European countries to have power and resulted in a trading theory called mercantilism. Mercantilism meant getting raw materials cheaply and selling the finished goods for as much as possible. The theory of mercantilism was a major reason for European exploration and colonization.
- As lands in the Americas were explored by the Europeans, as part of their mercantile policies, the European kings and queens claimed ownership and control of them. They were then able to settle and control these lands through colonization. Usually, the Native peoples who had lived on these lands for thousands of years were not consulted nor considered.
- Both the French and English established colonies in North America. The French settled along the St. Lawrence, where the fur trade was the major occupation, and in Acadia, where farming was the major occupation. Although the St. Lawrence was more important to the fur trade, Acadia was important for its location. The English settled in the Thirteen Colonies and established their fur trade around Hudson Bay.
- The coming of the Europeans to North America resulted in changes to both cultures. The help and contributions that were offered by Native peoples made the Europeans' survival easier. The Native peoples played a major role in both the French and English fur trade. The Iroquois had alliances with the English and the Huron with the French.
- The Roman Catholic Church was the major institution in New France concerning itself with religious life as well as establishing schools and hospitals.

## 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 have 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 20. Discuss the questions based on what you have learned about the European exploration of North America.

## Working with Information

1. This chapter focused on the struggle for power that took place during the early development of Canada. The major aspects of this struggle for power are outlined below. As you review each of these topics, think about what each meant to the French, the English, and the Native peoples. Draw up a chart to show the relationships among the major aspects below:



2. Go through the Overview for this chapter again. Identify each frame as mercantilism, exploration, and/or colonization. Some may fit into more than one category.
3. Review all of the different examples of power found in this chapter. Work with a partner to draw a mind map that organizes all of these examples on one sheet of paper. Show how this struggle for power affected the exploration and colonization of the land. Use simple line drawings and at least three different colours. A sample mind map is shown on page 16.

## Building Thinking Strategies

### Conceptualizing

Colonization is a major concept in this chapter. Conceptualizing is a way of interpreting and organizing material by the general ideas and thoughts contained in the information. Working in triads, and using large chart paper to record your work, follow the procedure outlined below.

1. Write down the name of the concept, for example, colonization.
2. Give examples of colonization studied in this chapter.
3. Brainstorm to decide what the examples have in common. Write these on the chart paper. Look for patterns, links, and connections. These are called the key attributes.
4. Classify or group things that are the same (that share common characteristics).
5. What image comes into your mind when you think about colonization?
6. Brainstorm and list additional examples of colonization. Select your examples from historical colonization, colonization today, and possible future colonization.
7. Think again about the concept of colonization. What image comes into your mind now? Share these images with your triad.
8. Make a mobile of your triad's ideas of colonization.

## Communicating Ideas

### Reading

1. You may wish to read the following stories from Nancy Sellars Marcotte's book, *Ordinary People in Canada's Past*: "Ashooging and Bjarni," "Wiskijek and Henri."
2. You may wish to read the story "Acadian Pioneers" from *Great Canadian Lives: Portraits in Heroism to 1867* by Ford, MacLean and Wansbrough.
3. Read about one of the following people in the book *Great Canadian Lives: Portraits in Heroism to 1867* by Ford, MacLean, and Wansbrough: Chief Donnacona, Marguerite de Roberval, Matthieu da Costa, Chief Membertou, Marie and Louis Hebert, Etienne Brûlé, Paul de Maisonneuve, or Marie de la Tour. Would you have liked to have been this person? Why or why not? Share your findings with a friend.

## Writing

1. You have become a *coureur de bois* in New France. Write a letter to a friend of yours in France that explains why you left your farm to take part in such a risky life.
2. Which person from this chapter would you like to have met? Explain why you find that person interesting.

## Listening

1. You are a talk show host in a program called *Canada Revisited*. Your guests are a French fur trader, an English fur trader, and a Native person. You must discover how each guest views the struggle for power over the New World. Present your show to the class. After the class has listened to the discussion, have them choose which group they would support. Discuss their choices.

## Creating

1. Draw a picture or make a model of either (a) an Acadian home, or (b) the habitation at Port Royal, or (c) the habitation at Quebec.
2. On large chart paper, prepare visual definitions for mercantilism, exploration, and colonization.
3. Pretend you are an actor in Lescarbot's *Theater of Neptune* at Port Royal, or a member in the Order of Good Cheer, Canada's first social club. Perform for your class. You'll have to do research to find out about these first.

## Canada Revisited

### 321 years later, Bay quits fur trade

The Canadian Press, Toronto (January 1991)

*Hudson's Bay Co., the retail empire founded on the fur trade, has decided to stop selling furs.*

*The company which received its charter almost 321 years ago will start liquidating its inventory of furs in February, said Barry Agnew, vice-president of sales and promotion on Wednesday.*

*"It is ironic to a certain degree that the company is getting out of the business that made it a business," said Agnew.*

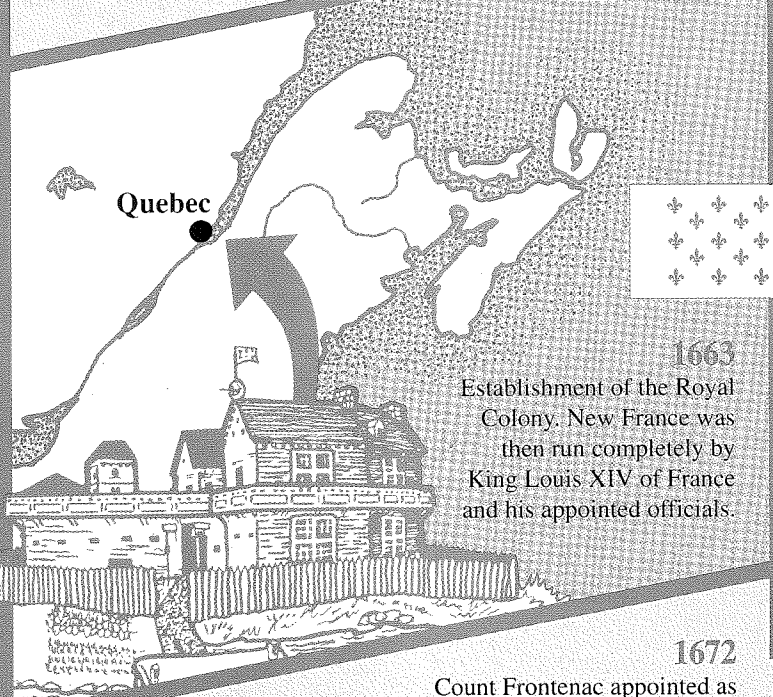
*The decision was denounced by the Fur Council of Canada as a betrayal of its "Canadian heritage."*



# Chapter 3

## New France: A Royal Government (1663–1760)

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

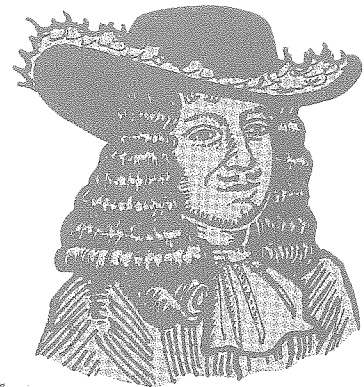


Quebec



1663

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

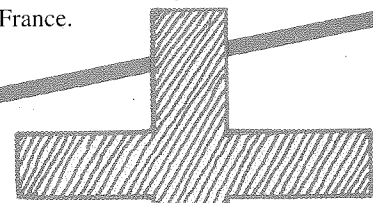
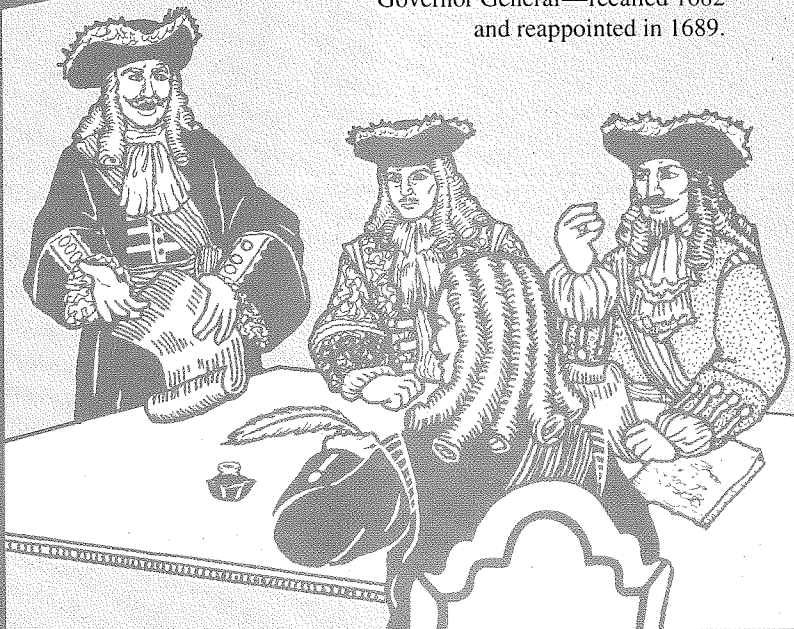


1665

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.

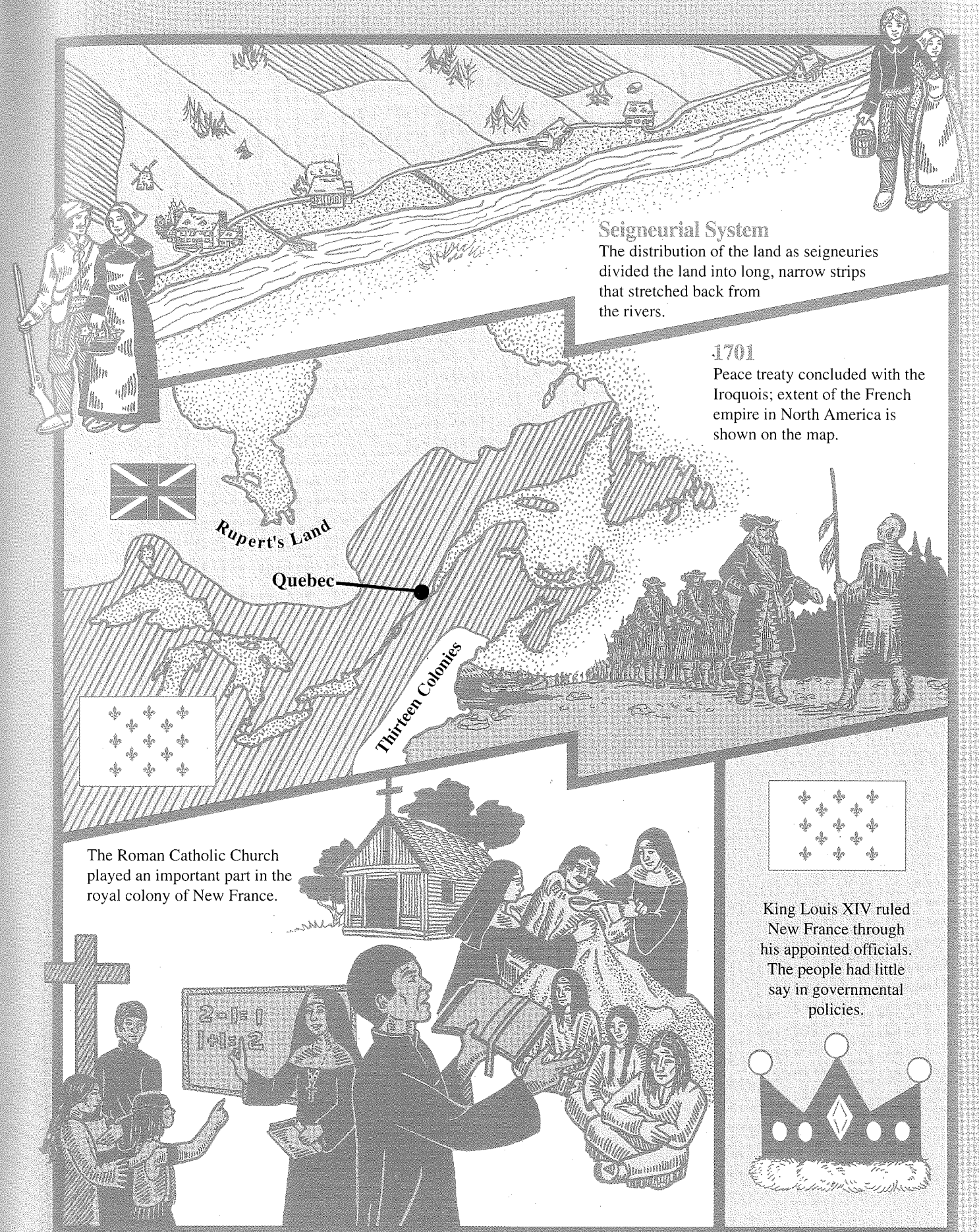
1672

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



1674

Laval made Bishop of Quebec.

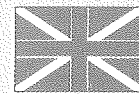


### Seigneurial System

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.



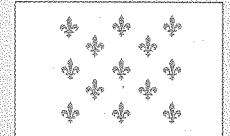
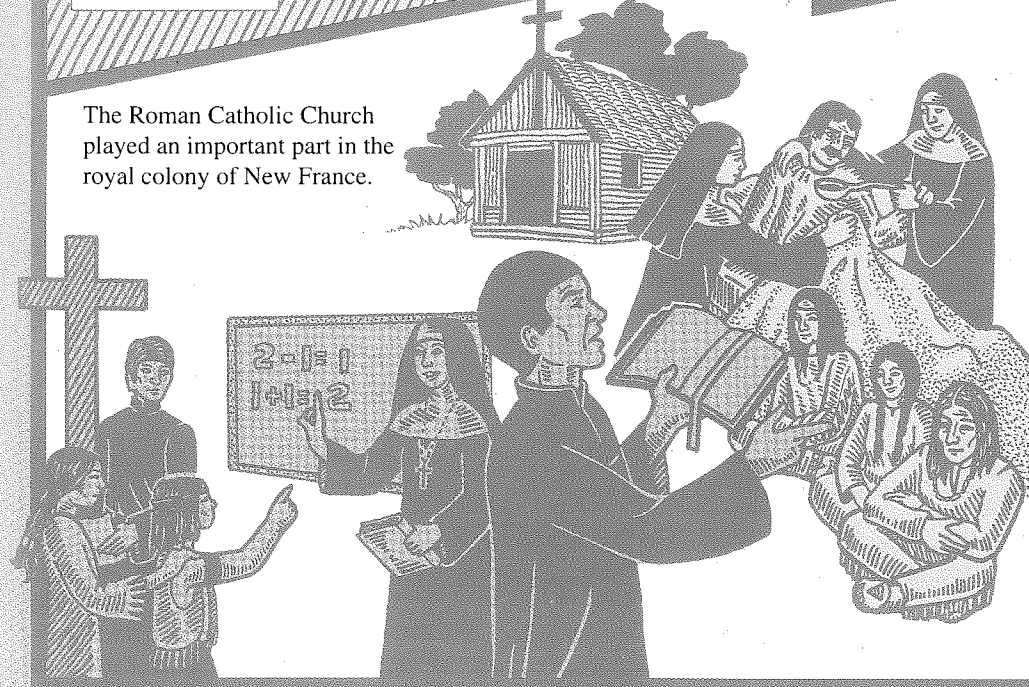
Rupert's Land

Quebec

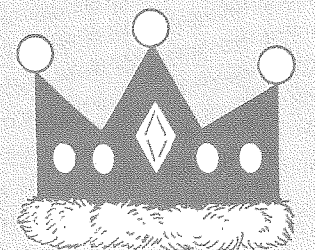
Thirteen Colonies



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.



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

## King Louis XIV

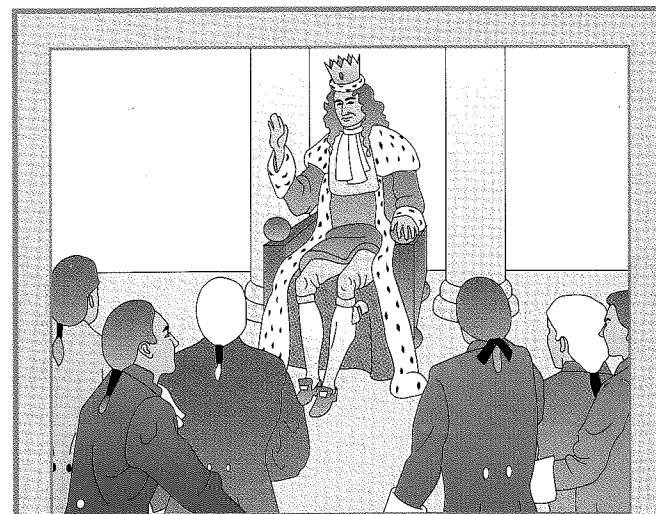
New France's appeal came when King Louis XIV had time to become interested in the fate of the colony. He was between European wars and very eager to increase France's power and wealth by sponsoring wealthy mercantilistic colonies. In 1663, he took control of New France away from the trading companies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

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.



### 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.

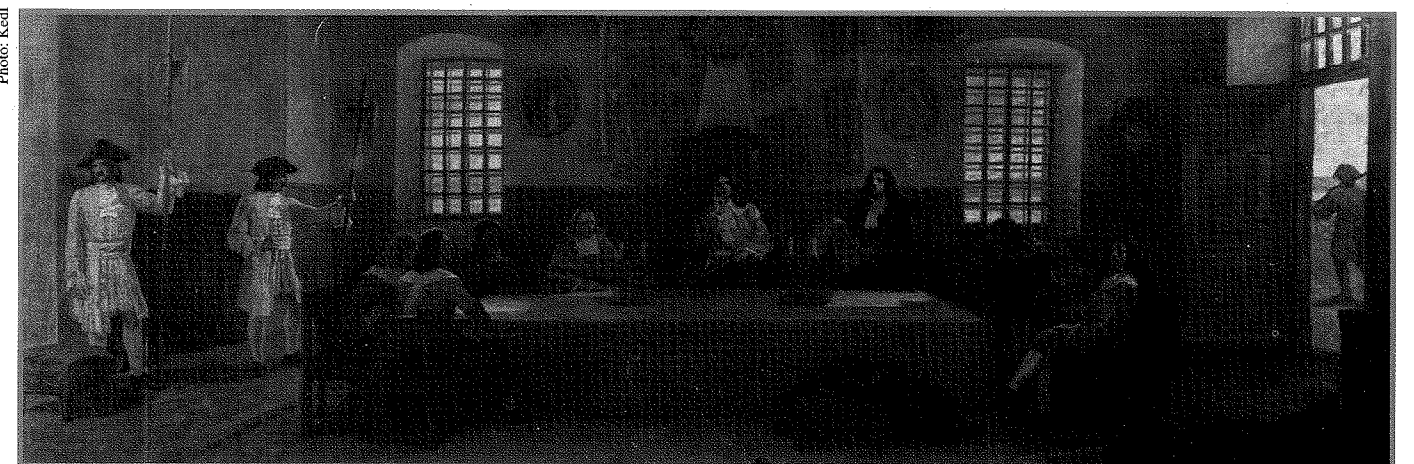
2. In an absolute monarchy one person, the king, has the power to make decisions.

- 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.



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.

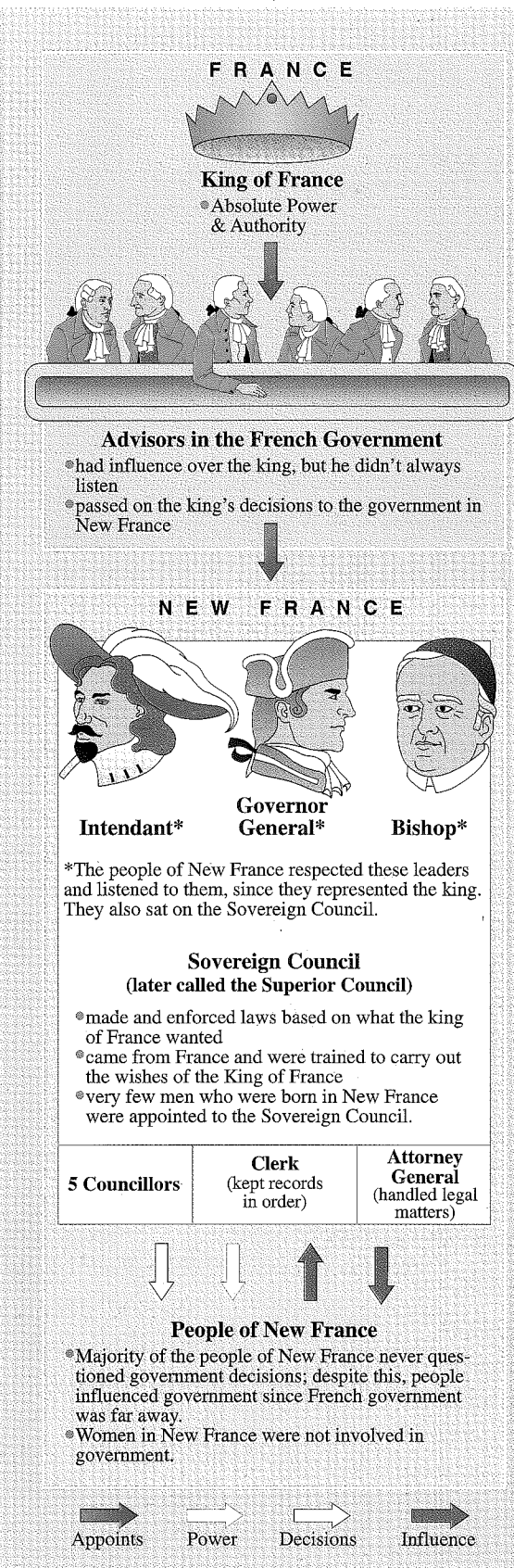
The people of New France had little role or influence in the government of the colony, but this did not make them any different from people in European countries. Women were completely excluded from the governing process in New France as well as in all European countries. Occasionally the intendant, 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.

### Royal Government



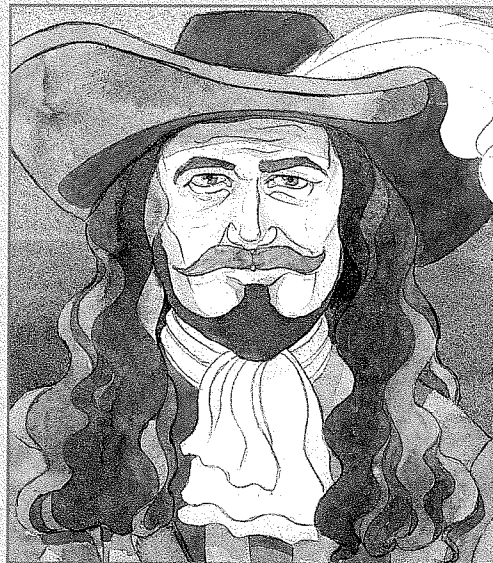
The government of New France is an example of absolute rule.



## 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)**

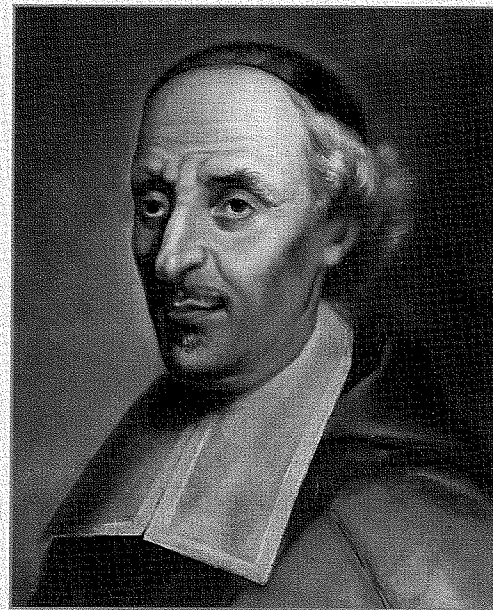
Louis de Buade, Comte de Frontenac, was appointed governor of New France in 1672. He was a successful military governor, but because he quarrelled with the intendant and bishop he was recalled to France in 1682.

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.

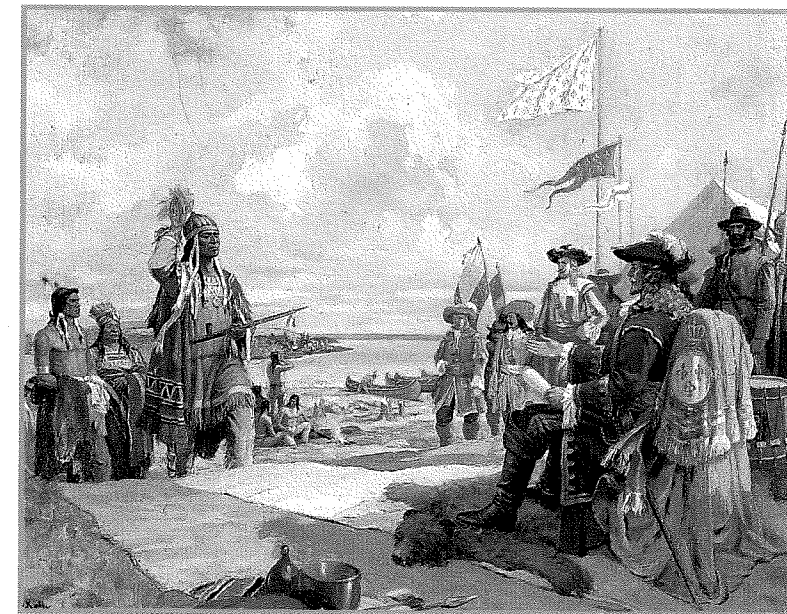
Talon arranged for settlers to come to New France, including over 1000 women known as the *filles du roi* ("king's girls" or "king's daughters"). He encouraged further population growth through marriage grants and baby bonuses (money given to a couple when they married and when they had children).

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 Catarauqui (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 seignury into 32-hectare parcels and grant land to the habitants.
- Build a house and flour mill on the seignury.
- Contribute to the construction of a church.
- Report to the intendant information about the population of the seignury, 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.

## 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 seignury. 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.

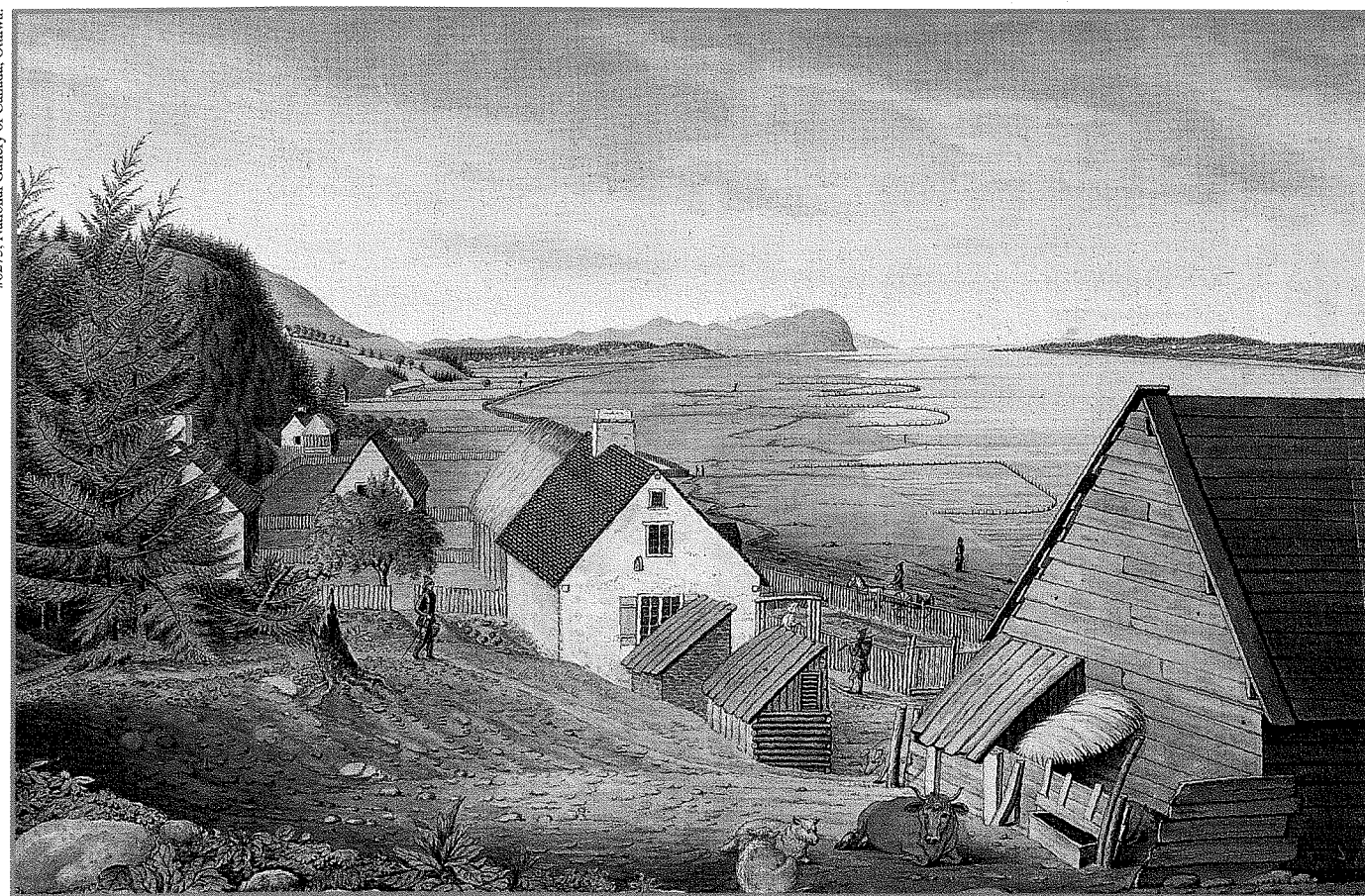
*Corvée* — unpaid labour performed by the habitants for the seigneur, usually for only a few days of the year

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.



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.