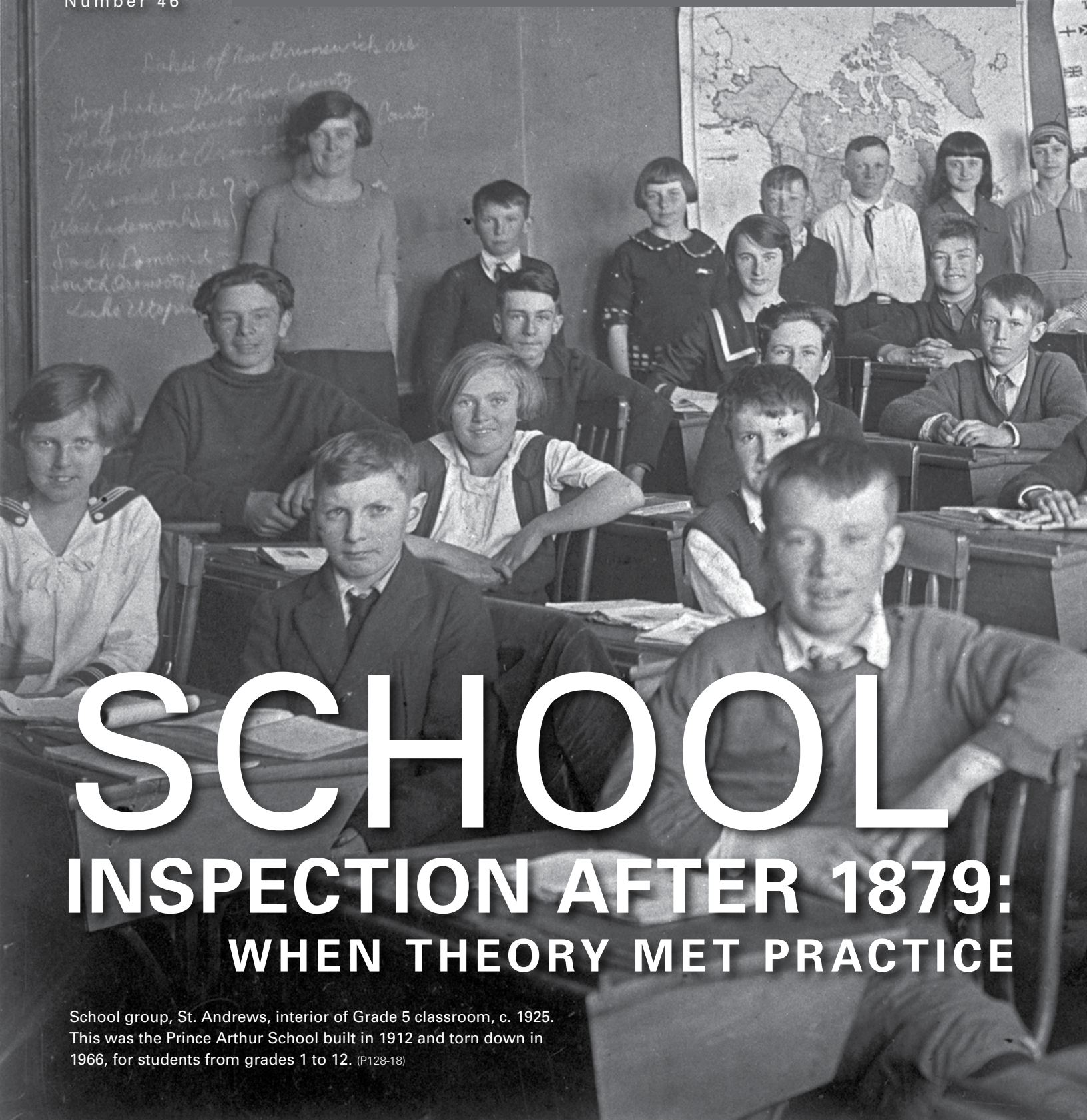




Silhouettes

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The Associates of the Provincial Archives of New Brunswick



SCHOOL

INSPECTION AFTER 1879: WHEN THEORY MET PRACTICE

School group, St. Andrews, interior of Grade 5 classroom, c. 1925.
This was the Prince Arthur School built in 1912 and torn down in
1966, for students from grades 1 to 12. (P128-18)

Silhouettes

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P.O. Box 6000
Fredericton, New Brunswick E3B 5H1
Phone: (506) 453-2122
Email: archivesNB@gnb.ca
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SCHOOL INSPECTION AFTER 1879

The records of New Brunswick's Board of Education (RS113) provide valuable insight into the development of the province's system of education. Included in this series are monthly reports submitted by the school inspectors who travelled the province, visiting all the schools in all the districts, evaluating conditions in the schools and the work of the teachers. Some of their early reports include social commentary and are written in a type of prose that is rarely (if ever) penned today.

Legislation to establish inspection of government funded schools was first passed in 1844. James Brown, Sylvester Earl, and John Gregory were appointed as inspectors, and produced a general report which was read in the Legislative Assembly in February of 1845. Among other things, their report recommended the establishment of a Board of Education, which was accomplished in 1847. The Act of 1852 called for the appointment of a school inspector for each county, but they were employed only on a part-time basis and were paid by the visit. In 1858 their numbers were reduced to four, full-time, salaried inspectors, but parishes were not yet required to support their schools financially, and as W.S. McNutt noted, "...the apathy of the public in the parishes drove inspectors almost to despair." (*New Brunswick: A History*, p. 365)

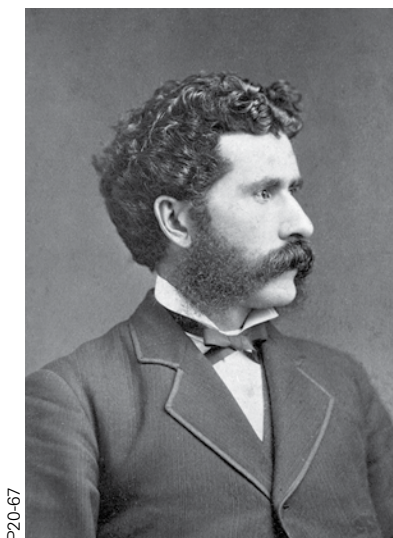
The passage of the contentious *Common Schools Act of 1871* has been a major topic for researchers, but how did the school system actually fare as a result of it? It established "free" tax-supported, non-sectarian schools, with a complete and graded course of instruction, based on standard texts. Among other things, the Act abolished the county inspection system and led to the hiring of eight full time school inspectors (seven were new to the job) who reported to the (also new) Chief Superintendent of Education. (This was Theodore Rand, who had implemented similar legislation in Nova Scotia.) These inspectors were hired for seven years to familiarize teachers and trustees with the workings of the new Act while the course of instruction was being designed and administrative details were ironed out. One of the first tasks was to divide the province into districts of no more than fifty pupils, ages 5-16, in areas of no more than four square miles, to ensure that no child should have to walk more than two miles to school. The full requirements of the 1871 Act did not come into force until late in 1879, when all but one of the inspectors was replaced. The new hires ostensibly had higher qualifications than their predecessors. Their responsibilities were much the same, but they were able to appoint trustees in districts where none had been elected, and to decide which "poor"



Teachers' meeting in Chatham. Dr. Philip Cox, an inspector of schools in northern New Brunswick from 1879-1884, is seated at centre with his legs crossed.

schools could receive special funding. They were also to rank the performance of the teacher on a scale of 1 to 3, with this designation tied to the bonus a teacher received.

The inspectors' first reports reveal the challenges faced during the implementation of the 1871 Act. While many researchers have used the annual reports on schools submitted to the House of Assembly, the early monthly reports present a more unvarnished version of what was actually happening in the province's schools. Regular monthly reports exist from December of 1879, and this particular series of records (RS113/7) runs until 1953, in seventy-four volumes.



Valentin Landry, the first school inspector of Acadian descent.

In 1879 the school inspectors were, for the most part, well-educated and somewhat experienced former teachers. Several of them went on to achieve a great deal, and not only in the field of education:

– Philip Cox (1847-1939) was responsible for Restigouche and Northumberland Counties, and part of Gloucester. He had a BA from the University of New Brunswick (UNB) and had been principal of the Maugerville Grammar School. He left the position of school inspector after 1884. He went on to become the principal of Harkins Academy (Newcastle) and held the same position at Saint John Grammar School in 1892. He was apparently often in conflict with the school authorities in Fredericton. He had a serious interest in natural history and travelled extensively around the province, observing and collecting specimens. He published a number of articles and was awarded a BSc (1890) and later a PhD by UNB. He was superintendent of all Chatham schools before becoming a Professor of Natural Sciences and Geology at UNB (1907-1929).

– Valentin Augustus Landry (1844-1919) inspected schools in most of Gloucester County, the whole of Kent, and the Parish of Shediac. He was the first

school inspector of Acadian descent. Born in Pokemouche, he was educated in N.B. and attended Normal School in Truro. He and his wife (Mary Lavinia Beckwith) were both teachers. For a short time he taught at the Fredericton Normal School before serving as a school inspector from 1879-1885. He then turned to journalism and was the proprietor of several newspapers, notably *L'Evangeline*. He relinquished ownership and the post of editor in 1910 but the paper lived on until 1982.

– George Smith (1845-1903) oversaw most of Westmorland County and the whole of Albert. Born in Norton, he earned a BA from Mount Allison University in 1874. He taught for several years at the Academy there, and in other schools. He was a school inspector from 1879 until his death in 1903. He and his family relocated several times over the years, living in Elgin, Petitcodiac, Moncton, Shediac, and finally Sackville.

– David P. Wetmore (1836-1893) served part of Kings County and the whole of Queens. It is unclear whether he had teaching experience, but he did have political connections through his wife. He was known for being one of the first farmers in New Brunswick to cultivate strawberries on a large scale. His obituaries noted that he was active in the church, society, social work, temperance, the Agricultural Society, and the Masonic Lodge, and one stated he was "...in every sense of the word a practical agriculturalist".

– William P. Dole (1825-1910) inspected the City and County of Saint John and part of Kings County. He had an MA from UNB and was a Saint John lawyer who also taught at Saint John High School. In 1870 he and two others started a private school in Saint John. He was a charter member of the Loyalist Society and an active member of the N.B. Historical Society. He received an Honorary LLD from UNB in 1900, and was known as a classical scholar, author, and poet.

– Ingram B. Oakes (1848-1948) was responsible for most of Charlotte County and all of Sunbury. With an MA from Acadia University, he taught in Nova Scotia and later moved to Northumberland County, where he served as principal of the Chatham Grammar School (1876-1879). He remained an inspector for nine years, and then returned to N.S. to become the principal of Horton Academy and later a civil servant.

– Eldon Mullin (1849-1903) served York County and part of Carleton County. Born in Queens County, he taught there and later obtained a BA and an MA from UNB. He joined the staff of the Normal School in 1881 and served as its principal, 1883-1902. He resigned to become the Principal of Praetoria Normal School in South Africa. His family joined him there, but he died of typhoid fever within a few months of his arrival.

– William Grant Gaunce (1850-1935) inspected the remainder of Carleton County, and Victoria and Madawaska Counties. He graduated with a BA from UNB in 1873, winning the Douglas Gold Medal that year. He taught, served on Fredericton's City Council, worked as a school inspector (at least until 1883) and then became a travelling agent for an insurance company. In 1889 the *Fredericton Evening Capital* reported that he had left town for Washington Territory having "...cleared out to escape the vengeance of his creditors". He was followed by his wife and two children, and they settled, at least for a time, in Centralia, where he worked in real estate and insurance. He died in Saanich, B.C.

The work of the school inspectors could be arduous. At the beginning of each year they submitted their visitation schedule to Superintendent Rand. Inspector Cox hoped to visit 162 schools over 131 teaching days from December 8, 1879 to October 26, 1880 (the summer break that year was from June 23 to August 21). Some schools required no immediate visitation as they were "...not in working order". This included districts 10-13 in Nelson, "...where the schools lie far back in the southern part of the parish on [the ICR]...Men are generally in the woods in winter. Will visit them in early summer when they will likely be at home." Cox supported the idea of fixing the dates of summer vacation by law, as otherwise it was impossible for the inspectors to make their rounds efficiently.

While D.P. Wetmore praised the new course of instruction, he lamented his work load before even setting out on his first tour of inspection. He stated "I shall do everything in my power to make the plans a success, but I find I have so many districts..." that he would not be able to spend a full day at each school, as he had planned. He had 231 districts and 13 graded schools to inspect, for a total of 244, with only 224 school days, 20 of which would be gone before he

could even begin. With four days taken up with Agricultural Institutes; four more for the Educational Institute; and probably ten days lost to bad weather, accidents, and sickness, he would have no time for office work. He calculated that half the districts would need to be visited at the rate of two per day. This would present "...no opportunity to examine the schools as carefully as I would wish, nor to confer with the trustees." He expected that the other inspectors might be in the same situation and suggested that another inspectorate might be set up, or at the very least, the Board might hire the former inspector to assist him with forty to fifty districts. If all else failed he would try to arrange to visit the smaller schools at the rate of two each day, possibly starting at eight in the morning and finishing at five in the afternoon, if the teachers would cooperate, and travelling from one school to the next during the noon hour, stating "...it would oblige me to do without dinner but I suppose I would get used to that."

In December, Inspector Cox (whose reports are lengthy, if not verbose) visited twelve districts in the Parishes of Blackville and Blissfield, among the poorest of the county, and in five of them the schools were not operating. He hoped for better results "...in more favoured localities..." As to scholarship, he reported that the schools that were actually running were "...in a very fair condition...", some in an excellent state, and the teachers were earnest and enthusiastic.

Inspector Landry took a more cut and dried approach to his report. A school-by-school run down, in roughly eight lines, covered the issues of classification and management (1st, 2nd, or 3rd rank or rate) and included a summary of the condition of the school house, and its furniture (maps, seats, blackboard, outhouse, and playground). Similarly, George Smith used a table format to summarize the results of his inspections.

The inspectors had a variety of issues to deal with, especially in the rural schools, as the towns and villages had a more stable population and found it easier to attract, support, and keep teachers. The experiences of all the inspectors were similar.

In his February 1880 report, Inspector Oakes noted that he had visited Beaver Harbour where two schools had been burned, apparently by two groups of feuding trustees.

Conflict between neighbouring districts was common, particularly because in some cases their respective schools were quite close together. The population in many rural communities was not large enough to support a school, thus there was competition for students and for teachers. Inspectors were called upon to mediate between boards of trustees and even between members of the same board. In his February 1880 report, Inspector Oakes noted that he had visited Beaver Harbour where two schools had been burned, apparently by two groups of feuding trustees. He met with both groups and "...effected the purchase of a new site between the two old ones."

The trustees agreed to put \$400 toward a new school, but they were already in debt for the two destroyed. Gaunce encountered a similar case in Bath, where the ratepayers wanted a school but the trustees refused, as it had already burned three times.

The inspectors say little about the work of the local trustees. The Act stated that three trustees were to be elected at a public meeting in each district. They were

responsible for raising (by poll tax and assessment) the necessary funds for a school building, equipment, and teacher's salary. The hope was that making education a "local" responsibility would spur interest and commitment to education. However, in outlying areas, it was difficult to find qualified trustees (and perhaps they were reluctant to chase their neighbours for assessment monies). In September 1880, Mullin reported that he had found a "rara avis" in Stanley, "...in the shape of a Trustee who had visited the school every month as the law requires". This "...phenomenal regularity of visitation attributed to the good condition of the school."

In many cases parents and/or trustees were simply not interested in establishing or supporting a school. Oakes reported that in one Charlotte County district, there was no school house and only two of eight or nine families wanted a school. Additionally several non-residents owned property and used their votes at the annual school meeting to defeat the proposal of a school. They were perhaps unhappy with the prospect



Interior of classroom full of children at Smythe Street School, c. 1924.

of paying for the education of other people's children. In many districts there was no school, or one that operated only sporadically. In the Heathland district, just three miles from St. Stephen, there had only been five months of school in ten years. In some cases the lack of a school was due to the poverty of the area. Oakes noted that the Parish of Northfield was so impoverished that "...to raise even the small District assessment necessary for Districts ranked 'poor'...is quite a burden for them".

Inconsistent attendance and low numbers of students were problems in every district, although less so in larger communities. In rural areas children were frequently removed from school to work on the family farm, or to toil in local seasonal industries. For example, in Milltown, the mills began working in early April, and pupils were withdrawn from every grade to go to work. The teachers tried to prevent this, with little success. The situation was the same in Carleton County, where students were absent during the "seed-ing season" and again at harvest time. In the Pennfield area, cranberries took precedence over education. "The people attach great importance to the cranber-ries... and the children all over the country are kept

at home from the 1st of August till September to pick them". (The local trustees suggested that summer vacation take place later in the year to help remedy this.) In Grand Manan and other fishing districts "... the people fish during the summer and take into their boats many of the boys" and "...in many cases the people are poor and indifferent to the blessings of education". The inspectors expressed concern about the future of these working children, many of whom missed a good portion of the school year and simply could not keep up with the other pupils.

Outbreaks of illness created similar problems. In 1880, the Lawrence Station School closed for some time due to diphtheria. Parents kept even the healthy children home in fear of various diseases, including measles, scarlet fever, whooping cough, and the mysterious "itch".

Winter weather was a significant challenge, although snow was needed in order to allow comfortable travel in remote areas. Inspector Cox's December 1879 report (written from Boiestown) noted that many schools were vacant and most were poorly attended, which he attributed to "...the hard times and inability of par-

ents to provide their children with warm comfortable outfits for the winter. In the town a child can turn the corner and enter the schoolroom without suffering any great inconvenience from the cold weather, even if thinly clad; but it is far otherwise in rural districts, where boys and girls are obliged to trudge a mile or two through snow and drift and biting winds before reaching the school room." The result was that the only young children in class were those who lived nearby, and only the "large boys" came from the outskirts of the districts. In better weather the situation was reversed. Large boys were set to work, and the small ones went to school. Inspector Dole echoed Cox's words: sick-ness, "hard times", and the inability of parents to provide adequate clothing all contributed to limited attendance.

It was in the teachers' best interest to have a large turnout of students present on the day of the inspec-tor's visit, because at least 60% of the students were required to be in school when the inspectors visited.

Otherwise they could not rank the school, which had to be done before the additional government grant to teachers and districts could be recommended. Inspectors were required to give teach-ers two days' notice before visiting, but often that information did not reach the teacher in time. If, in the meantime, some other event occurred (bad weather, or an interesting public event like a fair or a funeral), stu-dents stayed away. Some pupils had been taught to fear the inspector and his visit. Teachers were not happy with what now might be called a "performance man-agement system". Keeping students in school was dif-ficult as attendance was not mandatory. As one teacher complained to Oakes, "...must a teacher's reputation and salary be thus disposed of?" Gaunce noted that the regulations "...bear rather unjustly on some schools". The additional grant money was not a great sum, but any extra was welcome as teachers' regular salaries were low, especially in the poorer districts. Gradually most of the inspectors came around to ranking the schools even if attendance was not at the level required by the regulations. The phrase "under the circum-stances" was used frequently, particularly in situations where the teacher was well meaning and doing good

work, but attendance was low "due to the character of the District", and where "the people but little (appreciated) the school". Inspector Cox was not so forgiving. When attendance was small and there was no good reason for it, he refused to rank the school, saying, "People must be taught to take an interest in the repu-tation of their school."

There were other problems with the ranking system. Teachers moved quite frequently from one school to another. If they left a position in the middle of the school year, it was their replacement who was ranked

at the end of the year, and who either took the credit for their predecessor's good work, or the blame for their failures. As Oakes noted, in these cases it was in fact the school that was ranked, not the teacher. In these early days of the ranking system the teachers may have not foreseen the monetary consequences of moving mid-year. In these cases Oakes frequently gave a replacement teacher a rank of "2", as it was "the average". It could also be difficult to get the

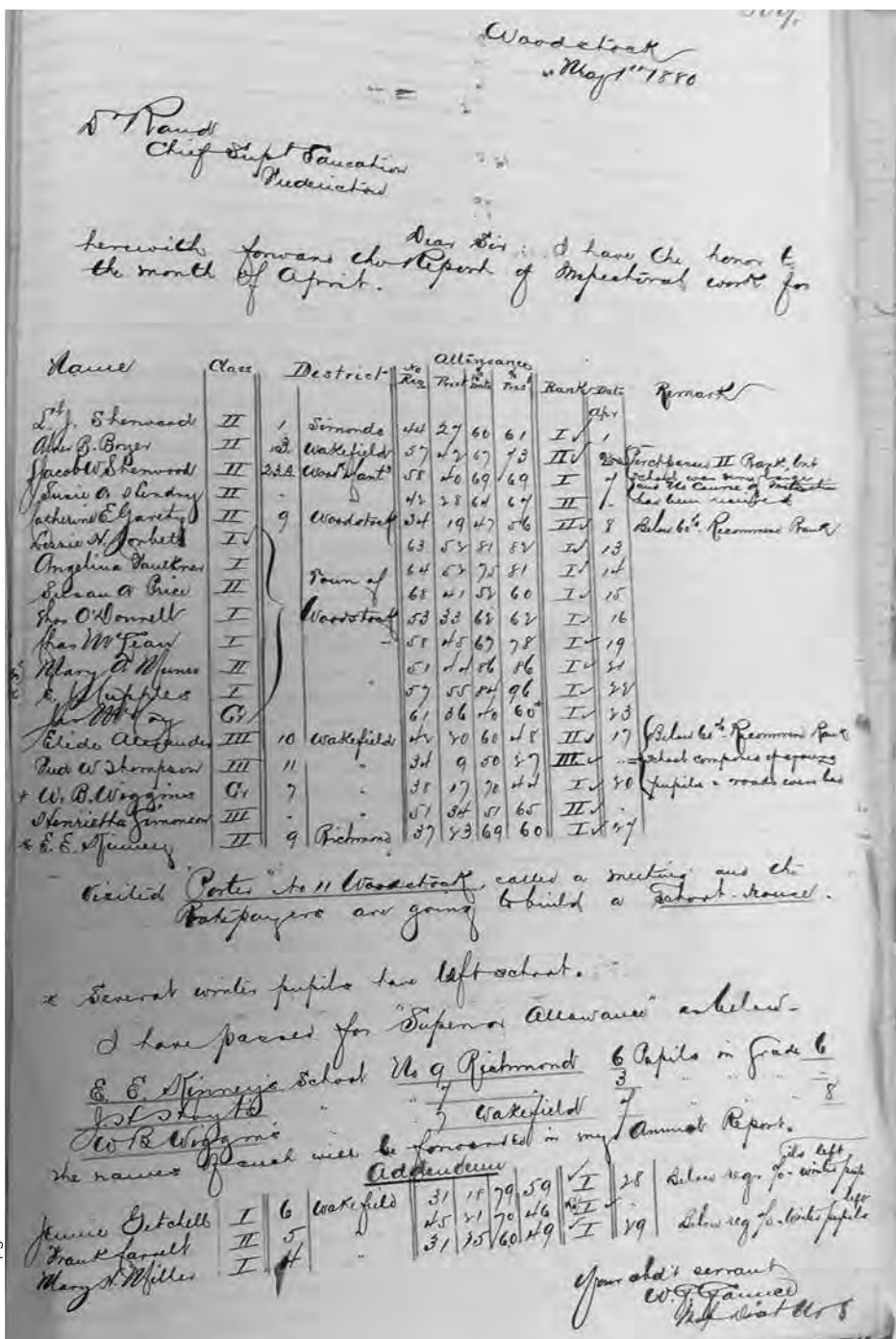
extra, year-end funds to a teacher who had left the district, for often no one knew where they had gone.

The ranking system presupposed that the entire course of instruction was followed. This was generally not the case. Oakes reported that most teachers presented their students for examination at low standards, but this was the only way he could rank the schools. He had to overlook certain aspects of the course, such as draw-ing, singing, and music, as the teacher had not taught those subjects. He had "...in every such instance, pointed out to the teacher the necessity of grappling with these parts of the Course." Inspector Cox had the same experience. He examined very few pupils for the Superior Allowance because "...the necessary scholar-ship is exceedingly scarce, especially in Northumber-land County." Even in larger centres such as Newcastle and Douglastown, very little superior work was done, and "...to insist upon a full knowledge of drawing and some minor subjects would render it nigh impossible to get any 'passes' at all."

Mullin commented that many York County teach-

In rural areas children were frequently removed from school to work on the family farm, or to toil in local seasonal industries.

ers were "...in entire ignorance of the Standards ...for the inspection of schools...", and he was making efforts to educate them about the process. In one case he found himself in a lengthy discussion with a teacher about the merits of the new system, and after some time he was able to convince her that the inspections were not "...a debating society". He found that trustees also often suffered from "...a complete misunderstanding of the



May 1st, 1880, report from W.G. Gaunce listing the twenty-one schools he visited during the month of April. Notably, his chart indicates each teacher that he assessed and their location, the number of students expected in the classroom, the number of students present on the day of assessment, the rank he assigned each teacher, and any remarks.

provisions of the present course of instruction". In part, this problem stemmed from the fact that teachers did not receive the information sent to them by the Board. Copies of the *Course of Instruction* were supposedly sent to all districts (to the care of the trustees), but frequently this information was not passed on. In some cases the trustees had no idea what it was or what to do with it.

The physical condition of schools and the lack of materials and furniture were also major concerns. Oakes, after his first month of inspection (December 1879) noted "...a scanty supply of apparatus in almost every school", including "ball frames" (an abacus on a stand), wall cards, and maps. Six months later there was little improvement: the population, while "...fairly willing to sustain a school, do not adequately appreciate the necessity of school furniture and apparatus. Black-board surface is very limited. Ball Frames and Wall Cards are almost unknown. The matter of playgrounds and outhouses has...been entirely overlooked, and where playgrounds have been purchased they are in many cases not fenced or levelled and in no case ornamented." After his second tour, Inspector Mullin also commented on the continued "...deficiency in apparatus" and in his district, outhouses were often "remarkable by occasion of their absence, or on account of their total unsuitability". Inspector Cox's pet peeve was "...the outhouse problem". He reported that not more than half of the schools had "...such conveniences" and he constantly urged the trustees to supply them but felt

that "...coercive measures will alone remedy the evil in many places". He stated that the Board of Education should "...bring some lever to bear on the disgusting incubus and remove it for all time. Types of humanity are being perpetuated and trained to peer through the same moral, social and domestic spectacles their rude forefathers blinked through centuries ago. One of the more important parts of youthful training is being neglected, to the detriment and danger of all the good that would otherwise result from it."

The quality of teaching was uneven, to say the least. In March 1880, Gaunce reported that he had visited "...the most backward part of Carleton County" where many teachers were "...of the old school but willing to teach for a trifle". In November of that year he visited a district in Drummond where John T. Tuthill taught fifteen students. He reported that, "The school is conducted in a very rickety chamber of a very inferior house, in a very inferior manner, by a very strange man. Considering however that he is doing 'pioneer' work that few others could undertake, and making a beginning for some worthier one, I think it best to give the encouragement he most certainly deserves when the circumstances are taken into account." He recommended a second rate ranking for Tuthill, who had been teaching for over twenty years. Mullin also commented on an "old school" teacher, "...a very mild and agreeable old man...with antiquated methods..." and excellent intentions, but who failed to understand the scope and purpose of the new course of instruction. He compared him to a disbanded soldier clinging to the past. On the other hand, Mullin felt that the influence of the Normal School was making a real difference to the quality of work done by teachers, saying, "...a recent Normal School Certificate, in the hands of an intelligent teacher, is an almost certain guarantee for thorough and efficient instruction".

Inferior teachers, however, were not to be encouraged, and came in for stiff criticism, with descriptions such as "entire absence of school sentiment and educational life", "lax condition of discipline", careless and ineffi-

cient", "sledgehammer approach", "abrupt", "confused and confusing", "morose and forbidding", "indolent and indifferent", "lacks energy and his method very inferior. Follows the occupation of farming and makes his profession of secondary importance". In one Stanley school Mullin discovered a mediocre school where the teacher's hobby was mental arithmetic, resulting in "arithmetical fireworks" in the classroom, at the expense of other subjects. The inspectors were generally sympathetic to good teachers in difficult situations (for example, a one handed teacher, or another whose family had suffered in the Saint John fire).

"The school is conducted in a very rickety chamber of a very inferior house, in a very inferior manner, by a very strange man."

Oakes commented on the situation in Sunbury County, "The teachers seem in most cases willing to do good work but in many cases they do not seem to know how..." and, "Many teachers are doing their work with a fair degree of earnestness and intelligence but there are several who need more light."

The turnover of teachers was significant, and the inspectors reported on who left their school, and why. In October of 1880,

Cox noted that at least seventeen teachers had left his district in the past year. Reasons included "local licence expired", "gone to Normal School", "illness", "went west", "left to study medicine", "District felt poor", "trustees desired a cheaper teacher", "abandoned profession", "dissatisfied with conduct of pupils", and "got married" (this only in the case of female teachers). Treatment of teachers by the locals could be discouraging. Miss Speers, teaching in L'Etang, was reported as working in the face of many difficulties, recording that "An ill disposed ratepayer has frequently...encouraged his children in annoying the teacher almost beyond endurance. Legal proceedings followed resulting in a judgment in favour of the teacher". Teachers frequently left one school for another where the conditions and pay were better. In 1879, Cox noted that "...where the same [teachers] had been retained several terms... a marked superiority could be noticed over those schools constantly at the hammer".

The qualifications of the inspectors themselves were, in some cases, not all they should have been. Only one



P194-1369

Possibly Inspector Eldon Mullin at centre, with the large moustache. He was the Principal of the Provincial Normal School from 1883-1901.

inspector, Valentin Landry, spoke French. Gaunce had difficulty in Madawaska, where in 1880 eleven of the thirteen teachers were Francophone, and in the other two districts, one teacher stayed only three weeks before giving up. No school was working according to the prescribed course, and he stated "...the children in [all] schools had difficulty in understanding my rather rapid English." He could not examine them properly, but "...[he] assumed that [his] judgment in the matter was quite correct." He hoped to be able to "...talk French with considerable fluency..." by the time of his next visit.

By the end of their second year of service, the inspectors had a clearer idea of the challenges facing the education system. In some cases their reports are more succinct than in their first year, and begin to reflect frustration with the lack of progress. For example, when attendance in one school was too low for it to be ranked, Gaunce reported, "All small pupils. A dozen excuses." And, "teacher simply putting in time. A thorough farce." More than one inspector commented

that in many instances, none of the recommendations made the previous year had been followed, and that conditions in the schools remained much the same: "...school house on roadside - no lot - no water closet. Paid no attention to representations last year."

However, others put a brave face on the situation. Mullin and Oakes both provided Superintendent Rand with positive feedback. They expressed their commitment to the new system, and their belief that the revised approach was stirring teachers up to "...fresh educational activity". They felt that the desire to have a favourable inspection report "...will prove of the greatest benefit, as a constant stimulus to thorough and conscientious work in the schools". Mullin tempered his opinion, writing, "I imagine that the solid and tangible rewards, in the shape of an increased salary, is not entirely lost sight of, at least by the average teacher."

Perhaps George Smith was the realist among the inspectors. In March of 1881, he wrote that there had

been some improvement since the previous year, and expressed muted confidence that the system of inspection would "...eventually prove beneficial to the cause of Education" (emphasis added). The ranking system ("pay for performance") did not last, and was abandoned in a few years. Rather, extra funds were provided to the trustees of the district if the school met with the inspectors' approval. Evidently the extra money would be used to supplement the teacher's salary (thus enabling the district to hire a trained, competent teacher) or to make other improvements to the school. The extra funds could be withheld if the advice or directions of the inspector were not heeded by the trustees. This lifted the "performance" burden from the teachers, and moved the responsibility for the quality of the school to the trustees.

Most of the new inspectors did not stay in their positions for long. Two left the field of education and at least three went on to other positions in educational

institutions. Perhaps they saw the inspectorate position as a stepping stone to more fulfilling and lucrative work. The very demanding travel requirement may have been one reason for leaving the position, especially for those with families. In 1884, the number of inspectors was reduced to six (possibly as a cost-saving measure) making the job even more demanding.

Not only do the inspection records demonstrate the challenges and frustrations faced by educational administrators and teachers, but they may also be useful to researchers interested in the development of a community, or a particular school, or in the life of a particular teacher. They also provide a glimpse into the life of early civil servants and a look at the early years of the Department of Education. Used in conjunction with the annual reports of the Superintendent, the teachers' returns, and the extant records of boards of trustees, they help illuminate, sometimes colourfully, the story of life in New Brunswick schools. ■

DIANA MOORE

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A SUMMER STAY AT THE PROVINCIAL ARCHIVES

Last summer I was the first student to benefit from the newly established Margaret Hamilton Bursary. I was able to spend four months working at the Provincial Archives. During this contract, I was able to work in both private and public sectors, which allowed incredible variety and learning opportunities. In the private sector I completed a preliminary inventory for the Yvon Godin fonds (MC3935), which consists of 111 boxes of material. This inventory, which we call a box list, makes this collection more accessible, approachable, and usable to the public. Yvon Godin did not start his career in politics; rather he started out as a miner in Bathurst, N.B. He found his passion for politics when he became the President of the United Steelworkers of America, where he represented approximately 2,500 members of the United Steelworkers, and he eventually negotiated 37 collective agreements in New Brunswick. When compiling this box list, the reoccurring themes of labour and language rights highlighted the overlap between M. Godin's early work and his goals as a politician.

Working in public service, I assisted many clients with their research, and in the process I was able to learn so much more about the Archives and its great collection. I also helped with summer outreach events including visiting Paradise Villa, an assisted living facility. We brought old photos and books about the region to show the residents. They loved it so much that they invited us to visit a second time! The second time we went, I brought the front page of a local newspaper from the birthdate of each resident. The residents were really happy to receive these copies. Such is the reciprocal nature of archives. One great thing about these visits is



Margaret Hamilton's generous gift to the Archives allows for the hiring of students to gain experience in working with traditional paper-based records.

Annabelle Babineau, recipient of the newly-established Margaret Hamilton Bursary.

that the residents were able to share with us local histories of where they came from and speak to us about how times have changed. It was a great learning opportunity for all involved.

I was also able to partake in two more outreach events, the first in Miramichi during their Irish Festival, and the other at the Highland Games in Fredericton. At both of these events I hosted a table for the Archives with a co-worker. Together we would speak to the public about the work of the Archives and answer any of their questions, while showing them the interesting things we brought from the Archives with us. Being at both of these events also allowed me the opportunity to learn more about Irish and Scottish ancestry and history. I learned that, much like our Paradise Villa visits, these outreach events are mutually beneficial: on the one hand we are able to reach out as the Provincial Archives to many and let them know about what we can offer, but in return the people working these events learn from the public.

It was a great summer experience for me, and I am so thankful to have had this opportunity. The staff at the Provincial Archives are so helpful and knowledgeable, making it a great learning space for not only members of the public visiting, but also for new incoming staff. I had a wonderful time working with all of you last summer, and am now beginning my Masters. ■

ANNABELLE BABINEAU

NEW AT THE ARCHIVES

GOVERNMENT RECORDS

RS58 Records of the Court of Divorce, 2001. (13.2m)

RS141 New Brunswick Vital Statistics. Late birth registrations, 1922. Marriages, 1967. Deaths, 1967. (1.5m)

RS262 Chief Coroner Records, 2002-2003. (5.4m)

RS546 Provincial Secretary: Land Grant Administration Records. Circular "Provincial Secretary's Office, Fredericton, 19 August, 1841. The public are hereby informed that no Grants of Land will in future be delivered to any Person, applying on behalf of another, unless such applicant produce a written Order from the Grantee so to do. Wm. F. Odell." (.1m)

RS617 Department of Tourism: Promotions and Marketing Branch Records. NB Big Game Harvest Reports, 1996. (.1m)

RS741 Records of the Office of Protocol. Administration files. Topics such as the NB Coat of Arms, NB Flag, Canadian Flag, Lieutenant-Governor, Royal Visits, 1929-1996. (.6m)

RS814 School Attendance Registers. Hawkinsville school attendance register, school district #13, Southampton Parish, York County. School term ending June 30, 1926. (.1m)

RS899 Maritime Provinces Higher Education Commission. Annual Reports, 1974-2001 (with gaps); Report of the Committee on Higher Education in the French Sector of NB, 1975. (.2m)

RS904 Timber Management Branch. Licenses, 1982-1991 (.2m)

RS1046 Records of the Royal Commission Investigating Payrolls of Road Supervisors of Restigouche County and Other Counties (1931). Report issued by Commissioner Hartley, 1931. (.02m)

RS1084 Provincial Holdings Ltd. Records. Annual Reports, 1973-2006 (with gaps); Financial Statements, 1978-1984 (with gaps). (.1m)

Karen Stentaford Photomatic: Travelling Tintype Studio
and the
Associates of the Provincial Archives of New Brunswick
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Public welcome. For a chance to have your tintype portrait taken visit the link below

28.09.2018 | 7pm: Exhibit opening. Return to see your portrait displayed.

29.09.2018 - 05.10 2018 | 9am-5pm: Exhibit of modern and historic tintypes.

For full details, & to enter a draw to have your portrait taken, visit or scan:

<https://goo.gl/forms/yPUz5RYWWTyl4W482>



RS1099 New Brunswick Investment Management Corporation Records. Annual Report, 1997-1998; A Report & Recommendations Respecting the Regulation of First Investors Corporation Ltd. (FIC) by the Province of NB, 1991. (.02m)

RS1100 New Brunswick Municipal Finance Corporation Records. Annual Reports, 1983-1994 (with gaps). (.2m)

Probate Court Records:

RS743 Fredericton Judicial District, 2002. (.6m)

RS749 Campbellton Judicial District, 1991-2002. (1.8m)

RS751 Woodstock Judicial District, 2000-2002. (.6m)

PRIVATE RECORDS

MC146 Kenneth Campbell architect plans. 10 blueprints and 4 drawings depicting additions and alterations to 750 Brunswick Street, Fredericton, for Luke S. Morrison Esquire.

MC185 Nazaire Dugas architect plans. A house for Théophile Dugas, merchant, of Sainte-Anne-du-Bocage, Caraquet (1934). 8 architectural plans.

MC1132 Charles Moffitt fonds. Diary entries by Charles Moffitt for March 1843, followed by a recollection of his apprenticeship on board the "M Campbl(?), serving Mr. John Munn for 4 years. Moffitt describes landing at Troon, Scotland; his duties on board, names and duties of companions, drownings including one during a large storm, and being tied to a canon and flogged for allegedly stealing the Captain's liquor.

MC4063 Alice Lavinia Mace Dougherty fonds. 1894-1966. Personal records of Alice Lavinia Mace (Dougherty) and Charles Louis Dougherty. Includes correspondence, ephemera, vital statistics, and photographs. 7 cm of textual material.

MC4092 Eileen Shank fonds. Four diaries spanning 1988-2007. Eileen Shank kept diaries during her retirement years in Fredericton. They paint a portrait of a socially active woman whose life centered on her church, her family, and her friends.

MC4106 Bill Rowan collection. 1784-1853. Petitions, letters and documents sent to the Lieutenant Governor / Provincial Secretaries / House of Assembly in matters related to land and settlement, development of roads, and post offices.

MC4109 Roberta Smith collection. Genealogy of Lyons and Munro families of York County, NB. Includes the lineage of Roberta Helena (Lyons) Smith, daughter of Hartley Lyons of Lower Southampton and Helena Munro with some ties to the family of her husband Leslie Orville Smith. Believed to be completed in the 1980s. 8 cm of copied material.

MC4121 Ruby Murdoch fonds. Fonds includes 14 letters written to Ruby (Donahue) Murdoch by her brother Pte. Charles Otto Donahue who was killed in action on 4 March 1945. The letters date from 1 May 1944 to 3 February 1945. Some correspondence relating to Charles Otto Donahue and to Clarence J. Donahue, who also served overseas during the war, as well as a statement of war service gratuity for Clarence Donahue, 2 service and pay books, and his identity card.

MC4133 Elm City Echoes fonds. Yearly scrapbooks documenting the activities of the a cappella barbershop chorus, the Elm City Echoes. 1977-2013.

MC4136 Bridges family fonds. Records include David Burpee's account book No. 2 (1784-1790), an original watercolour and ink profile portrait of Samuel Leonard Tilley as a young man (c. 1830-1840), an account of Stephen Gullerson to Samuel Nevers (1806), and a publication called "The Management of Children" by Dr. H.S. Bridges (1918), a souvenir illustrative album of Saint John (c.1900).

MC4138 Pauline W. Cunningham fonds. Fonds consists of letters from family and friends, invitations, travel passes, Victory Loan receipts and a RCAF notebook. Pauline Cunningham served in Gander with the RCAF (W.D.) during World War II.

MC4141 Arthur Weston Baxter collection. Collection consists of records related to Back Bay, Charlotte County, as well as the McGee family of the area. This includes a Bill of Sale for ship "Kinetics" built in Saint George (1886), Bill of Sale for ship "Gleaner" (1893), a mounted photograph of Back Bay copper mine (c. 1900), and an attendance register for Back Bay School (1915).

MC4158 Sewell family fonds. Records of the Sewell family from Sewellville near Caraquet. Three members of the family served in the Second World War (World War II): Flight Lieutenant Joseph Herbert (Herb) Sewell, Flight Lieutenant William Richard Percival (Percy) Sewell and R.C.A.F. Mildred Jean Sewell. Majority of material is related to or created by Percy Sewell including photographs either taken by or of Percy Sewell while serving as a Spitfire pilot, and letters from Percy to his family while he was overseas from 1940 to 1943.

Photographs

P871 Dawn Bell Logan fonds. Scans and original photographs of S.W. Bell's Mill in Stickney and other Carleton County mills.

P882 Darrell and Glenna Dickinson fonds. 29 scans of colour slides from the Fredericton area c.1939-1962, possibly taken by Dr. Douglas McLeod. These are among PANB's earliest colour photographs; one appears to show returning WWII soldiers in Fredericton, September 1945.

P887 Bob Hickey fonds. Several thousand (mostly colour) slides of largely Restigouche County scenes taken by Bob Hickey of Dalhousie, c. 1980s-early 2000s. ■