

REPORT

OF THE

Historiographer of the Education  
Department

OF THE

Province of Ontario for the Year 1908

WHAT WE OWE TO THE UNITED EMPIRE LOYALISTS IN THE  
MATTER OF EDUCATION—DISTINGUISHED PIONEER  
TEACHERS—REMINISCENCES OF THOSE WHO  
FOLLOWED THESE PIONEERS IN  
LATER YEARS.

by J. G. Higgins

(BEING APPENDIX M. TO THE REPORT OF THE MINISTER OF EDUCATION  
FOR THE YEAR 1908.)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO :

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WHAT WE OWE TO THE UNITED EMPIRE LOYALISTS IN THE MATTER OF  
EDUCATION. — DISTINGUISHED PIONEER TEACHERS. — REMINISCENCES OF  
THOSE WHO FOLLOWED THESE PIONEERS IN LATER YEARS.

TO THE HONOURABLE R. A. PYNE, M.D., LL.D.,

*Minister of Education.*

In the continuation of my Report of last year, I devote this Report to what the United Empire Loyalists did for Education in Upper Canada, and who were the distinguished Pioneer Teachers in the Early days of Upper Canada, etcetera.

The United Empire Loyalists, who settled in what is now the older parts of the Dominion of Canada in 1783, brought with them their zeal for Education and their sentiments of genuine loyalty to the British Crown.

The early British Colonials, who settled New England and the Atlantic States, were not long in establishing Elementary Schools and Superior Institutions of Learning. Of these latter Institutions they had established no less than nine Universities and Colleges before the American Revolution, videlicet:—

1. Harvard in Massachusetts, in 1638.
2. William and Mary, Virginia, in 1693.
3. Yale, Connecticut, in 1700.
4. Nassau Hall, now Princeton, New Jersey, in 1748.
5. King's (now Columbia), New York, in 1754.
6. Brown, Rhode Island, in 1765.
7. Dartmouth, New Hampshire, in 1770.
8. Queen's, now Rutgers, New Jersey, in 1771.
9. Hampden-Sidney, Virginia, in 1775.

Those of the Loyalists who came to this part\* of Canada settled chiefly along the north shore of the Upper St. Lawrence and the corresponding margin of Lakes Ontario and Erie. They also brought with them from the Colonies their Educational traditions and their devotion to the Flag of the Empire. Those of them who had settled along the Bay of Quinte, (to whom a public Monument was afterwards erected), united in framing a Memorial to Governor-General, Lord Dorchester, (Sir Guy Carleton) in which, lamenting the educational privations which they had endured since their settlement in Upper Canada, they prayed the Governor to establish a "Seminary of Learning" at Frontenac, (Kingston). "To this representation the Reverend Doctor Strachan states that Lord Dorchester paid immediate attention, and gave directions to the Surveyor-General to set apart eligible portions of Land for the future support of Schools in all the new Settlements there."

\*The United Empire Loyalists and the soldiers, who were disbanded at the conclusion of the Revolutionary war of 1776-1784, sought a home in New Brunswick, Nova Scotia and Upper Canada. Those of them who settled in Nova Scotia, true to their New England Educational instincts, rallied their forces and established a Collegiate School at a place called Piziquid, afterwards named Windsor, in 1788, and, in 1790, organized a higher Institution, which became noted as King's College. To the active and enterprising U. E. Loyalist Women of New Brunswick, a Monument was erected some years ago. The Mother of the noted group of the Ryerson Brothers,—George, John, Egerton and Edwy,—was one of these distinguished Women. Many others of the Loyalists from these Provinces also settled in Upper Canada.

Animated by the same spirit that possessed the early Colonists of New England, the United Empire Loyalists as they settled in Upper Canada, established Schools of a superior class in the chief centres of their Settlements,—such as Kingston, Cornwall, Bath, York, St. Catharines, and afterwards at Newburgh. In 1806, a Grammar School was established by Act of the Upper Canada Parliament in every District, and ultimately (in 1816) the Common School, fashioned by the U. E. Loyalists on the New England pattern, was put into operation in the settled Townships of the Province.

In 1785, the Reverend Doctor George Okill Stuart opened a select Classical School at Kingston; and a Mr. Donovan taught the Garrison School there. In 1786, Mr. J. Clarke taught a School in Fredericksburg, and Mr. Smith one in Ernesttown. In 1789, Mr. Lyons kept School in Adolphustown. In the same year, Deacon Traves, a Baptist, opened one at Port Rowan. In 1792, the Reverend Robert Addison, an Episcopalian, took charge of a School at Newark, (Niagara), then the Seat of Government. In 1794, the Reverend John Burns, a Presbyterian, (Father of the late Judge Burns,) opened a School at the same place; and, 1796, Mr. Richard Cockerel, taught an Evening School at Newark. Shortly afterwards he transferred his School to the Reverend Mr. Arthur, and removed to Ancaster, where he opened another School. A notice in the *York Gazette* in 1796 stated that, "as Schools were now in operation, ignorance would no longer be tolerated." In 1797, Mr. James Blayney opened a School at Niagara. In 1798, Mr. William Cooper taught a Select School in George Street, little York, (Toronto).

In July, 1799, the following notice in regard to the qualifications of Teachers appeared in the official *Upper Canada Gazette*:

"No Person will be countenanced, or permitted by the Government to teach School in any part of the Province unless he shall have passed an examination before the School Commissioner, and receive a Certificate from under his hand, specifying that he is adequate to the important task of a Tutor.

The following is a brief summary of the Schools which were opened in Upper Canada at the beginning of the Century: In 1800, the afterwards distinguished Mr. John Strachan, then just out from Scotland, opened a Private School at Kingston and in 1804, one at Cornwall. In 1802, Mr. and Mrs. Tyler taught a School near Niagara; and in the same year, Doctor W. W. Baldwin, (Father of the late Honourable Robert Baldwin), opened a Classical School at York, and, in 1803, the first School in Prince Edward District was opened at "High Shore," Sophiasburgh; another at "Grassy Point," was taught by Mr. John James. The Reverend William Wright, (Presbyterian), kept the first School at Myers' Creek, (Belleville), in 1805. He was there followed by Mr. Leslie.

In 1804, Mr. John Strachan, having been ordained, removed to the Mission of Cornwall, where, at the request of the Parents of his former Pupils at Kingston, he opened a Private School, as already intimated.

For several years this School was one of special note in Upper Canada; and, in it, and, in his more noted School at York, were educated many of those Gentlemen who afterwards filled some of the most important positions in the Province. Subsequently Mr. Strachan's School at Cornwall was constituted the Grammar School of the Eastern District. In 1806, a temporary Act was passed by the Legislature, and made permanent in 1808, establishing a Classical and Mathematical School in each of the eight Districts into which Upper Canada was then divided. In the same year, (1806), at the suggestion of the Reverend Doctor Strachan, an Act was passed, granting £400 for the purchase of Apparatus for illustrating the principles of Natural Philosophy, which were to be placed in the hands of a person employed in

the instruction of youth. In 1807, an appropriation of £800 a year for four years was made to provide for the Salaries of Masters in the Grammar Schools to be maintained in each of the Districts into which Upper Canada was then divided. These Masters were to be engaged by Trustees appointed by the Lieutenant-Governor, and the Governor's sanction, was also necessary for the Teacher's appointment. There is still, I understand, in existence the Letter, dated, April 16th, 1807, signed by Governor Gore, appointing the Reverend George Okill Stuart, D.D., Archdeacon of Kingston, to be first Head Master of the Home District Grammar School at York, (Toronto).

Mr. Barnabas Bidwell, (Father of the late Honourable Marshall Spring Bidwell), kept a good Latin School at Bath, on the Bay of Quinte, in 1811. In 1813, he removed to Kingston, where he taught for twenty years, until he died in 1833.

In 1812, The Reverend Doctor Strachan, was appointed Rector of York, and succeeded to Reverend George Okill Stuart as Head Master of what afterwards became the Home District Grammar School.

In 1813, the Reverend John Langhorn, (a Church of England Missionary at Ernestown and Bath, from 1787 to 1812, and the Teacher of a School), made a present of his Library to the Inhabitants of the Bay of Quinte District. In 1814, the Reverend Robert Baldwyn was appointed Grammar Schoolmaster at Cornwall, vice the Reverend John Bethune, afterwards Dean of Montreal, resigned.

In 1820, the "Central School at York" was opened under the Master-ship of Mr. Joseph Spragge, Father of the late Chief Justice Spragge. Lieutenant-Governor and Lady Sarah Maitland took a special interest in the success of this School.

The Reverend Doctor Strachan resigned the Headmastership of the York District Grammar School on the 1st of July, 1823. He was succeeded by Mr. Samuel Armour, M.A., a Graduate of Glasgow University, who afterwards became a Clergyman of the English Church, and officiated many years in the Township of Cavan.

The Reverend Thomas Phillips, D.D., an accomplished Scholar, came out from England in 1825 to take charge of the Central School at York, and remained in the position of its Headmaster, much honoured and beloved by his Pupils, until, in 1829, when he was transferred to Upper Canada College which was then established, chiefly by the exertions of the Governor, Sir John Colborne. The work of the College began in the old District Grammar School Building. Classes were opened in the new Buildings erected in another part of the City for the College in 1831, and the Grammar School was closed. On the active remonstrance of the Citizens living in the eastern part of Toronto, the School was reopened and secured to the City, Mr. Charles N. B. Cosens being appointed Headmaster in 1836, and succeeded by Mr. Marcus C. Crombie in 1838.

Of the Grammar Schools, which were established in the early days of Upper Canada, the Chief Superintendent of Education, in his Annual Report for 1874 states, that the one at Kingston is the oldest, having been established in 1792, Cornwall in 1806, Brockville in 1818, Niagara in 1828 and St. Catharines also in 1828.

Of the Pioneer Teachers, who taught School in the early days of Upper Canada, to whom I have already referred, the most noted were:—

The Reverend Doctor George Okill Stuart, who opened a Classical School at Kingston in 1785; and, in 1803, became the Headmaster, as intimated, of the District Grammar School at York.

The Reverend Robert Addison, who taught School at Niagara in 1792.

The Reverend John Burns, Father of the Honourable Judge Burns, who taught School in Niagara in 1794.

Doctor William Warren Baldwin, Father of the Honourable Robert Baldwin, who opened a Classical School at York in 1802, 3 and issued the following notice of it in December, 1802:

"Understanding that some of the Gentlemen of this Town have expressed much anxiety for the establishment of a Classical School, Doctor Baldwin begs leave to inform them and the Public that he intends on Monday, the third of January next, to open a School, in which he will instruct twelve Boys in Reading, Writing, the Classics and Arithmetic."

"The terms are for each Boy eight Guineas per annum, to be paid quarterly. One Guinea extra as entrance Fee, and one cord of Wood to be supplied by each Boy on the opening of the School."

The Reverend Doctor Strachan, as already noted, opened a Private School at Kingston in 1800, and at Cornwall in 1804. He afterwards succeeded The Reverend Doctor George Okill Stuart, in 1812, as Master of the Home District Grammar School at York, known then as the "Blue School," from the slate-blue colour in which it was painted.

Mr. Barnabas Bidwell, Father of the Honourable Marshall Spring Bidwell, Speaker of the House of Assembly, kept an excellent Classical School at Bath, and afterwards at Kingston in 1813.

No less noted was the Reverend George Ryerson, a Teacher of the London District School, in which he was assisted, as Usher by his distinguished Brother Egerton.

Of these noted men the most celebrated among them as a Teacher, par excellence, and one who discharged its more important duties *con amore*, was unquestionably the Reverend Doctor Strachan. His record is as follows:—

Doctor Strachan was born in 1778, of poor but respectable Parents in the City of Aberdeen, in North Britain. Having availed himself of the advantages afforded him by the University of King's College in his native Town, to obtain a beginning of a classical and mathematical education, (which he improved, as circumstances required, in after years), and taken his Master's Degree, he removed to the University of St. Andrews, where he formed the friendship of some of those who afterwards became eminent men in his native land.

At the early age of eighteen he became a Candidate for the Mastership of the Endowed School at Kettle in Fifeshire; and, although he had a large number of competitors, he was declared the successful Candidate. When the Trustees of the School beheld the youthful aspirant to the office of teacher, they demurred, and said that he was hardly old enough to manage a School of 127 Boys, many of them older than himself. However, the Trustees, finding themselves obliged to give him, at least, a trial, he entered at that early age, upon the duties of Schoolmaster. He had no difficulty in maintaining the best of discipline in the School—so early in life were his wonderful powers of controlling and personally influencing individuals developed.

At this juncture, an offer to take charge of a proposed University in Upper Canada,—which had been made to his friend, Mr. Chalmers, (afterwards the celebrated Reverend Doctor Chalmers,) and others, and declined by them,—was made to him and accepted. Mr. Strachan left his native country, for Canada, in the month of August, 1799: on his arrival at Kingston, however, instead of finding the Chair in the University ready for him, as he expected, he found that the Lieutenant-Governor of the Province, General Simcoe, had left the Country, without making any provision for his proposed University. He had no option but to engage as a Tutor in the



family of the Honourable Richard Cartwright, one of the Gentlemen who, at the Lieutenant-Governor's suggestion, had induced Mr. Strachan to come out to Upper Canada to establish a University. Thus did the late Bishop Strachan begin in this humble way the great work of Education, which he carried on for more than a quarter of a century in Upper Canada, and which conferred on this Country such unspeakable blessings.

At Kingston, Mr. Strachan, found in the person of the Clergyman of the Town, the Reverend George Okill Stuart, a gentleman well calculated to be of service to a man of his mind and character.

At Doctor Stuart's suggestion, and under his guidance, he prepared himself for Orders, and was, in May, 1803, ordained Deacon, and placed in charge of the small Village of Cornwall. He was here induced to resume his School, at the solicitation of the Parents of those Boys who had been in his School at Kingston, and of others, both in Lower and Upper Canada, who were desirous of placing their sons under a Master so practical, wise and successful, as he had proved himself to be. Thus he commenced the School at Cornwall, which afterwards became celebrated, and at which, and at York, were educated by him many of the first men that Canada has produced, and of whom she may well be proud, such men as the late Sir J. B. Robinson, Judge Maclean, Sir J. B. Macaulay, Sir Allan MacNab, Judge Jones, the Bethunes, Sir James Stuart, and his brother, Andrew Stuart, besides many others who have reflected credit on our Country.

Having on one occasion attracted the attention of that noble soldier and able Lieutenant-Governor of Upper Canada, Sir Isaac Brock, Doctor Strachan was induced by him to resign the Mission of Cornwall and the School there, and, as Archdeacon, to take charge of York; then the Seat of Government for Upper Canada, on the resignation of the late Archdeacon Stuart. On assuming charge of the School at York, he issued the following Notice:—

"The Subscriber, having been nominated Teacher of the School of the Home District, informs the Public that his Seminary is now open for reception of Pupils. The rates of Tuition appointed by the Trustees are in Halifax currency. Common Education, £5 per annum; Classical Education, £8 per annum. Anxious to extend the advantages of his School, the Subscriber will even abate somewhat of the above Rates to the poorer inhabitants, provided they keep their children neat and clean, and supply them with proper Books. N.B.—Scholars from other Districts are charged £10 per annum."

"York, October 10th 1812."

"JOHN STRACHAN."

Doctor Stuart, who preceded Doctor Strachan, at York, was an exceedingly able man, full of ready wit, great tact, and Practical common sense. He had seen a good deal of the hard realities of life; for, having been a Missionary to the Iroquois Indians, on the Mohawk River, in the Province of New York, at the time of the breaking out of the Revolutionary War, and being warmly attached to the British Crown, as a noted U. E. Loyalist, he had accompanied his Indians in many of their conflicts with the Colonial Rebels; and finally when that Rebellion had become a Revolution, he accompanied his Indians and some of his white neighbours, the British Colonial Royalists, then known as United Empire Loyalists, to Upper Canada; and whilst his faithful Indians settled on the Mohawk Reservation, on the Bay of Quinte, (not far from Kingston), and some along the Grand River, he and his white companions, the U. E. Loyalists, settled at what is now the City of Kingston, then called by the French Catarqui.

As to Doctor Strachan's practical mode of dealing with his Pupils, the Reverend Doctor Henry Scadding, in his sketch of Doctor Strachan, "The first Bishop of Toronto," stated that:—

"The system pursued in Doctor Strachan's School at Cornwall and afterwards at York, exhibited features that would have gratified the more advanced Educationists of the present day. In that system the practical and the useful were by no means sacrificed to the ornamental and theoretical, or the merely conventional. Things were regarded as well as words . . . In regard to Things,—the science of Common Objects—we doubt if, in the most complete of our modern Schools, there was ever awakened among Pupils a greater interest, or intelligence in relation to such matters. Doctor Strachan's manner of study in these subjects was this: each Lad was required to prepare a set of questions to be put by himself to his fellows in the Class. If a reply was not forthcoming, and the information (or reply) furnished by the questioner was judged correct, the latter 'went up' and took the place of the other in the class. This process, besides being instructive and stimulating to the Pupils, possessed the advantage of being, as too often proved, highly amusing and diverting to the Teacher."

Doctor Strachan thus refers to his early efforts as a Teacher. He said: "I was induced to turn my thoughts to the discovery of a sure, and, at the same time, expeditious method of teaching Arithmetic.\* This object I accomplished with a much greater degree of success than I dared to promise myself. I divided my Pupils into separate Classes according to their progress. The Pupils in each class had one, or more, sums to produce every day, neatly wrought out upon their Slates,—the work was carefully examined by myself, after which I blotted it out, and the Sums were again wrought by the Pupil under my eye. The one whom I happened to pitch upon first was asked to give, with an audible voice, the Rules and reasons for every step in the process, and, as he proceeded, the rest of the Class silently worked along with him, figure by figure, but ready to correct him if he blundered, so that they might get his place. As soon as this Pupil had finished, the work was again blotted out and another Pupil was called upon to work out the question aloud, as before, while the rest of the class again proceeded along with him in silence, and so on, around the whole class. By this method the principles of the lesson were fixed in the mind; and he must have been a very dull Boy indeed who did not understand every question thoroughly before he left it.

The Right Reverend Bishop Fuller, in referring to the Reverend Doctor Strachan as a Teacher, said that:—"He had a remarkable talent for interesting Boys in their work, and, by taking a deep interest in it himself, he led then on to do the same. He was very original in many of his plans for promoting the good of his School. Among others, was one of making the Boys question one another on certain parts of their Lessons. This made them quick at seizing on the leading points of the Lesson, ready at shaping questions, and deeply interested in the questions and answers. Doctor Strachan also took as deep an interest in them as did the Boys, and thus their plan of questions and answers, while it was in its personal character of great service to the Boys, it tended strongly to bind Master and Scholars together."

The Right Reverend Doctor Fuller thus further refers to a special characteristic of Bishop Strachan in dealing with his Pupils:—

"The Bishop had a great faculty for not only attaching his Scholars to him personally, but also for inducing them to apply themselves assiduously to their Studies. He told me that he made it a rule during the time he kept

\*In 1908, Doctor Strachan prepared and published a Text-Book on Arithmetic. Its Title Page was as follows: "A Concise Introduction to Practical Arithmetic for the use of Schools." 214 pages. See page 45 of the First Volume of the Documentary History of Education in Upper Canada.

School to watch closely each new Boy, and at the end of a fortnight, to note down in a Book, in each case, his estimate of the Boys who had passed through his hands," and deal with them accordingly.

Of the second group of men, who may be ranked among the noted pioneer Teachers of Upper Canada are the following:—James, (afterwards the County Judge), Mitchell, of the London District Grammar School; the Reverend Thomas Creen of the Niagara District School, (afterwards Church of England Rector there); the Reverend William Macaulay, (afterwards Rector of Picton) of the Newcastle District School; the Reverend Rossington Elms of the Home, and afterwards of the Johnstown, District Grammar School; the Reverend Samuel Armour of the Old Blue School, York, (afterwards Rector of Cavan), Father of Chief Justice Armour, who was previously Master of a School at Peterborough, which had been established by the local Government for the benefit of the children of Irish Emigrants which had been sent to Canada by the Imperial Commission of Emigration; the Reverend Thomas Phillips of the Royal Grammar School and Upper Canada College, York; the Reverend James Padfield of the Royal Grammar School, York, and afterwards of the Johnstown, District School, (and Rector of Burford); Mr. John Law and Mr. Stephen Randal of the Gore District School; Doctor John Whitelaw of the Midland, and, afterwards of the Niagara, District School; the Reverend John Bethune, (afterwards Dean of Montreal); also the Reverend A. N. Bethune, his younger Brother, (afterward the Second Bishop of Toronto), who came to York, in 1819, as Assistant Teacher of the Home District Grammar School. Other well known Teachers were the Reverend Charles Mathews, Charles Dade, W. Boulton and Mr. John Kent, (afterwards Editor of *The Church Newspaper*); and the Reverend Hugh Urquhart of the Eastern District School, (where the Honourable John Sanfield Macdonald was educated). There were other Masters of more, or less, excellence to whom I have referred in various pages of the Documentary History of Education in Upper Canada.

Some of the first Masters of Upper Canada College were noted in their day as able Teachers. One of the most celebrated of them was the afterwards distinguished President of Toronto University. (the Reverend Doctor John McCaul). The Reverend Doctor Henry Scadding was also well known as an able Teacher in Upper Canada College and a Literary man.\*

Although I have not named the Reverend Doctor Egerton Ryerson among the noted pioneer Teachers of Upper Canada, as Usher, however, to his Brother George in the London District School, he did his work well, and as after President of Victoria University, he proved himself, as stated by the Reverend Doctor Ormiston, his distinguished Pupil in that Institution, a most able and efficient Instructor of the Students in his Classes at Victoria in the early forties. As a classmate of Doctor Ormiston and Nelles, I also can bear personal testimony to the fact that he inspired the young men whom he taught with zeal for learning and a desire to excell which produced good fruit in after days. Of his own difficulty in acquiring an Education he has left an interesting record, which I have embodied in the "Story of My Life," and in other Sketches of him. In referring to his career as an Usher, and afterwards as a Master of the London District School, he said:—

\*The Reverend Doctor Scadding, who was for many years noted as the local historian of Toronto, was, during the incumbency of Lord Stanley, as Governor of Canada, presented with a Portrait of himself by the York Pioneers, (of which he was President). *The Globe Newspaper*, in referring to the services of Doctor Scadding, on this occasion, said: "To him the City is indebted for the rescue of its history. An energy akin to genius enabled him particularly to link incidents in an historic chain that unites the Toronto of the present to the Indian Wigwams and wooden houses of its infancy and youth."

"During the two years that I was thus Teacher and Student, advancing as best I could in Classical Studies, I took great delight in 'Locke on the Human Understanding,' Paley's 'Moral and Political Philosophy,' and 'Blackstone's Commentaries,'—especially the Sections of the latter on the 'Privileges of the Crown,' the 'Rights of the Subject' and the 'Province of Parliament.'"

It was the practical knowledge thus gained on these important subjects, which enabled Doctor Ryerson, in after years, so ably and so successfully to discuss with Lord Sydenham and later Governors, questions affecting Systems of Government and Administration, and also to discuss in the public press, important questions of civil polity and constitutional Government.

#### REMINISCENCES OF SUPERANNUATED SCHOOL TEACHERS.

One of the most interesting features of the Documentary History of Education in Upper Canada has been the Chapters in several of the preceding Volumes containing "Reminiscences" of the old Common School Teachers of the Province.

Soon after the first publication of this History, I was anxious to obtain from these old Pioneer Teachers, sketches in their own language, of the times and of the character of the education given in the old log School Houses, and in the Schools of a higher grade, by the self-made, and, generally, self-educated Teacher of the pioneer days of Upper Canada. With this object in view, I addressed a Circular to the Superannuated School Teachers in the Province. The response was most gratifying, and I have been enabled to devote a Chapter in several of the preceding Volumes of this History to the graphic sketches of the "school days" of long ago written by these laborious old Teachers.

Having come to Canada in 1833, when I was twelve years of age, I can not recall a single case of an organized Common School in the part of the old District of Gore, where I resided. Education was, in those days, except in the case of the District (Grammar) Schools,—largely confined to the fire-side, to the small Private School in special centres of population, and, (of the kind), to the few Sunday Schools of those times. Even in these Elementary Schools, the peripatetic School Masters were either old Soldiers, or some American newcomer with a smattering of knowledge.

Indeed, so low was the estimate entertained by some people of the qualifications required of School Masters in those days, and of the character of education given by them in the country Schools, that, so late as in 1846, when our Normal School was projected, the Council of the Gore District, (County of Wentworth), memorialized the Provincial Legislature against the establishment of a Normal School, as "altogether unsuited to a Country like Upper Canada" and an unnecessary expense to the Country, and added:\*

"Your Memorialists do not hope to provide qualified Teachers by any other means in the present circumstances of the Country, than by securing, as heretofore, the services of those whose personal disabilities, from age, render this mode of obtaining a livelihood the only one suited to their decaying energies, or by employing such of the newly-arrived Emigrants, as are qualified for Common School Teachers, year by year as they come amongst us."

\* The text of this remarkable anti-Normal School Memorial of the Gore District Council to the Legislature is printed in *extenso* on pages 114-116 of the Seventh Volume of the Documentary History of Education in Upper Canada.

Many of the better class of local Schools, which were established in some of the Villages, were, however, taught by Scotch "Dominies" who had come to Canada as emigrants. One of this class of Teachers I have referred to on page 125 of the Second Volume of the Documentary History, who taught the Village School at Galt, where I resided, in 1836-38, by the name of Mr. John Gouinlock, the Author, at a later date, of a very good Arithmetic.

There were also some very noted superior Schools established in various parts of the Province in the early days. In Volume One of this Documentary History, I have given, from various publications, and from old newspapers, as already noted, interesting detailed sketches of these Schools, particularly the famous School of Doctor Strachan, at Cornwall, and afterwards the one founded at York, (Toronto) by the Reverend Doctor George Okill Stuart, and made the more celebrated as being taught by the Reverend Doctor Strachan in the old Blue School House, (on the Site of the present Public Library, Toronto).

The other more important Schools in Upper Canada, as pointed out, were the Ernesttown Academy at Bath, established in 1811 and taught by the Father of the Honourable Marshall Spring Bidwell, (who was afterwards Speaker of the House of Assembly). The Grantham Academy, at St. Catharines, was established in 1827, two years before Sir John Colborne projected Upper Canada College, and nine years before the foundation of the Upper Canada Academy at Cobourg.

Of the many other noted Teachers "In the olden times," to which I have referred in the First Volume of the Documentary History, I may here mention the names of Doctor William Warren Baldwin, the Father of the Honourable Robert Baldwin, the Reverend George Ryerson, (who had for the Usher of the School his Brother Egerton), James Mitchell, (afterwards Judge) and John Law, besides many others, whose names are enumerated on page 229 of the Second Volume of the History.

I might here mention the "Central School" of York, established in 1820, by Lieutenant-Governor Sir Perigrine Maitland, as a "National Church of England School," which was conducted on the principles of the "Madras," or "Bell and Lancaster," system of teaching.

In 1815, the Midland District School Society was formed, with a view to promote the Lancastrian System of School Teaching, then in operation in England. It remained in operation for several years.

No effort was made by the Legislature to provide for the establishment of Elementary Schools in Upper Canada until 1816,—nine years after a Law had been passed by the Legislature for the establishment and maintenance of a Grammar School in each District of the Province. One Hundred pounds, (£100,) was granted to each of these Schools, but only twenty-five pounds, (£25,) to each of the Common Elementary Schools. A General Board of Education, chiefly for financial purposes, was appointed in 1823, and subsequently District Boards of Education. The General Board ceased in 1836

For the copy of the "First Report" of this School, see pages 177-178 of the First Volume of the Documentary History

#### THE OLD LOG SCHOOL HOUSE OF LONG AGO AND ITS ASSOCIATIONS.

At a Meeting of Pioneer Teachers, held in Toronto in 1887, one of the oldest of these Teachers gave the following graphic description of the Old Log School House of his early days:—

Very distinctly the vision of such a School of the old type, although at a date much less than fifty years ago, rises before me as memory carries me back to the little Canadian hamlet, in which my boyhood was passed.

The desks, so far as any were provided in the School Room, consisted of a wide shelf, fixed at a pretty sharp angle against the wall, and extending all around the room, with an intermission only at the narrow space occupied by the Door. This primitive arrangement was sometimes supplemented with a long, flat Table composed of three or four loose planks in the rough, supported by wooden Benches, or "Horses" placed transversely beneath. The Seats were of planks, or slabs, likewise unsmoothed, constructed by driving rudely hewn legs into holes bored with a large auger, at a suitable angle, in the lower surface of the plank, or slab. These legs often projected an inch or so above the surface of the Seat. So that the Occupant was in much greater danger of being pinned fast than of slipping off. Perhaps it was better so, for in view of the great height usually given them, the fall, for a small child would most surely have proved a serious one. . . . It was certainly a strange and cruel infatuation which constrained our Grandfathers to think that the proper position for a Boy or Girl at School was upon a narrow perch, without back, or arm support of any kind, and with the feet dangling some six or eight inches above the Floor.

What a picture did the wooden Desks and walls of those old-time School Houses present, worn smooth with use, variegated with the ink, and carved with the jack-knives of the Boys. What burlesque, too, upon every intelligent idea of education were the processes carried on in them. From nine o'clock to twelve, and from one till four, six long hours, as marked by the Sun's shadow on the rude Dial marked out on the windowsill, did the work go on.

As the day wore away the School Room resounded with the loud hum of a score or two of Boys and Girls, all "studying aloud" with a most distracting din of voices.

This din, in the case of perhaps a majority would be modulated without the slightest relation to the contents of the printed page, while the thoughts of the ostentatiously industrious pupil would be busy with some projected game, or trick, for the coming recess. And yet how often would the School Master's eye gleam with pride and pleasure when he had, by dint of persuasion, or threat, succeeded in getting every Boy and Girl engaged in this monotonous chant.

Then the recitation! what a scene of confusion it often caused. Perhaps it was the column of Spellings. A few, fitted by nature with memories adapted for that kind of work, would make their way in triumph to the head of the long semicircular class. But woe be to the dullards and the dunces, under a regime whose penalty for missing a word would be, very likely, two or three strokes on the tingling fingers, or aching palm, with the pitiless hardwood ferule, this process being occasionally varied, as some noisy, or idling, youngster was called up from the back seat to be visited with a still sterner chastisement for some trifling misdemeanor.

Although such harsh disciplinarians were too often to be found among the School Teachers of the early days in Upper Canada, yet there were frequently also to be found others whose cheery and pleasant nature brought sunshine and happiness into the School of which he was Master.

As a significant comment upon the moral effects of the regime of the former class of Schoolmasters, the Speaker added that one of his most vivid memories of the mental status produced by the school training of that class of Schoolmaster referred to, was that of an intense longing of many of the Boys for the day when they should be large enough to repay that old Schoolmaster in his own coin. That day came. The flagellated Boy transformed into a tolerably lusty youth, would at length find himself face to face with his quondam Tormentor. But his long cherished wrath speedily gave place to pity

for the decrepit, friendless and lonely old bachelor, whose days were drawing to a close, with no loving hand of wife, or daughter, to minister to his feebleness.

Rude and unfinished and uncomfortable, as "The Old School House" often was, yet it was also often sure to bring up to many an "old Boy" tender memories, which would be recalled in after years in words somewhat like those in poetic form, as follows:

In Memory's Wall hangs a Picture  
Of a School House old and bare,  
It hangs with a beautiful gilding  
And I love to see it there;  
It stood on a bleak Country corner,  
But Boyhood's heart was warm  
It glowed in the Sunlight of Summer,  
'Twas cheerful in Winter and Storm.

The Teacher, O well I remember,  
My heart has long kept him there;  
Perhaps by the world he's forgotten,  
His memory no touch can efface.  
He met us with smiles on the threshold,  
And in that rude temple of art,  
He left, with the skill of a workman,  
His touch on the mind and the heart.

Oh! gay were the sports of the noontide,  
When winter winds frolicked with snow;  
We laughed at the freaks of the storm-king,  
And shouted him on all aglow.  
We flashed at his beautiful sculpture,  
Regardless of all its array;  
We plunged in the feathery snow-drifts,  
And sported the winter away.

We sat on the old-fashioned benches,  
Beguiled with our pencil and slate;  
We thought of the opening future,  
And dreamed of our manhood's estate.  
I cast a fond glance o'er the meadow,  
The hills just behind it I see;  
Away in the charm of the distance,  
Old School House! a blessing on thee!

J. GEORGE HODGINS,  
Historiographer.

TORONTO, 29th December, 1908.