

# One Room Schools

JPG Grammar School

# SOMERVILLE TOWNSHIP

## LANDOWNERS MAP 1916

### with SCHOOL SECTIONS

LAXTON

Scale in Miles  
0 1 2

**United School Section**  
(Where 1 school served parts of 2 or more adjacent townships)

**School Section Boundary and School**

**County Boundary**

**Township Boundary**

**Arabic and Roman Numerals indicate Lot and Concession numbers respectively**

**Ownership of Adjacent Property**

**Grand Trunk R.R. line and Station**

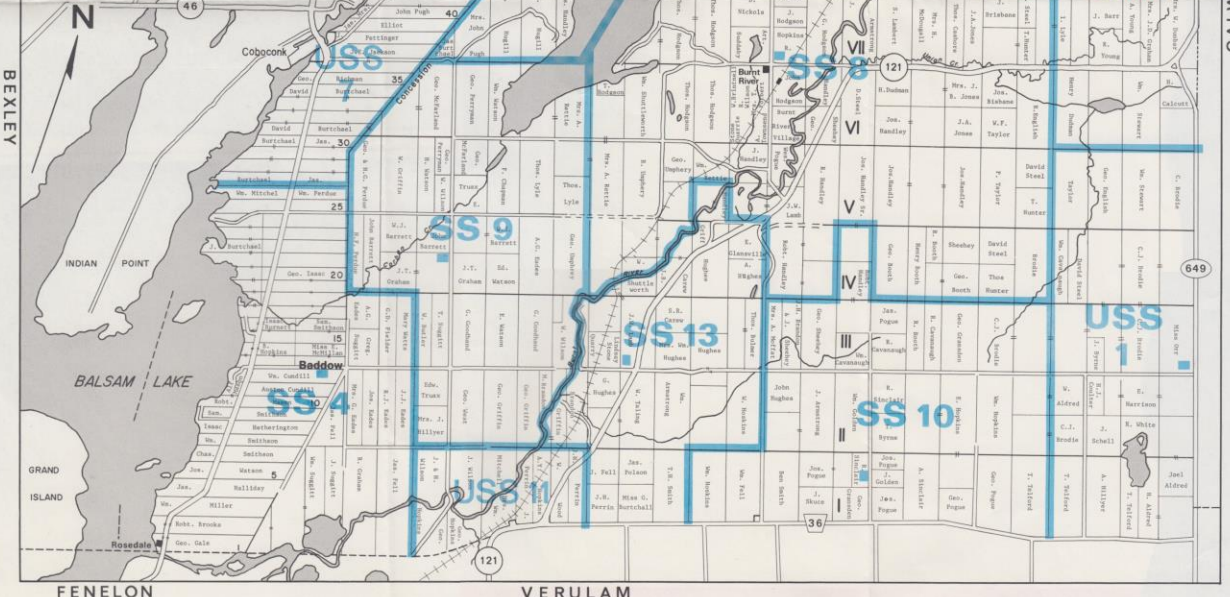
**The present-day road network is superimposed for the purpose of orientation.**

35 503 36  
King's County Secondary highway road road road

Data derived from:  
Ontario Department of Lands and Forests, Division of Surveys and Engineering, map of Somerville Township, County Victoria (Dwg. T-2481) 25.33 (Based on original 1835 Survey of the Township). A Landowners map of Somerville Township, of unknown origin, published in 1816 and now in the possession of E. S. White, Department of Highways of Ontario, map of the North portion of Victoria County (revised 7.68).

# LUTTERWORTH

BEXLEY



GALWAY

Additional copies of map available at a cost of \$1- each.

## The School Section

The key to education in pioneer Ontario was the "school section". This was a geographical expression of the physical boundary in which the students of each school resided. All of Ontario was divided into school sections mostly based on township boundaries. The sections were supposed to be regular in shape, but physical geography and history had other designs.

The ideal school section (circa 1870)

"would be about three concessions wide and nine lots deep with the school house located in the middle. In this section the furthest farm would be about two and a half miles from the schoolhouse. The section would contain 54 farms (of 100 acres each) or 5,400 acres, and would yield an assessment of \$50,000-\$60,000. Each farm would likely have a school tax of about \$5 - \$7 a year. This local levy would finance over 70% of the capital and operating costs for the school, with the remaining funds coming from provincial grants."

But the best laid plans of mice and men oft go astray and it is doubtful if any school section in our area was able to meet these standards. Not every farm was 100 acres; many were larger. The school levy was based on assessment and not every farm was assessed equally. Physical landforms such as swamps, lakes and other land unfit for agriculture also lowered the number of farms in each section. Some lots were not cultivated or remained crown lands. And the number of children in each family could vary wildly from place to place. But the basic principle that no child should walk more than 3 miles to school was the point of the whole system.

School sections were set up by the parents living within the section. A group of parents started the ball rolling by organizing a committee to found a school and then approaching the township council. The parents committee were to organize the school site, plans to build a school house and form a group of trustees. The township council passed a bylaw to make the section legal and agreed to add a school tax on the rate-payers property tax bill. Once the trustees were in place and a building made available (either new construction or an existing structure), a teacher was hired and the school section was up and running.

School sections were numbered by the township, usually the oldest starting with SS #1 and the rest following in chronological order as the sections were formed. Some sections contained too many students and students transferred to a new school section. Other sections suffered declines in student numbers to the point where they were dissolved and the few students transferred to other, neighbouring sections. While school sections were constantly experiencing student population fluxes, the basic sections were usually kept in place despite population variations.

## School Location

The schools were almost always located along an existing roadway to facilitate easy access by the walking students. Since the school houses were also used as community centres, the roadway had to be a major road, kept in good shape and accessible to wheeled traffic such as horse-drawn buggies. A major crossroads was a good spot for the school. The Bobcaygeon Road was the major roadway for townships north of the Kawartha Lakes and was the first major road to penetrate the area. Counting Bobcaygeon Village, 13 school houses were built along the Road between Bobcaygeon and Dorset! And every one of these school sections was a union section with more than 1 township involved!

Clearly access was a key to school location. While many schools were isolated in the countryside, hamlets and villages were prime locations for a school. As the villages grew, it was necessary to replace one room schools with multiple class models. Thus the villages, such as there were in the area, gradually absorbed more students until the 1960s when all rural, one room schools were closed and students bussed to multi room village schools.

The union section, while not part of the township grid plan, was often a necessity. Artificial township lines could not trump more practical issues such as location and access. Somerville Township had 13 school sections, and 7 of them were union sections with neighbouring townships! The expenses of the school were divided up by number of students between the involved townships. The board of trustees was usually selected from the township in which the school house resided. The township clerk in adjoining townships simply handled transactions with union sections.

## School Architecture

Almost all school sections were served by more than one school house during their history. There was actually a historical progression of building types over the years. The first schools were built of log and were meant to be set up in a hurry. The settlers used whatever was at hand, and logs fit the bill. After a few years, the log schoolhouses either deteriorated, were burnt or were overcrowded. Most replacement schools were of frame construction. In the more prosperous parts of the area, these wood frame schools were replaced by well-built and imposing brick buildings. Brick buildings were common by the 1870s in southern Victoria County, but not common in the less-prosperous north as wood frame still ruled. By 1914, almost all schools south of the Kawartha Lakes were brick, but most to the north were frame. Only the principal village schools in the north used expensive brick. It was a sign of affluence and there wasn't as much affluence in the north!

## Interior Decoration

Most one room school houses followed an interior pattern. Access door(s) were in the back. The teacher's desk, usually on a raised platform, was at the front. Student desks were in rows facing the front. Desks varied with the era. Early desks were mere benches. Later ones were wooden and eventually steel frames were used. In the pioneer era, double desks were the most common. In modern times, single were preferred. The "modern" desk had a recessed ink well (ink pens were a much more modern invention).

Each side contained at least two windows, sometimes three or four or even more. Windows at the front were rare because black boards covered that wall. Black boards also could be located along other walls but light from the windows was always more important! Electricity was not common before 1914, and some rural areas were not hooked into the grid until the 1950s! Heating was by wood, and a huge wood stove was placed in the centre of the room for maximum heat coverage on cold days. A long string of stove pipes snaked through the room to a chimney at one end. This design allowed for extra heat to be given off. Sometimes an iron grate surrounded the stove as a protection. An older student was usually paid to go early and light the fire in cold weather. Fire fees could be as low as 25 cents per month! That's a lot of cold morning for a few pennies a day!

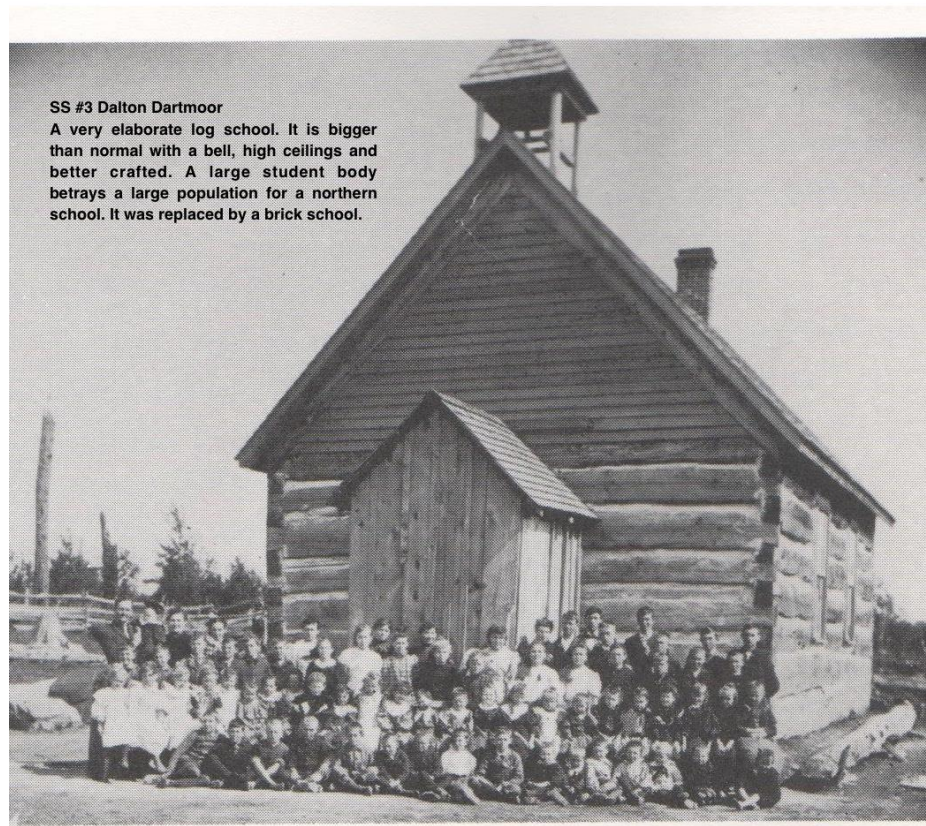
As education progressed, pull-down wall maps were added. The Hersey Chocolate Company got some great advertising by giving out free maps!

## School Architecture — Stage 1

The primitive log school house. These schools were built in a hurry. They were primitive & temporary. They lasted about 5-10 years until a frame or brick house could replace it. Few photos exist of these first log structures. Most were gone by the time cameras were available.



Hollow Lake : Sherborne Township.  
It is doubtful another structure replaced it. More likely the school and the settlers abandoned it!



SS #3 Dalton Dartmoor  
A very elaborate log school. It is bigger than normal with a bell, high ceilings and better crafted. A large student body betrays a large population for a northern school. It was replaced by a brick school.

## School Architecture — Stage 2

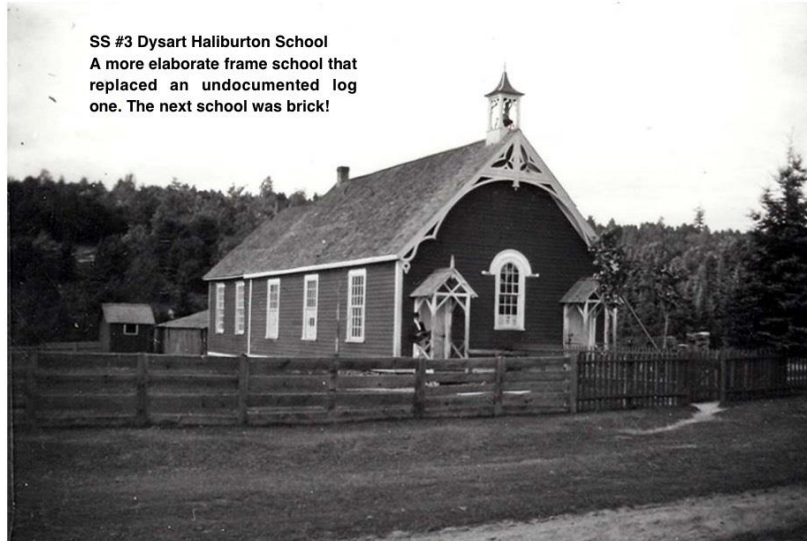
The Frame School. After the log school house served its original duty, the wood frame model replaced it. Sawn lumber was plentiful, handy and cheap. A few more prosperous school sections skipped this phase went directly to brick, but most used the local lumber to go frame.



SS #1 Snowdon Township (Scott's Dam or Pecks School)

A classic frame school that replaced an original log building. This school lasted until amalgamations of the 1960s. The region was too poor to move to brick.

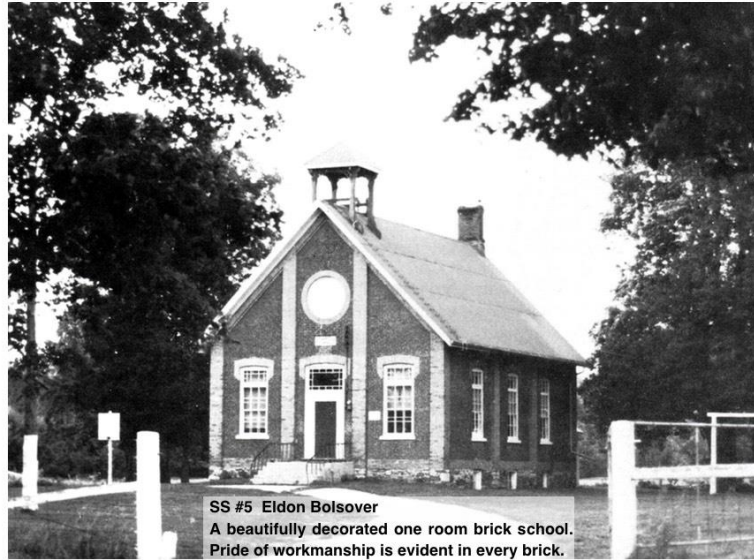
SS #3 Dysart Haliburton School  
A more elaborate frame school that replaced an undocumented log one. The next school was brick!





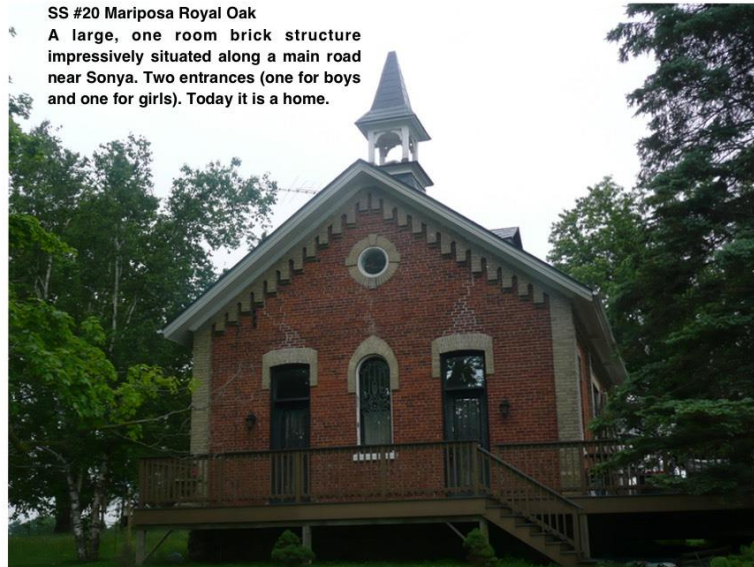
### School Architecture — Stage 3

The Brick School The Final phase in schools was the brick structure. Many (poorer) sections in the back townships never got to this phase. But in the prosperous southern townships and the larger villages, brick represented affluence. They also lasted well, and many still stand today under different usages. The one room, brick school house converted to a private residence can look very impressive today!



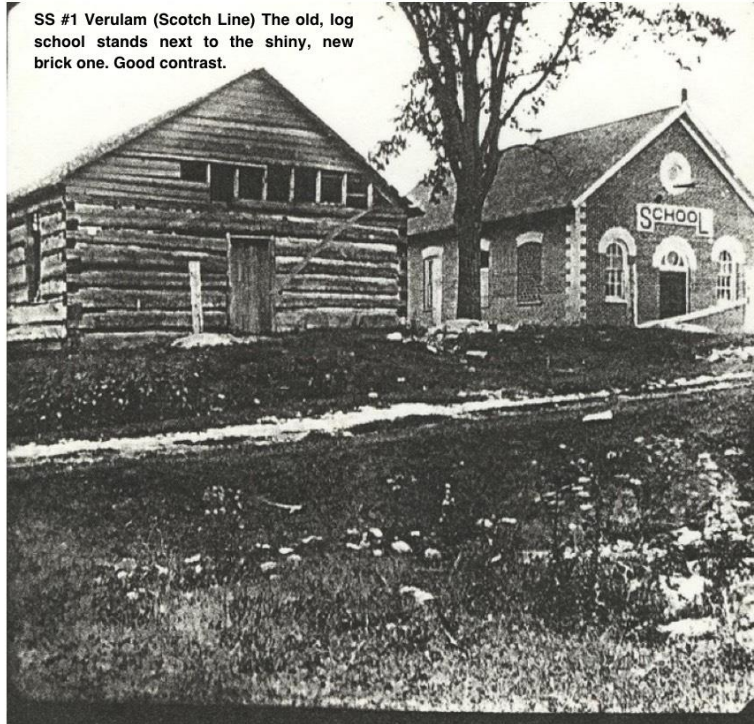
**SS #5 Eldon Bolsover**  
A beautifully decorated one room brick school.  
Pride of workmanship is evident in every brick.

**SS #20 Mariposa Royal Oak**  
A large, one room brick structure  
impressively situated along a main road  
near Sonya. Two entrances (one for boys  
and one for girls). Today it is a home.



## School Architecture — Contrasts

SS #1 Verulam (Scotch Line) The old, log school stands next to the shiny, new brick one. Good contrast.



SS #2 Snowdon Gelert. The last two phases beside one another. (The log one was long gone). Both these schools are also now demolished.



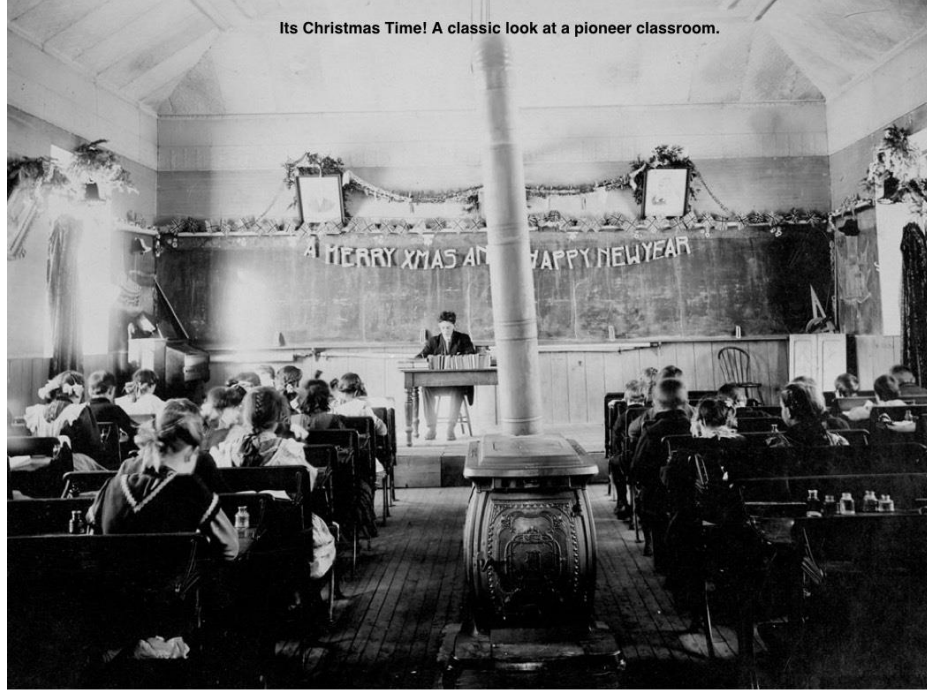


School Classroom circa 1900. The room is decorated for a special event (parent night?) and the image is posed. Does look impressive!



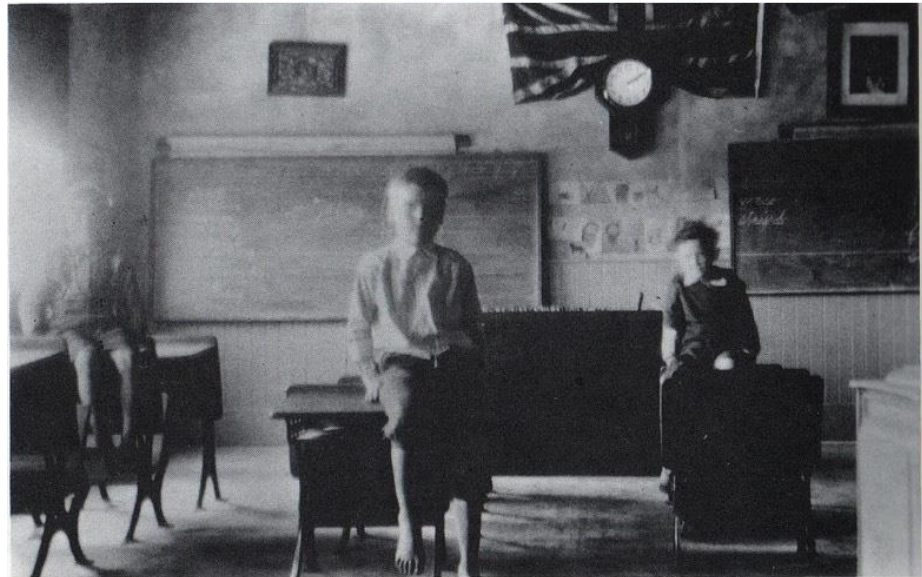
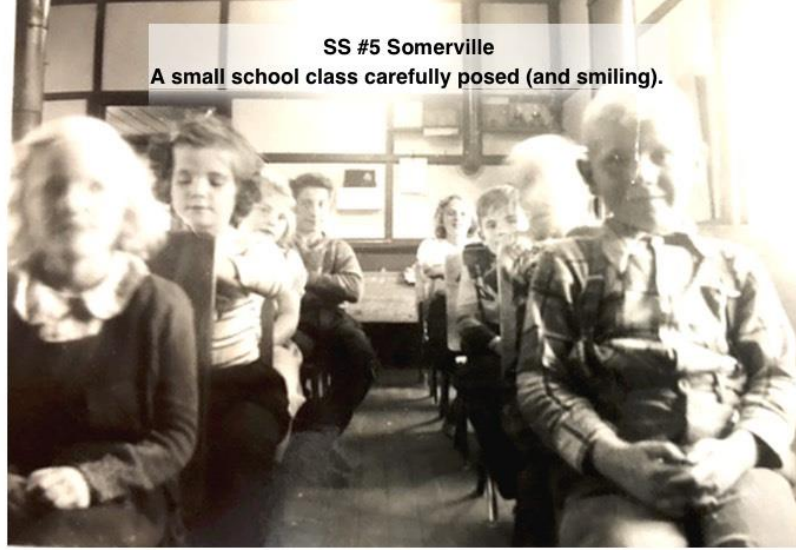
Ops U.S.S. No. 12: The scene is the *Mount Horeb School* in 1946 but it conjures up memories for an entire generation.

Its Christmas Time! A classic look at a pioneer classroom.



A restored school interior.

SS #5 Somerville  
A small school class carefully posed (and smiling).



S.S. No. 4, Sandy Lake.

Three barefoot pupils in the springtime, 1931, inside the two-year old brick school. (*Left to right*) Ivan Irwin, Sherman Stockdale and Clifford Calvert. The furnishings are typical. The two blackboards were newly-installed. The desks are individual and are bolted to the floor. N.B. iron stove (*right*), teacher's desk centre, rolled maps hanging above the blackboards, imperial symbols of Union Jack and King George V and pupil's work on display.

## Trustees

Each school section was run by 3 trustees, originally appointed by the township councils. These trustees were selected for numerous reasons, but community duty was the most common. One trustee from a small, northern school section summed it up best: "You served on the board because it was expected of you. All the parents in the community had to do their bit to keep the school running. We all believed in our community and we had to accept certain responsibilities if we wanted to make things work."

Trustees received no pay, but the secretary-treasurer of the section (appointed by the trustees) was given the princely sum of \$25 per year to keep the financial records of the section. Again, it was not the pay, but the sense of duty that led the secretary to run the affairs of the section. Many secretaries carried on for decades in the post; long after their own children graduated the system.

By the 1920s, consolidation began to creep into the school system. Due to issues such as rural depopulation and the growth of villages, many rural sections were cancelled and the students transferred to village schools. Glamorgan was one of the first townships to close the rural one room schools and bus the students to a new facility in Gooderham. The growth of high school numbers also helped consolidation. With the number of school sections dwindling, the province encouraged the cancellation of the trustee system for each school section. By 1940, the individual school trustee system was replaced by township trustees who operated all township schools. The next step was obvious, and in 1960 the township trustee system was abolished in place of the county system, with trustees elected by township to sit on a county board. Today, the system still has elected school trustees, but they sit on district boards instead and represent large areas. It is a long way from the 3 trustees per school; and also a long way from the community-school spirit of pioneer times!

The board of trustees were charged with the following duties: repairs and maintenance of the school house and facilities, collecting all fees and paying all expenses, equipping the school and students with books and supplies and hiring teachers. The latter was their most important duty, as almost every year they had to engage a new teacher, so great was the turnover! The county board of education provided guidance and inspectors who regularly toured the schools, as well as administering government policy. But it was the trustees who were the guardians of education in the school section.

## Tribute to Trustees



*Members of the School Board, 1904. From left to right they are: Dr.A. Wilson, W.T. Junkin - Sec., L.J. Nebison, F. McDougall - Chairman, Dr. Mason, A. McIntosh, J. L. Arnold.*

**Trustees for Fenelon Falls School board.  
Prominent men making serious decisions for  
the betterment of their community and country.**



Canada Post stamp (1980) honouring an 1880 painting of a generic school board of trustees. Robert Harris was a famous Canadian painter who knew a thing or two about Canadian History. He is better known as the man who painted the famous "Fathers of Confederation" painting.

This stamp was dedicated to the countless thousands of Canadians who volunteered their time and efforts as school trustees. It was a community service job that was approached as a civic duty to make their community a better place and its children better citizens.



## Transportation

In the pioneer era, almost all children walked to school. The school sections were organized so that no student should walk more than 3 miles. But that didn't always work, especially in the less-settled areas of the Ottawa-Huron Tract north of the Kawartha Lakes. It was not uncommon for children to wait until age 8 to start school, the trials of walking to school being too rigorous for the young. Winter was a big issue, the idea of snow plows not universal yet. The snow drifts could pile up into mountains along the roads and the cold kept many students from attending. Attendance was poor on wintry days, and the number of "snow-days" exceeded the current level. Basically, the students attended when they could.

Most photos of the old schools included a driving shed or small stable among the facilities. These were designed for stabling horses. Some of the older students did come by horse. Also, the School houses were used for community events such as concerts, church services, political meetings, celebrations and various community events. Most of the families would arrive by horse-drawn conveyance, and some sheltered spot was necessary for the loyal beasts.

For continuation school students, different arrangements were used. Being teenagers, many parents provided regular transport. Students from remote farms often went to town by buggy/sleigh or even by horseback according to the seasons. The Schroter family travelled by horse-drawn transport 5 miles from above Kinmount to town to attend high school. By the time they reached Kinmount, the sleigh/buggy would be overloaded with fellow students gathered along the way. It was the earliest school bus.

As the 1900s progressed, the demand for higher education combined with falling rural populations led to the consolidation movement. The one room, remote schools were being closed and the students transported to the nearest village. Before the 1940s, this was primarily done by horse power. The first school bus routes in Haliburton County were set up in Glamorgan Township. Three small one-room school houses were closed in 1923, a large consolidated school built in the village of Gooderham, and the township school board contracted 3 "bus routes" to draw students into town. The bus routes used sleighs in the winter and wagons or those new-fangled motor cars in the "dry season". The roads were abysmal, so horses were the most reliable form of transport. Snow plowing only arrived in the 1930s, and then only on the main roads.

The winter sleighs or vans were a unique design. They were basically a wooden shed mounted on a sleigh. Small vans carried 4-6 kids, large vans up to 20 students. Local historian Johnny Hulbig drove school routes for several decades. Here is his description:

*"In September 1946, I took on the job of transporting children from the Rock School (USS #4 Snowdon & Lutterworth a distance of 5 miles to SS #5 Red/Hulbig School). The Rock School closed because of insufficient students, it had perhaps 6 or 7. During my first two years of driving, the Road was not plowed and horses had to be used for transportation in the winter. In summer I used a 1927 Oldsmobile car.*

*"For the winter I made a 5X10 ft cabin mounted on a light set of sleighs. There was a door at the back and one on the left side for the driver. In the front was a window, underneath which was a slot to admit the lines, so I could control the horses. To the right of the driver was a small woodstove made from a five gallon oil drum. A 4 inch tin pipe extended to about a foot above the roof. On either side was a wooden bench where the pupils sat. I am sure if you ever saw this noble vehicle, with the smoke pouring from the stove pipe, you would never forget it. However, it was warm and comfortable on a cold morning.*

*"I drove for 14 years until a new (consolidated) school for all of Lutterworth Township was built on Archer's Flats on Highway 35 south of Minden. By this time we were using a 48 passenger GMC yellow school bus."*

The modern era is the age of the yellow school bus. It is now policy to have new schools located outside of urban areas and all students arrive by school bus. Times have really changed!



Most pioneer children walked to school. Today, only those less than 1 mile have to walk. In rural areas, everyone rides the bus!

Three different types of school buses used by John Hulbig of Lutterworth Township in the 1940s. He finished his school bus driving career in 1960 driving a modern yellow bus.



1927 Oldsmobile

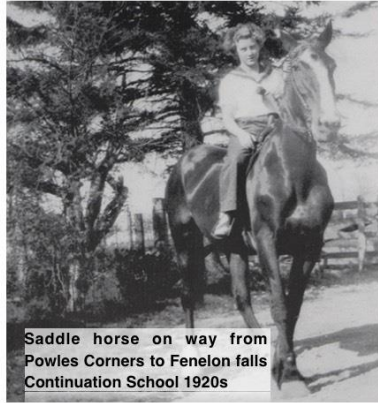


Ford Panel Truck

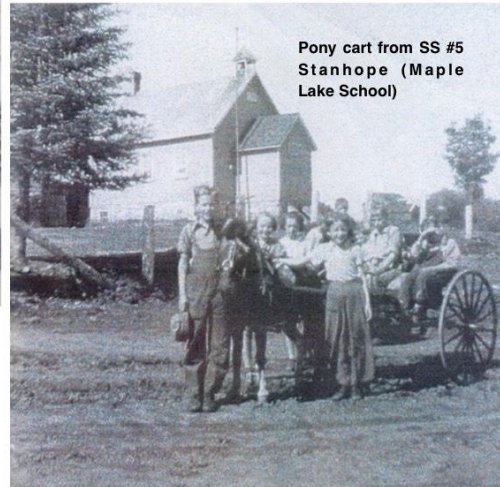
Some children used creative means of transport. Saddle horses were often used by the older kids. Younger kids (or larger families) could also use carts, wagons, buggies or sleighs; depending on weather, etc. Most rural schools had horse barns or sheds for the equine transport.



Fancy school bus  
for winter transport



Saddle horse on way from  
Powles Corners to Fenelon falls  
Continuation School 1920s



Pony cart from SS #5  
Stanhope (Maple  
Lake School)



## Arbour Day

To the early pioneer, trees could be a menace. They were fine in the bush, but not on the farm. Early photos reveal wide open spaces, labouriously cleared by the pioneer farmer. But after 1900, residents began to regret their earlier punishment of the tree canopy, and planting trees became popular; carefully controlled planting that is.

One place where a few trees could be useful was in the school yard. They did provide shade & character. so in the 20th century, Arbour Day was revived as a school "holiday".

The dates varied, but around May 1st was common. It was also a "spring cleaning day" for the one room school. The girls cleaned & spruced up the interior of the school while the boys did the outside yard. Often trees such as maple and oak were planted around the boundary of the school yard. These were desirable varieties and were noted for their longevity. In fact, many of these trees still frame the school yards today, often 100 years later! In some places, the school is gone, but the trees survive!

The Arbour Day celebrations usually had 2 parts: the actual planting/cleaning/work detail in the morning, and a picnic/hike/fun exercise in the afternoon.

Planting trees is a growing trend today. Nurseries dot the area, all supplying saplings for reforestation, on a small scale of course!



Wilberforce: planting trees  
& gardens on Arbour Day

Verulam SS #7 "Boys"  
celebrate after Arbour Day





**Essonville - arbour day activities**



**Verulam SS #7 posing amid the flowers**



**SS #1 Eldon Lorneville. The restored school is still surrounded by maple trees planted in some long-past arbour day.**



**It is said that during Victoria County's first Arbour Day 1043 trees were planted. These students of *Islay School* probably spent the morning cleaning the school grounds before picking flowers on an afternoon hike, a typical Arbour Day recreation.**

OAKWOOD  
**GRAMMAR SCHOOL!**

THE NEXT SESSION OF THIS SCHOOL  
will commence

**On Monday, the 8th Aug., 1884.**

As this is the time for the formation of new classes, all who wish to attend should report themselves immediately to GEORGE YOUNG, Principal, at Oakwood.

Having a son in attendance, and observing his progress in knowledge, I can, in connection with the other Trustees, recommend this school to the patronage of those parents who wish their children to acquire a thorough education.

Pupils prepared for Teachers or the Universities

TERMS - Three Dollars per quarter.

R. F. WHITESIDE. ■

*Chairman Board of School Trustees.*

Oakwood, 11th July, 1885.

255-61

Advertisement in a Lindsay newspaper for students to attend Grammar (high) school in Oakwood 1885. Higher education was optional, and there was a fee attached, in this case \$3 per quarter year. High school students could be forced to pay for schooling in secondary school until 1900.

## School Fairs



School Fair picture — 1926 or 1927.

Boys: Maurice Watson, Cecil Gale, Jim Wilson, Bessie Watson; Girls: Maxine Cundill (centre), Vera Watson, Edna Wilson.



S.S. No. 8. Crescent. 1931.

Harvey School Fair was perhaps the second most important event in the school calendar after the Christmas concert, sponsored by the Ontario Department of Agriculture under the direction of the local Agricultural Representative, such fairs were widespread across the province. Their purpose was to foster independence and children were encouraged to participate by growing or making their own exhibits and by organizing displays. In the afternoon, the parade took place involving all competing schools, in which two lines of pupils marched, each person wearing a shoulder sash and following their school banner. (Left to right) Margaret Weiss (holding banner), Ken Hunt, Helen Smith (Richard), Charlie Brown, Ralph Chase, Elsa Weiss, Hazel Hunt, Clara Nisbett, Anna Brown (Nichols), Dora Weiss, Charlie McIntosh, Glen Allen, Sophia McIntosh, Margaret McIntosh, Christine McIntosh, Verna Allen, Audrey Chase, Marion Chase, Beatrice Brown (McCallum), June Allen and Carmen Chase. (Courtesy Clara Telford).

**EXTRACTS FROM THE PUBLIC HEALTH ACT, R.S.O., 1914**

72.—(1) Whenever a communicable disease exists in any house or household in which there is a person who is a student or pupil in, or a teacher, or other person employed in any capacity in or about a university, college, school or other institution of learning, the household shall, within twelve hours after the time such disease is known to exist, notify the principal, superintendent, head teacher or other person in charge of such institution, and also the medical officer of health, of the existence of such disease, and the person suffering therefrom shall not attend or be employed at such institution until a certificate has been obtained from the medical officer of health that he may safely do so.

(2) Whenever a local board of health, or any of its officers or members, are aware of the existence in any house of any communicable disease, they shall at once notify the principal, superintendent, head teacher or other person in charge of any university, college, school or other institution of learning at which any member of the household is in attendance, either as a student or pupil, or in or about which he is employed as a teacher, or in any other capacity, and none of such last mentioned persons shall after such notice be permitted to attend, or be employed or be in or about such institution, until the certificate mentioned in subsection 1 is obtained and presented.

(3) Whenever a professor, lecturer, instructor or teacher in any such institution of learning has reason to suspect that any other professor, lecturer, instructor or teacher in, or any student or pupil of, or any person employed in or about, such institution, is suffering from a communicable disease, or that there exists in any household of which he is a member any communicable disease, such first mentioned person shall notify the medical officer of health thereof, and shall not permit the attendance of the person suffering from such disease if under his direction or control until the medical officer of health certifies that such attendance may be safely allowed. R.S.O. 1914, c. 248, s. 163. Amended.

(4) No student or pupil having suffered from a communicable disease shall be allowed to attend any such institution of learning within the minimum period prescribed by the regulations. 9 Edw. VII. c. 85, s. 4.

(5) Whenever a communicable disease exists in any boarding school or other institution in which pupils are received for tuition, and boarded or lodged, the head of the institution, or the person in charge thereof, shall immediately isolate the person suffering from such disease and any person in attendance upon him, and, within twelve hours after the disease is known to exist, shall notify the medical officer of health, and shall not permit the person so suffering or any person in attendance upon him to mingle with the other pupils or inmates of the institution until the medical officer of health has certified that he may safely do so. (New.)

**EXTRACTS FROM THE VACCINATION ACT, R.S.O., 1914**

13.—(1) Where it is deemed necessary by the medical officer of health of any municipality owing to the presence or threatened presence of smallpox, he may, with the approval of the local board of health, require certificates of successful vaccination or of insusceptibility on re-vaccination within seven years of all pupils or students of a public, separate, continuation or high school or collegiate institute, and of a college or university, or of any other public or private institution of learning within the municipality, to be presented to the proper authorities of the institution, and no pupil or student refusing to produce such certificate on demand shall be admitted to further attendance in the institution until the certificate is furnished.

**FORM 1**  
(Sections 8 and 11.)

**CERTIFICATE OF VACCINATION**

I, the undersigned, a legally qualified medical practitioner, hereby certify that \_\_\_\_\_, the child of \_\_\_\_\_, of \_\_\_\_\_ Ward, in the city of \_\_\_\_\_ (or as the case may be), has been successfully vaccinated by me.  
Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

R.S.O. 1914, c. 219, Form I.

**FORM 2**  
(Sections 8 and 11.)

**CERTIFICATE OF UNFITNESS FOR VACCINATION**

I, the undersigned, a legally qualified medical practitioner, hereby certify that I am of opinion that \_\_\_\_\_, the child of \_\_\_\_\_, of \_\_\_\_\_ Ward, in the City of \_\_\_\_\_ (or as the case may be), aged \_\_\_\_\_, is not now in a fit and proper state to be successfully vaccinated, and I do hereby postpone the vaccination until the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

R.S.O. 1914, c. 219, Form II.

**FORM 3**  
(Sections 8 and 11.)

**CERTIFICATE OF INSUSCEPTIBILITY TO VACCINE DISEASE**

I, the undersigned, a legally qualified medical practitioner, hereby certify that I am of opinion that \_\_\_\_\_, the child of \_\_\_\_\_, of \_\_\_\_\_ Ward, in the City of \_\_\_\_\_ (or as the case may be), is insusceptible of the vaccine disease.  
Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

R.S.O. 1914, c. 219, Form III.

**EXTRACT FROM QUARANTINE REGULATIONS OF THE PROVINCIAL BOARD OF HEALTH, ONTARIO, 1910**

Table Showing Period of Quarantine and Date of Return to School, according to Section 72 of the Public Health Act

Disease	Quarantine required after last exposure to infection	Earliest date of return to school after attack
Smallpox	14 days.	When all scabs have fallen off.
Chickenpox	14 "	When all scabs have fallen off.
Measles	16 "	3 weeks, if all desquamation and cough have ceased.
Scarlet Fever	10 "	6 weeks, if convalescence is complete, and no desquamation, albuminuria, sore throat, nasal or aural discharges remain.
Diphtheria	12 "	3 weeks, if convalescence is complete, and no sore throat, nasal or aural discharges remain; or if after 12 days two negative swabs with a 12-hour interval are shown to the satisfaction of the M.O.H.
Whooping Cough	14 "	6 weeks after the commencement of the whooping, if the characteristic spasmodic cough and whooping have ceased—earlier if all cough gone.
Rothein — German Measles	16 "	3 weeks.
Mumps	18 "	4 weeks, if all swelling has subsided.
Typhoid Fever		8 weeks, if convalescence is complete.
Rich, Ringworm and other skin diseases		
Ophthalmia Neonatorum		
Trachoma		
Pediculosis		
Impetigo Contagiosa		
		As soon as local affections are cured.

Approved by the Lieutenant-Governor in Council, on the 10th day of August, 1912

**REGULATIONS FOR THE CONTROL OF COMMUNICABLE DISEASES**

Note.—Containers for samples of sputum, culture tubes for diphtheria swabs, and slides for blood samples may be provided free by physicians from their local M.O.H. These will be examined free of charge and prompt report made by the Laboratory of the Provincial Board of Health, Toronto, or by the branches at Kingston and London.

Regulation 1.—The Medical Officer of Health of every municipality where a patient is suffering from scarlet fever, measles, diphtheria, leprosy, smallpox, cholera, bubonic plague, epidemic anterior poliomyelitis, or epidemic cerebrospinal meningitis, shall forbid, by notice posted upon the entrance to premises in plain view of the public, any person going to or leaving such premises without his permission, or the carrying off, or causing to be carried off, any material or article whereby such disease may be conveyed, until after the disease has abated and the premises, dwelling, clothing and other contents have been rendered free from danger by means of such disinfection and cleansing as the Provincial Board of Health may direct, and he shall prescribe the precautions to be taken.

A quarantine card must give the name of the disease and in every way conform to Rule 31 of Schedule B of the Public Health Act, as follows:—

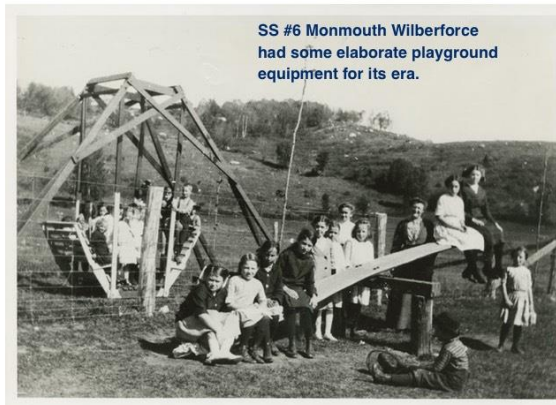
"The Medical Officer of Health, within six hours after he has received notice of the existence in any house of any communicable disease in respect of which it is his duty to do so, shall affix, or cause to be affixed, near the entrance of such house a card at least nine inches wide and twelve inches long, stating that such disease exists in the house, and stating the penalty for removal of such card without the permission of the Medical Officer of Health, and no person shall remove such card without his permission.

Regulation 2.—The Medical Officer of Health may name upon such card the period of quarantine required.

Regulation 3.—Sections 49, 50, 57, 58, 60, 62, 64, 66, 67 and 71, and Rule 31 of Schedule B, of the Public Health Act, shall apply to the following communicable diseases, viz.: Smallpox, scarlet fever, diphtheria, chickenpox, whooping cough, measles, typhoid fever, cholera, bubonic plague, leprosy, epidemic anterior poliomyelitis and epidemic cerebrospinal meningitis; except that, while all of these diseases are required to be kept isolated from the public, whooping cough, chickenpox and typhoid fever need not be placarded.



## Recess and Outdoor Play



SS #6 Monmouth Wilberforce had some elaborate playground equipment for its era.

"Little square dances took place on the flat rock nearby. One boy playing the mouth organ for music and one calling the changes."

"A playtime hazard was the poison ivy which covered so much of the school yard. Several pupils got it regularly each year in June, usually missing some weeks of school and often spending part of the holidays trying to clear up the rash. Some one tried to get rid of it by ploughing the yard, but the stony nature of the yard defied the plough and the poison ivy persisted."

Memories courtesy Florence Coolidge, SS #7 Carden



SS #7 Verulam. Escape!



SS # 8 Irondale Simple toys like sticks were used.

"A summer pastime was to use a board from the woodshed and run it through the rail fence which surrounded our school yard. One or two girls on each side had a teeter-totter. One day one fell off and Margaret Millaley was thrown off the other side, receiving a broken leg.

The teacher applied cold cloths to the leg while the two girls ran to her home to get her father who took her to the Victoria Road Doctor about 5 and a half miles away. Feeling so sorry about the accident, we made many visits to her home while she recovered."

"A daily after school chore for my brother Will and me was to go to our ranch and bring our cows home, to be milked. One day as we rounded up the cows we saw two bear cubs in the thick bushes. A little farther on we saw the mother bear, but we were too frightened to look at her, and were glad she was quite a distance from us. We hurried the cows home and told father what we saw. We accompanied father with the shot gun back to the ranch but the bears had disappeared."



SS #7 Snowdon They made their own fun without props!

## School Photo Day



Cameras were in use by 1860, but were not common until the late 1800s. That's why we have so few images of the old log schools. But they did become very popular after 1900.

The school class photo was a staple of many communities. Most were organized in advance and often the students encouraged to dress up for the occasion.

The common pose was students and teachers standing next to the school, mostly looking confused or apprehensive.

These 2 photos chronicle an average photo shot at an unknown school. The teacher was Miss Irene Molyneaux. The year was 1915.

The teacher was photographed first with the school in the background. The students wait patiently in a knot in the background.

Then it's the entire class in a shot.



## Teacher

### A. Teacher Qualifications

If there is one essential element in any educational system (pioneer or modern), it is the teacher. School does not need a special building, it was often held in homes, community halls or any available structure. It did not need books or fancy learning aids or the internet to be successful. It did not require school buses or gyms to be a school. But it does need a teacher.

The earliest teachers in Ontario (before the 1840s) did not have a license or formal training. There was little organization: the parents simply selected any individual they thought literate. Many of the pre-1850 teachers were recently arrived English upper-class immigrants desperate for a job.

Education in Upper Canada was officially organized in the 1850s thanks to the reforms of Edgerton Ryerson. The government regulated the teaching profession by setting up Normal Schools (teacher's colleges) that granted 1st and 2nd class certificates to teachers. The nearest Normal School was in Peterborough. It also allowed county boards of education to operate Model Schools, which could grant a 3rd class teaching certificate good for 5 years and only recognized in the "local area". (One wonders how closely these regulations were followed?) The Model Schools granted licences after a 14 week course. There were Model Schools in Lindsay and Minden. They provided the largest number of local teachers by far. Normal School graduates rarely taught in rural schools as they were more expensive and could find jobs in urban schools. The Model School graduates were cheaper and much easier to find!

### B. Gender Equality ?

Before 1850, most of the teachers (75%) were men. In the next 50 years, this ratio shifted in favour of women until 75% of teachers were female. In the 19th century, there were not many career opportunities for young women (domestics, clerical and maybe nursing), and teaching was one accepted profession open to young women. Very few men accepted positions in rural schools, and most left as soon as a better (ie higher-paying) job became available. But young women teachers were plentiful, willing and worked more cheaply!

Also, regulations were quite different for female teachers (see list of Teacher Rules). The biggest difference was automatic withdrawal from the profession upon marriage. Few women teachers lasted more than 5 years in the profession. Women teachers were always attractive to single males in the rural communities and many a teacher married and stayed in the community.

### C. Salaries

Teaching in the era before 1940 was not a well-paying job. In 1884, the average male teacher in an elementary school earned \$404. His female counterpart netted \$270! (that's per year!) Most males could make more money in other professions, the females didn't have choices.

Teacher salaries, never substantial at the best of times, varied throughout history. By 1920, the average salary was \$625. By 1930, the average wage had risen to \$1,000 a year. Then the Great Depression hit and by 1935 this wage had been reduced to an average of \$575! It would be 1943 (and war time teacher shortages) when the \$1,000 threshold was regained!

SS #2 Laxton felt the pinch of the Depression and in 1931 proposed lowering their teacher's salary (\$80 per month) by \$10 per month. She resigned and they advertised the position for \$500-\$600 per year. Only one applicant applied and only for the original salary of \$80 per month. Only in 1934 was a teacher found who would work for \$500 per year!

Many high school graduates flooded the teachers colleges during the Depression in a desperate attempt to find some, any, job. This caused a glut of new (cheaper) teachers. SS #4 Lutterworth could now afford to hire male teachers for the first time in 1934 since they were now plentiful (and cheap) and preferred! Male teachers were hired until 1939 when war-time shortages led to a return to female teachers. In fact, the war caused a "relaxation" of the marriage rule, and married teachers were now encouraged to return to teaching.

### D. Hiring (finding) a Teacher

Teachers for each school section were the responsibility of the section trustees. The most common method of recruiting was an advisement in the local paper. Word of mouth, recommendations from local people and canvassing other teachers were also used to collect names. As the average teacher only stayed one or two years, every year was often a scramble to fill the position. Despite the high turnover rate, there were hardly any schools who couldn't find a teacher each year.

Many teachers never stayed the entire year. Some just couldn't handle the students, didn't like the job period, became homesick or got married. Rural schools were often considered "tough" jobs with high burnout rates. Many teachers quit partway through the year, and the trustees were left scrambling to find a replacement. Sometimes the outgoing teacher already had her successor "lined-up" when she tendered her resignation. (Teachers did meet together several times per year).

#### E. Curriculum

In 1846 Edgerton Ryerson was appointed Superintendent of Education for the colony of Upper Canada. This famous educator immediately put education on a more organized format. Some reforms were

- Standard curriculum for schools
- Standard text books
- Normal Schools (teacher's colleges) set up
- 3 levels of teacher certificates: 1st and 2nd levels from Normal Schools, + 3rd level from local model Schools
- Common or Public schools gave free admission to students (no more tuition fees)
- School taxes to be collected from property taxes by municipalities
- County school inspectors mandatory
- Mandatory yearly attendance of 4 months for students between 8 and 14 years old

The curriculum was planned to “secure such an education of youth as to fit them for the ordinary employments and duties of life”. The 4 essential subjects were: reading, writing, arithmetic and “use of the English Language”. A second category included: natural and physical sciences, geography, history, civics and Christian morals. Added later were the subjects of agriculture, bookkeeping and mechanical arts.

There were to be 4 ‘Forms’ or levels of 2 years each. The Forms were primary, junior, intermediate and senior. Each level had a junior & senior level. Thus 8 years were allotted for elementary schooling. From senior (grade 8), entrance exams had to be written to gain access to the next division: continuation school (also called secondary school or high school). Until the 1920s, most students ended their educational careers at Grade 8, or even earlier!

#### F. The Teacher's Duties

For many rural children, the teacher was a good role model. Good public behaviour was a must, and any female teacher who smoked, drank, attended unsuitable parties or otherwise comported herself in less than proper ways (in public or private!) could be dismissed immediately. Dress was important. One Kinmount graduate taught her first school in a remote area near Parry Sound (thanks to family connections and a lack of competition). Hitching a ride to the area from Parry Sound with a teamster, the local man took 15 seconds to look her over, and then told her ‘You won't see Christmas at that school!’ She stuck it out for the school year, but the teamster had a point too! She shocked the children when she appeared the second week in a different dress. The children told her their last teacher wore the same outfit for the whole year!

Since transportation was difficult, the local teacher boarded as close to the school as possible. It was a badge of honour for local families to have the teacher board at their home. Not every household was considered suitable for a teacher. Board ranged from \$5 per week upwards. This was a large part of the teacher's salary. First time teacher Jane Fairfield from Minden Model School started at \$16 per month (\$160 per year) in 1896, board included.

The teacher in rural schools usually stayed most of the year at the workplace. They were allowed to go home at Christmas and Easter. In fact, the Easter vacation was a week long to allow for this travel. Later it was moved in the calendar and called “winter break”. Boarding teachers were expected to attend community functions. Church each Sunday was a must. Joining the choir or playing the organ was encouraged. They were also expected to be at community socials such as dinners, concerts, theatrical plays, all sorts of sports events such as skating parties, etc. Social events also included (district) teachers meetings and informal visits with teachers from surrounding schools (if any!).

FOR

# Engagement of a Public School Teacher

Memorandum of Agreement made this Twelfth day of September, between the Public School Trustees of Section No. 7, in the Township of Galway [or the Public School Board of the City, Town or Village of] Galway, and Israel Molyneux, of Horton Creek the holder of a Distict class Certificate of qualification as a Public School Teacher in Ontario as follows:—

1. The Trustees [or Board of Public School Trustees] hereby employ for their said school such Teacher at a yearly salary of Four hundred dollars, for the term of one year, beginning on the 5th day of September, one thousand nine hundred and sixteen, and ending on the 29th day of June one thousand nine hundred and seventeen, and further agree that they and their successors in office will pay such salary to the said Teacher at least quarterly, and will exercise all powers and perform all duties under the Public Schools Act and Regulations of the Department of Education which may be requisite for making such payment.

2. The Teacher agrees with the said Board of Public School Trustees to teach and conduct the said school during the said term, according to the said Law and Regulations in that behalf.

3. The foregoing is subject to the following conditions: (1) That the Teacher shall continue to be the holder of a legal certificate of qualification as a Public School Teacher in Ontario. (2) That holidays and vacations prescribed by the Laws and Regulations are excepted from the said term. (3) That the days on which the Teacher has attended the meetings of the Teachers' Associations or Institutes, as certified by the Inspector or Chairman thereof, shall be allowed h.w. as if she had actually taught in the said School; and, (4) That in case of sickness, as certified to in accordance with the provisions of the Statutes she shall be entitled to receive h.w. salary without reduction, for such period as may be authorized under the Statute in that behalf.

4. The Trustees (or School Board) and the teacher may, at their option, respectively, terminate this engagement by giving notice in writing to the other of them at least one calendar months previously, and so as to terminate on the last day of a calendar month.

5. This agreement shall also be construed to continue in force from year to year, unless and until it is terminated by the notice hereinbefore prescribed.

As witness the Corporate Seal of the said Trustees (or School Board) and the hand and seal of the Teacher, on the day and year first above-mentioned.

Signed and Sealed in the presence of

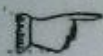
..... Salon Ford .....  
 ..... William Seacock .....  
 ..... Sidney S. Switzer .....  
 ..... Israel Molyneux ..... Teacher.



[Corporate Seal.]

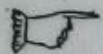
[Seal.]

# RULES FOR TEACHERS



## DUTIES

- \* Wash windows & clean classroom with soap and water once a week.
- \* Check outhouses daily. (*Plenty of old catalogues are available at School Board office.*)



## APPAREL

*(Forbidden Wear in Public at All Times)*

- \* WOMEN: (1) A bathing costume  
(2) Bloomers for cycling  
(3) Skirts slit to expose ankles  
(4) Bustle extension over 10 inches
- \* MEN : (1) Detachable collar & neck tie removed from shirt.  
(2) Shirt sleeves unlinked & rolled.  
(3) Hair closely cropped (*unless bald or have disease of the scalp*)



## CONDUCT

*(Cause for Immediate Dismissal)*

- \* Smoking of cigarettes, use of spirits, frequenting of pool or public dance halls.
- \* Marriage or other unseemly behaviour by women teachers.
- \* Joining of any Feminist Movement, such as the *Suffragettes.*

*J. C. W. Jones*

Superintendent - Sept 15 1886

# 1915 Rules for Teachers

1. You will not marry during the term of your contract.
2. You are not to keep company with men.
3. You must be home between the hours of 8 p.m. and 6 a.m. unless attending a school function.
4. You may not loiter downtown in ice cream stores.
5. You may not travel beyond the city limits unless you have the permission of the chairman of the board.
6. You may not ride in a carriage or automobile with any man unless he is your father or brother.
7. You may not smoke cigarettes.
8. You may not dress in bright colors.
9. You may under no circumstances dye your hair.
10. You must wear at least two petticoats.
11. Your dresses must not be any shorter than two inches above the ankle.
12. To keep the school room neat and clean, you must: sweep the floor at least once daily, scrub the floor at least once a week with hot, soapy water; clean the blackboards at least once a day, and start the fire at 7 a.m. so the room will be warm by 8 a.m.

# 2015 Rules for Teachers

1. You will, if you are lucky, marry another teacher so that you can have the summer off together.
2. You are not to keep company with your family from the end of August through the beginning of June.
3. You must be lesson planning or grading papers between the hours of 8 pm and midnight unless attending a school function.
4. You may not loiter near the copy machine as we need to keep paper costs down.
5. You may not travel to the bathroom for the majority of the school day.
6. You may not ride in an automobile that does not have a trunk full of teaching materials.
7. You will need to smoke, drink, or be prescribed anti-depressants to make it through the day.
8. You may dress in jeans if you pay us.
9. You will lose most of your hair within the first 10 years of employment...if you make it that long.
10. You must bring at least two lunches in case someone steals your first one out of the staff lounge fridge.
11. Your fuse must be long.
12. To keep the school room neat and clean you must harness students to their desks and not allow them to touch ANYTHING.



# Student Rules, 1860

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1. Boys and girls shall file into classroom in separate lines and be seated quietly on opposite sides of the room.
2. Boys shall remove their caps when entering.
3. Children must sit up straight at all times.
4. Children must not squirm, fidget or whine.
5. Children must be clean and tidy in clothing.
6. There will be a daily inspection of neck, ears and fingernails prior to class to ensure cleanliness of person.
7. Young ladies must never show a bare ankle; girls' and boys' clothing should cover arms and legs completely.

## Punishments

Five minutes tardy in the morning = 1 hour after school.

Double assignments if homework is not done.

Nothing shall be dipped into ink wells except pens.

Children who are caught writing with their left hand = 1 ruler rap on the knuckles.

Do not speak unless spoken to by the teacher. Talking in class = 1 whack with a rod.

Nothing shall be thrown in class. Such behavior = 5 whacks with a rod.

Chewing of tobacco or spitting = 7 whacks with a rod.

Speaking immoral language = Suspension.

Carving on desks or defacing school property = Expulsion.

Fighting, lying, or cheating = Expulsion.

*Only Well Mannered Children May Attend School.*

*Remember: Education Is A Privilege.*

## Christmas Concerts



One room schools hosted several public events over the course of the year. Perhaps the most famous was the Christmas Concert. Usually it was held a few days before Christmas, and all the students participated. It consisted of songs, readings, skits, and of course, a visit from Santa Claus. The performances were age appropriate and the expectations (for the students) low. For the teacher, expectations were another matter. It was an unwritten rule that teachers were graded on the quality of the Christmas Concert. A good concert often earned an invitation to come back next year. An unsatisfactory concert, and the teacher may be dismissed the next year. What was good and bad, I will leave to the imagination.



One more item: photos of Christmas Concerts are very rare. It was after dark, and lighting was often poor.