**Churches and Schools**

***Local History Teaching Aids Project V.1.***

**Introduction to the Local History Teaching Aids (LHTA) Materials**

The Local History Teaching Aids (LHTA) materials provide a comprehensive, critical, and easily-accessible resource for presenting the history of our area in the classroom. This package of free resources from the Red River North Heritage (RRNH) website (redrivernorthheritage.com) offers teachers multiple layers of material that can be adapted to meet the needs of individual class settings.

The LHTA cover five subject areas: Indian and Metis culture; Eastern European immigration; early industries; river and lake history; and local institutions (churches, schools, government, etc.). Each unit contains one or more complete lessons that present the theme as it manifested in the Red River North area (Selkirk, St. Andrews, and St. Clements). Opportunities arise for both content examination and critical thinking about sources and other areas.

The foundation of each lesson is a lesson outline which includes lists of materials and goals, a lesson initiator, an outline of content, review questions, optional learning activities, and a list of key terms for reference, quizzing, or review. For the teacher's reference, a separate text file gives the instructor the information necessary to teach the lesson. This file has been based primarily on materials available on the RRNH website, but includes other accessible resources online and in library. The third part of each lesson's resources is the PowerPoint presentation that adds that visual component that is so helpful to learning and memory. Of course, content from each of these three parts can be easily extracted to fit time constraints. The best way to do this is with reference to the natural breaks evident from the lesson outline.

**Advantages of the Local History Teaching Aids**

* Flexibility - can be used in part or in whole to fit teacher's needs and time
* Accessibility - all necessary material in one place for ease of use
* Clarity - learning goals stated for each lesson
* Thoroughness - background information, outline for application, and aids for visualization
* Key points - central people, events, and themes made clear for teaching, memory, and quizzing

***Visit   
Red River North Heritage (redrivernorthheritage.com)   
for your   
one-stop guide to local history!***

**I. Local Church and School History**

**Materials and Resources**

* Visuals: PowerPoint
* Sources: LHTA V.1. text resource from Red River North Heritage website (redrivernorthheritage.com)
* Videos: St. Jude's Anglican, Grand Marais (https://redrivernorthheritage.com/historic-sites-activities/experiential-geocache/site-18-st-judes-anglican-church/), Mackenzie Presbyterian (https://redrivernorthheritage.com/historic-sites-activities/experiential-geocache/site-15-mackenzie-presbyterian-church/), St. Peters Dynevor (https://redrivernorthheritage.com/historic-sites-activities/experiential-geocache/site-3-st-peters-dynevor-church/).

**Learning Goals**

1. Students will be able to recognize the shifting purposes of schools, from church extensions, to acculturating immigrants, to being centres of society and culture.
2. Students will be able to explain how religious changes and educational changes were interconnected.
3. Students will be able to give examples of major changes at Confederation and in the 1960s.

**Lesson**

1. Quick Initiator: Next to families, churches and schools have the biggest influence on our lives. They shouldn't seem to be a dry subject. Over the last 200 years, there have been pivotal shifts in both church and school history.
2. Colonial Times, 1825-1870
   1. The first churches
      1. Anglican missionaries and the HBC
      2. William Cockran, 1825 - St. Andrews On-the-Red and St. Peters
      3. Presbyterians without a minister - episcopacy
      4. John Black, 1851 - "The Meeting House"
   2. The first schools
      1. St. Andrews Rectory school
      2. St. Peters
      3. The Meeting House
      4. Oakfield girls' school
3. Churches and Schools in a New Province
   1. New churches
      1. Evangelicals
      2. Roman Catholics
   2. The New Immigration from Eastern Europe
      1. The Public School Act and acculturating immigrants
      2. Growth of local education
         1. 1880s and 1890s
         2. Compulsory attendance in 1916
         3. Most local schools founded 1900-1920
   3. Religious and Ideological Shifts
      1. Religion
         1. Modernism
         2. Darwinism
         3. The Social Gospel
      2. The United Church, 1925
         1. Presbyterians, Methodists, Congregationalists
         2. Little Britain and Selkirk Methodist join, Knox Presbyterian stays out
      3. Socialism
         1. The Social Gospel and Progressivism
         2. The Depression
4. Society from Church to School
   1. Duff Roblin
      1. A Red Tory
      2. Education and Owen
      3. Baby Boomers
   2. Roblin's reforms and the end of the one room school house
      1. Consolidation and public high schools
      2. Lord Selkirk School Division, 1967
      3. FRED and bus programs
      4. The school as the centre of society; concurrent decline in churches
   3. Post-war church history
      1. New Evangelicalism and Ecumenism/non-denominational churches
      2. Population growth and new churches like the Baptists and Mennonites

**Review**

1. What caused dissatisfaction among the first Presbyterians in Manitoba? Why was this an issue? [They did not have a minister of their own. They did not believe episcopacy (having bishops) was biblical.]
2. What were two early schools in the pre-Confederation era? [St. Andrews Rectory school, St. Peters school, Little Britain Presbyterian church school, Miss Matilda Davis's school for girls at Oakfield]
3. How did Eastern European immigration change Manitoba education? [It provided a justification for public schools as a tool to absorb immigrants.]
4. What was the Social Gospel? [A response to modernism that said churches should focus on saving society instead of souls. It supported progressivism and socialism and government intervention in society in general.]
5. Who consolidated public schools in the 1960s? [Premier Duff Roblin.]
6. When did school bus programs begin? Why? [During Roblin's reforms. The Dominion government subsidized road construction for rural areas that helped the bus program function. Busses were needed in Roblin's consolidation program.]

**Student Assignments or Learning Activities**

* Assignment: Research one room school houses in the local municipal history books and write a paragraph describing your findings.
* Activity: Visit Hartley School House at the Teulon pioneer museum.

**Key Terms**

* Anglican Church
* William Cockran, 1825
* St. Andrews On-the-Red
* St. Peters Church
* Presbyterians
* Episcopacy and presbytery
* John Black, 1851 - Donald Gunn - The Meeting House
* St. Andrews Rectory school
* St. Peters school
* Little Britain log church school
* Matilda Davis - Oakfield
* 1870
* Evangelicals
* Notre Dame Parish, 1874
* Ukrainians, 1898
* Public Schools Act
* 1880s-90s
* Compulsory attendance, 1916
* Modernism
* Darwinism
* Social Gospel
* United Church of Canada, 1925
* Little Britain Presbyterian Church
* Selkirk Methodist Church
* Knox Presbyterian Church
* Progressivism
* Great Depression
* R. B. Bennett - New Deal, 1935
* Duff Roblin, 1958-67 - Red Tory - Robert Owen
* Baby Boomers
* Public high schools
* Lord Selkirk School Division (1967)
* School bus programs
* New Evangelicalism
* Non-denominational churches