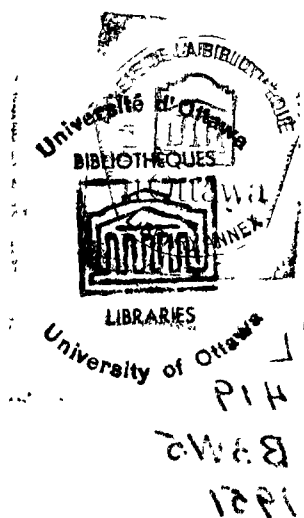


## EARLY HISTORY OF EDUCATION IN THE DISTRICT OF BATHURST.

By Maurice E. Williams

Thesis presented to the Faculty of Arts  
of the University of Ottawa in partial  
fulfillment of the requirements for the  
Master of Arts Degree.



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## RECOGNITION

This thesis has been prepared under the direction of the School of Graduate Studies, of which Reverend R. H. Shevenell is director.

Thanks are extended to the County Registrar at Perth, to the Dominion Archives in Ottawa, to the Provincial Archives in Toronto, to the Ontario College of Education and to many others for suggestions and advice.

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## INTRODUCTION

The purpose of this thesis is to trace the growth of the school system in the District of Bathurst from the time of the first settlers to the District to the year 1860. It is now well over one hundred and thirty years since the first school of the District was opened; consequently, if a connected account of the educational history of this early period is to be written it seems that it must be undertaken at once. By looking back over the years that our educational system has been developing, by observing in proper perspective the changes in status and standards during those years, and by familiarizing ourselves with the increasing growth and influence which education has acquired, we come to truly appreciate the institution as it stands to-day. Such a study also helps to foster a deeper respect for those pioneer fathers who worked under great handicaps to give their children the advantages which they sincerely believed education had to offer.

Since the Bathurst District was not created until education had made its humble beginnings elsewhere in the province of Upper Canada, a short preview of the early schools in the province and of the Acts of 1807 and 1816 will provide a background and a setting for the later developments in education within the District of Bathurst. Then, too, the

early boundaries of the District and the later geographical changes which developed provide a subject of discussion in order that the geographical area under investigation in this present thesis may be distinct and well defined. This provides the text for Chapter One.

The main substance of the work deals with both elementary and secondary school development from the time of the coming of the first settlers to the District. Beginning with a summary of educational legislation which had been passed prior to the coming of the first settlers, the thesis attempts to relate later educational developments within the District to these early governmental regulations. As a change in educational status seemed to be noticeable after the year 1840 that date is used to mark the end of the early developmental period in education. An account of the early grammar and common school development in the Bathurst District in general and in Perth in particular with a special account of one of the District's oldest teachers serves to bring our account up to that year.

After the year 1840 and the subsequent appointment of Egerton Ryerson as Superintendent of Education much legislation is implemented which influences education throughout the province. How this led to the grammar school expansion in the District and to new developments in the town of Perth

is the substance of several chapters. Many improvements affecting the teaching profession are then cited to show the general progress up to 1860. A final chapter serves to review in proper perspective the composite development from the beginning up to that year.

Since the town of Perth was the earliest settlement and the capital town of the District, it was chosen as the seat of the District Grammar School. Thus, for almost a quarter of a century Perth had the only secondary school in the District. When other schools came into existence they were fashioned after the original District School and followed much the same pattern. No attempt is made here to give a detailed description of education in these other schools; the District School at Perth may be taken as typical.

This work attempts to cover a phase of history which has been little explored or recorded. Senator Haydon, in his Pioneer Sketches in the District of Bathurst<sup>1</sup> suggests that the story of the school development in the Bathurst District is one which ought to be explored. He restricts his mention of the District's early education to the teachers who came with the immigrants from the Old Land. After an exhaustive search the author can find nothing that has been written on

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1. Andrew Haydon, Pioneer Sketches in the District of Bathurst, Toronto, Ryerson Press, 1925, p. 106.

the subject.

To completely exhaust the possible sources of information on the topic is not the aim of this treatise. A general picture of education in the Bathurst District, by reference to some specific schools, is all that is purposed. Such information accurately compiled and weighed should assist some future research scholar to contact and collect from each of the rural schools of the District its respective educational history. Such an endeavour lies entirely beyond the plan of this essay.

This present compilation and evaluation of early educational data in the District of Bathurst may serve to acquaint some readers with facts previously unknown. To the educator, problems which have proven to be pit-falls may in future be guarded against; techniques which have in the past led to successful outcomes, may possibly, be followed. By this humble beginning the student of local history may be encouraged to investigate and complete a full and comprehensive District history. But above all, such a study should broaden our vision and clarify our perspective of this long, stoney path up which our educational system has climbed since the days of the first pioneers.

## CHAPTER I.

### EDUCATIONAL LEGISLATION AND BOUNDARIES

#### I. EARLY LEGISLATION

Since the educational policy of this province really took definite form with the coming of Colonel John Graves Simcoe in 1792, it will be necessary to outline the major educational developments from that year to the time when the Bathurst District was created in 1822 if a satisfactory understanding of the later educational developments within the District is to be acquired.

From the time of his arrival in Upper Canada Colonel Simcoe expressed his aspirations "of establishing grammar schools in every district, and a university at their head at the seat of government"<sup>1</sup>. In a letter to Sir Joseph Banks, President of the Royal Society, and dated the eighth of January 1791, Simcoe wrote as follows: "Schools have been shamefully neglected--a college of a higher class would be eminently useful, and would give a tone of principle and manners that would be of infinite support to government"<sup>2</sup>.

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1. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, King's Printer, Volume 1, p. 9.

2. G. Hodgins, ibid., Volume 1, p. 11.

Although Simcoe never did receive the support of the people on this matter of a university, he remained constant in his views to the last.

In stating the need and pressing the demands for a public school Simcoe did meet with a greater measure of success. In a letter to the Duke of Portland, then Secretary of State, and dated the eighth of November, 1795,<sup>3</sup> Governor Simcoe specified two places, Kingston and Niagara, where ministers were willing to undertake the teaching duties until a proper person should be provided. In reply to this expressed need the Duke of Portland gave his consent to the maintenance of schoolmasters, but required that such appointees be thoroughly competent to teach reading, writing, accounts and mensuration. Greek and Latin, the Duke believed, could be left to the establishments at Quebec and Montreal<sup>4</sup>. These concessions did not satisfy Simcoe. He still believed that if the children of the gentlemen of Upper Canada were to be prevented from being sent to the United States where their British principles might be perverted, higher education was needed.

The pioneer settlers, the most of whom had been living

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3. G. Hodgins, ibid, Volume 1, p. 13.

4. W.N.Bell, The Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 12.

in the province for only a short time, did not agree with the aristocratic outlook of those who came directly from Great Britain. Accustomed to independence in social, political, and religious matters, these Loyalists from the colonies to the south brought the democratic vision of education as well. They believed that rich and poor alike were worthy of the advantages of education.

Nevertheless, negotiations continued between provincial authorities and the British Government for the support of the grammar schools which had been promised. In accordance with the recommendations of the Honourable Peter Russell, President of the Legislative Council, the Royal Land Grant was established in 1797;<sup>5</sup> it allowed a grant of approximately 500,000 acres, to be sold as directed by the Crown, for the establishment and maintenance of four grammar schools and a university in Upper Canada. The manner and extent of rendering the Crown Lands useful and productive for the formation of a fund for this purpose had not yet been determined; ten years elapsed before any action was taken.

During this decade between 1797 and 1807 private schools came into existence in Upper Canada, and performed a highly useful service. Most of these schools were conducted

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5. W.N. Bell, ibid, p. 14.

by ministers. The most famous of these schools was opened at Cornwall in 1803, by the Reverend John Strachan.<sup>6</sup> In the year 1805 Dr. Strachan held the first public examination of his school, to which parents and notables were invited to be present. Students underwent a rigid examination in the Latin Classics, Arithmetic, Bookkeeping, Elements of Mathematics, Elements of Geography, and Natural and Civil History. Poetry and prose selections were composed for the occasion. Such was the nature of the work of the private schools of which there may have been 200, good and bad, by 1817. These private schools were later absorbed or replaced by provincial common and grammar schools.

Meanwhile the Legislature had been doing little or nothing about the schools. For the most part public feeling was lacking on this subject. A petition from the County of Glengarry in 1804 asked that schools be established, but the request was rejected three times. The love for knowledge and sound learning was only kept alive in the chief centres of the province by such men as Rev. Dr. Stewart, his son, Rev. G. Kill Stewart, and notably by Rev. Dr. Strachan, aided by libraries established here and there.<sup>7</sup>

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6. W.N. Bell, ibid., p. 14.

7. G. Hodgins, ibid., Volume 1, p. 41.

It was during the session of 1807 that the legislature finally agreed on its responsibility to provide for an education and passed the first District Public School Act, which provided for the establishment of a Public School in each of the eight Districts into which Upper Canada was then divided. This Grammar School Act of 1807 remained in force, with some additions and amendments until 1853. By it the sum of £ 800 was to be paid annually for the establishment of a Public School,<sup>8</sup> x 100 to be paid to each of the eight District Grammar School masters in the province.

The locations of these schools were the following:

<u>Location</u>	<u>Districts</u>
1. Town of Sandwich	Western
2. Township of Townsend	London
3. Town of Niagara	Niagara
4. Town of York	Home
5. Township of Hamilton	Newcastle
6. Town of Kingston	Midland
7. Township of Augusta	Johnstown
8. Town of Cornwall	Eastern

In the districts of London, Newcastle and Johnstown the exact location for the school was to be at such place as the trustees or the majority of them should think proper to appoint.

This first District Public School Act, further stated that it shall and may be lawful for the Governor,

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<sup>8</sup> Public was used in the English sense and the use of the term indicated the point of view. They were commonly called District Grammar Schools.

Lieutenant-Governor, or person administering the Government to appoint from time to time, not less than five fit and discreet persons in each and every district of the province to act as trustees to the public schools. The trustees were to nominate a fit person as teacher, and to report their nomination to the Governor who might either affirm or reject such nomination. As well as examining and appointing teachers the trustees could also remove a teacher for misdemeanor or for impropriety of conduct. Rules and regulations respecting the schools were also made by the trustees. If the teacher held a certificate signed by the trustees or a majority of them in the district in which he had taught successfully, he was to receive his salary in half-yearly installments from the Receiver-General of the province. Such was the first Act in Upper Canada to deal with public education.

This Act continued to remain in force in spite of repeated attempts to repeal it. The overruling power of the Legislative Council of which the Honourable John Strachan and Mr. Cartwright were influential members, kept the Act in force in spite of the opposition of the majority in the House of Assembly.

Although the people of the Eastern District expressed their satisfaction with the new Act in a letter addressed

to the Lieutenant-Governor and dated at Cornwall on the 9th day of October, 1811, a petition from the District of Newcastle in the same year and from the Midland District in the following year revealed the causes of complaint. It failed to provide for "the middling, or poorer class of His Majesty's subjects"<sup>9</sup>. The pioneers believed that the people in the more remote parts of the District failed to derive the educational advantages of the District School which were available to those residing in the centre itself. High tuition fees made the school expensive and exclusive, and restricted the attendance to the families of the well-to-do.

In the year 1811 the Ernestown Academy was established at Bath "to provide a means of education for their children nearer home than was Kingston"<sup>10</sup>. Itinerant teachers, collections of books, schooling for soldiers and a young ladies' school all served to supplement the advantages derived from the Kingston Public Grammar School in 1813 and 14. The Midland District School Society was also formed in 1814-5. However, the Grammar School Act of 1807 remained.

In 1816 the Legislative Council gave way, and an

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9. G. Hodgins, ibid, Volume 1, p. 77.

10. Id, ibid, Volume 1, p. 77.

act was passed authorizing the establishment of elementary schools throughout the Province.<sup>11</sup> The Provincial funds were to provide \$24,000, which was to be divided among the ten Districts of the province. (In 1816, two new Districts, Gore and Ottawa, were organized.) To establish a school, the people of any town, village or township were to meet together, provided the attendance of pupils was not to be less than 20. Three fit and discreet persons were to be chosen trustees, and these were to examine into the moral character and capacity of any person willing to become a teacher and to appoint him. The trustees further made rules and regulations for their own schools, and chose text-books from a list prescribed by a district Board of Education, to which they were required to report. The provincial allowance to each school was in no case to exceed £25, (\$100); the balance of salary and contingent expenses had to be made up by subscriptions. By 1820 Common Schools had appeared in almost every settlement in the province.

From these foregoing paragraphs it is readily discernible that considerable progress had been made in the field of education previous to the arrival of the first settlers in the Perth Settlement which later became a part of the District of Bathurst. The educational machinery was already in operation within the province; the task that

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11. W.N. Bell, ibid., p. 16.

remained for the new settlers was to harness this power to meet their needs and requirements. The first steps in the providing of schools for the new community will form the text of the next chapter.

Meanwhile, it is necessary to devote the remainder of this chapter to the geographical background of the District of Bathurst, in order that a vision of the area under study, in this present thesis may be seen in its proper historical perspective.

#### THE GEOGRAPHICAL BACKGROUND

Having provided an outline of the earliest legislation on education in the province of Upper Canada, the author feels that it is imperative to answer certain questions that may, by this time have arisen in the minds of the readers. When was the District of Bathurst created? Where is this District located? What was the name of the area from which it was formed? Have its boundaries remained the same since the time of its formation? What present counties compose it? As soon as these questions have been answered and the geographical background and boundaries of the District known, the historical data may be better understood and appreciated.

Settlement beyond the Great Lakes and the St. Lawrence River first began with the coming of the United Empire

Loyalists from the United States. One record goes as far as to say that "the Township of Montague, bordering on the Rideau River was surveyed in 1774 by a Mr William Fortune"<sup>12</sup>. Of one thing there is little doubt. The coming of the Loyalists brought a need for dividing the province into definite districts.

As a result of this United Empire Loyalist influx, Lord Dorchester issued a Proclamation on the 24th of July, 1788. This divided the future province of Upper Canada into four districts to be known as Lunenburg, Mecklenburg, Nassau and Hesse.<sup>13</sup> Four years later the names of these districts were changed to Eastern, Midland, Home and Western. In the same year the newly-created province of Upper Canada was divided into nineteen counties.<sup>14</sup> This last division gave us the names by which many of the counties are still known.

Since the District of Bathurst is the geographical area with which the theme of this thesis is concerned, we will restrict our study to the Eastern District from which our sphere of interest was later carved. In the year 1798 the Eastern District was greatly reduced in area; the southern

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12. G.Hodgins, ibid, Volume 1, p. 229.

13. A Haydon, Pioneer Sketches in the District of Bathurst, Toronto, The Ryerson Press, 1925, Volume 1, p. 2.

14. Id, ibid, Volume 1, p. 2.

portion of it became the District of Johnstown. The new District composed of the counties of Leeds, Grenville and Carleton also included the townships of Burgess, Elmsley and Montague, which are now a part of Lanark County. The new district of Johnstown is of further interest to this study since the Rideau Settlements, which later became the life centre of the District of Bathurst, were in 1815, the time of the first immigration to the settlement, a part of the Johnstown District. On the 13th day of November, 1822, Sir Peregrine Maitland issued a Proclamation declaring that the County of Carleton should be a separate District by the name of "Bathurst".<sup>15</sup> The following year Perth was made the judicial seat of this District. Briefly we may say that the area under investigation was designated by the following names: Lunenburg, Eastern, Johnstown and finally Bathurst.

After the District of Bathurst was created, Lanark County soon came into being. In the year 1824 an Act was passed on the 19th of January. It was entitled "An Act to divide the county of Lanark viz: Bathurst, Drummond, Beckwith, Dalhousie, Lanark, Ramsay, Darling, Lavant, North Sherbrooke, and South Sherbrooke, together with all the unsurveyed lands within the limits of the District of Bathurst with

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15. A. Haydon, *ibid.*, Volume 1, p. 3.

such of the islands of the Ottawa River as are wholly or in greater part opposite to the said townships and unsurveyed land". Lanark County at first included a great portion of Crown Land which was later subdivided into townships and formed into the separate county of Renfrew. In addition to Lanark County the District of Bathurst at first included the County of Carleton as well.

As the years went by, certain changes in boundaries within the District altered both the county of Carleton and the county of Lanark. In 1842 the Bathurst District was divided and the eastern division became the District of Dalhousie, now called the County of Carleton.<sup>16</sup> In 1844 the portions of the townships of North Burgess, North Elmsley and Montague which lay north of the Rideau water systems became a part of the County of Lanark to give the latter its present boundaries.

From this time forward the Bathurst District included the two united counties only, Lanark and Renfrew. As the population of Renfrew increased, a proclamation was issued in 1861 creating Renfrew a provisional county apart from Lanark. "In 1865 the present county buildings at Pembroke were erected and in the fall of 1866 the final meeting of the

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16. A. Haydon, ibid, p. 213.

dual county of Lanark and Renfrew, as it had existed as the District of Bathurst under Sir Peregrine Maitland since 1821, was held in Perth, the old chapter closed and a new era begun".<sup>17</sup> About 1860 the word "District" disappeared from the official map.

Although we seldom hear the term "District of Bathurst," mentioned to-day for the purpose of this present historical investigation it will be used since our study of education continues only to 1860. The District did change its boundaries several times, but it has always been identified with Lanark County.

Since the area under study has been defined and since the early educational legislation has been reviewed the next chapter will tell of the early settlers to the District and their interests and undertakings in the field of education.

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17. Perth Courier, Centenary Edition, Perth, Aug. 3, 1934.

## CHAPTER II

### EARLY SETTLEMENT

Since the early educational history of the District is so closely interwoven with the immigration of the first settlers, a brief outline of conditions under which they left the Old Land and arrived at the New, will clarify complications and developments which occurred soon after they had settled.

It was on the 29th of October, 1813, while the war of 1812-14 was at its height, that Lord Bathurst, the man who for the next 19 years directed the Colonial policy of Great Britain, addressed to Sir George Prevost, then Governor-General of the Canadas, a letter which bore the following message:

"Having reason to believe that the same spirit of emigration which has of late years drawn so many of the Scotch peasantry to settle in the United States shall continue to prevail in the Highlands, and that there are at this moment a considerable number of the natives of Futherland and Caithness who are only waiting for an opportunity to leave their native country, it has occurred to me that the male part of this population might be rendered in some degree valuable both for the present defence and future protection of Upper Canada by offering to them grants of land in that province and a free passage for their present families".<sup>1</sup>

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<sup>1</sup> L. A. Haydon, Pioneer Sketches in the District of Bathurst, Toronto, Ryerson Press, 1925, Chapter 2, p. 10.

This phrase "for the present defence and future protection of Upper Canada" led to the establishing of the early Rideau Settlements with Perth as the principal centre. If troops and supplies were to be transported with the greatest safety from the Lower Province into the Upper Province without any danger of interference from the enemy, a loyal population from the Old Land, supplemented by disbanded soldiers, must be established inland from the St. Lawrence front. The Rideau River offered an ideal location for the settlers as it would provide the rear line of communication if and when the St. Lawrence were threatened.

In 1810, the terms for their coming were first posted in Edinburgh. Each family was to receive a grant of one hundred acres of land on arriving. Each male child was to receive one hundred acres when he reached the age of twenty one years. Rations were to be allowed for the first six or eight months. Axes and other necessary implements were to be provided at a very low cost. The government also would provide salaries for a properly accredited minister and schoolmaster if these accompanied the immigrants; the minister would receive £ 100 per annum, and the schoolmaster one-half that amount.<sup>2</sup>

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2. A. Haydon, ibid., p. 17.

Acting on this last provision early in June, families numbering in all 140 souls, with upwards of 128 children, applied to the agent for the appointment of a schoolmaster, and recommended John Holliday, whose "certificates for character and ability as an ordinary school-teacher",<sup>3</sup> John Campbell, the Commissioner and General Agent in Scotland for emigration, reported to be satisfactory.

Having procured the services of a teacher, the eager enthusiasts were ready for Canada. It was on the 11th, 12th and 14th of July that the Dorothy, Baltic Merchant, and the Atlas sailed for the New World, carrying about 500 people on board;<sup>4</sup> the Eliza was delayed until the third of August, when she sailed from Greenock with 122 persons on board.<sup>5</sup> As the ships did not arrive until the middle of September the immigrants remained for the winter of that year (1815) at Cornwall, Prescott and Brockville, their temporary posting having been determined by their ultimate destination.

Since these colonists had given up their homes and disposed of their possessions in the Old Land as early as April, the long delay and disappointment at not reaching

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3. A. Haydon, ibid., p. 17.

4. I. Skeleton, A Man Austere: Am. Bell: Parson and Pioneer, Toronto, Ryerson Press, 1947, p. 47.

5. A. Haydon, ibid., Chapter 2, p. 26.

their allotted locations in the fall expressed itself during the winter in discontentment and complaint. In the report of Captain Barnes to Sir Sidney Beckwith, the name of John Holliday, the teacher, is given as one of the three leaders responsible for contaminating the minds of the well-disposed. The exact nature of the trouble is unknown, but the name of Mr Holliday is also linked with a refusal to teach the settlers' children during the winter at Brockville.

As a result of this reported unwillingness to instruct the children, a letter was written by Sir Sidney Beckwith, the Quarter-Master General, to the Governor. It read in part as follows:

"Mr Holliday has been for several weeks, together with upwards of thirty of the most numerous settlers' families at Brockville. In this situation, Mr McDonnell, the Principal Superintendent in Upper Canada, considering the opportunity of so large a number of children being together should not be neglected, proposed to Mr Holliday to undertake their instruction and offered to provide a room, fuel, etc. for that purpose. To this proposal Mr Holliday objected, unless in addition to his salary he might be permitted to charge \$2.00 or \$2.50 for each settler's child put under his charge".<sup>6</sup>

The Quarter-Master General goes on to say that he declined to sanction such a proposal, as the parents of the children were totally unable to pay any such sum. He did, however, authorize that a room be furnished in which Mr.

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6. A. Haydon, ibid., p. 28.

Holliday could instruct the children of the place and its vicinity at the customary price.

If Mr Holliday did at first object to instructing the children of the immigrants at Brockville it appears that he later altered his decision. A letter written at a later date contradicts these earlier observations and remarks concerning Mr John Holliday. Written by the settlers on the Scotch Line near Perth and dated August 10, 1818, the letter appeared as follows:<sup>7</sup>

" We, the undersigned Scotch Emigrants, do hereby certify that Mr John Holliday, who accompanied us from Scotland as our Schoolmaster, taught our children in Brockville Barracks from Martinmas, 1815, to Whitsunday, 1816, for which he received no fee whatever, nor did we ever hear Mr Holliday express an idea of making a charge for the same".

( Signed )

John Tompson  
James Taylor  
James McLaren  
James Millar  
Ann Holdness  
Hugh McKay  
Abraham Toner  
Thomas Barker  
John Frazer  
John Ferguson

John Furrer  
Wm. McGillivray  
James McDonald  
Alex. McFarlane  
Thos. Barrie  
John Brask  
Alexander Kidd  
George Wilson  
Wm. Johnstown

Of interest in passing, is the fact that we have in our present day the great-granddaughter of this old Scottish dominie. Isobel Skeleton, has demonstrated her inherited

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7. J. Smith, Perth on the Tay, Ottawa, The Mortimer Co., 1901, p.246.

interest in Lanark County by the publication of her recent biography A Man Austere: William Bell: Parson and Pioneer. This biography deals with Perth's earliest clergyman.

When the spring of 1816 came, the pioneers who had spent the winter in the towns along the St. Lawrence, began to clear the roads to the new settlement. Hardships were plentiful and travelling was difficult. The Reverend Bell who came to the settlement in the spring of the following year (1817) reported that it took him eleven weeks and three days to complete the journey from Edinburgh to Perth.

After his arrival the Reverend Bell wrote a short description of his first impressions of Perth. At this time it was but a rough clearing of about 60 acres, with the river, a tributary of the Rideau, flowing diagonally through it. There were two big log houses, some thirty small log shanties and many scattered groups of huts and tents. One of the big houses was "The King's Store"; it was sixty feet long by twenty feet wide. It had cost £70 and held all the supplies of the settling department.<sup>8</sup> This building was later used as a school. Of the 1900 people in the settlement, 1200 belonged to soldier families and only 700 to the Scottish immigrants. Such was an early description of Perth or the so-called "Settlement of the Rideau", the first and oldest settlement of the District

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<sup>8</sup> Isobel Skeleton, A Man Austere: William Bell: Parson and Pioneer, Toronto, Ryerson Press, 1947, p. 113.

## CHAPTER III

### EARLY EDUCATIONAL BEGINNINGS

An act of Parliament passed by the Scottish legislature (about 1660) had stated "that a good and sufficient school should be erected and maintained in every parish". It has justly been said that "To these five little words, a good and sufficient school, is Scotland indebted at the present day for nearly every solid glory that she possesses".<sup>1</sup>

Since the Scotch settlers who arrived at Perth had been reared in an environment where education was considered a privilege and well worth the effort and sacrifice required to acquire it, they were not slow in providing their schoolmaster, Mr Holliday, with work. Lot A on the 10th concession of Burgess,<sup>2</sup> the old of "the Scotch Line" nearest Perth became the old Dominic's home. The schoolhouse in which he taught was on lot 21, con. 1, Bathurst.<sup>3</sup> But it was not long before Mr Holliday, acting as "spokesman for the men of the line",<sup>4</sup>

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1. J. A. Bannister, Early Educational History of Norfolk County, Toronto, University of Toronto Press, 1926, Quoting the Journal of Education, Volume 1, p. 32.

2. I. Skeleton, A Man Amsters: William Well; Pioneer and Parson, Toronto, Ryerson Press, 1947, p. 118.

3. \_\_\_\_\_, Perth Courier, Centenary Edition, Perth, August 3, 1934.

4. I. Skeleton, ibid., p. 119.

clashed with the military authorities of the settlement. As a result, his pay which was to have been £ 50 a year, was being very irregularly transferred to him at the time the Reverend Bell arrived.

Now it had been the custom for the chaplain to be the schoolmaster in garrison centres and to be paid partly by the government and partly by fees from parents. Accordingly, the Reverend Bell on being encouraged by the officials, opened his school in his home, and a subsequent notification that he was to receive £ 50 a year as salary, provided him with a "delighted surprise".<sup>5</sup>

The school opened on July the 7th, with 18 children including his own, in attendance. The house was 30 feet long and 20 feet wide, without partitions. On July 9th Mr Bell received a small log house from Mr Adamson with the understanding that it be fixed up for a school. "Mr Burdie provided sashes and he and Mr Hunter put them in and did the necessary repair. For Glass, lock, latch, etc. I paid 12 shillings and 2 pence".<sup>6</sup> Few further details are given. He began teaching in the new school house on the Lancasterian lessons which he had received from the government office.

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5. I Skeleton, *ibid.*, p. 120.

6. Id., *ibid.*, p. 122.

On Sept. 3, 1817, a Mr Burns arrived to open a school but he departed in disappointment when he learned that Mr Bell was there ahead of him. On March 14, 1818 a Mr Murdock opened a second school in Perth, this time a Roman Catholic one. His salary was also paid by the government. Mr Murdock had only four pupils.<sup>7</sup>

The different branches of learning with the tuition rates at Rev. Bell's school were as follows:

1st class. For learned languages, Mathematics, Use of the Globes, Geography and Geometry - 6.  
2nd class. Writing and Arithmetic, £ 2.  
3rd class. Reading and English Grammar, ~ 1, 10s.  
 Or by the month to be paid regularly in advance, 1st class, 10/, 2nd class, 3/9, 3rd class, 2/6.<sup>8</sup>

Reverend Bell later gave notice that labour would be accepted from those who could not pay, and from those who could give neither money nor labour, nothing would be required.

In 1818 the dissatisfied settlers on the Scotch line were still petitioning for their school. In 1822 when the Settling Department was dissolved and the Rideau Settlements came under the general laws of the province, six new schools were started. They were wretchedly poor schools, but education had at least made a beginning.<sup>9</sup>

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7. I Skeleton ibid., p. 120.

8. Id., ibid., p. 120.

9. Id., ibid., p. 121.

With the arrival in Perth in October 1819 of the town's first Church of England clergyman, Reverend Michael Harris, Mr Bell's duties as a teacher came to an end. Mr Bell's diary certifies that "Mr Harris, on arriving, with the government's sanction immediately took over the schoolhouse and the school teaching".<sup>10</sup> Mr Bell, of course, protested stubbornly. Bell's toil and trouble to hold his school and salary against the settlers on the Line proved to be merely a locum tenens for Mr Harris. The Church of England was merely showing her attitude toward church control of education. Mr Bell later stated that "the school under my Reverend successor died of consumption and the schoolhouse has for some time been empty".<sup>11</sup>

A letter from the settlers of the Perth Settlement to Lieutenant-Colonel Cockburn, Deputy Quarter-Master General concerning the removal of the Reverend Bell from his teaching post shows the esteem with which the old dominie-pastor was held. It read in part as follows:

"That your petitioners feel much regret at the removal of the Rev. Mr. Wm. Bell from the public school at this place, having the highest opinion of his abilities as a teacher, as well as of his moral and religious character.

Your petitioners were led to believe that the money

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10. I. Skoleton, ibid., p. 247

11. William Bell, Hints to Emigrants, Edinburgh, Waugh and Innes, 1824, p. 126, quoted in Perth Courier, Centenary Edition, Perth, August 3, 1924, p. 5.

raised by private subscription for the building of the public schoolhouse<sup>12</sup> was contributed for the purpose of placing a person of their own choice as teacher in the same; and as there can be no person as much interested in an affair of this kind as the parents of children themselves, it was but natural for them to have concluded that they were to be allowed that privilege. Your petitioners, after having observed with pleasure the progress made by their children under the tuition of the Rev. Wm. Bell, cannot but regret his removal; but as it appears the school building in question was, without their knowledge or concurrence, built on ground reserved by Government, and as they have since heard without your approval they must submit to the loss they have sustained in their teacher and, what they considered they had still a greater right in, the schoolhouse.

At the same time, being fully aware of the liberal intentions of Government, which have been so strongly and so repeatedly evinced, they are led to hope that Mr Bell may still be allowed the privilege of teaching, as before, with the former assistance bestowed by Government".<sup>13</sup>

This letter was signed by fifty-six of the residents of Perth. It revealed the concern which these early pioneers had for the education of their offspring; it likewise displayed their feelings of loyalty to their old pastor and friend. The Scotch believe with John Ruskin, that the noblest virtue which men have practised is the virtue of loyalty.

These schools which were taught by Mr Holliday, Mr Murdock and Reverend Bell provided the Perth Settlement with its earliest educational advantages. When the District of Bathurst was created, in 1823 a District Grammar School was

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12. This public schoolhouse was located on the north east corner of Drummond and Craig Streets on a lot reserved by the Government for public buildings. (Rev. Wm. Bell, Hints to Emigrants, Map, p. 74.

13. J. Smith, Perth on the Tay, Ottawa, The Mortimer Co., 1901, p. 250-251.

established to serve the needs of the whole district. Before studying further the common school development in Perth, some account must be given of the early District Grammar School. This forms the subject of the next chapter.

## CHAPTER IV

### THE EARLY GRAMMAR SCHOOL AND MASTERS

#### THE SCHOOL

Since the Grammar School Act of 1807 had granted a secondary school to every District in the province, the District of Bathurst, soon after it was created in 1823, opened its Grammar School in Perth. Just where this earliest school was located is difficult to learn. All available reports speak of the school at a later date. One thing, however, is certain. The school which came to be known as the District Grammar School was located on Craig Street (now the highway to Smith's Falls) near Beckwith Street. One map of Perth dated 1864 shows the location of the Grammar School by use of a small rectangle. An old hand-drawn map known as "A Bird's Eye View of Perth" and prepared by H. Brosius<sup>1</sup> in 1874 shows the Grammar School as a rather tall rectangular building. This school is referred to in the Minutes of the Board of Education as a dilapidated building in 1852.

Since the school ceased to be used as the County Grammar School in 1852 due to the building in that year

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1. This map is on display in the Perth Museum.

of the Perth Public School which housed both the grammar and the common schools, the original District School passed through several hands in the course of a few years. The records in the County Registry Office at Perth reveal that on November 4, 1853, ( deed registered Nov. 23, 1853) the Municipal Council of the United Counties of Lanark and Renfrew transferred to the Perth Board of School Trustees this grammar school property, consisting of two rood and ten poles,<sup>2</sup> for the sum of £ 77, 10s. On June 21, 1862, ( deed registered July 23, 1862,) the Board of School Trustees returned the property ( 21 square poles) to the Corporation of the United Counties of Lanark and Renfrew for \$200. On November 22, 1876, the Crown transferred to the Board of Education of Perth 1 rood, 17/6 perches. This property passed from the hands of the Board of Education of Perth on February 1, 1877, when it was sold to Mr George Kerr, for the sum of \$230. This terminated the Board of Education's interest in the property.<sup>3</sup>

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2. 1 rood is 40 square poles or perches; 1 pole is 5½ yards.

3. Taken from the Records of the County Registry Office, Perth.

The first available record of the Bathurst District Trustees comes in their letter of request for His Excellency's approval of Mr R. Elms as teacher, the latter having been recommended by the Reverend Dr. Strachan. This letter was dated June 10th, 1823, shortly after the District was created; it was signed by four of the trustees, J. Powell, H. Graham, M. Harris and Wm. Marshall.<sup>4</sup>

In reply to this request a letter from the majority of the trustees of the District of Johnstown recommends Mr. Elms to the Lieutenant-Governor as a fit and discreet person for the said school. An Anglican in faith, Mr R. Elms is described as "an efficient teacher though strict and somewhat severe," and as a gentleman in dress, habit, and speech.<sup>5</sup>

However, in spite of the previous enquiry, a letter dated the 20th of August of the same year, 1823, revealed the choice for Master, of the Bathurst District Trustees. It read as follows;

"We, the Trustees of the Bathurst District School, have the honor most respectfully to recommend for His Excellency, the Governor-General's approval, the appointment of Mr John Stewart to the Mastership of the Public School of the District, a gentleman whose attainments as a scholar and unexceptionable moral character will qualify him to fill the situation".<sup>6</sup>

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4. -----, Upper Canada Educational Papers, Ottawa, Public Archives of Canada, 1797-1867, no. 39.

5. Walter N. Bell, The Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 38.

6. -----, Upper Canada Educational Papers, Ottawa, Public Archives of Canada, 1797-1867, no. 42.

Written while Mr Stewart was master in the District Grammar School, an old school return<sup>7</sup> gives some information about the school at that time. Dated the 31st of December, 1828 and signed by Mr Stewart himself, the report declared his date of appointment as principal of the Bathurst District School to have been July 1st 1823, at a yearly salary of £ 100. He received no other allowance for his services. The average number of scholars for the year had been twenty. Fees which had been collected from these pupils for the year amounted to £ 30. Two of the first pupils to attend this school were James Bell and William Moore.<sup>8</sup>

All that we know of Mr Stewart comes in a letter written by Michael Harris, the Chairman of the Board, on April 7, 1827;<sup>9</sup> in this letter the latter gentleman admits that Mr Stewart was responsible, but that his teaching did not meet with his (Mr Harris') approval. He further criticized the indifference of the trustees and recommended that this difficulty might be overcome if trustees were appointed who had more children in the school.

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7. ---, Upper Canada Educational Papers, Ottawa, Public Archives of Canada, 1797-1867, no. 160.

8. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, L.K. Cameron, King's Printer, 1903, Volume 3, p. 322.

9. ---, Upper Canada Educational Papers, Ottawa, Public Archives of Canada, 1797-1867, no. 99.

At one time the Reverend William Bell criticized Mr Stewart for not opening and closing the school with prayer, a criticism which called forth a most venomous pamphlet published against the minister.

Mr John Stewart remained the headmaster of the school until 1835. A letter <sup>10</sup> signed by the trustees and addressed to Lt. Col. Rowan at the Government House, Toronto, stated that on the 5th of November, 1834, Mr Stewart informed the trustees by letter, of his intention to give up the charge of the school on the 1st of July, 1835. The trustees' letter went on to ask His Excellency the Lieutenant Governor's approval of the appointment of Mr Wm. Kay, who was at the time officiating as assistant teacher, as the next master.

Mr Kay continued as headmaster at the Bathurst District School for several years. The state of the school and its curriculum is described as satisfactory. In the year 1838, 31 pupils were in attendance. The usual branches were taught, as well as mathematics, euclid, the use of globes, and such authors as Caesar, Ovid, Sallust, Virgil, Cicero, and Horace. " A Report signed by the Honourable Wm Morris states that the school is well conducted by Mr Wm Kay, who gives very

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10. Letter from Bathurst District Trustees to Lt. Col. Rowan, Government House, Toronto, December 15, 1834, in Upper Canada Educational Papers, Ottawa, Public Archives of Canada.

general satisfaction to the trustees as well as to the parents".<sup>11</sup>

The next teacher in the District School was Mr John Brown. Mr Brown received the usual payment of £ 100 from the Government Office in 1843-44. On August 4, 1847, the Reverend Mr Harris, the chairman of the Bathurst District Board of Education writes of John Brown's resignation as teacher of the District School.

On August 10, 1847, a majority of the Trustees for the District nominated Mr James McIntyre as master; a letter addressed to Mr Harris, Chairman of the Board, acknowledged the appointment.<sup>12</sup> Mr McIntyre continued as Principal of the County Grammar School until it was incorporated in the Perth Public School,<sup>13</sup> which was in essence, a union of the county grammar school and the common schools of Perth. He became the headmaster there. The development of the union school will be dealt with in a later chapter.

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11. G. Hodging, ibid., Volume 3, p. 23. The Honourable Wm. Morris was elected for the County of Lanark in 1825, 1830 and 1835. In 1836 he was called to the Legislative Council; he was Receiver General in 1844, and President of the Executive Council in 1847. He died in 1858.

12.-----, Educational Papers, Ottawa, Public Archives of Canada, Public Secretary's Office, Canada West, 1847, no. 17616.

13. The property where the Perth Public School has been located since 1852, was purchased on January 20, 1852, (deed registered March 4, 1852) from William C. Buell by the Board of School Trustees of Perth. This north east half acre was bought for \$ 70.

A mere mention of historical facts may be interesting without being educational. As an example, a description of the early Grammar School and an outline of its successive masters may be of little value unless associated with the educational conditions of the period throughout the province. A study of the main objectives of the school, its supervision, administration, attendance, curriculum, as well as the general educational legislation under which it operated down to 1840, may make our limited treatment of the Bathurst District School more meaningful and complete.

## CHAPTER V

### GRAMMAR SCHOOL PROGRESS TO 1840

To improve these early District Schools, established by the Act of 1807, and to meet with the adverse criticism they were receiving, an Amendment Act was passed in 1819. This Act, although passed four years before the Bathurst District School at Perth came into being, contained many clauses which must be understood before the School's historical development can rightly be interpreted. The Act required that annual public examinations be held at all District Schools and that annual reports be sent to the Lieutenant-Governor, setting forth the attendance, the subjects taught, the number of scholars that had completed their education, and any additional pertinent information. Ten poor children were to be admitted and educated gratis each year at each District School. To prevent the increase of new schools the Act provided that only £ 50 should be paid to any teacher subsequently appointed unless the number of scholars exceeded ten.<sup>1</sup> In the Act no mention was made of buildings. Each community was expected to provide its own accommodations. These school regulations provided the basic

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<sup>1</sup> W. N. Bell, The Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 17.

legislation under which the early Grammar Schools operated.

With the creation of the General Board of Education in 1823 came central control of education. By it Dr Strachan became virtually the Superintendent of Education for the Province. In 1826 the Reverend Strachan reported that the eleven District Public Schools had an attendance of about 300 young men. He wanted to have the District Schools become true nurseries for the university. As president of the Board of Education he received a salary of £ 300. The Board ceased to exist in 1833 when its functions were given over to the Council of King's College.

In 1828 Dr Strachan visited the schools and his official report to Lieutenant-Governor Colborne in that year presented the first reliable view of the schools based on competent inspection. He found attendance in some schools very low, while in others it was satisfactory and encouraging. The total attendance was 372. He was displeased to see girls in attendance.

To create a greater uniformity in the system he outlined a course of study which was as follows:

- (1) Latin and Greek which were given a place of foremost importance.
- (2) English, which included spelling, writing, composition, grammar, elocution, civil and natural history, ancient and modern geography, use of globes, construction of maps.
- (3) Mathematics which comprised arithmetic, bookkeeping, algebra, Euclid, trigonometry, application to heights and distances, surveying, navigation, dialling, elements of astronomy.

(4) French, which was to be studied after four or five years of the course. 2

Between the years 1828 and 1838 attendance in the secondary schools actually dropped from 372 to 311. The largest grammar schools in this province of 400,000 people only had thirty-six pupils in attendance. Conditions in the schools were deplorable, and school buildings were delapidated. Little had been done to make use of the Crown Lands' revenue for school betterment. Curricula varied widely, although the more ambitious programmes (Niagara, Bathurst, Gore) name most of the traditional school authors.<sup>3</sup> Few schools were allowing pupils to receive gratuitous instruction mentioned in the law of 1819. So long as the oligarchy which controlled the Clergy Reserves continued in office the grammar schools failed to progress.

In 1839, an Act was passed to devote more money to Upper Canada College and to the Grammar Schools.<sup>4</sup> It set aside 250,000 acres for the support of grammar schools. A grant of £ 200 to each district was authorized for the erection of buildings, provided an equal sum was raised by the

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2. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, King's Printer, 1903, Volume 1, p. 110 quoting Letters of Dr Strachan to Reverend A.M. Bethune.

3. W. N. Bell, Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 29

4. Id., ibid., p. 31.

municipality. The Council of King's College was empowered to control the land endowment and to ~~make~~ rules and regulations for the government of the schools. It permitted the erection of two additional (later four) grammar schools in each District, in any town or village if the inhabitants provided a suitable school-house and a grant of £ 100 each, if attendance was not below 60 and the new school was at least six miles from the original District School. Trustees came to nominate headmasters and to submit names with particulars to the Council for the purpose of confirming the appointment, a duty formerly belonging to the Lieutenant-Governor. Although this Act of 1839 was repealed as a whole by the Act of 1841 all of the provisions of the former Act became law in the new Act except that the number of pupils necessary for an additional school in any District was reduced from 60 to 50, and the power of making school regulations was taken away from King's College Council and given to the trustees of the District Schools.

This policy of co-operation between the Government and the local community was the forerunner of many successful practices, such as payment of teachers, supervision of the schools, and the erection and equipment of buildings. However, before dealing with the detailed results of the new Act, we will take a brief glance at the Bathurst District's common or elementary schools.

## CHAPTER VI

### EARLY COMMON SCHOOLS OF PERTH AND DISTRICT

Having followed the grammar school throughout the first twenty years of its existence, this thesis now purposes to trace the progress of the early common schools of the District during the same period. First, the early common schools of Perth and neighbouring villages will be discussed briefly; the matter of this account concerns primarily the names of the early teachers and the schools in which they taught. The second division provides a general outline of the common schools of the rural District. Graphs and a number of first-hand reports from District Superintendents and Inspectors reveal the development in education up to the 1840's.

### EARLY COMMON SCHOOLS IN PERTH

The early elementary schools of Perth have passed from us without any very accurate account of their existence and work having been recorded. At the time of the writing of the Documentary History of Education (printed in 1903) by Dr. G. Hodgins, a committee was asked to report on early education in the Bathurst District. This Committee consisted of His Honour Judge Sinkler, Dr. J. D. Kellock, and Messieurs

R.J. Drummond (Chairman), T. Cairns, and Charles Meighen. The information which they submitted has been recorded for posterity at different places in the early volumes of the Documentary History. The record is of great value as it is the only permanent one available. A few scattered accounts have been discovered in the files of the Perth Courier.

The earliest Perth Schools were usually kept in a house. The record shows that in 1822 Mr Benjamin Tett opened a school in a house later owned by Mr John Riddell on Herriot Street. In 1825 he changed his teaching headquarters to a house opposite to the Methodist Church, now on Gore Street. From 1827 to 1832 Mr John Wilson, afterwards Judge Wilson, kept a private school in the Fraser House on Craig Street. He later conducted classes in a house on the Thompson property on Gore Street.<sup>1</sup>

Some of these early schools were taught by women. Between 1839 and 1844 Mrs Wilson, wife of the minister of St Andrews Church, taught the leading ladies school in the building which is now the Methodist parsonage. The Misses Sinclair kept a ladies school on Drummond Street, opposite the residence of Mr William Meighen. This was a boarding and day school and some of the ladies educated here came

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1. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, 1903, Volume 1, p. 230.

from as far as Toronto. On the corner of Beckwith and Brock Streets was Mrs Jessop's school. She taught music to the more advanced girls. As they graduated from here they usually entered Mr Morrison's school.

One school which seems to have gained a reputation for learning was located on the corner of Drummond and Herriot Streets, the first corner east of Kellock's store,<sup>and</sup> owned by Malcolm McPherson. The teacher to follow them was Duncan Morrison (afterwards the Reverend Duncan Morrison of Owen Sound). His school subsequently was removed to D'Arcy Street where Walker's home was later built.

This D'Arcy Street school was built about the late thirties, and about the year 1840 was known as "The Old Stone School".<sup>2</sup> Robert Lees, who later became a Queen's Council and practised law in Ottawa was the first teacher.<sup>3</sup> John McKay, son of Captain McKay succeeded him. Wm Somerville and Duncan Morrison were successive teachers in this school which in the forties became the West Ward School.

An account of Perth's earliest schools would be incomplete without mention of the Old Red House, which is entitled to the distinction of being the oldest and finest

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2. S.H. McEathron, Perth Courier, Perth, June 30, 1905.

3. G. Hodgins, Documentary History of Education in Upper Canada, The King's Printer, 1903, Volume 3, p. 322.

built house in the Perth Settlement. It was built in 1815. The story is told that the Duke of Richmond was stopping at the house at the time the matter of the colour which the house was to be painted came under discussion. He is reported to have said, "Mrs. Adamson, paint your house red, and you will never have to paint it again". The colour, from which the house received its name stood the weather for over forty years.<sup>4</sup> This house served as public house, court house, church, printing office, public hall, ballroom and school-house.

The only reference made to the separate school of this early period is found in an account of Mr. Donald Frazer to the Perth Courier in June of 1905.<sup>5</sup> Mr Frazer states that when he left Mrs. Jessop's school he transferred to the separate school, where Mr. Cruikshank was his first teacher. He continues, to state that examination day at the school was a great day when parents and trustees came to see the pupils do their best. Mr. Mangan later took charge of the separate school.

A petition dated July 19, 1843,<sup>6</sup> and addressed to Sir Charles Metcalfe revealed the growing dissatisfaction

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4. Donald Frazer, Perth Courier, Perth, June 30, 1905,

5. Id., ibid.,

6. -----, Record of Proceedings of Bathurst District Board of Education, Perth, Museum, 1843.

with the present educational system in Perth. The petition came from the Common School Commissioners of the Township of Drummond with Francis Allen as chairman. The petition asked for a grant of land on which to build a schoolhouse. The preferred site was on Market Block on Cockburn Island in the Town of Perth. If this request were granted, School Districts Number One and Two in Perth were to be united into one school district. The funds to erect the school were to come from various sources including subscriptions, and the estimated total was £ 254, 10s. In conclusion the petitioners apologetically stated that they were "actuated solely by the desire of improving the system of education among them, which is at present at a very low ebb".

About the year 1845 Messieurs Murdock McDonnell and W. O. Buell were prominently active in promoting a union of schools in the town of Perth. The private and public schools were turned into Ward Schools under the supervision of one local board of trustees. The West Ward School, formerly "The Old Stone School" was on D'Arcy Street, the Centre Ward School was on the corner of Drummond and Herriot Streets and the East Ward School was on Brock Street eastward from Cox's corner. The next step the trustees took was the concentration into one building of all these schools.<sup>7</sup> This will be

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7. G. Hodgins, ibid., Volume 5, p. 283.

discussed in a later chapter.

Educational conditions and developments in the other villages of the Bathurst District were quite similar to those in Perth. Private schools were quite plentiful. These were often conducted in upstairs rooms in small houses, or in almost any accommodation that could be found. Ladies boarding schools were also common.

In the village of Smith's Falls the pioneer school was established as a private enterprise by Jesse McIntyre in his own house on Lot 20 concession<sup>2</sup>, in 1803.<sup>8</sup> Some years later the first school house was erected on Lot 24 of the same concession.

It was not, however, until the Rideau Canal opened for traffic in 1832 that the population came to exceed two hundred. With the coming of Irish and Scotch immigrants Smith's Falls was included in S.S. No.1, North Elmsley, for school purposes. But as this was three miles from Smith's Falls many private schools sprang up and were well patronized.

The first private school for which there is any record was taught in 1831 by Miss Francis E. Bartlett, afterwards Mrs Kilborn, in an upper room of the house occupied by Mr R. W. Bartlett. The same lady later taught in a small house on

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8. -----, Illustrated Atlas of the Dominion of Canada, History Sketch of Lanark, (published about 1880), p. 6.

Main Street, next to Barton's Store, and again in 1838 in a house on the corner of Beckwith and William Streets.

Other schools in the meantime had followed. One was in the Lumbar House on the site of Mrs Caswell's residence on Main Street, taught by a man whose name is now forgotten. He was followed in the same room by Mr Lane; and he in turn by Miss Jessup, the latter being a Boarding and Day School.

The School District having been divided by this time, a Public School was opened; and there were in succession Mr MacPherson, who taught in a room in Dedd's Building, Beckwith Street; Mr Nelson, in a small house on William Street; Mr Crookshanks in the Dedd's Building, and Mr Neil Dunbar, in a room over Mr Matthew Wilson's harness shop; Mr Finley taught school in a house now occupied by Mr D.O. Healy on Water Street, and Mr Hines in the McNulty House on Market Street.<sup>9</sup>

The first school in Carleton Place was constructed about 1825 on the road allowance between the two townships of Beckwith and Ramsay at the corner of what is now the main street of the village.<sup>10</sup> It is described as an "unsightly log shanty". Mr Kent was the pioneer pedagogue of the place. This same man had been the first teacher in Franktown about

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9. G. Hodgins, *ibid.*, Volume 2, p. 125. Quoting Mr Francis J. Frost of Smith's Falls.

10. -----, Illustrated Atlas of the Dominion of Canada, (about 1880), p. 8.

a year earlier. Lot 24, Concession 6, claims the distinction of having been the site of the first school house in the township south of Carleton Place. The school was erected here in 1824 and James Leslie was the first teacher. James Connery was the first teacher in Pakenham.<sup>11</sup> A man named Read took up the duties in Richmond with the distinction of being the first teacher in what is now the County of Carleton, at a salary of £ 50 per annum, paid by the Government. The expense accounts of the settlement indicate that from the 25th of September, 1820, Stephen Wynough succeeded to the charge, and when soon after Government aid was withdrawn he continued, with the help of the settlers, in charge of the school as best he could under the conditions of the time. His early death gave occasion for the 1st Masonic funeral in the County. 12

The first teacher in the village of Lanark was Robert Mason, to whose teaching experiences an entire chapter is devoted further on. We shall now turn to the rural part of the District to view its educational progress.

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11. -----, Illustrated Atlas of the Dominion of Canada, (about 1880), p.8.

12. A. Haydon, Pioneer Sketches in the District of Bathurst, Toronto, Ryerson Press, 1925, p. 67.

## EARLY COMMON SCHOOLS THROUGHOUT THE DISTRICT

Leaving the towns for the rural parts of the District, we find that many areas were being served as early as 1831. An old report of the common schools in the District of Bathurst<sup>13</sup> reveals that 47 classrooms were in operation in that year. Among this number of teachers there were two women. Each teacher was teaching approximately 25 pupils. The complete return reveals the names of the teachers, the township in which each taught and the number of boys and girls in each school. As this was signed by the Reverend Michael Harris, the chairman of the District Board of Education, it was without doubt the complete return of the Common Schools in the district that year.<sup>14</sup> It does show that the number of schools had increased rapidly since the first settlers had arrived about 1820.

The two graphs on the following page serve to demonstrate the increase in the number of pupils who attended school and the almost parallel growth in the number of schools that were opened during the 20's and early 30's, of the 19th century. In the late 30's and throughout the 40's the number of schools

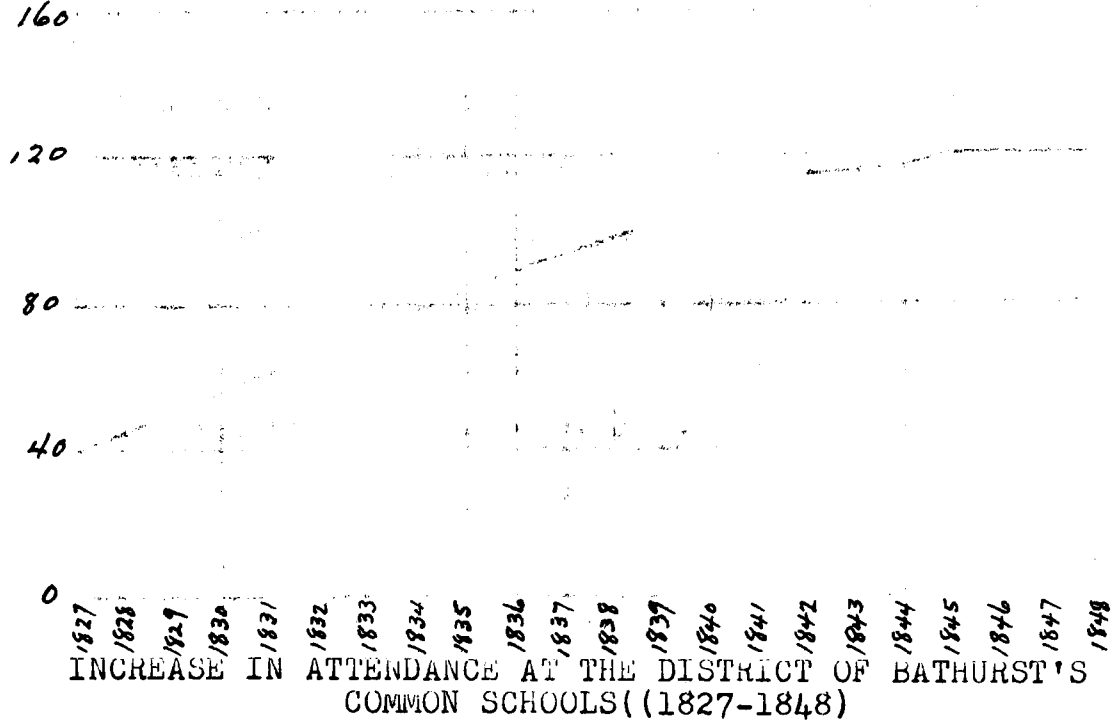
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13. -----, Return of the Common Schools in the District of Bathurst, Ottawa, Public Archives of Canada, Sept. 17, 1831, No. 345.

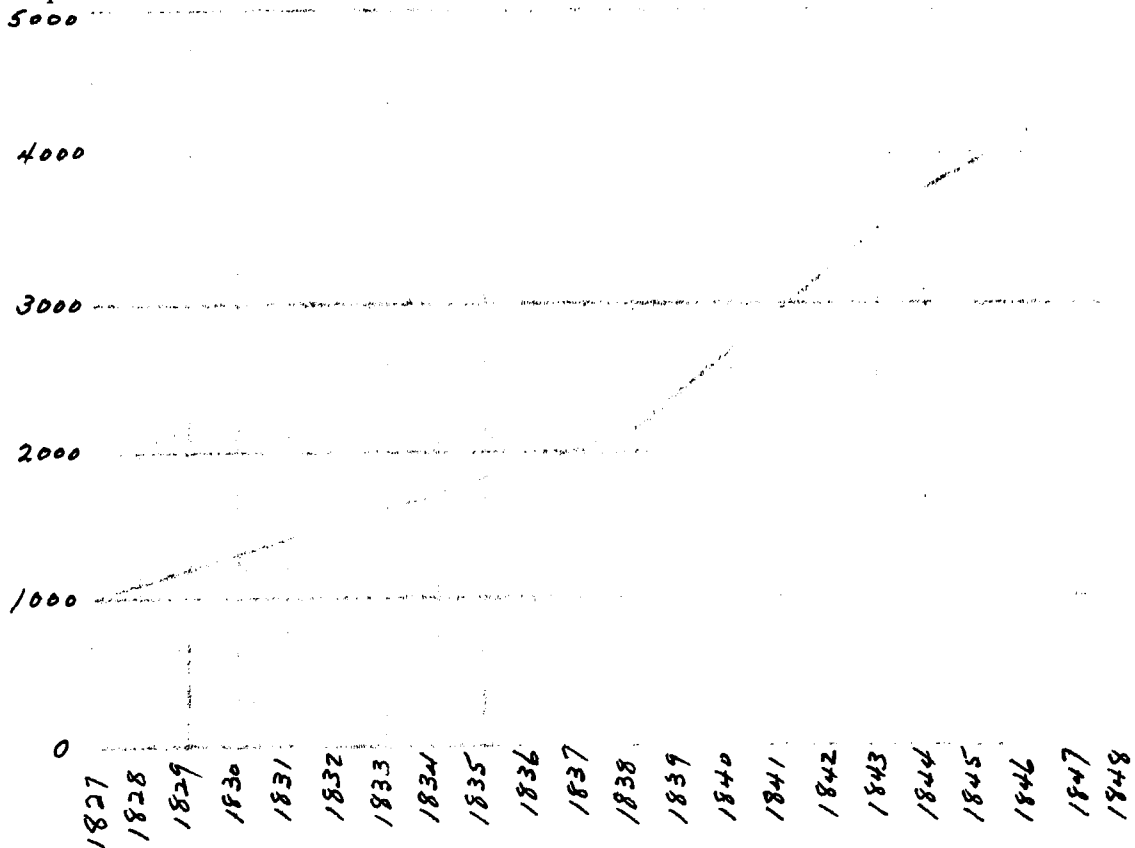
14. See Appendix, p. 124---125.

INCREASE IN THE NUMBER OF COMMON SCHOOLS IN THE BATHURST DISTRICT (1827-1848)

No. of schools.



Pupils in attendance.



that were opened failed to keep pace with the increasing attendance.

An early report on the state of the Common Schools in the Bathurst District emphasizes the need for trained teachers. The Reverend Alexander Mann, M.A. Superintendent of Schools in the Bathurst District stated that in the year 1845-46 several townships had no teacher at all. Lack of training facilities, lack of money to finance teacher-training schools, and need for the awakening the educational consciousness among the people were the reasons for his discouragement over the poorly trained teachers. He had even opened a private school at his own expense to improve teachers but as he did not meet with proper encouragement, he was obliged to relinquish his purpose.<sup>15</sup>

The Reverend James Padfield, the Bathurst District School Superintendent from 1846 on, reported a favourable progress in the schools during his superintendency. The number of schools open at that time varied from 116 to 120. The number of pupils varied from 4662 in 1847 to 4928 in 1848. Of the 120 schools 114 were in buildings constructed for the purpose. In 1848, 10 new schoolhouses were built.

There was nothing definite and uniform about teacher's

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15. G. Hodgins, ibid., Volume 5, p. 287.

qualifications. Only 40 had received certificates from the District Superintendent while 82 had been granted certificates from Common School Visitors. The Act of 1846 had authorized any two School Visitors to give Certificates of Qualification to teachers.

In 1850 the report is submitted for Lanark County. In that year there were 102 teachers, 89 male and 13 female. Of these, four male teachers had been trained at Normal School. Of the 96 schools in operation 14 were reported as first class, 41 as second class, 36 as third class, and 5 as Free Schools. Of the 102 teachers, 32 belonged to the Church of England, 8 to the Church of Rome, 43 to the Presbyterian Church, 11 to the Methodist, 4 to the Baptist, 1 to the Congregational Church, 1 Protestant and 2 to other denominations. Of the schools 85 were of log, 7 of frame and 4 of stone construction. The average salaries were as follows: £ 26. 9s for a Male Teacher with board; £ 22. 13s 6d for a Female Teacher with board; £ 40. 5s. 4d for a Male Teacher without board; £ 29. for a Female Teacher without board. Free schools were reported in several sections.

From these facts and figures on the school development in the District of Bathurst, it is readily discernible that expansion is taking place at a fairly consistent rate. Schools are multiplying, in proportion to the increase in school

attendance. In some places free schools are taking precedence over the private schools. Special buildings are being provided for the purpose, and the salaries of teachers are improving considerably. All in all, the educational status of the District is making definite strides.

Having completed a short resume of the historical development in the field of elementary education within the District of Bathurst, to 1840, we shall now get a picture of general educational developments elsewhere in the province. This will enable the reader to see how conditions in education throughout the province compared with education in the Bathurst District. It will also supplement the limited information available and help to interpret the conditions in the District under discussion.

## CHAPTER VII

### COMMON SCHOOL EDUCATION BEFORE 1840

Common School education before 1840 did show progress, but it was slow since many handicaps interfered with its development. Buildings and equipment were primitive. Texts were scarce and expensive. Attendance remained low and operating costs high. Bad roads, a sparse population and inadequately trained teachers worked together to make progress extremely unsatisfactory.

First, the school houses were not conducive to a very advanced level of education. The interiors were small and the ceilings were low. They were poorly lighted and were without ventilation. The floors were made of rough pine boards laid some distance apart so as to leave wide cracks between. The seats which were made of pine boards roughly planed and rudely put together, were arranged around the room on three sides. These seats had no support for the back. The boys sat along one side of the room, while the girls sat along the other. Across the end of the room sat the larger boys and girls. The stove sat in the open space between. At the end of the room and facing the door was the teachers's desk. This was a typical one-room school about the year 1840.

Up to this time school texts had been by no means uniform.

"Of books there was a great variety, home and foreign; several of them from the United States. The teaching of these books was decidedly anti-British. Pupils brought to school such books as they chose to use, rendering classification impossible; consequently individual teaching was the rule.<sup>1</sup> The books in common use were Murray's Grammar, Murray's English Reader, Walker's Dictionary, Goldsmith's and Morse's Geography, Mavor's Spelling Book, and Walkingame's and Adam's Arithmetic".<sup>2</sup>

The people themselves in those early years were merely lukewarm toward their educational progress. Satisfied with some knowledge of the three R's, they failed to appreciate the potency of the educational system in the life of their young province. Most of the country youth who could manage to get to school at all were content if they learned to read and write, and to learn arithmetic as far as the Rule of Three. However, even a limited education such as this was difficult to obtain.

The teachers themselves were of a very inferior quality prior to 1840. Most of the common schools were staffed by persons of poor scholarship, doubtful morals and unstable character and temperament. One writer speaks of the teachers in the following manner: "Forced into teaching from physical,

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1. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, King's Printer, 1903, Volume 5, p. 276.

2. C. Haight, Country Life in Canada Fifty Years Ago, Toronto, Hunter, Rose and Co., 1885, p. 158.

mental or moral disabilities, they were not the type of citizen to train the young".<sup>3</sup> Dr. Duncombe described the teachers as the "lame and lazy" and regretted that teaching was not yet "a regular and respectable business".<sup>4</sup> Mr Walter Riddell, the father of Mr Justice Riddell is quoted as saying, "It was difficult to obtain teachers of any kind, and those chosen were generally men who were unable or unwilling to do any other kind of work".<sup>5</sup> This was about 1823. The Reverend Wm. Bell of Perth described the teachers of 1832 as follows:

"On the first of July, I went over to the Court House to observe proceedings of the Board of Education. It was pleasing to observe that all the teachers were now decently clothed, which they were not a few years ago, when some of them were not only ragged in their dress, but in instances, without shoes and stockings. I myself saw some of them in this state ten years ago, attending the Board of Education. Still, however, some of them are strange-looking creatures to be entrusted with the education of the rising generation. Some of the applicants were rejected because they could neither read nor spell properly, nor write legibly. Trustees, it seems, were sometimes appointed, who could themselves neither read, nor write legibly".<sup>6</sup>

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3. A. Haydon, Pioneer Sketches in the District of Bathurst, Toronto, Ryerson Press, 1925, p.25.

4. G. Hodgins, ibid., Volume 2, p. 51.

5. W. L. Smith, The Pioneers of Old Ontario, Toronto, George N. Morang, 1923, p. 32.

6. -----, Perth Courier, Perth, 1934, taken from the diary of the Reverend William Bell.

Many of the common schools were taught by foreigners before 1840, and much of the teaching was anti-British. Dr. Thomas Rolph speaks of the school about 1832 thus:

"It is really melancholy to traverse the Province and go into many of the common schools; you will find a brood of children, instructed by some Anti-British adventurer, instilling into the young and tender minds sentiments hostile to the parent State; false accounts of the late war in which Great Britain was engaged with the United States; geography setting forth New York, Philadelphia, Boston, etc., as the largest and finest cities in the world; historical reading books describing the American population as the most free and enlightened under heaven, insisting on the superiority of their laws and institutions to those of all the world, in defiance of the agrarian outrages and mob supremacy daily witnessed and lamented; and American spelling books, dictionaries, and grammars, teaching them an Anti-British dialect and idiom, although living in a British Province and being subjects to the British Crown".<sup>7</sup>

One of the reasons why teaching did not attract ambitious Canadians was the meagre and uncertain salaries. The Lieutenant-Governor, in his Speech from the Throne on opening the House in January, 1830, said in part as follows:

"Dispersed as the population is over an extensive territory, a general efficiency in the common schools cannot be expected, particularly whilst the salaries of the masters will not admit of their devoting their whole time to their profession".<sup>8</sup>

Most of the early public schools in the district were conducted by ex-soldiers, who received about \$100. a year, usually pay-

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7. C. Haight, Country Life in Canada Fifty Years Ago, Toronto, Hunter, Rose and Co., 1885, p. 158.

8. Id., ibid., p. 156.

able in wheat, and who boarded with the scholars' families in turn, free of charge. Early teachers were sometimes janitors and even helped to cut the winter supply of wood. These unattractive conditions failed to attract the schoolmasters who made the Grammar Schools effective.

To understand the cause for the unattractive salaries it is necessary to return to the Act of 1810. This Act, which made possible the establishing of common schools, did at the same time provide for an annual grant of £ 6000 in their aid. This sum was distributed among the ten Districts, and was to be devoted to the payment of teachers' salaries. The allotment to each school depended upon the number of pupils enrolled. The minimum grant to any one teacher from this fund was to be £ 25. In 1820 the total grant was reduced to £ 2500; as a result teachers' wages were lowered to about 75 cents a day. The remainder of the teacher's salary came from pupil fees or subscriptions. The charge which was never less than two dollars per quarter for each child sent to school, was made to the parents. J.W. Poole, a teacher in Section Number 3, Township of Beckwith, County of Lanark, in 1843 reported as follows:

"The school was supported by subscriptions of those sending pupils,---each household paying in proportion to the number in the family to be educated, supplemented by a small Government Grant. The school which I taught was,

I think fairly representative of the schools in that and in other counties at that time".<sup>9</sup>

Because the salaries were so low and so uncertain, few native-born teachers entered the vocation and those who did failed to remain for long.

However, low salaries and poor living conditions were not the only unattractive features in teaching. The teacher's uncertain tenure of office provided a constant source of worry. He could be engaged and dismissed by the trustees.<sup>10</sup> The fact that a dismissal had to be ratified degenerated to a mere formality. Although some teachers did enjoy long terms of employment the majority lived in constant fear of dismissal.

Wandering teachers were not uncommon in those early days. Many were charlatans; others were practical educators. They remained for days and weeks in a locality teaching all who would pay their fee. They brought education to the more remote districts which would have otherwise received no educational privileges.<sup>11</sup>

The academic qualifications of Common School Teachers varied widely. Some had a sound secondary education; the vast majority could merely read, write and "figger" well enough to

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9. G. Hodgins, ibid., Volume 5, p. 276, quoting J.W.Poole.

10. J.G. Althouse, The Ontario Teacher, (unpublished thesis), Toronto, Ontario College of Education, 1929, p. 14.

11. Id., ibid., p.17.

satisfy the trustees.<sup>12</sup> The day for a definitely prescribed academic preparation had not yet arrived.

The inferior quality of the teaching in the Common Schools was early a source of anxiety to serious and public spirited citizens. Keeping undesirables out of the schools was the first step. As early as 1799<sup>13</sup> the state sought to have teachers certificated, after examination, by one of the Commissioners. After 1824, the District Board issued a certificate to teachers, after passing an examination; between 1816 and 1824 in order to share in the grants, the teacher had to hold a certificate of 6 month's successful experience in the school. This purely local certificate issued by those financially interested in the success of the teacher in securing a certificate depended upon the judgment of a body scarcely capable of judging.

In 1836 the plan of certification was changed by placing the issuing of certificates in the hands of an elected District Inspector in each Township. It required each teacher to hold "a certificate of qualification dated within one year, from the Inspectors of the Common Schools for the

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12. J.G. Althouse, The Ontario Teacher, (unpublished thesis), Toronto, Ontario College of Education, 1929, p. 17.

13. G. Hodgins, Documentary History of Education for Upper Canada, Warwick, 1903, Volume 1, p. 33.

Township in which he shall be employed".<sup>14</sup> A report for 1843 read in part as follows: "The examination of teachers and inspection of schools were conducted orally by Commissioners appointed by the Township Council".<sup>15</sup>

Soon, however, negative measures revealed their inadequacy. A greater state aid was needed to attract competent teachers. The settlers could not afford to pay heavier taxes. The Legislature had no surplus revenue. The Crown lands were alone available. In 1831 the Assembly demanded that 1,000,000 acres of the Reserve should be devoted to the Common Schools; the demand was repeated in 1832 and in 1839,<sup>16</sup> but the union of the two Canadas forced educational matters into the background.

Next in 1839, came the proposal from Dr. Duncombe that a Normal School should be instituted for the education of teachers. A Commission on Education suggested that a Normal School be organized in Toronto,<sup>17</sup> the graduates of which should be examined by the Provincial Board of Education on the recommendation of the Normal School master.

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14. G. Hodgins, ibid., Volume 2, p. 311.

15. Id., ibid., Volume 5, p. 276, Report by J.W. Poole.

16. J.G. Althouse, The Ontario Teacher, (unpublished thesis), Toronto, Ontario College of Education, p.22.

17. Id., ibid., p. 24.

The growing conviction that special training would help solve the problem of teachers in Upper Canada was felt by leading educators and the public alike.

In 1843 the Model School for each Township was substituted for the proposed Normal School.<sup>18</sup> Similar higher-grade Model Schools might be established in each county to be determined by local option in the municipality. These Model Schools were slow to get the support of either the populace or the Legislature and declined after Ryerson's appointment.

In or about the year 1840 it is evident that men far outnumbered women as teachers in the schools of that time.<sup>19</sup> Discipline was severe, pioneer manners rough, and boarding customs such as to make teaching unattractive to women.

Soon after 1840 conditions in the teaching vocation began to look a little more promising. In the first place people were becoming more conscious of the possibilities of education, and few believed that it would have any bad effects. The teachers, the majority of whom were British-born were beginning to mould that "sound British feeling which has grown

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18. J. G. Althouse, ibid. p.26

19. id., ibid., p. 30.

with the growth and strengthened with the strength".<sup>20</sup> More Canadians were coming to enter the available teaching posts, even if they did not remain for long. In some places young men would engage to teach for three or four months in the winter and return to the fields in the spring. The vast majority of the common school teachers had simply an elementary school training. Yet the almost illiterate teacher of an earlier age had almost disappeared, and those whose sole qualification was lameness were also rare.<sup>21</sup> Wages were not very high, but teachers had the advantage of being paid for the most part in currency, whereas the labourer was paid in kind. All in all, the 1840's brought a great impetus to educational awareness and progress. Before leaving this early period, we shall discuss one of the District's earliest teachers, Robert Mason, who typifies in many respects education before 1840.

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20. G. Hodgins, ibid., Volume 11, p. 27.

21. J. G. Althouse, ibid., p. 31.

## CHAPTER VIII

### ROBERT MASON - A PIONEER TEACHER

An account of the early educational development in the District of Bathurst would be incomplete and lacking in local colour without some mention of the village of Lanark's earliest dominie, Robert Mason.

This Scotsman was sent out by the Imperial Government in 1821 with the first band of immigrants (Paisley Weavers), to settle in that part of Upper Canada north of the "Rideau Settlement". By March, 1822, he had begun his teaching duties in his first log schoolhouse which was plastered with cedar moss and roofed with basswood boughs. Here and in a later stone house in the village of Lanark he "taught and thrashed for thirty years".<sup>1</sup>

The conditions under which he came to Upper Canada take us back to the public prints which were posted in Scotland before the settlers of 1821 left the homeland. These prints contained notices of grants to be provided by the Government for a minister and a schoolteacher. With the understanding that he was to receive this direct Government grant, Mr Mason came to the Lanark Settlement in the District

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1. J. Fraser, Shanty, Forest, and River Life in the Backwoods of Canada, Montreal, J. Lovell and Son, 1883, p. 286.

of Bathurst.

Before long, however, this grant to the teachers was greatly reduced. An Abstract of the Distribution of the Government allowance for the common schools in the District of Bathurst<sup>2</sup> reveals that Mr Robert Mason only received a salary of £ 10, 10s, 4½d, the same as that of all the other common school teachers in the Bathurst District, for the period commencing July 1, 1823, and ending June 30, 1824. Mr Mason, dissatisfied with this reduced grant, wrote a letter on June 27, 1825,<sup>3</sup> from the Lanark Settlement to the Right Honourable, the Earl of Bathurst, one of His Majesty's principal Secretaries of State. It read as follows:

The petition of Robert Mason, teacher at the village of Lanark in Upper Canada, humbly sheweth that your petitioner emigrated to Canada in 1821 as a Member of one of the societies, appointed schoolmaster in the Lanark Military Settlement; with a salary from the Government, as had been granted to the settlers who were placed in the Perth Settlement in 1817.

That in consequence of the strong recommendations transmitted in his favour, from Professor Jardine and other gentlemen, to the Earl of Dalhousie, your petitioner was appointed schoolmaster in the Village of Lanark by his Lordship, with a salary of £ 50 a year, on the 18th of February, 1822.

That as your petitioner was located 4 miles distant in the country, he found it necessary in order to his doing justice to his pupils, to reside near the village, and having obtained leave to purchase a 25 acre lot from

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2. This Abstract is given in full on page 123 of the Appendix.

3. -----, Upper Canada Educational Papers, Ottawa, Public Archives of Canada, 1925, No. 69.

a person who left the settlement, he removed to it, intending to devote all his attention to the duties of his situation (Lanark Township Concession 2, Lot 10, 25 acres).

That your petitioner had given up his farm and taken other steps, which had involved him in pecuniary difficulties, under the understanding that his salary would have been continued for some years, but to his mortification, it was discontinued 24th December, 1823.

That your petitioner still continues as a teacher in the Settlement, but he finds from the poverty of the settlers, at present, that there is not a prospect of any adequate remuneration for his labours; and as he is entirely without any other support, he hopes your Lordship will take his case into your consideration and grant the same allowance that is given to Mr Holliday, Teacher to the Scotch Settlers at Perth, and you Petitioner shall ever pray.

Whether or not Mr Mason's salary was increased as a result of this letter is difficult to learn, but it is highly improbable. The grant provided for in the Act of 1816 did not make special provision for any one teacher, regardless of need. One writer states that "when the patronage of the Home authorities was withdrawn, Mason continued to teach, his precarious salary coming from scholars' fees and a Government grant of one dollar per pupil".<sup>4</sup> When this statement is considered in the light of the Common School Report of 1831 which shows that he taught 31 pupils, his total Government grant would be thirty-one dollars. This would show that the grant was not increased after his letter to Earl of Bathurst in 1825 since in 1823-24 he had received £10, 15s, 4 $\frac{1}{2}$ d.

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4. J. Fraser, Shanty, Forest and River Life in the Backwoods of Canada, Montreal, J. Lovell and Son, 1883, p.287.

One of Mason's students describes his former "maister"; he was "a tall, gaunt, raw-boned, beetle-browed Scotchman who seldom smiled, and when he did, it was as if under protest from his firm and iron nature".<sup>5</sup> He was the forceful, tyrannical type of ruler who liked to control like a despot. He was severe and absolute and during his long term of office accepted little counsel or interference from anyone.

Perhaps this was the kind of disposition needed to maintain discipline in those early days. It was a rugged generation, and the pupils were usually ready for any action that would relieve the monotony of the drab classroom.

Consequently the despotic ruler and the husky scholars often disagreed. The Reverend Fraser tells of Charles Mair and himself and their "fechts wi' the Maister".<sup>6</sup> To maintain discipline the master used leather taws made out of horse trace sliced into "tails" and singed and hardened in the fire to impart more sting.

The schoolmaster was quite set in his ideas. He held to a theory that girls should not be taught arithmetic beyond a limited stage. The curriculum was restricted to reading, spelling, writing and counting.

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5. J. Fraser, Shanty, Forest and River Life in the Backwoods of Canada, Montreal, J. Lovell and Son, 1883, p.287.

6. Id., ibid., p. 288.

At any rate it is to be "counted unto him for righteousness"<sup>7</sup>; that he did succeed in making his country school a beacon of learning on the concession lines. The old Scottish virtues of order, restraint and discipline, he instilled into a rugged generation.

But Robert Mason was more than a village schoolmaster. He started one of the earliest public libraries in Upper Canada and those who used it from 1824 to 1825 paid him six quarts of wheat each.

He was also an elder in the Auld Kirk. During the period of the disruption he faced the fiery eloquence of a Free Church exponent and kept the Lanark Kirk free from the intrusion of the new movement. The secessionists gained little ground in Lanark against dour, old Robert Mason. For 3 or 4 years between the resignation of Mr McAllister and the coming of Reverend Fraser, there was a vacancy in the church, during which time "Mr Mason summoned the people sabbath after sabbath to church, and kept up a regular service, reading a sermon from some old Scotch worthy".<sup>8</sup>

Robert Mason was typical of many of the best teachers of this early period in Upper Canada's history. He was more

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7. J. Fraser, *ibid.*, p. 288.

8. *Id.*, *ibid.*, p. 297.

than a teacher; he was a community builder in the broadest sense of the term. His ideas of pedagogy may have been limited, but he was dauntless and courageous enough to face any odds in order to inculcate his ideas of learning to a rugged generation. Versatility and qualities of leadership were also expected of the teacher in that early age.

The next twenty years saw many advances made in education. This was due in large part to the work of Egerton Ryerson. The next chapter will deal with educational legislation passed during the next two decades, with implications as to its effects on school development in the District of Bathurst.

## CHAPTER IX

### RYERSON AND EDUCATIONAL LEGISLATION DURING THE 1840'S

The decade of the 1840's was one in which the educational pulse began to beat more strongly. This was in large part attributable to Egerton Ryerson who, in 1844, was appointed the Superintendent of Education for the province. By his incessant and tireless efforts the people became more conscious of the advantages of education. Many school acts were passed during the decade; these had a great effect upon the quality of education. In order that circumstances and conditions effecting the school system in the District of Bathurst may be understood, this chapter will be devoted to school legislation in the province after Lord Durham's visit and advice to the Canadas.

In 1838, "An Act to Provide for the Advancement of Education"<sup>1</sup> was passed. The Act changed the official designation from "District Public School" to "Grammar School" although they had been known by this latter title for a long time. It also set aside 250,000 acres for the support of grammar schools. A grant of £ 200 to each district was

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1. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, King's Printer, 1903, Volume 3, p.170-171.

authorized to assist in the erection of buildings, provided an equal sum was raised by the municipality. This provision led to later misunderstandings which will be mentioned in a later chapter. This Act permitted the opening of two additional grammar schools in each District, in any town or village in which the inhabitants provided a suitable schoolhouse, and a grant of £ 100 each. The new school had to be at least six miles distant from the original district school, and the attendance had to be sixty pupils. By the Act of 1841, which repealed the Act of 1839 as a whole, all of these provisions were re-enacted except that it reduced the number of pupils necessary for an additional school in each District from 60 to 50. The minimum number of pupils required to justify a new school was later changed from 50 to 30, and finally from 30 to 20. As a result of this provision which provided for the opening of additional grammar schools, the number of schools increased from 13 in 1840 to 57 in 1850.

The Act of 1841 provided for a Superintendent of Education. The Reverend Robert Murray, Presbyterian minister at Oakville was first appointed to the position, only to resign in 1844 to accept the chair of mathematics in King's College. The new official was the Reverend Dr. Egerton Ryerson, who, by the Act of 1850 is named Chief Superintendent of Education for Upper Canada.

Ryerson took office in 1844. But even before this time he understood the deplorable state of education in the Province. He believed that education should commence with the Common School and terminate with the University. He wanted the educational system to take the form of a ladder with unity and harmony throughout. It should embrace all classes without respect to religious sect or political party. He believed that the people could be made education conscious by the establishment of libraries and the exposition of principles through publications and addresses. He openly stood as the champion of the rights of the common people and for equal opportunities for all religious denominations. Hence it is easy to understand how his attention was almost entirely directed to the development of the common school. He wanted the common schools to be free, universal, and non-sectarian and until this ambition could be accomplished the grammar school was of lesser importance and the university of little importance at all.

After Ryerson's appointment he immediately set out to investigate the school systems of Great Britain, Ireland, France, Holland, Germany, Switzerland, New York and the New England States. From Prussia he learned of trained teachers and a strong central administration, in Ireland he saw in the use of uniform texts a successful solution to the religious problem, in Massachusetts he was impressed by popularly

elected boards of trustees.

His "Report on a System of Public Elementary Instruction for Upper Canada",<sup>2</sup> published in 1847, was made up in large part of Horace Mann's Report and from reports of eminent European statesmen and educators. He believed that much could be borrowed from others if what was borrowed was good and appropriated to Canadian needs. He wished to see a system of universal education, provided for all and taught to all; it should be brought within the reach of the most needy and forced upon the attention of the most careless. He saw the need for knowledge required for the scientific pursuit of mechanics, agriculture and commerce and to a more limited extent the facilities for acquiring the higher education of the learned professions.

He advocated a system of elementary instruction embodying the teaching of the essential truths of Christianity. He did not favor secular schools or colleges. He believed that religious instruction in mixed classes was possible, and pointed out in his Report how it might be conducted. He denounced dogma and sectarian teaching in the schools. He wanted the recognition of Christianity as the basis of all instruction and the teaching of as much of the Bible as could

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<sup>2</sup> J.H. Putman, Egerton Ryerson and Education in Upper Canada, Toronto, Wm. Briggs, 1912, p. 110

be given without offending any sectarian prejudices.

The basis of instruction proposed in his Report was the three R's,-----reading, including spelling, 'riting and 'rithmetic. But he also included many additional subjects, many of which have been introduced only within the last 30 years. He pleads for music, drawing, history civics, geography, grammar, numberwork, oral instruction, mental arithmetic, nature study, experimental science, book-keeping, agriculture, physical training, hygiene, and political economy.<sup>3</sup>

He advocated the adoption of methods of teaching then used in German schools and which had been worked out by German scholars based on the work of Herbert, Froebel, and other philosophers.

He recommended the teaching of history through biography believing that it could be more easily understood and appreciated than a study of nations. He believed every pupil should know something of the government and institutions and laws under which he lives and with which his rights and interests are so closely allied.

The second part of Ryerson's Report of 1846 was wholly concerned with the machinery of a System of Public Elementary Instruction for Upper Canada. He proposed common schools for every section of a township, District Model Schools, Trade Schools, District Grammar Schools and one or more Provincial

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3. J.H.Putman, ibid., p. 115.

Universities. He recommended Normal Schools for the training of teachers. The textbooks at the time were unsuitable, varied and anti-British as each teacher made the selection. He recommended that the matter must be under central control.

He advocated a stronger central control and some system of inspection without destroying the principle of local control. The township superintendents were not educators; they did not know how to guide schools or inspire teachers to nobler things. The Act of 1841 and that of 1843 had made provision for local superintendents of education and had also defined their duties but the Act had made no provision to secure the due performance of their orders. The District and Township Boards dictated their powers. The superintendents might make suggestions and give advice, but with that their legal functions were at an end. He recommended that inspectors be chosen with care.

His report on the control that should be exercised directly by the government is as follows:

1. To see that Legislative grants are wisely spent.
2. To see that general principles of law are followed.
3. To prepare school regulations and teacher qualifications.
4. To provide or recommend books.
5. To prepare plans for schoolhouses and their furniture.
6. To arouse intellectual activity and enquiry through the establishment and selection of school libraries and other means of diffusing useful knowledge.
7. To oversee an efficient system of inspection. 4

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4. J.H. Putman, ibid., p. 121.

This involved the examination and licensing of teachers, visiting the schools, discovering errors and suggesting remedies as to the organization, classification and methods of teaching in the schools, giving counsel and instruction as to their management, carefully examining the pupils, animating teachers trustees and parents by conversations and addresses, and by imparting vigour by every available means to the whole school system.

Thus the Local Superintendent became responsible for the examination and licensing of teachers according to regulations laid down by the Department. This plan has changed since that day but with that single exception the functions of the Government as exercised through the Department of Education are the same to-day as they were outlined in Ryerson's first report.

He also recommended the importance of parents taking an interest in the school, of clergymen and magistrates visiting the school, of good school libraries, of Teachers' Institutes, of debating clubs and of every stimulating agency for education.

After making his report, Ryerson drafted a bill which, with a few small changes, became the Common School Act of 1846. This Act established the main principles upon which all subsequent legislation was founded.

By the Act, the Superintendent of Schools became the chief executive officer of the Government in all school matters. He apportioned among the various District Councils the Legislative grant and saw that it was expended according to the Act. He supplied to school officers all the necessary forms and was to keep them informed as to school regulations. He was to discourage the use of unsuitable books as texts and to recommend uniform, approved texts; he guided the Normal School when it became established; he recommended plans for school-houses with proper furniture; he was to encourage school libraries; he was to encourage education in general and to submit an annual report to the Governor-General.<sup>5</sup>

The Act established the first General Board of Education.<sup>6</sup> It was to consist of the Superintendent of Education and six other members appointed by the Governor-General. This Board was to manage the Normal School, to authorize school texts and to aid the Superintendent.

The Act provided for a Normal and Model School. Each Municipal District Council was to appoint a Superintendent of Schools; this same council was to levy upon the rateable property of the District a school tax at least equal to the Legislative grant. School sections were to be established.

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5. J.H. Putman, ibid., p. 124.

6. The one in existence from 1823 to 1833 was not established by Parliament but by the Lieutenant-Governor by the authority of the Imperial Government

These school sections could be taxed by the District Municipal Council for the purchase of school sites, and erection of school buildings or teachers' residences in that section.

The District Superintendents, appointed by the Municipal District Council became important officers. They had to apportion the District School Fund, consisting of the Legislative grant and the Municipal levy, among the school sections, according to the number of children between five and sixteen years of age resident in the section, and pay these sums to the teacher; to visit all schools in their Districts at least once a year and report on their progress, to advise trustees, to examine candidates for teachers' certificates, to grant licenses, to revoke the licenses of the incompetent, to prevent the use of unauthorized text-books and to make an annual report to the Chief Superintendent.

By the Act, local professional men (clergymen, judges of the District Court, wardens, councillors and Justices of the Peace), were given authority to visit the schools in their district, to question pupils, conduct examinations, advise the teachers, encourage school libraries and make reports to the District Superintendent.<sup>7</sup> Any two school visitors of a district were allowed to examine a candidate for a teacher's license and grant such license if they saw fit, for a term

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7. G. Hodgins, *ibid.*, Volume 7, p. 155.

not exceeding one year in a specified school. This may have created a local interest in the school and it also gave a local power to act in any emergency.

The Act defined in detail how school trustees were to be elected. Trustees were to be elected for three years, one to retire annually. This meant for a continuity of corporate life. Trustees had to issue a rate bill upon the parents of pupils attending school; they had to exempt the children of the poor and needy from school rates; they selected the school books from an approved list.

It was Ryerson's wish that the rate bill should be levied upon the property of the section which would have given free schools.<sup>8</sup> The Act was amended, however, to make the rate bill assessable only upon parents of children in actual attendance. Since that time Ryerson's proposal has been accepted universally.

By the Act of 1846 Ryerson provided a system that worked. He lessened local and strengthened central control and did it so smoothly and tactfully that it passed unnoticed.

The Legislative grant did much to secure this increased executive strength. The grant was placed at the disposal of the Superintendent for him to apportion among the Districts. To secure this grant Ryerson made the Districts meet certain

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8. G. Hodgins, ibid., Volume 6, p. 76.

requirements; the District Superintendents, in turn, made the school sections in their Districts satisfy certain requirements as to text-books, qualified teachers, building and equipment.

Ryerson's appointment was made by the Governor and not by the Executive Council,<sup>9</sup> a situation which would never gain our approval to-day. This merely showed how imperfectly responsible government was established in Upper Canada in 1846. Ryerson liked his appointment to be vested in the Governor, rather than in the Executive Council, because he thought that by such an arrangement he was a servant of the country and not of any political party. He believed that a Superintendent of Education ought to be placed beyond the accidents and turmoil of politics. He thus held office, in spite of opposition, without fear of political pressure and prejudice.

The protests and objections which came from the Act of 1846 taught Ryerson that public opinion must be educated. A man with an optimist's faith in humanity as well as the unending capacity for hard work, he did much to awaken public interest in education. He sent carefully prepared circulars to Municipal Councils, to District Superintendents, to school trustees and to teachers. He established an educational journal to communicate with the general public. In 1847 he

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9. J.H. Putman, ibid., p. 135.

spent ten weeks in visits to the twenty-one Districts into which Upper Canada was at that time divided. He called District Educational Conventions, each lasting two days. These were open to teachers, District Superintendents, School Visitors, Municipal Councillors and the general public.

In 1847, by the Cities and Towns Act, the Municipal Councils of cities and towns were required to appoint a School Board of six members, which six together with the mayor had full control of all schools and school property. They had no power, however, either to levy an assessment upon property or to collect rate bills from parents. This power remained with the Municipal Council. The Act did not say that the Municipal Council was compelled to give the sums asked for by the Board of Trustees and in Toronto the Council of 1848 actually refused to levy the necessary assessment so that the School Trustees were obliged to close the schools from July to December.

Ryerson announced that by his new School Bill the poor man would be enabled to educate his children and still keep his self-respect. The school tax was to be levied not upon the child but upon the property. Ryerson's great ambition was free schools.

But Ryerson saw that the time had not yet come for free schools by the taxation of property so in his draft School Bill of 1848 he restored to towns and cities the right

to impose rate bills upon parents.

In 1849, he submitted additions to his draft Bill of the previous October. Among other changes he recommended additional Superintendents for Districts of more than 150 schools; District Boards of Examiners who would replace the District Superintendent and school visitors in issuing teachers' certificates; Teachers' Institutes for lectures and professional training of teachers; provision for separate school for coloured children; school libraries for each section and also township libraries; township School Boards; a school of Art and Design, connected with the Normal School; provincial certificates for Normal School graduates; making trustees personally responsible for a teacher's salary; the distribution of school funds on a basis of actual attendance, rather than on the number of children in the section; better provision for fixing school sites; more equitable division of the \$200,000 legislative grant between Upper and Lower Canada, and provision for the admission into the common schools of pupils from sixteen to twenty-one years of age.

These recommendations, embodied in the Cameron Act were so mutilated by an enemy of the Superintendent that Ryerson refused to accept such alterations with the result that the Act was never given effect.

Ryerson proceeded immediately to draft his Bill of

1850 which is sometimes called the Charter of the Ontario School System. His most outstanding contributions in this Act was the strengthening of Trustee Boards by recognizing them as corporate bodies with full powers to manage schools under Government regulations and full power to levy taxes or rates upon the District which they represented. Provision was made for securing school sites, erecting and furnishing new buildings, electing trustees, holding school board meetings, keeping schools accounts, appointing collectors for school moneys, providing books and apparatus, educating indigent children and forming school libraries. Teachers were secured against loss of the full amount of salary promised them by trustee boards. Adequate provision was made for school sections composed of adjoining parts of two or more townships. Provision was made for Township Boards of Trustees on the request of a majority of the school supporters, to manage all the schools of a township. County Boards of Public Instruction were formed, consisting of the County Superintendent and the Trustees of the District Grammar School. These boards were to meet four times a year, to hold examinations and license teachers. The establishment of school libraries and the promoting of education in general came under their control. No District Superintendent was to control over one hundred schools; the sum of one pound per annum for each school plus the necessary

travelling expenses made up his remuneration. The Superintendent transferred to the Township Treasurer the power to pay to teachers their proper allowances. The Superintendent was to visit each school in his District once each quarter, and to deliver a public lecture in each school section once each year. The District Superintendent was to become a link between the Department of Education on the one hand and the District Council and Trustee Boards on the other. His duties were prescribed by a central authority. The right of school visitors to grant license to teachers was taken away. The General Board of Education was merged into the Council of Public Instruction, with duties substantially the same as those assigned the former body in 1846.

A Board of Trustees was placed in charge of school affairs in incorporated towns and cities to replace the former school sections. Town and City Boards were allowed three ways to secure the money needed. The Board might ask the Municipal Council to levy an assessment for a certain sum which the said Council were obliged to raise; the Board might levy a rate bill upon the parents of pupils attending school; or they might raise the required sum partly by a rate bill and partly by an assessment levied by the Municipal Council.

The new Act made provision for the setting aside of £ 3000 a year for the establishment and support of school

libraries, and \$ 25 a year for each District Teachers' Institute. By the Act the Chief Superintendent was authorized to issue provincial certificates to Normal School graduates.

Public sentiment was rapidly changing regarding free schools in Upper Canada. Ryerson believed that if school trustees were given the option of free schools and power to endorse taxation for their support, they would soon abolish rate bills upon parents. In Toronto, on March, 1851, a committee of the Board of that city submitted to the Chairman a special report showing that 3403 children who should be in the schools were roaming the streets; the causes he ascribed to rate bills and lack of school accommodation. Public opinion was slowly but surely being educated to the importance and necessity of free schools.

Most of the opposition to free schools did come from the wealthy property owners who objected to educating the children of the poor. The managers of voluntary schools which were dependent wholly upon subscriptions and fees were also loud in their protests because if free common schools were established, then all patrons of voluntary schools must submit to be taxed twice for the education of their children.

In the days of the pioneers of this province great importance was attached to religious teaching in the Common Schools. From their standpoint secular schools were of

necessity, godless schools. If the schools were to give religious instruction and if the adoption of some form of instruction acceptable to all was impossible, then separate schools were the logical outcome. Such schools came to be established for Roman Catholics who differed in doctrine from Protestants more radically than the various Protestant bodies differed amongst themselves.

The Common School Act of 1841 laid the foundation for Separate Schools. It stated that in any township or parish any number of dissentients might elect a trustee board and establish a school, to be supported by public money in proportion to their numbers. Fifteen children of school age came to be the minimum. The Act also required the Governor to appoint, in towns and cities, school boards made up of an equal number of Protestants and Roman Catholics, the Protestants to manage schools attended by Protestant children and Catholics to manage schools attended by Catholic children.<sup>10</sup>

The Acts passed during this decade (1840-50) did much for education in Upper Canada. Their effect upon the schools in the District of Bathurst will be the subject of the next chapter.

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10. J.H. Putman, ibid., p. 99.

## CHAPTER X

### ADDITIONAL GRAMMAR SCHOOLS

As a result of the Act of 1841 which provided for the opening of additional Grammar Schools in each District, several were opened in the Bathurst District in the course of the next few years.

The first grammar school to be opened in the Bathurst District after the Act of 1841 was in the village of Smith's Falls. The school was built in 1845.<sup>1</sup> The grant which it received in 1847 was £47, 4s, 3d.

On the 6th of September 1848, a letter addressed from the Secretary's Office in Montreal announced that each district in Upper Canada was to receive some part "of the moneys arising from the Interest of sales of School Lands for the support of additional Grammar Schools".<sup>2</sup> The letter continues as follows:

"In making the apportionment for each District His Excellency has been guided by the amount of population in each as ascertained by the late census, and adopting that as the basis upon which to make the apportionment the sum due to the Bathurst District for the present year will be £80 concerning the disposal of which I am to request you will procure the opinion of the Board of Trustees and transmit the same to me for His Excellency's information".<sup>3</sup>

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1. W.N. Bell, Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 73.

2. -----, Perth Board of Education Minute Books, Perth, Town Office, 1841-1860.

3. -----, ibid.

As a result of this letter Trustees Harris, Bain, Bell and Leslie of Perth, and Shaw and Ward of Smith's Falls met to consider the best manner of disposing of the £80 set aside for the support of additional Grammar Schools. The trustees agreed that £50 be granted to the school at Smith's Falls, for which decision approval was received from the Governor General.<sup>4</sup>

On December 5, 1849 a letter was written by the Governor-General's Secretary and sent to the Reverend M. Harris, Chairman of the District Board of Education at Perth. This letter named Mr W.O. Buell as an additional trustee for superintending the Grammar Schools in the Bathurst District. After doing this, the letter went on to request that in communicating the appointment to the other trustees, Messrs Gemmill, Livingstone, and Robertson, that Mr Harris would acquaint them, that it has more immediate reference to the Superintendence of the Grammar School established at the village of Lanark.<sup>5</sup>

It was a well known fact, however, that the inhabitants of Lanark had been petitioning for their own school for some time. A letter from the office of the Governor-General and dated Dec. 14, 1847 revealed to the Reverend M. Harris at Perth that such a school was being considered. It read as follows:

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4. -----, Minutes of Board of Education, Perth Museum, Perth, 1848.

5.-----, ibid., 1849.

I am commanded by the Governor General to inform you that His Excellency in Council has had under consideration, a memorial from certain of the inhabitants of the Village of Lanark praying for a share of the appropriation in aid of additional Grammar Schools in the Bathurst District under the Act 4 and 5, chapter 19, and that His Excellency has been pleased to direct, that a sum of £15, 15s, 9d being the balance of the appropriation for the current year, be granted in aid of a Grammar School to be established in that village a warrant for which amount will be issued in your favour so soon as the School shall have been reported to be in operation.<sup>6</sup>

Although the petition to open their own school and share in the grant had been approved in 1847, the Bathurst District Grammar School Trustees did not report the Lanark school in operation until 1850.

The year 1850 brought a Petition<sup>7</sup> from the Municipal Council of Lanark and Renfrew Counties for a Grammar School in Renfrew County. A population of 10,000 people as yet had no Grammar School. Since this petition was sent to the Governor-General of British North America rather than to the Chairman of the Board of Trustees, the Reverend Michael Harris requested that in future all communications come through the proper channel. The Reverend Alexander Mann came to be associated with the Board "for superintending the Grammar Schools in the United Counties of Lanark and Renfrew with particular reference to the Grammar School established at the

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6. -----, Minutes of the Board of Education, Perth Museum, Perth, 1847.

7. -----, Upper Canada Educational Papers, Dominion Archives, (1797-1867), No. 270. Ottawa,

village of Renfrew".<sup>8</sup> This reference in the Minutes of the Board was dated August 10, 1850.

The next school to be established in the Bathurst District was at Carleton Place. Information concerning the approval of such a school was sought by James Shaw in a letter dated December 20, 1852, at Smith's Falls.<sup>9</sup> It read as follows:

I have been written by some of the most respectable inhabitants of the village of Carleton Place, to have a Grammar School established there, all the requirements of the law are ready to be fulfilled, they have a house and the number of scholars required by the statute, and there is a vacancy to complete the number which the law allows which I believe to be four at the present time, there is one at Smith's Falls, one at Lanark, and one at Renfrew. Carleton Place is a larger village than either Renfrew or Lanark.

The exact year that each of these schools was opened can be determined from the distribution of the Grammar School Fund in the Bathurst District. In 1850, \$50 was allotted to the schools at Lanark and Smith's Falls respectively, and the balance (\$20) was to provide the Grammar School at Perth with an assistant teacher. In 1852, the total District appropriation of \$113 was distributed as follows: Perth \$25, Smith's Falls \$30, Lanark \$30, Renfrew \$30. This is revealed in a letter

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8.-----, Minutes of the Board of Education, Perth, Museum, August 10, 1850.

9.-----, Upper Canada Educational Papers, Ottawa Dominion Archives, 1797-1887, No. 2002.

of October 4, 1852, and which came from the Secretary's Office at Quebec.<sup>10</sup>

Finally, the District Board of Education's minutes of January 7th, 1853, name additional gentlemen to the Board with particular reference to the additional Grammar School about to be established at Carleton Place.<sup>11</sup> James Rosamond and James Duncan came to represent Carleton Place on the District Board. The school was opened in Carleton Place in 1854.<sup>12</sup>

This rapid multiplication of schools in the District of Bathurst was in keeping with progress throughout the province. In 1849, there were only 39 grammar schools in the province while by 1853 there were 64 such schools in operation.<sup>13</sup> With such expansion everywhere in progress it is little wonder that the people of Perth were likewise becoming conscious of their school accommodations and facilities. The establishing of a new school at Perth will be the subject of the next chapter.

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10. -----, Minutes of the Board of Education, Perth, Museum, October 4, 1852.

11.-----, ibid., October 19, 1852.

12. W. N. Bell, Development of the Ontario High School, Toronto, University of Toronto Press, 1918, p. 73.

13. W. N. Bell, ibid., p. 72.

## CHAPTER XI

### GRAMMAR SCHOOL DEVELOPMENT IN PERTH

#### 1. TRUSTEES AND THEIR POWERS

Even before any other grammar schools had been opened in the District of Bathurst the Grammar School at Perth was striving for efficiency. The Trustees of the Bathurst District School held a meeting on the 16th of July 1842 and resolved to adopt a set of regulations for the government of the School.<sup>1</sup> These rules and regulations, all of which seemed reasonable and sound, helped to give to the District School a stable foundation from which to advance.

School laws and regulations were administered by men of sound judgment and good education. A letter signed by the Right Honourable Sir Charles Theophilus Metcalfe at Kingston on the 18th day of July, 1843, reveals the power which was given into the hands of the appointed trustees and the method by which the announcement of this authority was conveyed. It read as follows:

To the Reverend Michael Harris, the Reverend Thomas C. Wilson, the Reverend Wm. Bell, and Joshua Adams and Anthony Leslie, Esquires, and to all to whom these Presents may come, Greetings. Know Ye that reposing confidence in your loyalty, ability and integrity I have nominated and appointed, and by these Presents do nominate and appoint

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1. See appendix 3 p. 126

you, the said Michael Harris, Thomas C. Wilson, William Bell, Joshua Adams, and Anthony Leslie to be and compose a Board of Trustees for Superintending the Grammar School in the District of Bathurst of the Province of Canada and for the purpose of carrying into effect the provisions of an Act of the said Province, passed in the fourth and fifth years of Her Majesty's reign entitled and act "to make temporary provisions for the appropriations of the funds derived from the sale of school lands in that part of this Province formerly Upper Canada and for other purposes". To have and to hold the said office for and during pleasure with full power to you or any three of you to do and execute all and every such matters and things as by virtue of the said Act and of this Commission are required to be done and executed".<sup>2</sup>

The authority conveyed by this letter was almost unlimited. Such a practice, however, was not dangerous. Men of such excellent character were appointed Board members that great confidence could be safely placed in their wisdom, integrity and judgment.

One of the duties of the Board was to appoint the Master of the Grammar School. On the 31st of July, 1847, four trustees of the Grammar School of the District of Bathurst met in the Court House for this purpose.<sup>3</sup> These four the Reverend H. Harris, Chairman, The Reverend W. Bell, the Reverend W. Bain, and Mr Joshua Adams decided that John McIntyre A.B. would be the next master of the school. This appointment was ratified by His Excellency in a letter written

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2.-----, Minutes of the Trustees of the Grammar School of the Bathurst District, Perth, Museum, quoting a letter from Sir Charles Metcalfe, 1843.

3. ----, ibid., July, 1847.

from Montreal on August 10, 1847.<sup>4</sup>

Another duty which the Trustees of the Grammar School assumed had to do with the admission of free scholars to the District School. This was a responsibility which had been neglected. After the school law of 1819 had been passed little attention had been paid to the admission of scholars at the Grammar School free of charge. Parents, too were partly to blame; they believed that such an admission was a reflection on their financial status in life. This duty was, however, recognized to a greater degree after 1840.

In the District Grammar School at Perth, more attention is given to free scholars after 1840. On February 28, 1848 the Trustees admitted Edward Sharkey as a free scholar. On Nov..24, 1842, additional applications were accepted from the following free scholars: William Robinson, John Cameron, John Jamieson, Peter Morrison and Thomas Adams. At the meeting of the Board on Oct. 29, 1850, William Meighen was admitted on this same basis. This would also indicate that the stigma which had previously been associated with the free scholars, was now being forgotten.

These applications for free tuition at the Grammar School had to be signed by the teacher and a majority of the trustees of the school from which the student came. Addressed

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4. -----, Minutes of the Trustees of the Grammar School of the District of Bathurst, Perth, Museum, August 10, 1847.

to the Trustees of the Bathurst District School and signed by a District common school teacher Duncan Morrison, and two of the local trustees, Josiah Davis and Malcolm McPherson, the body of one certificate appeared as follows:

We hereby certify that Edward Sharkey attended our school for nearly two years during which time he has conducted himself in a very creditable manner and from the attainments that he made during that time we have confidence in recommending him as a free scholar to the trustees of the District School in connection with the Bathurst District.<sup>5</sup>

When schools became free by law, pupils were no longer forced to admit their lack of funds, but all were entitled to a secondary school education, regardless of financial status.

The trustees also examined the school. The first available record of the Bathurst District Grammar School examination, held in July 1848,<sup>6</sup> mentions the names of the trustees as having been present along with several other gentlemen. The examination began at 10 A.M. and ended at 1 P.M. The classes were examined in Reading, Orthography Grammar, Geography, History, Writing, Latin and Greek. At the close of the examination the trustees expressed their satisfaction with the proficiency shown by the different classes in their studies. At the examination of January 30, 1849, the mathematics is also examined. At the close of

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5. ----, Minutes of the Trustees of the Grammar School of the Bathurst District, February 28, Perth, Museum.

6. ----, ibid., July, 1848.

the next examination of school classes held on June 29, 1849, "the Reverend Wm. Bell addressed the scholars, pointing out the snares and temptations which beset the path of youth, and the way in which to avoid these".<sup>7</sup> This closing talk would indicate that the Board of Education took its duty seriously and strove to stimulate character development as well as a sound English and classical education.

Although these District Boards of Education were made up of the most educated class in the community they were appointed bodies, and were independent of local control. It will be remembered that the Act of 1807 gave the Lieutenant-Governor the power to appoint trustees, and these therefore, would not be subject to any local control. As additional grammar schools were established in the District more trustees were appointed. Trustee J. Shaw and A. Ward of Smith's Falls are first mentioned in the minutes of Sept. 20, 1848.<sup>8</sup> On July 12, 1849, Reverend James B. Duncan was named to the Grammar School Board of Trustees for Bathurst District by the Earl of Elgin and Kincardine.<sup>9</sup> In December 1849, a letter from the Governor-General's Office named four additional

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7. ----, Minutes of the Bathurst District Grammar School Board, Perth, Museum, June 1849,

8. ----, ibid., September, 1848.

9. ----, ibid., July, 1849.

trustees to the Bathurst District Board.<sup>10</sup> Messrs. Gemmill, Livingstone and Robertson were to be acquainted with the fact that their appointment had a "more immediate reference to the superintendence of the Grammar School established at the Village of Lanark," while the fourth appointee, Mr W.O.Buell, was not so restricted in his jurisdiction. In August 1850, the Reverend Alexander Mann came to be associated with the Board with "particular reference to the Grammar School established at the Village of Renfrew."<sup>11</sup> A Mr Murdock McDonnell is mentioned in the minutes of Nov. 28, 1849, as a new appointee to the District Board; Rev. John Hugh McDonagh was appointed to the Board of Trustees in the United Counties of Lanark and Renfrew in 1850.<sup>12</sup> The minutes of April 23, 1850, announce the appointment of Messrs. John L. McDougall, Robert McIntyre and John Munroe as associate trustees of the Grammar School of Lanark and Renfrew Counties. A report on a Board Meeting of May 3, 1853, introduces the names of several recently appointed trustees.<sup>13</sup> The Reverend Morrell, Milne and Pitkins and Mr A.R. Ward represented Smith's Falls, James Rosamond and

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10.-----, Minutes of the Bathurst District School Board, Perth, Museum, in a letter written to the rev. M. Harris, Dec. 5, 1849.

11.-----, ibid., August 10, 1850.

12.-----, ibid., March 7, 1850.

13.-----, ibid., May 3, 1853.

James Duncan represented Carleton Place, although no grammar school as yet existed at this latter village. It was not until the Act of 1853 that the grammar schools became a more local concern; by this Act local authorities were permitted to assess for the support of grammar schools, and trustees came to be appointed by the County Councils, rather than by the Crown.

## 2. THE NEW SCHOOL IN PERTH

The same Act of 1853 which provided a Board of Trustees for each grammar school within a county, which gave to the County Council the power to appoint trustees, and which provided the local board with power to appoint and remove masters also gave the trustees the power to unite the common school of any municipality with the grammar school, the joint school to be under a joint board.

As a result of this provision, Perth had one of the earliest union schools in the province. The conditions leading up to the formation of this combined common and grammar school enterprise will provide the substance of the remainder of the chapter.

It was on Feb. 15, 1852, the year following the passing of the Act which permitted the opening of union schools that the trustees of the District of Bathurst decided to appeal to

the Perth District Trustees for such a Union.<sup>14</sup> This early decision was precipitated by the fact that new schools were needed in Perth. In the letter written by the secretary<sup>15</sup> of the Board of School Trustees, for the town of Perth, the Bathurst District School Trustees are informed that £200 for the purpose of assisting in the erection of a new school house is at their disposal. They further believed that a like sum would be paid by the Receiver-General of the province upon the application of the Grammar School Trustees. They believed that if they had £400 together with any money which the Grammar School Trustees might have on hand for the payment of an assistant teacher for the Grammar School, they could begin the building of the Perth Public School.

At the meeting of the Board on December 23, 1851, a motion was carried that the chairman write to the Government informing them that the sum of £200 had been raised in Perth with a view of getting other £200 to aid in building a suitable school house therein (Act 4 and 5 Vic. Chapter 19) and that the old school house was built by subscription of the inhabitants many years ago and is now in a most delapidated condition.

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14. ----, Minutes of the Board of the District of Bathurst Trustees, Perth, Museum, . Feb., 1851.

15.-----, ibid., quoted from a letter of Nov. 21, 1851.

The letter which the chairman, Rev. M. Harris wrote on December 26, 1851,<sup>16</sup> asked for permission to build in Perth

"a school of high and influential character. In this school they proposed to introduce a department for instructing teachers in order to supply a great want in the surrounding country",

For this school they hoped to receive a grant of £200; this request was, however, denied.

In spite of the fact that a grant of £200 was refused by the government for building purposes, the school was erected in 1852. Designed to hold 500 to 600 pupils the school was to accommodate both the County Grammar School and the common schools of the town of Perth. The school was erected on the south-east corner of Foster and Beckwith Streets on an acre of land which the board had purchased. The total cost of the building and land was £1250. This sum was raised by a tax on property plus a loan of £600.<sup>17</sup> As late as 1855 the School Trustees of the Perth Public School express a hope for a £200 building grant which was refused in a letter .

The year 1852 revealed that the grammar school at Perth received only £23 out of the total district appropriation of £113.<sup>18</sup> The disappointment of the trustees of Perth over

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16.-----, Educational Papers, Dominion Archives, Ottawa. No. 16.

17.-----, ibid., 1855, No. 631.

18. G. Hodgins, Documentary History of Education in Upper Canada, Toronto, King's Printer, Volume 11, p. 222.

the unfair distribution of the grant, is expressed in a letter from the Chairman of the Board, W. O. Buell. It read in part as follows:

Because the municipality of Perth has been and is now heavily taxed, to build a large and commodious stone school house, capable of holding from 450 to 500 scholars, and have all along acted under the faith that a fair proportion of the Government grant would be available for the support of the County Grammar School located at Perth, and associated with the other schools of the municipality.<sup>19</sup>

In spite of this letter, a reply from the Secretary's Office directed that the District grant of \$147 be divided so that Perth received \$23 and the other three schools in the counties of Lanark and Renfrew get an equal portion of the remainder. In 1855 the Grammar and Common School grant was \$168.

The opening of this Perth Public School which is still in use, took place on July 31, 1852.<sup>20</sup> Just before the ceremony the Sons of Temperance, the Cadets of Temperance, Free Masons, Oddfellows and the boys at school along with the Brass Band formed a procession and marched through the principal streets of the town. Over 2,000 people were present for the occasion.

The story of the early development of the union school at Perth from the time of its opening in 1852 until the year 1860 will form the substance of the next chapter.

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19.-----, Minutes of the Board of Education, Perth, Museum, , May 1853.

20. I. Skeleton, A Man Austere: Wm Bell: Parson and Pioneer, Toronto, The Ayerson Press, 1947, p. 256.

## CHAPTER XII

### THE PERTH PUBLIC SCHOOL TO 1860

Even before the building of the Perth Public School was begun, the union school having been agreed on, the County Grammar School Trustees and the Trustees of the Town of Perth assembled on May 31, 1851, for the purpose of signing certain articles which were to form the constitution of the Union School. The Grammar School Trustees were the Reverend M. Harris, Chairman, the Reverend Wm. Bell, the Reverend Wm, Bain and the Reverend J. H. McDonagh, and Mr W. O. Buell; James B. Dugican was absent. The Common School Trustees of the Town of Perth were Mr J. Davis, Chairman, Mr John McKay, Mr T. Brooke, and Mr Robert Kellock. These men decided upon a number of articles which would regulate the new union school.

In the first place, they made provision for the subsequent establishing of a Separate School in the community. This clause was taken advantage of by the Roman Catholics in Perth in 1854. "The limits of this Roman Catholic S.S. No.1 was to be the limits of the town of Perth".<sup>1</sup>

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1. -----, Minutes of the Board of Education, Perth Town Office, Nov. 28, 1854. (1851-1861)

In the second place the joint board was to determine the curriculum of the Perth Public School. The course was to begin with the alphabet and embrace English, French, Latin and Greek languages, There would also be writing, Arithmetic, Algebra, Geometry, Trigonometry, Surveying, history, Geography Bookkeeping, the elements of Natural and Moral Philosophy, Elocution, Rhetoric and Logic and "such other branches as the Trustees thereof shall deem proper to introduce."<sup>2</sup>

As to their administrative capacity, it was decided that the trustees of the Perth Public School should conjointly manage the affairs of the said school, determine the number of teachers to be employed therein, the qualifications of the teachers, the books and apparatus to be used in the school, and in general do whatever might be deemed necessary.

According to the new constitution the Principal of the Grammar School was to become the Principal of the Perth Public School. His salary was to be not less than £200 currency. This salary was to come from the Government allowance and such moneys or fees as the Board of Trustees should from time to time determine. The Assistant teacher of the Grammar School was also employed as a teacher in the Perth Public School.

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2.-----, Minutes of the Board of Education, Perth Town Office, May, 1851, (1851-1861)

Money spent by the Board was to come from two sources. The one source was the tax on the property of the inhabitants of the town of Perth. This made schooling free to the children of resident citizens. In the year 1855, this tax amounted to 1s, 5d on each £ of the assessed value of property amounting to £7,217 of Public School supporters. This provided £500, 8s, 10d which was the estimated requirement from taxation for that year. The second source of income was from fees of pupils living beyond the corporation. These fees, payable in advance were based on a term of three months. Pupils in the elementary English branches paid 5s per quarter, those whose English course included mathematics paid 10s per quarter, and those who added Latin and Greek to the other subjects paid 15s. These fees also applied to any pupils at the Perth Public School over 21 years of age.

It was in the year 1857 that the fees to be charged all non-resident pupils attending the Perth Public School were changed. This revised fee was based on the department to which the pupil belonged. In the female department there were two branches. Pupils in the lower branches of education paid 7s, 6d per quarter, those in the higher branches paid 15s per quarter. In the male department there were three grades of education. The fees per quarter, extending from the lowest to the highest were 7s, 6d; 15s; and 20 s respectively.

All fees were to be paid in advance.<sup>3</sup> This increase in fees to be paid by non-resident pupils resulted in a total of \$116. being collected for the period beginning April 1, 1860 and ending December 31, 1860.

This power to tax the inhabitants of the town for the support of the Perth Public School was only one method of increasing local interest and local control in education. The power granted to the County Council to appoint trustees for each grammar school within the county also created a local concern and sympathy which had never before existed. Since two of these grammar school trustees were to retire from office each year their positions in Perth were filled by John Deacon, Jr. and W.R.F. Berford, Esquire in the year 1857.<sup>4</sup> Common School Trustees came to be elected, one from each ward, for a period of two years. For the year 1857 the East Ward Trustee was Charles G. Sache, the Centre Ward Trustee was Thomas Brooke and the West Ward Trustee was Hohn Lester. The Chairman of the Board was Rev. Wm. Bain and the Secretary was Thomas Brooke.

The Act of 1853, in addition to securing the benefits of larger grants and county control also strove for some kind

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3. -----, Minutes of the Board of Education, (1851-1861), Perth, Town Office, July, 1857.

4. -----, ibid., Feb. 4, 1857.

of uniformity in the teaching power. For the grammar school no teacher except a university graduate was to be appointed unless he had previously obtained a certificate of qualification from a committee of examiners, one of whom was to be the headmaster of the Normal School, "All other teachers of the Perth Public School were to hold a certificate from the Board of Public Instruction",<sup>5</sup>

The first indication in the minutes of the Board of the growing importance attached to trained teachers is discovered in the year 1854. In the spring of that year when Mrs Bell submitted her resignation as female principal of the Perth Public School it was decided to write the master of the Normal School to get a person properly qualified to fill the vacancy at a salary of £100 per annum.

In December of 1854 the Board planned to hire Normal School graduates to replace the two assistants in the female departments. In the spring this decision was furthered when an inquiry was made to the Headmaster of the Normal School regarding two Normal School graduates for the Perth Public School. There were, however, no Normal School graduates to recommend in the spring of 1855. In May of 1855 the Board advertised in the Globe for a male teacher with a

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5. -----, Minutes of the Board of Education, Town Office, Perth, 1851.

Normal School Certificate, and in July of the same year it was resolved to have Normal School Graduates in all Departments, including the female assistants. In November, 1855, Miss Nancy Ann Murray was hired on the recommendation of Mr Robertson of the Toronto Normal School. Miss Murray had a First Class Normal School Certificate. When Miss Murray became principal of the Female Department in December of 1855, the Board advertised for a female assistant with a first or second class Normal School Certificate. In December, 1856, Miss Catharine McNeice was hired as assistant in the female department of the Perth Public School; she also held a First-Class Certificate from the Normal School in Toronto. On Miss Murray's resignation in the spring of 1857 the Headmaster of the Normal School recommended another graduate, Miss Berthwick, for the position. In October, 1857 Miss Margaret McDonnell and Miss Catharine McNeice resigned and two Normal School graduates, Miss Kennedy and Miss Wright were recommended by Mr Robertson to fill the vacancies. When Mr Bell resigned as Principal in 1858, the Board advertised for a Principal and at the same time sought the advice of Mr Robertson and Rev. Mr Ormiston of the Toronto Normal School staff. The next principal of the Perth Public School, Mr R. R. Livingstone remained until July 1859, Mr Joseph Warren was appointed Headmaster of the Perth Public School in December,

1859. Mr Hay was recommended by Mr Robertson and Sangster of the Normal School as male assistant in the Perth Public School. When Mr Warren resigned as Principal of the Perth Public School in 1861, he reported the school in first rate condition.<sup>6</sup> One thing is certain; the Board had become conscious of the importance of teacher-training and were not willing to hire anyone without it.

The salaries, however, did not become substantially higher during this period of improved teacher qualifications. In 1854 the salaries of the teachers on the staff of the Perth Public School were as follows:<sup>7</sup>

J. MacLean Bell, B.A. Principal	£200
Mr W. McDonald	£125
Mr J. Warren	£75
Mrs Bell, Female Principal	£100
Miss Thomson	£40
Miss McDonnell	£30

This called for a total of £570. In 1856 this total was £550, in 1857 it had risen to £600 and in 1858 it was £640. The salaries were too small to encourage continuity of service in one school. For example, a Mr F.L. Waldo was hired as assistant in the Perth Public School in the autumn of 1860, only to resign in the summer of 1861; his salary had been at

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6. ----, Minutes of the Board of Education, Town Office, Perth, 1861.

7. ----, ibid., July 31, 1854.

the rate of \$2400 per annum. In 1861 the salaries of the Headmasters at Perth, Smith's Falls, Newark, Renfrew and Carleton Place were \$300, \$520, \$520 and \$430 respectively.<sup>8</sup> All of these men had degrees, two of them B.A.'s so it is clearly evident that salaries were not keeping pace with the teacher's qualifications.

In 1859 schools east of Toronto were inspected by the new head of the Model Grammar School, George A.A. Cockburn, M.A. In view of his ability and his training both in Scotland and on the continent, he was able to bring a quite unbiased, though rather youthful judgment to bear upon the problem. Regarding the union school at Perth Inspector Cockburn wrote as follows at the time of his official visit on August 25, 1859:<sup>9</sup>

I have this day carefully examined the Grammar School Department of the Perth Public School in Latin, Greek, Ancient History, French, Algebra and other studies, and it is with great pleasure, I feel myself justified in rendering my opinion, that I know of few, if no United Schools more efficiently conducted and in which various pupils were more satisfactory, the teaching was thorough, the discipline correct, and everything to my satisfaction.

This report on the Perth School was certainly different from his attitude toward union schools in general.

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8. W.N. Bell, The Development of the Ontario High School, Toronto, University of Toronto Press, 1915, p. 73.

9. -----, Minutes of the Board of Education, August 26, 1859, Town Office, Perth,

Concerning union schools, in general, Inspector Cockburn found that many of them were not really grammar schools and some were not even doing good common school work. He blamed the existence of so many union schools on the poverty of the grammar school board which often forced them into uniting with common school board. He believed that one master grammar school departments were inadequate. They were too small to do justice to students preparing for the university and at the same time the interests of the common schools suffer. He found the entrance examination was not demanded in his inspectorial section nor had the schools carried out the prescribed program. Since Inspector Cockburn's criticism of union schools was so objectively made, and since the faults that he found were reiterated by Inspector George Paxton Young a few years later, the school at Perth must have felt proud indeed, to have received such an excellent report.

During this period co-education came to be recognized as a future possibility. The female principal of the Perth Public School was dispensed with in the summer of 1858; this served to break down the rigid barriers which existed between the two departments. Pupils who had formerly been taught by Miss Berthwick, the female principal, were now to be taught in the grammar school department. This was a victory for co-education as only the year before in Jan. 1857 Mr Bell

the Principal of the Perth Public School and Miss Murray, the Principal of the female department had disagreed on the matter of having "junior male pupils going upstairs to take classes with the girls while some girls were allowed to attend some of Mr Bell's classes in Arithmetic, Natural Philosophy and Geometry".<sup>10</sup> Then again in August, 1858, a proposal was made at the meeting of the Board that a female assistant be employed in the grammar school as many of the Grammar School Pupils are females. Parents who now refuse to send their daughters to the institution would then gladly do so, the school would be more popular, and justice would be done to many ratepayers who now consider themselves unfairly dealt with.<sup>11</sup> Although the motion was negatived, a certain relaxation in the separate education of the sexes can be foreseen.

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10. ----, Minutes of the Board of Education, Town Office, Perth, Jan. 8, 1857.

11.-----, ibid., August 6, 1858.

## CHAPTER XIII

### EDUCATIONAL PROGRESS 1840 - 1860

Having reviewed the school development in Perth between 1840 and 1860, let us now see how this local development fitted into the broader picture of educational progress throughout the province. The period was one of increased educational legislation, which revealed that a large part of the population was becoming conscious of the importance of schools and of their educational status. During the period, uniformity in texts, courses of study and methods, local taxation for school purposes and the elimination of patronage in the distribution of school grants all led to advancement in education. Much of the legislation of the period aims at securing better teachers<sup>1</sup> and to elaborate on this legislation the remainder of the chapter is planned.

This period saw the introduction of centralized expert control over the certification of teachers. Prior to the opening of the Normal School in 1848 the common method of licensing teachers was by local boards of examiners. Even for the first eight sessions of the School, no certificates of qualification were given to its graduates.<sup>2</sup>

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1. J. G. Althouse, The Ontario Teacher, (unpublished thesis), Toronto, Ontario College of Education, 1929, p. 37.

2. J. G. Hodgins, Documentary History of Education for Upper Canada, Toronto, King's Printer, 1903, Volume 4, p.256.

However, after Normal School graduates came to receive certificates on the recommendation of the Principal and his staff, those who graduated were greatly in demand. Although untrained teachers could still secure a county certificate to teach, the class of teacher most likely to succeed had a certificate which was recognized throughout the province and which carried the approval of the central Department of Education.

Higher qualifications came to mean greater prestige for the teacher. In 1860 First Class Provincial Certificates could be secured only after two or more sessions at the Normal School; second class Provincial Certificates required attendance for at least one session.<sup>3</sup> The Normal School graduate could move about from place to place without reexamination, while those holding a county certificate were restricted to the county in which it was issued. These County Boards now became mere agents of the Provincial Government and examined candidates for definite knowledge and specific skill. This raising the minimum requirements for all classes of county certificates protected the public against the most ignorant type of teachers, and gave to teachers a higher social status as well. During this period a teacher came to

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3. G. Hodgins, ibid., Volume 14, p. 88-89.

be recognized as a specially prepared practitioner who had more than a mere academic background but who had extensive and specific professional preparation for the position he was to fill.

Teachers' Institutes came to increase and share professional knowledge during this period. These Institutes, as a rule, lasted from two to five days. In the year 1850 twenty Institutes were held,<sup>4</sup> one being at Perth; after this they were discontinued. However, by 1860 Teachers' Associations were fairly numerous. The sense of unity and strength gave to teachers a much higher social status.

County Conventions, organized during this period served to stimulate and guide public opinion. Headed by Ryerson, the County Convention was a public mass meeting at which the Superintendent would discuss education with the District School Superintendent, the Clergy, the Trustees and Teachers and Friends of Elementary Education. One of these County Conventions was held on Saturday, March 5,<sup>1853</sup> at Perth.

Another method begun in 1848 by Ryerson and later continued by George Hodgins to acquaint the people with the principles, policies and applications of education was the publishing of a monthly Journal of Education.<sup>5</sup> It covered all

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4. J.G. Althouse, ibid., p. 61.

5. Id., ibid., p. 66.

inspirational and timely topics and reiterated the importance of trained and effective teaching personnel. It advocated careful selection, better living conditions and higher salaries for teachers. Not until 1860 did a professional journal for teachers appear. This was called the Educational Advocate.

During this period supervision was accepted as a part of the Upper Canada school system. First the trustees, later the District Council and still later the appointed County Superintendent were responsible for visiting and inspecting the schools. The Act of 1843 required the appointment of a local superintendent by the municipal council of each city, town or township. Township superintendents were replaced in the Act of 1846 by District Superintendents, primarily because capable officials could not be secured. The School Act of 1846 legalized school visitors, such as judges, justices of the peace, wardens and district councillors. In 1847 the Boards of Education took from the municipal councils the appointment of superintendents. These officials were no longer learned aristocrats. They could license teachers and were looked on as friends and helpers. Their lack of teaching experience made them of little assistance to the earnest but blundering and unqualified teachers, but their remuneration, not over \$100, was too small to expect a great deal in return.

During this period teachers came to receive slightly

better salaries. In 1840 teachers received less than labourers; in 1849 they received about \$10. a week and board around; in 1855 rural teachers received about £56 a year.<sup>6</sup> With the decline of the custom of boarding around came a more respectable status for teachers. Teachers came to receive their money soon after it was earned. The greatest advance in salaries came between 1855 and 1860 when a slight increase is reported in spite of a decline in the cost of living.<sup>7</sup>

To further secure the teachers, the Department issued a Superannuation Scheme in 1853. It was to aid "worn-out" Common School Teachers. The Legislative appropriation was too small, the pension meagre, and the teacher had to admit pauperhood before he could draw on the fund. It did however, show an increased state responsibility for the welfare of its own public servants.

The period between 1840 and 1860 was marked by a slight salary improvement, the ability of salaries to withstand a general depression, the disappearance of the custom of boarding around, a more specific definition of a teacher's duty and some small effort to protect his rights and safeguard his old age. As a result of these improvements a greater number of native-born turned to teaching.

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6. J.G. Althouse, *ibid.*, p. 80.

7. G. Hodgins, *ibid.*, Volume 9, p. 213-213.

## CHAPTER XIV

### SUMMARY AND CONCLUSION

Having pursued the developments in education within the District of Bathurst to the 1860, the author now purports to summarize these advances and recapitulate briefly certain conclusions already expressed or inferred.

Education began in Upper Canada from the laudable desire of official and other immigrants of the higher classes from Great Britain to educate their sons in the same way as they would have been educated had they remained at home. They succeeded in persuading the government to establish and partially support eight such schools by the Act of 1807. In 1816 provision was made for common schools. Common Schools sprang up quickly; the grammar schools did not however, receive popular support. A foundation had thus been laid for educational progress when the settlers came to the "Settlement on the Rideau," later the District of Bathurst, in 1816.

The account of the early settlement and the conditions under which the immigrants came to Upper Canada reveals their enthusiasm respect and interest for education. The selecting of their teacher, Mr Holliday before coming to Canada shows the emphasis and importance they attached to their children's schooling. Their reluctance to see Mr Holliday removed from

his position revealed their loyalty.

The primitive housing which the Reverend Wm. Bell, Mr Holliday's successor found available for his 18 pupils was in keeping with other developments in the colony. His curriculum was , however, far in advance of that in the great majority of schools of the time. The most of the teachers could seldom go beyond the 3 R's.

The District Grammar School was established in Perth in 1823, under the provincial Act of 1807. A record of attendance at Perth in the year 1823 shows an average of 20 pupils. The Perth school is reported as having a fairly good curriculum in 1838. In 1841 each District was empowered to establish two additional grammar schools and a grant of £100 annually for each school was authorized. In three years, the number of schools doubled, there being twenty-five in 1845.

The early common schools of the Bathurst District are described in Chapter Six. These schools were often kept in one room in a house (often upstairs). After 1840 there is a definite trend toward providing of buildings constructed for the purpose.

The teachers were of a poor quality prior to 1840. Qualifications and training were poor as were personal habits and qualities. Salaries and teaching conditions were too unattractive to secure better common school teachers. A recognition of the problem by public spirited citizens led

to a greater attention to the certificating and examining of teachers which finally ended in the establishing of the first Normal School.

Conditions considered to be typical of those which prevailed in the common schools before 1840 are included in the story of Robert Mason of the Lanark School. A rugged generation required rugged discipline. Fights and corporal punishments were the order of the day. Reading, Spelling, writing and Counting were the principal subjects of the curriculum.

The next important step was the appointment of a Chief Superintendent of Education for Upper Canada. He devoted the greater part of his attention to the common schools. He adopted and adapted many excellent ideas from other countries. He advocated a stronger central control without destroying local interest, initiative and power. The Act of 1846 provided for teacher training at Normal and Model Schools to be established. It also gave to the Municipal District Council the right to levy upon the rateable property of the District a school tax. School sections were to be established. District Superintendents were to be appointed by the Municipal District Council. Local professional men were authorized to visit the schools, question and examine the pupils, advise teachers license teachers and report to the District Superintendent. Ayerson himself apportioned the grant among the districts after

the District had met specific required standards. The acceptance of the Act required time and teaching, but its effects were felt in every District in the province.

The Act of 1841 had provided for the opening of additional Grammar Schools in each District. Consequently, within a few years schools were opened in Smith's Falls, Lanark, Renfrew, and Carleton Place. Expansion was everywhere in progress. The number of grammar schools in the province had increased from 39 in 1849 to 64 in 1853. This multiplication of grammar schools meant that each school would have fewer pupils and teachers.. Schools were set up in small hamlets quite unable to sustain them; as a result many were forced into union with the common school.

A discussion of the powers of the Grammar School Trustees in the District of Bathurst reveals the authority which the central authorities held. Not until the Act of 1853 did the grammar schools become a more local concern; by this Act local authorities were permitted to assess for the support of grammar schools, and trustees came to be appointed by the County Councils, rather than by the Crown.

After permission had been granted for the opening of union schools the trustees of the District of Bathurst appealed to the Perth District Trustees for such a union. A new school known as the Perth Public School was erected in 1852. It was

to accommodate both the County Grammar School and the common schools of the town of Perth.

The constitution of the Union School at Perth was made in conformity with existing educational legislation. It provided for the subsequent establishing of a Separate School in the community. The joint board determined the curriculum, managed the affairs of the school, determined the teachers to be hired and the books and apparatus to be used. Money was to be raised from two sources, the tax on the property and fees from pupils living beyond the corporation. This was the realization of Ayerson's dream for free schools.

During the 50's certain trends are outstandingly noticeable. The first was the determination of the Board of Education to get teachers with a Normal School training. The second was the breaking down of the barriers between the sexes so that girls and boys could be taught in the same classes. This period saw the first regular professional inspection. All of these innovations in education have long since become permanent and indispensable realities.

Chapter Thirteen deals with legislation during the period between 1840 and 1860 which aimed at securing better teachers. The introduction of Normal School training meant that all teachers had to know more in order to teach. The day of the ignorant teacher had gone. Higher qualifications

brought a greater prestige and respect. Teachers Institutes, County Conventions, educational journals, an improved system of inspection, a superannuation plan, and slightly higher salaries all worked together to bring to the schools a better class of teacher which meant improvement and progress.

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This D. Paed. thesis, accepted in 1929, is at the Ontario College of Education library. It provides background material on the progress in teacher status and aided in preparing Chapters Seven and Thirteen.

Bannister, J.A. Early Educational History of the Norfolk County, Toronto, University of Toronto Press, 1926, 194 pages.

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This general history of grammar school development in Ontario was useful as it contained many references to the Bathurst District and the Grammar Schools located in it; the first 75 pages were specially helpful.

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This is a source of general educational information and was used in writing those chapters which dealt with school legislation and progress throughout the province.

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A very interesting account of life in the northern part of Lanark County. It was especially helpful in assimilating the story of Robert Mason.

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This book gives an account of the early history of the Ottawa Valley. It has many interesting anecdotes on early education and the first schools and teachers.

Guillet, L.C., Early Life in Upper Canada, Toronto, The Ontario Publishing Company, Limited, 1933, 782 pages.

This is an excellent reference for social and economic history of the province. It reveals the life of the first pioneers in its moral and intellectual aspects as well as material.

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(No Author), Illustrated Atlas of the Dominion of Canada, (no place, publisher or date), 116 pages.

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(No Author), Lands Records, Local Registry Office, Perth Ontario.

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Numbers 16, 39, 42, 46, 50, 69, 99, 160, 261, 270, 338, 345, 391, 402, 595, 18616, 5217, 15554, 2002, 531--These original letters and reports concerning education in the Bathurst District were referred to extensively throughout the thesis.

Putman, J.H., Egerton Ryerson and Education in Upper Canada, Toronto, Briggs, 1912, 270 pages.

As a general history of education, it helped in the preparation of Chapter 10.

Pringle, J.F., Lunenburg or the Old Eastern District, Cornwall, the Standard Printing House, 1890, 206 pages

This extremely general account served to define the boundaries of the Bathurst District and to follow boundary changes as outlined in Chapter One.

Skeleton, Isobel, A Man Austere; William Bell; Pioneer and Farson, Toronto, The Ryerson Press, 1947, 337 pages.

This book is based on the Journals of William Bell (1780-1857), the first Presbyterian minister in the backwoods of Ontario. These Journals are in the Douglas Library of Queen's University. It provided material for the re-immigration period, the early settlement, his first school, and his later activities with the District School Board.

Smith, J., Perth on the Tay, Ottawa, The Mortimer Co., 1901, 264 pages.

This tale of the transplanted Highlanders, written with much conversational dialect, gives an excellent picture of social conditions in the middle 1800's. The Addenda contains "letters and other matter" from original correspondence and other official documents in the Canadian Archives.

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Weaver, E.P., Story of the Counties of Ontario, Toronto, Bell and Cockburn, 1913, 315 pages.

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Maps.

Brosius, Map of Perth, Perth, Museum, 1874.

This handdrawn bird's eye view of Perth shows location and structure of the early grammar school and Roman Catholic school. It helped in the preparation of the chapter on Early Grammar Schools.

Gray, O.W., Map of the Counties of Lanark and Renfrew, Canada West, Prescott, D.P. Putman, 1863.

This map gives the name of every land owner in both rural and urban parts of Lanark and Renfrew. Many of the inset maps and particularly that of the Town of Perth helped to locate early school buildings and owners and aided in the preparation of the chapter on Early Schools.

(No Author), Original Maps, Toronto, Crown Lands Department.

These maps, showing the early divisions of the eastern part of the province and the changes through which these early boundaries passed, helped in the preparation of that section of Chapter One which explains the geographical background of the District of Bathurst.

Abstract of the Distribution made by the Board of Education of the Government allowance for 63 of the Common Schools in the District of Bathurst. Commencing 1st July 1823 and ending June 30, 1824.

No.	Name		Amount £, S. D.	Townships in which the schools are quartered
1.	Henry Clarke	1st July/23, 30th June/24	10 15 4 <sup>3</sup> / <sub>4</sub> )	Bathurst
2.	Robert Clarke	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
3.	Peter Campbell	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
4.	Edward Hudson	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
5.	Rev. Geo. Buchanan	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	Beckwith
6.	Wm. Leslie	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
7.	Samuel McEachen	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
8.	Benjamin Jett	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
9.	Robert Ormsby	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	Drummond
10.	Helen Buchanan	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
11.	John Robson	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
12.	James Rollo	31st Dec/23	5 7 3 <sup>1</sup> / <sub>4</sub> )	Dalbousie
13.	John Donald	30th June/24	10 15 4 <sup>2</sup> / <sub>4</sub> )	
14.	Wm. Hood	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
15.	John McIntyre	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
16.	Rev. Andrew Glen	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
17.	John Lee	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	Goulburn
18.	Thomas Dodd	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
19.	Matthew Rockwood	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
20.	Robert Mason	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	Lanark
21.	James Aikenhead	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
22.	John Gillow	" "	10 15 4 <sup>2</sup> / <sub>4</sub> )	
	Pd. David Bog Clerk to Bd. of Education		5 11 11	Ramsay
	Allowance to do for Stationery		11 15 11	
	Pd. for a book to do		11 15 11	
	Mr Buell's acct. for printing $\frac{1}{2}$ years report		11 15 11	
	Rev. Mr Gammel do do		11 15 11	
	Pd. Mr Boulton 1% for bringing money from York		11 16 11	
	Pd. do for postage		11 7 6	
	3% on £250		7 10 6	

J. Watson, Treasurer  
District of Bathurst

## APPENDIX 2

## RETURN OF COMMON SCHOOLS IN DISTRICT OF BATHURST, SEPT.17,1831

<u>TEACHER</u>	<u>TOWNSHIP</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
1. Thomas Hall	Bathurst	10	11	21
2. Robert Clarke	Bathurst	13	12	25
3. David Barr	Bathurst	14	11	25
4. Charles Manley	Bathurst	10	13	23
5. John Stewart	Bathurst	14	9	23
6. Alex Alexander	Bathurst	8	12	20
7. John Campbell	Bathurst	11	13	24
8. Michael Petterson	Bathurst	15	9	24
9. Joseph Radford	Drummond	16	6	22
10. John Watt	Drummond	16	10	26
11. Isabella McFarlane	Drummond	15	8	23
12. Peter McDermot	Drummond	9	16	25
13. David McFarlane	Beckwith	11	14	25
14. James Kent	Beckwith	12	13	25
15. Hugh McEwen	Beckwith	20	13	33
16. Thomas Ferguson	Beckwith	14	13	27
17. John Nowlam	Beckwith	12	14	26
18. Hugh McDermot	Beckwith	9	14	23
19. George Hone	Goulbourne	15	14	29
20. John Maxwell	Goulbourne	13	12	25
21. John O'Mara	Goulbourne	16	9	25
22. Wm. Green	Lanark	12	11	23
23. Wm. Peacock	Lanark	10	13	23
24. Wm. Gordon	Lanark	15	10	25
25. Geo. Mitchell	Lanark	16	14	30
26. James Mathie	Lanark	12	9	21
27. John Manley	Lanark	16	9	25
28. James Baird	Lanark	13	13	26
29. Robert Mason	Lanark	17	14	31
30. Wm. Scott	Lanark	14	12	26
31. James Hood	Dalhousie	10	14	24
32. George Easton	Dalhousie	12	14	24
33. John Donald	Dalhousie	9	13	22
34. John Duncan	Dalhousie	12	9	21

## RETURN OF COMMON SCHOOLS

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<u>TEACHER</u>	<u>TOWNSHIP</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
35. Robert Mills	Huntley	17	16	33
36. Joffrey Donohoe	Huntley	14	12	26
37. John McDugold	N.Sherbrookel	17	13	30
38. Geo. Harrower	N.Sherbrookel	14	13	27
39. John Young	Ramsay	15	14	29
40. David Campbell	Ramsay	11	13	24
41. Finlay Sinclair	Ramsay	13	12	25
42. James Maloney	Bytown	12	15	27
43. Margaret Cosgrove	Goulbourne	15	13	28
44. Mark Kerr	Ramsay	14	13	27
45. Alex Pollock	Bathurst	12	11	23
46. Geo. McIntyre	Darling	15	13	28
47. Geo. Stone	Richmond	<u>26</u>	<u>30</u>	<u>56</u>
		636	589	1225

Michael Harris, M.B.E.

APPENDIX 3

REGULATIONS OF BATHURST DISTRICT SCHOOL

1. That the first quarter shall be from 1st July to 1st October. That the 2nd quarter shall be from 1st October to 1st January. That the 3rd quarter shall be from 1st January to 1st April. That the 4th quarter shall be from 1st April to 1st July.

2. That there shall be a vacation from the 24th December to the 2nd January---on Good Friday---and three weeks in Summer commencing 1st July in each year.

3. That the Quarterly fees shall be at the discretion of the Trustees---as follows: For English Reading, Orthography Grammar, Writing, and Geography or any of the other Branches. Quarterly 15s. For Latin, Greek, History and Mathematics with the above, quarterly 20s. For each branch not included in the above list in addition to the fee as above, quarterly 5s.

4. That broken quarters at first entrance shall be paid for only in proportion to the time of attendance at the rates established, but no reduction from the entire fee to be allowed for the first quarter after the summer vacation. No broken quarters to be allowed on leaving the school. No deduction made for absence in sickness unless extending to one-half quarter. There shall be an extra charge for fuel and cleaning school room.

For 2nd and 3rd quarters	2s, 6d.
For 4th quarter	1s, 3d.
For pen and ink	1s, 3d.

5. That the school shall commence at 9 o'clock when the roll shall be called immediately before prayers.

6. That a register of absence be kept by the Headmaster.

7. That the hours of attendance be 5 each day from 9 till 12 and from 2 till 4 P.M. with ~~the~~ exception of Saturday which day shall be a half holiday.

8. That the business of the day be closed with prayer.

9. That quarterly reports regarding the conduct and progress of each pupil be sent to their respective guardians and parents.

10. That a register be kept by the Head Master in which the following particulars shall be entered viz:

1. Name of Pupils
2. Age and Birthplace
3. Address of Parents and Guardians
4. When Admitted
5. Time of Leaving
6. Rank in School on Leaving

11. That each boy on leaving school receive a certificate from the Head Master stating the time during which he was a pupil in the said school, his rank on leaving---with such remarks in his progress as the master may think fit to make.

111111. 4

AN ABSTRACT OF

The History of Education in the District of Bathurst

Maurice Ernest Williams, Thesis (M.A.)  
Ottawa University, 1951.

The primary purpose of this thesis is to investigate the progress of education in the District of Bathurst from the coming of the first settlers to the year 1860, and to reveal the specific improvements accomplished during that time. In this way a keener perspective of and appreciation for our present educational system maybe developed. Original documents in the Public Archives at Ottawa, and the Record Books of the Proceedings of the Board of Education in Perth as well as many secondary sources served to provide the material for the work.

The first chapter reviews the early school legislation which has been put into effect in Upper Canada before the arrival of the earliest settlers in the District of Bathurst. The geographical background and boundaries of the District take up the remainder of the chapter. This first chapter places the topic in its proper historical and geographical setting

The main body of the work deals with both the common and grammar school development within the District of Bathurst. Local schools, masters, rules and regulation, curricula and conditions are not lost sight of in an attempt to reveal the general educational progress within the District and its relation to the broader educational picture throughout the province.

An attempt is made to summarize at the proper points the conditions and progress to 1840 and then again to 1860. The last chapter reviews the developments from the beginning, and draws conclusions. The appendix contains certain school returns and distributions and regulations which are referred to in the thesis proper. An abstract of the history of Education in the District of Bathurst concludes the work.