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NEWFOUNDLAND: INTERIM REPORT ON SCHOOL ARCHITECTURE BEFORE 1930

C. A. Hale, Architectural Historian, CIHB

The following report is based on a preliminary examination of sources relating to the history of education and school architecture in Newfoundland. The study of Newfoundland schools will be part of a broader analysis of the evolution of pre-1930 school architecture in Canada by the Architectural History Section of the Canadian Inventory of Historic Building. It is the pre-20th-century period when many important patterns or precedents were set which determined the evolution of educational finance, administration and hence architectural design in schools before 1930 in Newfoundland that is emphasized in this report. Some general observations are also made concerning 20th-century developments which have severely reduced the number of early school buildings in the province.

A notice describing the study was published in various regional magazines, educational journals and/or educational newsletters. The advertisement solicited extant examples of pre-1930 school buildings in the province from interested members of the public. Since a large proportion of pre-1930 schools outside St. John's have either been destroyed, abandoned, or sold and converted to other uses, it was hoped that this method might provide us with a selection of schoolhouses still standing, their dates of construction and an identification photograph. Questionnaires were circulated to the few who did respond to the advertisement, and a handful of important examples were brought to our attention by this means.

Another source of information regarding actual school buildings is the Canadian Inventory of Historic Building's computerized recording of predominantly pre-1930 architecture in the province, much of which was collected in the early 1970s. The survey provided additional examples with an identification photograph and mostly estimated and unverified dates of construction. It should be noted that while the survey does provide illustrations and examples, it is neither technically "random" nor representative by any pre-determined criteria. A few CIHB Phase 2 historical reports on specific schools located in St. John's were also available.

The attrition rate of school buildings, particularly outside St. John's, has been high. In many cases they have been replaced by modern, centralized, bigger schools since Newfoundland's confederation with Canada in 1949. During the post-Confederation years, with reduced emigration to Canada, the post-World War II "baby boom" and a sharp decline in the death rate, Newfoundland's school-age population began to rise beyond expectation. Transportation, traditionally one of the main obstacles to the advance of education in rural areas, was improved and made the construction of regional high schools in rural and semi-rural areas of the province the practical solution.

Little has been written on the architecture of schools in Newfoundland. Consequently the periodic, and eventually annual reports by the various denominational and other bodies sponsoring education, or government-appointed inspectors, are

a valuable source of information on the contemporary way of life and the economic and social conditions that determined the quantity and quality of school buildings in the province. These begin in 1843. They contain descriptions of school accommodation and editorial comments regarding improvements to architecture, and in some cases the inspectors made useful recommendations and "state of the art" comparisons with other provinces.

For general orientation and historical context, several studies of the history of education in Newfoundland have been examined. Frederick W. Rowe's two books, The History of Education in Newfoundland (Toronto: Ryerson, 1952) and the updated version, The Development of Education in Newfoundland (Toronto: Ryerson, 1964), were useful in providing a legislative and administrative chronology as well as in describing the influence of social and economic conditions common to outport settlements on school building, or the lack of it. Several theses were reviewed in hopes of finding some architectural commentary or analysis, but they were generally limited to expanding the historical context and little more. These include a Ped. D. thesis entitled "The History of Education in Newfoundland" (New York University, New York, 1917) by Arthur Barnes, one-time school principal and first minister of the newly created Department of Education in 1920, and the M.A. thesis by L.W. Shaw, Secretary of the Department of Education in 1942, entitled "Education in Newfoundland with Special Emphasis on Recent Developments" (Mount Allison University, Sackville, N.B., 1943). George Albert Hickman's M.A. thesis, "The History of Education in Newfoundland" (Acadia University, Wolfville, 1941) and Hermin Lewis King's B.A. thesis, entitled "The Growth of Education in Newfoundland" (Mount Allison University, Sackville, 1930) were also examined and found to contain few architectural references.

Aside from the general histories of the province, M.F. Howley's Ecclesiastical History of Newfoundland (Belleville: Mika, 1979, reprint of 1888 ed.) provided some useful information on Roman Catholic schools. A particularly interesting publication is Schools in Newfoundland and Labrador: A Survey of Existing Facilities (St. John's: Department of Educational Administration, Memorial University of Newfoundland, 1 Jan. 1972) by R.D. Fisher and P.J. Warren. Most of the results of their comprehensive research on individual schools is presented in the form of statistical tables, without direct reference to specific buildings. The individual questionnaires completed for most of the schools existing in 1971 and describing the facilities in detail, upon which the Warren-Fisher report is based, were destroyed due to lack of storage space just before the commencement of our project. There was some consolation in the fact that the authors indirectly indicated only a small proportion of pre-1930 school buildings standing by 1971, and this 1971 total has dwindled even more in the last decade.

Investigation of material relating to pre-1930 schools was also conducted in St. John's at the Provincial Archives of Newfoundland and Labrador. Here, the photograph collection contains a number of pre-1930 school buildings including those operated by the Moravians in northern Labrador. No architectural plans of pre-1930 schools were found in the maps and plans section. Each denomination - the United, Roman Catholic and Anglican churches - has its own archives with historical material relating to schools. Burnham Gill, retired provincial archivist, has recently completed the organization with finding aids of the United Church archives, and will eventually provide the same for the others. The Newfoundland Museum, the Provincial Reference Library and St. John's City Library were contacted, but it appears that little historical information on schools is available through these agencies. Enquiries were made at the School Construction Engineer's office of the Department of Education, with similar results. The Denominational Education Committees were also contacted, and from J. Martin, the Integrated Education Committee's Architectural Co-ordinator, two undated standard plans were obtained. Martin also provided information concerning the present status of many former rural

schools.

Other helpful sources include the files of the Newfoundland Historical Society kept by the energetic and accommodating secretary of the society, Bobbie Robertson, which contain numerous articles and papers on the subject of Newfoundland schools. The writer is grateful for access provided by Billie Anderton to some of the research notes of Professor Phillip McCann of Memorial University who is writing a book on early schools in Newfoundland.

Early Schools: 1726-1836

Religious orders were among the first to establish formal schools in Canada, and in Newfoundland this traditional association has been maintained to the present day, despite efforts by the colonial government in the mid-19th century to break the link. Prior to the establishment of representative government in the colony in 1833, except for a few small grants to local societies, all local educational efforts were supported either by voluntary contributions or pupils' fees for private tuition. Not until 1836 did the Newfoundland government pass its first act for the encouragement of education. By then, many schools supported and controlled by the major religious denominations or philanthropic societies with religious affiliations were becoming well established, although some of the major sponsoring societies, especially the Benevolent Irish Society, founded in 1806, and the Newfoundland School Society, founded in 1823, were initially non-denominational in their teachings. Although the funding of schools was increasingly supported by the public purse as the 19th century progressed, they continued to be administered and managed separately by denominational boards consisting of members who shared or came to share a common denominational affiliation.

As the religious and other groups extended their influence by opening churches and schools in settled areas of the colony, the number of private schools diminished. Most of the private schools were located in the colonial capital of St. John's, where they served the needs of the middle and upper classes. These children might then be sent abroad for more advanced study. The initial efforts of the religious and philanthropic societies were aimed at the children of the poorer classes, but eventually they expanded their curricula to serve the children of the wealthier inhabitants.

Through the agency of the Society for the Propagation of the Gospel in foreign Parts (commonly referred to as the S.P.G.), the Church of England, as the state church, was responsible for opening the earliest schools in the province. The society sent its first missionary, Rev. Henry Jones, to Newfoundland in 1726. Jones opened a school for the poor at Bonavista in that year.¹ Aside from S.P.G. records, information on the operation of schools in the colony for the 18th and early 19th centuries is scanty. Given the lack of teachers, clergymen and law enforcement agencies, scattered settlement, the early and continuing preoccupation with making a bare living, the restrictions on non-Protestant sects during this period, and early missionary reports, it appears that the establishment of schools was not generally regarded as a high priority among the early inhabitants. Another major factor which discouraged the establishment of schools in Newfoundland was its early settlement regulations. When it is considered that permanent buildings were not permitted in the colony until 1811, that not until 1813 could settlers obtain grants for the land they occupied, and that road building between St. John's and nearby settlements did not commence until 1825, the lack of schools is not surprising.²

Although the S.P.G., as the name suggests, was primarily concerned with spreading the Gospel, their involvement in education arose out of the difficulties encountered in attempting to teach an illiterate and ignorant congregation. Between 1766 and 1824 the society is reported to have established schools in over 20 settlements, with the number of schools in actual operation at any one time being as

low as two or three.³ After the Newfoundland School Society began its work in 1823 and the local legislature made its first grants for education in 1836, the S.P.G.'s educating efforts were reduced, and by 1858 they had ceased.⁴

Two other societies began educational work in St. John's in the early years of the 19th century, and their efforts were confined to the colonial capital: the Society for Improving the Condition of the Poor in St. John's and the Benevolent Irish Society (commonly known as the B.I.S.). Not until the end of the 18th century did the Roman Catholic Church achieve full freedom of action. Both Protestant and Roman Catholic churches as well as local citizens funded the Society for Improving the Condition of the Poor in St. John's, organized by the merchants of the city between 1802-04.⁵ By 1809, 625 pupils (378 girls and 247 boys) are reported to have attended this society's school since its establishment.⁶ It was called the St. John's Charity School.

The B.I.S. was formed in 1806 by a group of St. John's citizens with the support of both the Roman Catholic bishop and the Protestants. This society cared for Irish children of either Protestant or Roman Catholic denomination. After renting a private dwelling for a school for two years, the society opened their orphanage school in St. John's in 1827. The school building (Fig. 1) cost £1000 and was considered "of sufficient proportions and dignity to warrant a request for its temporary use for the meetings of the first General Assembly"⁷ which followed the granting of representative government in 1832. By 1847 the B.I.S. had become exclusively Roman Catholic.⁸

In terms of the extent of its operations and the quality of its schools, the Newfoundland School Society is perhaps the most important of the early educating societies. Under various names, it continued its work in the colony for a hundred years. Conceived by English merchant Samuel Codner, who conducted a large business in St. John's, the Newfoundland School Society was formed in 1823. The principle aim of the organization was to provide free instruction to the poor inhabitants of all denominations in the country, yet these schools were meant to be administered and taught by teachers of the Anglican faith. A unique feature of the society schools was the opening up of branch schools whereby a trained teacher in a major settlement was responsible for opening up, inspecting and advising branch schools, in addition to managing his own.⁹

A central training school for the Newfoundland School Society teachers was set up in St. John's in 1823.¹⁰ The first school established by the Society in St. John's had a capacity of 400 pupils by 1826.¹¹ Five more schools outside the capital, mostly staffed by husband-and-wife teams, had been established by that year. Supported by contributions from all denominations, and with the endorsement of Thomas Cochrane, Governor of Newfoundland, and Lord Bathurst, Secretary of State for the Colonies (who authorized free transportation for teachers from England, or granted funds for accommodation and salaries), the schools became so popular that communities began to request them. In order to be among the first to be supplied with teachers, settlements erected school buildings or provided rooms at their own expense. By 1830, 28 Society schools were operating between St. John's and Twillingate.¹²

Although less prominent, several other educating groups were active in Newfoundland in the pre-1836 period. The Wesleyan Methodist School Society was established in 1813 by the Wesleyan Methodist Conference in England which had sent ministers and teachers to the British colonies for more than 50 years.¹³ While it is known that they established many Sunday schools, statistics for the Newfoundland operations are not available until 1824, when at least 20 schools were in operation with an attendance of 1200 pupils. Reports for 1834 show 34 Sunday schools in operation with 1373 pupils and 153 teachers.¹⁴ It is not known how many day schools the Wesleyan Methodists operated by the 1830s, but one of the earliest schools left in the province (Fig. 2) is reported to have been a Methodist school, built in the early 1800s in Bristol's Hope (and since moved to another location within the community).

Architecturally, the structure, with hip roof, frame construction, simple, austere lines, is not unlike the B.I.S. Orphan Asylum built on a larger scale in St. John's in 1827. A local informant reports that pupils faced the wall in the Bristol's Hope school and worked at desks attached along the walls. A pot-bellied stove heated the room.¹⁵

The first attempt to provide secondary education in the colony took place in 1799 when the first grammar school in St. John's was opened. It was supported by a government grant and public subscription for pupils' fees. But within three years local rivalries led to its closure. The principal, Rev. Lewis Anspach, was transferred to the Harbour Grace mission by the S.P.G. and given the office of magistrate of the Island.¹⁶

One convent school for poor Roman Catholic girls was also started in St. John's in this early period. These girls were placed under the care of the Presentation order of nuns, introduced by Bishop Fleming in 1833. This was the first of several Roman Catholic teaching orders introduced to the Island in the 19th century. The nuns taught "female" manual arts such as sewing, weaving, cooking and spinning. As for accommodation, the nuns taught school in the back of a tavern until their school had been built.¹⁷

Finally, educational instruction was provided for the Esquimaux in northern Labrador by another missionary society, the Moravians. By 1837 four mission stations had been erected. In the late 1770s a mission station was established at Hopedale, Labrador. Here the Moravian mission building, erected in 1782 and thought to be one of the oldest frame mission buildings extant in eastern Canada, served as a church, mission house and schoolroom until ca. 1850. Other missions and boarding schools followed in remote communities of this part of the province. At no expense to the government except for land grants, the Moravians provided the Esquimaux of Labrador with boarding schools for some 160 years.¹⁸ By 1968, all of the mission schools were incorporated under the jurisdiction of the Labrador East Integrated School Board.¹⁹ The Moravians now operate as a church, not a mission.

Records of buildings erected as schoolhouses for this period are rare, as are descriptions. When statistics listing the number and/or location of schools are available, it is not clear whether the references are to actual school buildings, or simply the operation of schools in whatever accommodation might have been available. Educational reports for the mid-19th century and later indicate that adequate school accommodation, even where schools were operating, was rare. Given the poverty of the inhabitants, the unpredictable bounty of the fisheries and the fact that many educational reports for the mid-19th century decry the lack of schoolhouses and even adequate temporary accommodations, it is probable that few solid school houses were built in this period. Certainly very few have survived. According to inspectors' reports, the Newfoundland School Society did have some well-equipped and well-built schoolhouses by the mid-19th century, but at this stage in the research the survival rate of these early buildings appears to be very low.

Beginning of State Funding and Legislation Relating to Education: 1836-1873

Several years after the local assembly had been established, the government passed its first act relating to education. This act (6 Wm. IV c.13) authorized a grant of £2100 to the existing organizations carrying on educational work, as well as the nine school boards established by the act to correspond to the electoral districts.²⁰

Successive acts raised the grants to education and expanded the number of school districts. A major education act in 1843 divided the Protestants and Roman Catholics into separate boards due to the growing rivalry between the two denominations. Thus, a denominational system of education became formally entrenched and although modified, remains in place today. The Education Act of 1843 also provided for the inspection of schools by a government-appointed inspector for the first time.

These inspections were eventually conducted on an annual basis. Although the information and statistics are often incomplete, the reports offer one of the best continuing commentaries on the state of schools in Newfoundland from the 1840s onwards.

Complete and accurate totals of actual school buildings used by every denomination are rare in the inspectors' annual reports, but trends as well as obstacles in the establishment of schools and the building of schoolhouses are well documented. School reports for the year 1844 indicate a serious lack of adequate school accommodation. Many schools were conducted in teachers' dwellings. In the entire district of Bonavista Bay North, consisting of nine settlements, "not a single school house was to be found, save in Greenspond where there is one belonging to the Newfoundland School Society."²¹ Without "fit and proper" buildings the Board found it "impossible to set about any system of education likely to be of permanent benefit."²² Temporary tilts or log huts for schools were not uncommon throughout this period. The Presque School, for example, was described as "a wretched log hut, without a window, so that there is no means of lighting it but by keeping the door open." A new building had been planned, but the failing fishery of that year had delayed its erection. Inside the hut there were no slates, paper, desks or tables. The majority of the twenty-one children attending the school were seated on "huge stones."²³ Of the fifty-one schools outside St. John's listed in the annual report for 1844, eighteen each had been established by the Protestant boards and the Newfoundland School Society, and fifteen by the Catholic boards.²⁴ All were established between 1842 and 1844. These figures do not, however, represent the total number of schools in operation for that year.

In an attempt to keep secondary education non-denominational, the legislature passed two more acts in 1843 establishing grammar schools at Harbour Grace and Carbonear. Financed by government grants and pupils' fees, the buildings erected to house these schools were far above the average quality. The Harbour Grace school was still under construction in 1845. Almost complete in 1845, the Carbonear grammar school was obviously a large building, for it contained a schoolroom, a principal's residence, and two unfinished rooms, one for a public room and the other for a committee room.²⁵

The report on schools for the year 1845 by Inspector Bertram Jones provides an interesting general analysis on the state of schools in the colony during the mid-century. Among the obstacles to the development of schools on the Island he cites the physical peculiarities of the country, "presenting great difficulties of communication." The severity of the climate, coupled with school buildings which provided inadequate shelter, was another problem. The denominational separation made it difficult to provide even one adequate school in many communities of scanty population. The constant migration of the people, to the woods in the winter and to fishing grounds at other times of the year, made the establishment of a permanent school impossible in many cases. Children's labour was often required to support the family at an early age. School operations were suspended for teacher and students both to fish in the summer, to set and later dig potatoes, and to haul wood. The "precarious nature of their livelihood often generating an imprudent expenditure" left the inhabitants with little concern for formal education.²⁶

Of the 98 schools visited by the inspector in 1845, he judged thirty to be "totally unsuited." These were

... generally the common sitting room and kitchen of the poor master, sometimes a spare loft over some store-house, and in some instances a tilt built with studs, with the interstices of moss, and roofed with sods and birch rods, insufficient to contain the children named in the master's list.²⁷

Although the inspector believed that the people were willing to contribute land and erect a school voluntarily, "the frequent argument is adduced that their children can

go through life without education because their parents have done so."²⁸

Jones recommended that each school building allow seven square feet for each child enrolled, with a minimum of six square feet (allowing for absentees). He compared this standard to the contemporary practice of either offering instruction in the teacher's residence or of attaching the teacher's residence to the schoolroom. The former he describes as a situation whereby "fifty or sixty children congregate in a small crowded room already occupied by the teacher's family, and obstructed with household furniture."²⁹ As for the latter combination of functions within the one building, Jones argues for their separation and hence greater formality and a higher profile in the community:

To see the School-master at the same hour every morning, would both be a proof to the neighbours that he was punctual to his duty, and be the well known signal to his scholars to be in readiness.³⁰

Concerning the interior arrangement of schools, Jones recommended the example of the "well-ordered Schools of the Newfoundland [School] Society." This simply consisted of "the division of an oblong room, twice the length of its breadth into two equal portions, allotting one end of the room to boys, and the other to the girls."³¹ No school buildings which conform to this plan are at present known to have survived. A surprising number of schools in the 1840s and even later apparently had no furniture. Jones wrote in 1845 that in many places "one or two low inconvenient benches are the only furniture, in others there is found a small ledge or table at which one or two children may sit or stand and write." But in other cases, it was explained that the students had not been able to learn to write because there were no chairs to sit on, no tables or desks to write on, and for that matter, no pens, ink, pencils, paper, slates, blackboards or chalk with which to write. Birch bark was substituted for paper where necessary. Jones provided a simple solution to the lack of desks, explaining that they should consist of "an inclined plane about ten inches wide, placed close to the side walls, so that the writer may sit with his face towards them, and a length of eighteen inches should be allowed each child."³² (Note that the Bristol's Hope school had desks like these.) Proper ventilation was also lacking in many schools. Jones indicated that many of those who had charge of the school were in "utter ignorance of the necessity for ventilation." In one school he visited in Tickle Cove, run by the Protestant Board, he reported that the "air was so foul that I was obliged to throw [the windows] open and remain outside till it was breathable."³³

No system of fines or penalties had been set up for failure to comply with the inspectors' recommendations on the most basic aspects of school accommodations. The inspector's role was merely to advise and report; his recommendations were not enforced. The schools in each district at this time and for some time to come were controlled and administered with a large degree of independence from central authority by district boards of education consisting of seven inhabitants of the particular district, nominated to the board by the governor. A local clergyman or missionary belonging to the same denomination as that which the board represented was required as a member of the boards after 1843.

With regard to funding, Jones, like succeeding inspectors or visitors and school board members, indicated that the government's educational grant was far too small. Four times the amount apportioned in 1845, he estimated, "would not suffice for the establishment of a School at the public expense in every Bay and Inlet round the coast where three or four families will have children enough to constitute a School of twelve."³⁴

The next inspector's report on school conditions in Newfoundland was prepared for the year 1858. In the meantime, several acts regarding education were passed by the assembly. In 1850 the legislature granted funds for three denominational academies: one Church of England, another Roman Catholic and a new one for the other Protestant denominations.³⁵ The education act of 1851 increased the annual

education grant to £7500. A central Board of Education for each of the two major religious sects was formed to administer some of their funds. A year later, legislation was passed that required the two central boards to administer the whole education grant. Opposition and local boards returned to the earlier method of administration in 1853.³⁶ The Education Act of 1853 also stipulated that no grants for schoolhouses would be made unless the inhabitants of the locality contributed an equal amount of money or the equivalent in service. The legal title of the schoolhouse would rest with the school board. One of the main effects of this act was to restore local autonomy, and to make it clear that communities were expected to share the cost of establishing and maintaining their schools. In the same year, the assembly provided for the establishment and funding of "commercial schools," in the principal towns, where practical subjects which would allow graduates to enter business life on the Island were taught.³⁷

The education grant was again increased by the Education Act of 1858, this time to £10,525. Four hundred pounds of this sum was granted for the inspection of schools, which had lapsed since 1845. Two inspectors, one Roman Catholic and one Protestant, were provided for. The Wesleyan Methodists had established a training school for teachers in 1850 and by the 1858 legislation they were permitted to operate a separate academy, like the Church of England and the Roman Catholics. In addition, money was supplied to the boards to assist in the erection and repair of school buildings, and for the purchase of maps, books and school furniture. The boards were directed to recover the money by selling these items to the schools. With minor amendments this act formed the basis for the Island's educational activities until 1874, when new legislation was passed, this time with regulations regarding school construction.

A great number of schools in 1858 were temporarily accommodated in local buildings, such as stores, court houses, churches and coopers' shops. Where actual schoolhouses did exist, they were most frequently combined with either a teacher's residence and/or a church or chapel. In Muddy Hole, for example, the seven-year-old school measured 41 ft. by 17 ft. and was nine feet high. Ten feet of the length was divided off for the teacher's residence, leaving a schoolroom measuring 31 ft. by 17 ft. Built by the local inhabitants for the Wesleyan School Society and since assigned to the Greenspond school board, the school contained seats and a gallery for Divine worship on Sunday.³⁸ In Cape Freels, the Greenspond District Elementary Board had a schoolhouse measuring 33 ft. by 20 ft. Thirteen feet were set aside for the teacher's residence with a "commodious porch," and the building contained a 20-ft.-square schoolroom. This schoolroom was also used for Divine worship on Sundays. Since the room was rather small to serve as a church, the school fittings were not put up, "to afford space."³⁹ It appears that almost all of the Wesleyan Methodist schools doubled as churches and schoolrooms. In Little Catalina the elementary school board had built a school that measured 12 ft. by 30 ft. It was described as "humble," and a partition divided the space about equally for a schoolroom and a teacher's residence. A new frame school was being erected. Considering the inspector's description of the old school, a new one had been required for some time:

It is not ceiled, and the Teacher complains that the drift comes in all over in winter, and that it smokes so much he is obliged to poultice his eyes to draw out the inflammation produced by it.⁴⁰

Even the commercial school in the town of Trinity did not have a permanent building; it was kept in the court house.⁴¹

The annual educational report for 1858 contained a considerable number of recommendations for school architecture. The legislature had not yet provided any detailed regulations on the subject, and throughout this period until 1874, the local boards were autonomous in this area. Regarding the common practice of combining teachers' residences with schoolrooms, the inspector commented at length:

... no uniformity prevails in school buildings.... I see strong objections to the plan of connecting a Teacher's apartments with the school-room; it presents too strong a temptation to the Teacher often to leave his scholars for a short time, attending to family or friendly calls, and to keep irregular hours; it is injurious to the health of the Teacher and his family, for the foul air of the school-room finds its way into their rooms, besides that it interferes with their comfort and quiet, especially in times of sickness, and there is more risk of fire.⁴²

This plan had been widely adopted "on the plea of economy," but the inspector did not believe that the cost would be much greater if the two functions were kept separate. He reported that in every case where the two were combined, the teachers' apartments were invariably "ill contrived or inconveniently small."⁴³ None of these are known to have survived.

The first detailed description of what a schoolhouse should be like is contained in the inspectors' report for 1858. Given its importance in the absence of government policy on the subject, it is quoted in full:

They should be educational in their very appearance, setting an example of neatness in every settlement, and reflecting credit upon all concerned in them. The external appearance of a public school-room should be attractive and appropriate, rather plain and severe in style, than elaborately ornate; it should be constructed with a view to permanence and stability as well as to convenience and healthfulness. Every dollar of money should be returned in work and materials. The proportion of the length to the breadth should be as thirteen feet is to eighteen feet; in a school of this size eight feet upright, the rafters and boarding of roof planed inside and left unceiled, three windows in front, one at each end, and none at the back, to be of double sashes of a common sized panes, the top sash being made to let down; the door towards or in the end sheltered by a porch; the stove a good-sized Canadian (if to burn wood) of thick metal, placed in the centre, the piping going straight up and entering a brick flue resting on the short-collar beams, the piping should be taken down and cleaned in the summer, as it is the damp soot which soon corrodes the iron.⁴⁴

As for site, the inspector quoted from the Superintendent of Nova Scotia that it should be a "dry, airy, and pleasant situation, detached if possible from other buildings, in towns or villages, and a few feet back from the street or road."⁴⁵ The recommended size of a schoolhouse was six square feet per pupil, with a ten-or twelve-foot high ceiling for adequate ventilation. Furniture should be arranged so that the scholars faced the teacher's platform. Seats should be graduated, rising a few inches towards the back, groups of two in two parallel rows, not in circles or squares. If attendance exceeded 50, a gallery ought to be built. The 19th-century insistence on formality in interior school arrangement is a marked contrast to early 20th-century innovations in interior arrangement, particularly for elementary pupils, wherein the emphasis came to be on student projects with teachers as guide - in circles and squares! Compare this to the raised platform and desk arrangement of the 19th century. The latter layout suited a system of education based as it was, on learning by rote and recitation.

By 1859 the following complex system of schools was in operation in Newfoundland. There were Elementary or Common School Board schools for each major denomination, Commercial Board schools for all denominations, and denomina-

tional schools which were also aided by government grants. As well, there were the well-respected Newfoundland School Society schools, convent schools, academies, several Roman Catholic boys' and girls' schools, and charity schools like that of the B.I.S. in St. John's.

Two aspects of the annual education report for 1859 are particularly significant in understanding the development of schools and hence school architecture during this period. One was the continued lack of enforceable regulations regarding the quality of school construction. In his report for 1859 one of the inspectors recommended that the boards be required to submit to the government or some knowledgeable person a plan of the proposed school buildings prior to erection.⁴⁶ Not only were appropriate regulations lacking, but members of the school boards were frequently lax in their responsibilities to visit and manage the schools under their jurisdiction. Their individual reports on schools were often missing or incomplete, making statistical statements by inspectors invariably inaccurate. The other hindrance to the development of education pointed out by one of the inspectors was simply the way of life, and this did not change markedly in the 19th century, or even later for that matter. The "indifference of the people themselves" was cited as one of the main obstacles to the advance of education. To support a fisherman's family, children were required to contribute by working when they had reached the age of eight or nine. This helps to explain to a great extent why Newfoundland and Labrador's legacy of 19th-century school architecture is so small compared to other provinces in the country that were settled more recently. The slow progress of education was recognized by educators, but not necessarily by the inhabitants. To quote an inspector in 1859:

Nor is this indifference surprising when the nature of the occupation of the majority of the inhabitants is taken into consideration, as well as how little they feel indebted to letters for all they have obtained or enjoy. Three-fourths at least of the pupils who attend the Board Schools are the children of fishermen, and will be engaged in their father's occupation. In other countries, where one class depends so much upon another for support, Education is found of the utmost advantage in the competition for patronage, and parents are prompted by self-interest, or compelled by necessity, to secure its aid for their children, in order to get them out into the world and give them a fair start in life; but with fishermen no such powerful incentive exists; they can draw their supplies direct from nature, independent of favour or patronage, and she opens, or seems to open, her stores as freely to the illiterate as to the uneducated, whilst their sons can be taken out to draw supplies from the same bounteous source without any previous intellectual training, just as soon as their physical powers and the common instincts of nature are sufficiently developed.⁴⁷

Reports of inadequate supervision and lack of central control continue throughout this period. Too many autonomous bodies were administering the various segments of the educational system, but there was a great deal of prejudice against central control in the outport districts. Commercially, most of the outports operated on the credit system. It has been argued that the lack of cash curbed community initiative.⁴⁸ Many settlements were too small to support a school and given the rugged coast along which they were situated and poor transportation conditions, it was impossible to provide a central school for a group of neighbouring communities. The denominational system often split the grant for one community, which could not even support one school let alone several, to satisfy the various denominational affiliations of its inhabitants.

To assist small settlements in acquiring schools, the assembly passed an act in 1866 establishing a small annual grant. This was the beginning of a policy of giving special grants for what were later known as "sparsely populated localities."⁴⁹

The Buildings

Only a small number of schoolhouses that were built before 1874 are believed to have survived. In St. John's there are several extant Roman Catholic schools; the mid-19th-century buildings of the Methodists and Anglicans have been replaced. The first permanent building for the Presentation sisters who arrived in 1833 was built between 1850 and 1853. The original building, erected in the Roman Catholic Cathedral compound, consisted of a convent with schoolhouse attached (Fig. 3). In 1842, the Roman Catholics imported the order of the Sisters of Mercy to teach middle-class girls. A year later, Our Lady of Mercy School was built on Military Road (Fig. 4). Three other mid-century schools built by the Roman Catholics and still standing in St. John's are St. Peter's School, built in 1861 (Fig. 5), St. Patrick's Girls' School, erected in 1856 (Fig. 6), and St. Bonaventure's School, built in 1855 (Fig. 7). As might be expected, all of these complexes have been expanded.

Outside St. John's, the schools were, in contrast to the large Catholic complexes, constructed of wood, both in this period and right up until 1930. Most of the outport schools consisted of one or two rooms. The Old School House in Conception Harbour is reported to have been erected ca. 1870 (Fig. 8). St. Joseph School in Windsor Heights is reported to have been built in 1860 (Fig. 9). Another is the Anglican school in Salt Harbour, reported to have been built ca. 1870 (Fig. 10). All of these are simple rectangular structures, and with the exception of the Conception Harbour school, have a single gable roof. They are distinguished from each other by their varied window and door arrangement and finishing detail.

Organization and Regulation: 1874-1930

The year 1874 was a landmark in the history of education in Newfoundland. In this year the legislature passed an Education Act (37 Vic.) which endorsed the denominational system. By this act, the government's education grants for teacher training, school repairs, etc. to the Protestant and Roman Catholic denominations were calculated to correspond to their proportion of the total population as determined by the most recent census. The Protestant grant was then subdivided among the several Protestant denominations, again in proportion to their population within a given district. The property held by the Protestant boards was appraised, and the board representing the largest denomination in each school district was authorized to take over the land or buildings of minority churches in return for compensation. In each district where both the Anglican and Methodist churches had adherents, there were to be two separate boards. Two boards each were allowed the Free Church of Scotland and the Congregational Church, and the Kirk of Scotland was permitted to have one board for the whole island. This act was followed by the Education Act of 1876 which consolidated the educational legislation which was still valid. Each academy was to have a separate board distinct from ordinary district boards, and three denominational superintendents - Methodist, Roman Catholic and Anglican - were provided for.⁵⁰

In 1875 the government placed 40 thousand dollars at the disposal of the school boards for the erection of schoolhouses or their repair, and equipment. At the same time the legislature established the most detailed instructions and regulations regarding the construction of schoolhouses to date (38 Vic. c. 22). In return for each grant, communities were required to pay an equal share of the cost, either in labour or in kind. School buildings were expected to have at least 150 cubic feet of air, with seven square feet of area per student. Cloak rooms - ideally one for the boys and one

for the girls - must be provided. Every school must be ventilated, and the simplest means recommended were windows "so constructed as to be opened from the top and the bottom." Separate, clean outhouses were also required. As for the site and grounds, they had to be "dry, healthy, central situations, and wherever possible, with a southern aspect." If possible, they should have "ample school-grounds suitably fenced." Each school was to contain a platform with a desk and a chair for the teacher, desks to accommodate no more than four students each; and seats with backs, "graduated in height as to suit children of different ages." Blackboards and maps were to be supplied. According to the regulations, plans drawn according to these specifications could be obtained by the school boards from the inspectors.⁵¹ Whether this latter condition was ever met is uncertain. It is possible that the inspectors did supply plans or sketches upon request by the school boards of their particular denomination, but no original plans for any denomination for the 1870s have yet been located. As late as 1926-27, the Secretary for Education recommended "that standard plans of a one-room and a two-room building be supplied by the Bureau [of Education]."⁵² Again, if such a plan was made available and used, it was not found during the preliminary investigation. From the limited sampling of pre-1930 schoolhouses available at present, it does not appear that a special style of schoolhouse can be identified as belonging to any particular denomination. Many of the schools appear to be a local variation on the simple one- or two-room theme.

Regulations for the operation of schools at this time required the parents or guardians to provide fuel to heat the school, and to keep the building and grounds clean. Four times a year the board had to visit each school under its jurisdiction. If transportation posed a problem, the board members could appoint a responsible person living near the school to conduct the inspection on their behalf.⁵³ This measure was intended to encourage inspection which had been sporadic in the past, and thereby to promote the adoption of the new regulations. Although the regulations were detailed, it does not appear that there was any method of enforcing them.

Additional acts relating to education were passed in the 1890s and the early part of the 20th century. The changes were mainly administrative and financial. Up until this time most of the schools operating outside St. John's were one-teacher, one-room elementary schools. In 1890 therefore, the legislature authorized boards of education in central localities to establish Superior Schools,⁵⁴ which were the equivalent of modern high schools. In 1895, the grant to education was reduced due to a lack of government funds resulting from the bank crash of December 1874. In this year, the Council of Higher Education was established and was to play a major role in secondary education for the next fifty years, particularly in the area of examinations.⁵⁵ Until 1893, the Governor-in-Council had been the "ultimate source of all jurisdiction over education in the colony," but in the Educational Amendment Act of 1898, the Colonial Secretary acquired more control over education. This gave a member of the Executive of government a right to speak on education both at the council table and in the House of Assembly. The Superintendents of Education were also now under the control of the Colonial Secretary.⁵⁶

The per capita granting scheme was adequate for schools in larger settlements, but was insufficient for the operation of schools in places with populations of fewer than a hundred people. In 1897, for example, the District of Burgeo and La Poile contained thirty settlements with populations ranging from three to 73, spread along a coast of two hundred miles with no schools (see Table 1). By 1903, however, the education grant was increased and provisions were made for amalgamated schools to be established in Sparcely Populated Localities in the Education Act of that year.⁵⁷ In 1904, Rev. Canon Pilot, the Church of England inspector, reported population statistics for Newfoundland's sparcely populated settlements. The province had 376 settlements with populations of less than 25, and 255 communities with populations of only 25 to 50! One hundred and fifty-seven communities had populations that ranged

from 50-75, and 105 communities numbered between 75-100.⁵⁸ None of these had been able to support a school. In 1909, the new inspector for the Church of England schools discovered that over eighty settlements which were almost exclusively of his church had no schools because their populations were too small to support their establishment. He reported that "there stowed away in all sorts of lonely spots a good many odd families - for instance section men on the railway, fishermen in isolated coves, lumbermen in woods."⁵⁹

A Building Loans Fund of a hundred thousand dollars for all denominations was inaugurated by the government in 1909. Extensive building activity followed. The Church of England, for example, was responsible for erecting 194 school buildings between 1907 and 1917. This was a significant proportion of the 399 school buildings operating in the Diocese by that year. As many as a hundred of these new schools had been erected in settlements where no schools had existed before.⁶⁰ An example is Little Coney Arm. Under the direction of the Superintendent's office, with help from the building grant provided by the legislature, the inhabitants began to build a one-room school in 1916. Its impact on the community is best described in the inspector's report for that year:

In the month named above the superintendent entered the harbour by motor boat to examine the work, encourage the people in their undertaking, and make arrangements for the supply of a teacher. It was the first time that such an official had been near the settlement. Their work in the erection of a school-room proved admirable and the superintendent had every reason to congratulate the people upon what they had done. Arrangements were definitely made to place the first teacher there in November. So great was the joy of these people at the news that, on the departure of the superintendent, the hills resounded with volleys of musketry and cheers, while men, women and children came out to wish the superintendent God-speed. Some of the folks actually wept with gladness. And it is not easy to realize what their joy must have been. From the first days of the settlement a teacher had never been in their midst while as many as 50 Sundays of every year had passed without a religious service.

* * *

Well may these folks have felt on that October day as if the Government of their land had appeared in the midst of their darkness and exclaimed: "Let there be light."⁶¹

Amalgamated schools (combination of Protestants denominations) were built in some communities, but it appears that co-operation between the several denominations to this end was slow to develop. Nevertheless, by the 1920s, their numbers were increasing. They were popular in communities where industrial companies were developing and were prepared to invest in the education of the children of their employees. The pioneer was Grand Falls, where the Anglo-Newfoundland Development Company was operating a pulp and paper industry. This was followed by the establishment of amalgamated schools in Deer Lake and Bishop's Falls.⁶² In the early 20th century, isolated settlements along the northern Labrador coast also began to receive the benefit of education, thanks to the efforts of Dr. Wilfred Grenfell, who came to Newfoundland in 1892. In addition to nursing stations, Grenfell, with the sponsorship of the International Grenfell Association, also established central boarding schools for children living in this area.⁶³ The Salvation Army also started a Board of Education in 1892 and consequently received its portion of the government's education grant and began establishing schools.⁶⁴

One of the most important acts in the history of educational legislation in Newfoundland was the Education Act of 1920, which established a Department of Education with a minister of the Crown to preside over it. By this act a stronger central administration was set up, a regular and general training school for teachers was established, and the education grant was considerably increased over the next decade.⁶⁵ The training school was absorbed into Memorial College of Newfoundland in 1932. In 1927, the Department of Education was replaced by a Bureau of Education consisting of 12 members. The executive consisted of the president (the prime minister), deputy president or Secretary of Education, and three Superintendents of Education (Roman Catholic, Church of England and Methodist). The rest of the Bureau included three assistant Superintendents of Education, the Educational Secretary of the Salvation Army, and other members nominated by the three major denominations.⁶⁶ The purpose of the Bureau was to more closely administer the educational system and to enforce the provisions of the Education Act.

The Buildings

Given the present selection of examples of schools built in Newfoundland before 1930, obtained either through the records of the CIHB which date mostly from the early 1970s, the very limited response to our advertisement of the study, and subsequent research, it appears that very few of the smaller schools in the outports have survived. Certainly few of them are now used as schools, with the advent of consolidated and amalgamated schools. The existence of a few standard plans and reminiscences is, however, helpful in determining what schools were like in the 19th century and later in Newfoundland, particularly in communities outside St. John's.

As indicated in the annual inspectors' reports, the chapel - or church - and school combination within the same building was common in the 19th century and at the turn of the century. The physical combination of these two functions is evidence of the strong denominational element in education in this area, as well as the great need for economy, false according to the inspectors, or otherwise. Since grants for public schools were received in the form of loans to be matched by local contributions in labour, materials or in kind throughout the pre-1930 period, it was logical for communities to make the buildings a focal point for important community activities: education, religion and entertainment.

Two undated plans for a Church of England school-chapel by W.W. Blackall from the University of London, appointed headmaster of the Church of England Bishop Feild College in St. John's in 1891 and Superintendent of Education for the Church of England in the 1920s, were located. In keeping with tradition, it is a one-room building and hence highly convertible to various community uses and gatherings (Figs. 11 and 12). No school building, however, was found to be identical to this plan, but a school-chapel was reported to have been built in ca. 1865 in the Roman Catholic district of East Point Catalina. It is now used as a lodge for the Society of United Fishermen (Fig. 13). An Anglican school-chapel (Fig. 14), also now a Society of United Fishermen lodge, was reported to have been built in Newton in ca. 1870. Both wooden buildings are large, prominently sited and originally contained a single room.

In 1980 writer Jonathan Myles prepared a sketch of the disappearing school-chapel that was common in Newfoundland around the turn of the 20th century (Fig. 15). It was a simple gable-roofed structure, with pointed, church-like windows and a porch-entrance used for storing wood in the winter. The main part of the building served as a schoolroom during the week, and a community or parish hall, and a court room, when required. On Sundays, a curtain at the east end was drawn aside to reveal the chancel, and the schoolroom served as the nave. The school desks or forms were "long contraptions of wood and iron, so constructed that the top on which the children rested their books and slates, could be folded down to form the back of a Sunday pew." In many school-chapels there were several real pews stacked at one end of the room on school days.⁶⁷ Although this type of building was used

extensively throughout the province for decades, successive superintendents of education complained of them, as the following report for the year 1926-27 indicates:

The church style of architecture was in vogue here for school buildings from the very beginning, and it has taken not a little trouble to eradicate this totally unsuitable style of architecture from the minds of members of Boards, who are principally responsible for the erection of school buildings. Medical men, oculists, scientists and architects have studied the question of the most suitable kind of school buildings for children, how the best lighting may be obtained, the cubic air space needed per pupil, the best colour scheme for eyesight, health and happiness, and their findings may be safely adopted by any Board of Education in Newfoundland. I would recommend that standard plans of a one-room and a two-room building be supplied by the Bureau.⁶⁸

Based on research conducted to date, it does not appear that any central educational authority supplied standard plans before 1930, despite the obvious need.

Early gable-roofed one-room schools on the Island include the first Methodist school in Wesleyville, built in 1876; St. Paul's School, Codroy, built in 1870 (Fig. 16); and a former school (Fig. 17), now a Society of United Fishermen lodge in Trinity, reported to have been built in ca. 1880.⁶⁹ Others include a former school (Fig. 18) reported to have been built in Low Point in 1906; and a former schoolhouse in Bacon Cove, (Fig. 19) reported to have been built in ca. 1900.

Another simple plan, also undated, was acquired from the Architectural Co-ordinator of the Integrated Educational Committee, Department of Education. It was intended for a school-chapel in Terra Nova, and the floor plan shows a chancel section separated from the main room by a removable partition (Fig. 20), the common feature noted by Jonathan Myles (above). The continuous band of windows on one side suggest a 20th-century building. The existence of the building remains to be verified.

The one- and two-room schools erected in the province after 1930 still bear a resemblance to the earlier examples of this genre. Small, constructed of wood, and stylistically simple as one would expect, they are a reflection of financial economy and small enrolments. Many of these smaller schools were used for elementary school children as larger high schools and district schools to which pupils were "bussed" became popular in the 1960s and seventies. Four good examples of these modest buildings were built by the United Church in the outskirts of St. John's (Fig. 21).

Two larger, two-storey school buildings outside St. John's were standing in the early 1970s; their present status and existence requires verification. The Twillingate High School (Fig. 22), estimated to have been built ca. 1880, is a blocky building like many of the smaller outport schools, but it appears to have contained several classrooms which was one of the requirements for this type of school (at least two teachers). The Blackhead School Hall (Fig. 23), erected in 1910, has greater architectural pretensions with its central pediment and Palladian window at the front. Although empty at the time of CIHB recording in 1976, it appears that it also had several classrooms. The upper floor may have been an open hall.

Not surprisingly, the early schools in the provincial capital are a dramatic contrast to most of those in the outports of the pre-1930 period. Most of the pre-1930 schools still standing in St. John's were built by the Roman Catholics. The three major denominations - the Roman Catholics, the Anglicans and the Methodists - all had impressive school buildings in St. John's before 1930. The present Methodist College was built in 1893 on the site of Holloway School, a Methodist elementary school established in 1864 and replaced by the college. The Church of England equivalent of the Methodist College was Bishop Feild College (Fig. 24) which was

opened in 1925, but had operated earlier in an older building until it too was replaced. Both of these were high schools. Among the Roman Catholic schools of this period are St. Bride's College (Fig. 25), built in 1883 as a boarding school for young ladies, and the best known, St. Patrick's Hall School (Figs. 26 & 27), built by the B.I.S. in 1877-80. The Irish Christian Brothers were brought to Newfoundland in 1876, and this was one of their schools, besides the Holy Cross Schools. Consisting of three storeys, St. Patrick's had four classrooms in the middle storey, billiards and reading rooms on the ground floor, and a theatre and concert hall in the upper storey. The building burned in the Great Fire of 1892 and was reconstructed in 1894.⁷⁰ Most of the large city schools were built of stone or brick and reflect the architectural styles popular in the periods in which they were built.

Conclusion

Throughout the pre-1930 period, the largest group of schools by far consisted of the rural one- and two-room buildings. In 1926-27 for example, out of a total of 1,161 schools in the province, 940 were one-room, one-teacher schools.⁷¹ Most of these were elementary schools, for even by the 1920s Newfoundland and Labrador children still tended to leave school after a few years. To quote Rev. A. Shorter on this problem in 1919-20:

A striking example of this trouble occurs in a school where attendance is 27, and of these, 17 are in Primer class while none of the remaining ten are beyond III Standard. At the head of this school, a young man of II Grade will, if he remains long enough, be converted from a promising school master into a nursery maid.⁷²

Except for the large urban schools, including boarding schools for the wealthier inhabitants, convent and seminary schools erected from the mid-19th century and onwards, a great proportion of the schools existing in Newfoundland post-date 1930. Based on sources examined thus far, it appears that very few pre-1930 school buildings outside the capital have survived. Of those that are extant, general reports from the Department of Education personnel indicate that most are either abandoned, have been demolished or converted to community halls, church halls or S.U.F. lodges. Their declassification from school use makes survivors both difficult to locate and document.

An intensive period of school construction followed the end of World War II and the province's subsequent entry into Confederation. These new buildings consisted of centralized, regional high schools accommodating large numbers of students, and smaller one- and two-room elementary schools. In 1954 the Newfoundland government introduced a policy of centralizing educational facilities. With the aid of a special grant, school boards were assisted with up to seventy per cent of the cost of building regional or central high schools. Assistance with transportation was also provided. Considering the limited financial resources of the inhabitants and the fact that most of the government assistance to school building before 1930 consisted at most of a loan for only one third of the cost of construction, it is not surprising that school buildings remained extremely modest and few innovations in school architecture were made. By the mid-1960s, seventy per cent of the students in the province were reported to be attending ninety centralized high schools.⁷³

In their 1971 survey, authors R.D. Fisher and P.J. Warren presented a detailed summary of school facilities in Newfoundland and Labrador. Based on questionnaires sent to the principal of each school, the study showed that by 1971, at least 209 schools out of a total of ca. 809 (number of responses received, less than total), were more than 19 years old. In other words, the pre-1952 schools existing in the province in 1971 represented 35.8 per cent of the 1971 total.⁷⁴ By that time the pre-1952 school was considered by educational facility planners to be obsolete for educational

purposes, unless considerably altered. The fate of the schools built before 1930 is therefore not surprising. Of this total of 209, one must eliminate those buildings erected between 1930 and 1952, as well as take into consideration the fate of the many pre-1930 schools which were de-classified within the last decade. On the other hand, it is probable that some of the schools built before 1930 had already been eliminated from active educational use by 1971 when the schools survey was undertaken. The older urban school complexes would also be represented in the pre-1952 total.

It is anticipated that telephone enquiries to school boards after schools re-open in September may be necessary, both to broaden our selection for architectural analysis and to confirm their current status or existence as of 1982. Research must also be conducted at the three main denominational archives in St. John's in order to identify and document additional examples. These will then be incorporated into a cross-country analysis of pre-1930 school architecture. Major factors which influenced it, such as administration and finance, will also be considered in greater detail. Given the complexity of the subject, this stage of research has been confined to establishing an outline of Newfoundland's educational history as it pertains to school construction, and examples identified through various sources to date.

Endnotes

- 1 George Albert Hickman, "The History of Education in Newfoundland" (Acadia University, Wolfville: M.A. thesis, Department of Education, 1941), p. 3.
- 2 Frederick W. Rowe, The History of Education in Newfoundland (Toronto: Ryerson, 1952), pp. 15-20.
- 3 Ibid., The Development of Education in Newfoundland (Toronto: Ryerson, 1964), p. 29.
- 4 Ibid., pp. 29-31.
- 5 Ibid., pp. 34-35.
- 6 G.A. Hickman, op. cit., p. 8.
- 7 F.W. Rowe, op. cit. (1964), p. 37; Centenary Volume Benevolent Irish Society of St. John's Newfoundland 1806-1906 (hereafter cited as B.I.S.) (Ireland: Guy & Co. Ltd., ca. 1906), pp. 64-70.
- 8 Arthur Barnes, "The History of Education in Newfoundland" (New York University, New York: Ped. D. thesis, 1917), p. 52.
- 9 G.A. Hickman, op. cit., p. 20.
- 10 F.W. Rowe, op. cit. (1952), p. 48.
- 11 Ibid., op. cit. (1964), p. 41.
- 12 G.A. Hickman, op. cit., p. 20.
- 13 Arthur Barnes, op. cit., p. 55.
- 14 Ibid., pp. 55-56.
- 15 Schools Questionnaire, W.E. Parsons, Director, Conception Bay Museum, Harbour Grace, Newfoundland, 1981.
- 16 G.A. Hickman, op. cit., p. 7.
- 17 Ibid., p. 27.
- 18 F.W. Peacock, "The Moravian Mission in Labrador 1752-1979
"The Goodly Heritage'" (Parks Canada: unpub. ms. on file, 1980), p. 216.
- 19 Ibid., p. 231.
- 20 F.W. Rowe, op. cit. (1964), pp. 63-64. Three hundred pounds was granted to the Newfoundland School Society; a hundred pounds to the B.I.S. Orphan Asylum; a hundred pounds to the Presentation Convent in St. John's; and a hundred pounds to St. Patrick's School in Harbour Grace. The rest was divided in various proportions among the nine new school boards.
- 21 Journal of the House of Assembly (hereafter cited as JHA), 1844, App.:

- Education, p. 151. Note that references to education reports in the Journals of the House of Assembly are made according to the year which the report covers, rather than the date of the publication of the Journal, which is the following year.
- 22 Ibid.
- 23 Ibid., p. 165.
- 24 Ibid., "List of Schools &c.," pp. 192-93. Each denomination, especially in the 19th century, appears to have used a different reporting method, some giving extensive, albeit incomplete statistics, others giving very few. Consequently it is impossible to provide accurate totals of schools per denomination for any given year, or for all of the denominations altogether. Even if accurate totals were available, it is seldom apparent whether "school" means schoolhouse, tilt, teacher's residence, or a combination building, or simply the operation of a school, exclusive of physical accommodation. A reading of the various inspector's reports suggests that the latter was more often the case throughout much of the 19th century.
- 25 JHA, 1845, App: Education, pp. 93 & 100.
- 26 Ibid., pp. 118 & 123.
- 27 Ibid., p. 118-19.
- 28 Ibid., p. 119.
- 29 Ibid.
- 30 Ibid.
- 31 Ibid.
- 32 Ibid., p. 120.
- 33 Ibid., p. 135.
- 34 Ibid., p. 128.
- 35 Herman Lewis King, "The Growth of Education in Newfoundland" (Mount Allison University, Sackville: B.A. thesis, 1930), p. 20. The assembly had passed an act for the establishment of a Church of England and a Roman Catholic academy only in 1843.
- 36 Ibid., p. 21.
- 37 A. Barnes, op. cit., pp. 97-98.
- 38 JHA, 1858, App.: Education, p. 250.
- 39 Ibid.
- 40 Ibid., p. 256.
- 41 Ibid.
- 42 Ibid., p. 291.
- 43 Ibid.
- 44 Ibid.
- 45 Ibid.
- 46 Ibid., 1859, p. 225.
- 47 Ibid., pp. 227-28.
- 48 R.A. MacKay, Newfoundland Economic, Diplomatic and Strategic Study (Toronto: Oxford University Press, 1946), p. 151.
- 49 F.W. Rowe, op. cit. (1964), p. 68.
- 50 Ibid., pp. 90-91.
- 51 JHA, 1875, p. 289.
- 52 Annual Report of the Department of Education, Newfoundland, 1926-1927 (St. John's, 1928), p. XVII.
- 53 JHA, 1875, p. 300.
- 54 G.A. Hickman, op. cit., p. 71.
- 55 F.W. Rowe, op. cit. (1964), p. 69.
- 56 G.A. Hickman, op. cit., pp. 36-37.
- 57 F.W. Rowe, op. cit. (1964), p. 69.
- 58 Report of the Public Schools of Newfoundland under the Church of England

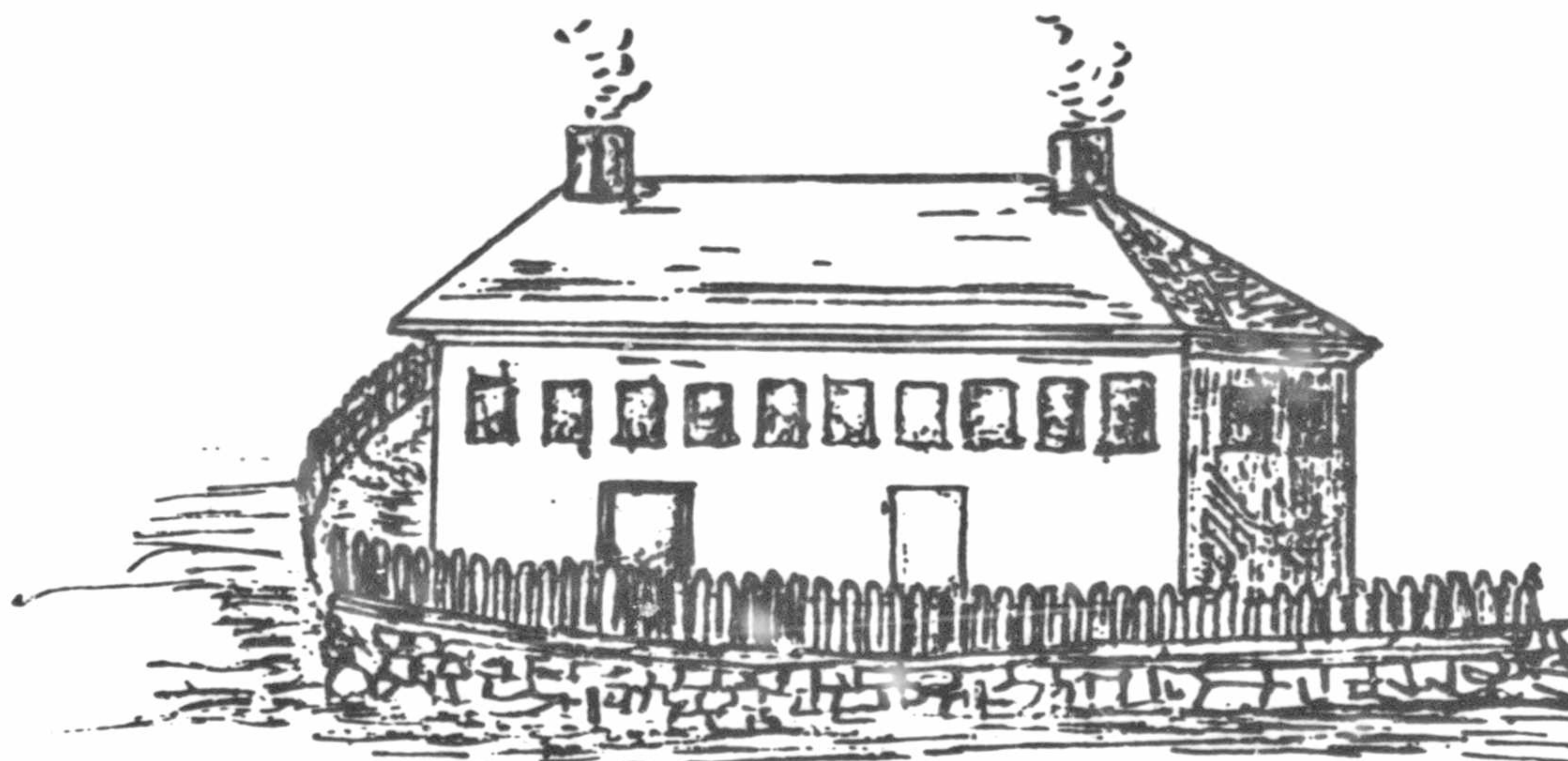
- Boards for the Year Ended December 31st, 1908 (St. John's: Telegram Print, 1909), p. VII.
- 59 Annual Report of the Department of Education, Newfoundland, 1924-1925 (St. John's: The Evening Telegram Ltd., 1926), p. 35.
- 60 Report of the Public Schools of Newfoundland under the Church of England Boards for the Year Ended 30 June, 1917 (St. John's: Herald Print, 1918), p. IX. To qualify for a loan under the Building Loan Fund, communities had to pay two-thirds of the cost of their school in cash, materials or labour, and the remaining one-third was obtained as a loan from the Fund, to eventually be paid by the locality.
- 61 Ibid., p. X.
- 62 Annual Report of the Department of Education, Newfoundland, 1924-1925 (St. John's: The Evening Telegram Ltd., 1926), p. 123.
- 63 F.W. Rowe, A History of Newfoundland and Labrador (Toronto: McGraw-Hill Ryerson Ltd., 1980), pp. 303-308.
- 64 Robert Gordon Moyles, The Blood and Fire in Canada: A History of the Salvation Army in the Dominion, 1882-1976 (Toronto: Peter Martin Associates Ltd., 1977), p. 87.
- 65 A.G. Hickman, op. cit., p. 37.
- 66 Ibid.
- 67 Jonathan Myles, "The Old School-Chapel," Newfoundland TV Topics, 5 July 1980, pp. 44-45.
- 68 Annual Report of the Department of Education, Newfoundland, 1926-1927, op. cit., p. XVII.
- 69 Rev. Naboth Winsor, "By Their Works" A History of the Wesleyville Methodist Church - 1874-1925 United Church - 1925-1974 (St. John's Newfoundland Form and Letter Duplicating, 1976); Schools Questionnaire, Elizabeth Gibbons, Secretary, South West Coast Historical Society, P.O. Box 1299, Port aux Basques, Newfoundland, Dec. 1981.
- 70 B.I.S., op. cit., pp. 226-246, 266. Only one-ninth of the cost of the building was obtained from outsiders; the rest was financed by the B.I.S. The Society chartered three vessels to bring freestone for the building from the Wallace quarries in Nova Scotia.
- 71 Annual Report of the Department of Education, Newfoundland, 1926-1927, op. cit., p. VII, X.
- 72 Annual Report of the Department of Education, Newfoundland, 1919-1920 (St. John's: The Daily Star, 1921), "Report of Rev. A. Shorter on Church of England Schools from Arnold's Cove to St. Jacques," pp. 18-19.
- 73 R.I. McAllister, Newfoundland and Labrador: The First Fifteen Years of Confederation (St. John's: Dicks & Co. Ltd, 1965), p. 31.
- 74 R.D. Fisher and P.J. Warren, Schools in Newfoundland and Labrador: A Survey of Existing Facilities (St. John's: Department of Educational Administration, Memorial University of Newfoundland, 1 Jan. 1972), pp. 38 & 205.

Table 1: Schools in the District of Burgeo and La Poile, Newfoundland, in 1897, compared with 1891 census, prepared by William Pilot, Supt. Church of England Schools, 1897:

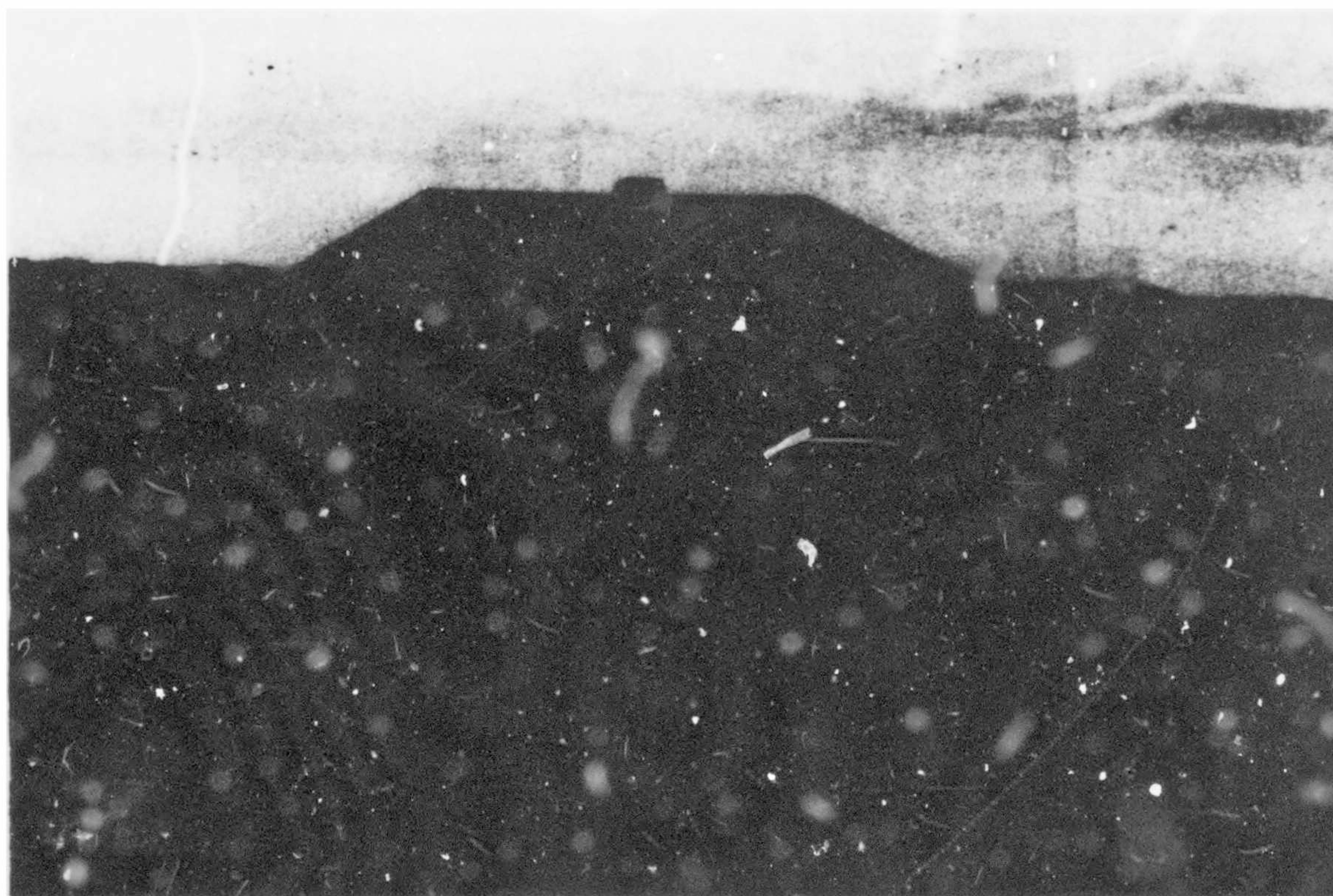
Population.					No. of Sch'ls.		Popl'n so s'tlm'ts not able to avail of Schools.											
Church of England.	Church of Rome.	Methodists.	Other Denominations.	Total.	Church of England.	Church of Rome.	Methodist.	Number of Settlements in the District.	Number of Settlements able to avail themselves of established Schools.	Population of the thirty-nine Settlements with Schools available.	Number of Settlements not able to avail themselves of established Schools.	Church of England.	Church of Rome.	Methodist	Total.	Highest Population.	Lowest Population.	Average Population.
5612	138	1166		56471	20	0	4	69	39	5697	30	496	14	864	774	73	3	26

The District is an extensive one, reaching from Cape Ray to Mosquito in Hermitage Bay. In it there are sixty-nine settlements, containing, according to census of 1891, a total population of 6,471. There are in the same electoral District twenty-four schools established, some for the whole year, and some for a part only. Thirty-nine settlements, containing a population of 5,697, are capable of availing themselves of these twenty-four schools, leaving thirty settlements entirely unprovided for. These thirty settlements are distributed along a coast of two hundred miles, and contain a population of 774, being an average of 26 in each, the smallest containing three, and the largest seventy three.

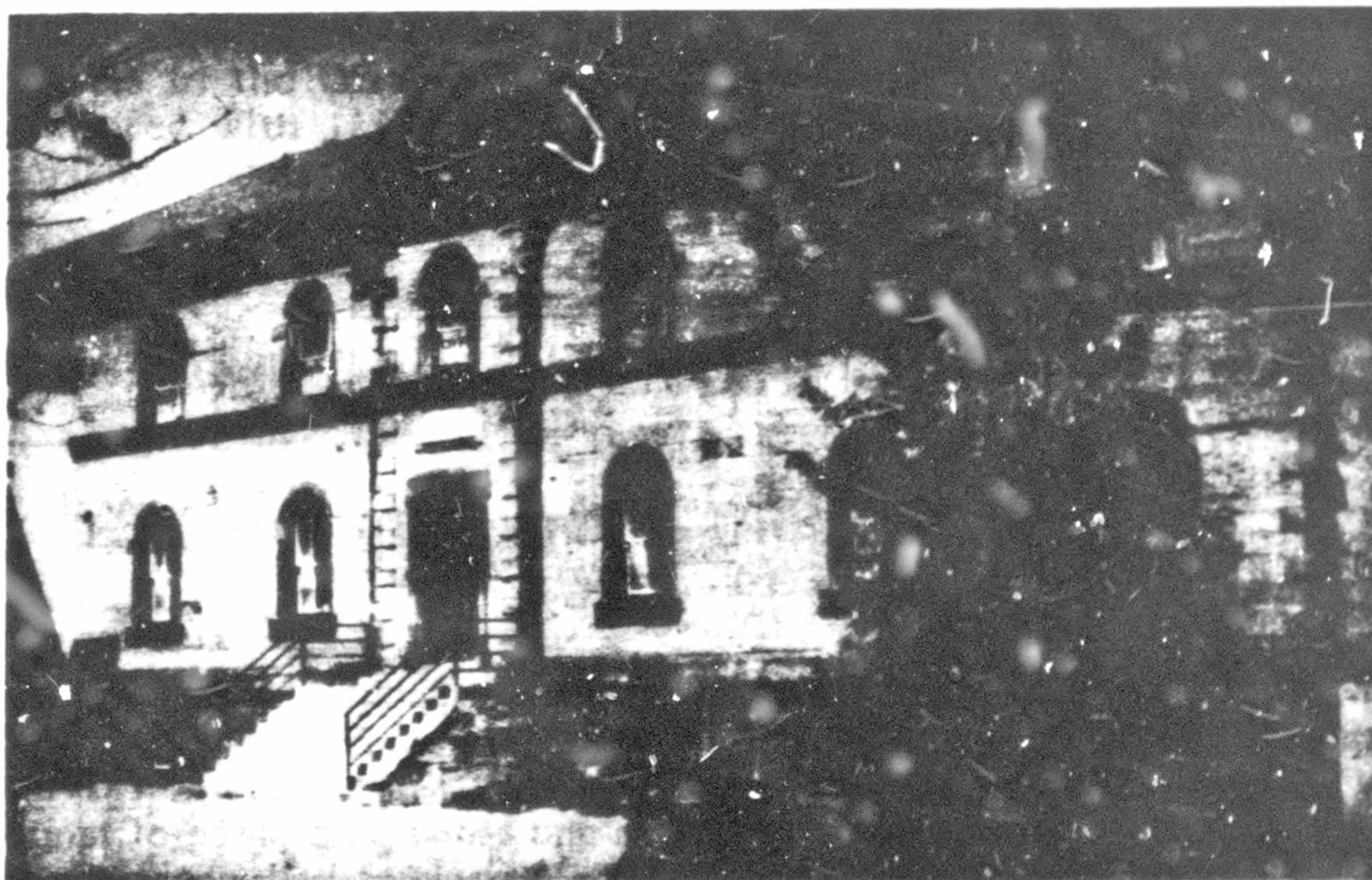
(Report of the Public Schools of Newfoundland Under Church of England Boards, for Year Ended December 31st, 1900 [St. John's: "Evening Herald" Job Print, 1901], P-vi.)



- 1 The B.I.S. Orphan Asylum, Queens Road, St. John's, Newfoundland (no longer standing), before alterations in the 1840s. The plans for this school were drawn by Nicholas Croke, a member of the society. Completed in 1827, it measured 75 ft. by 28 ft. wide and 19-1/2 ft. high and stood on a piece of land at the rear of the town granted by the government. A banquet hall where the society held its dinners, balls and reunions was situated in the upper storey, and poor children, as many as four-five hundred, were taught in the lower storey. Pupils were removed from the building during the sittings of the legislature. (Centenary Volume Benevolent Irish Society of St. John's, Newfoundland, 1806-1906 [Cork, Ireland: Guy & Co. Ltd., ca. 1906], p. 68.)



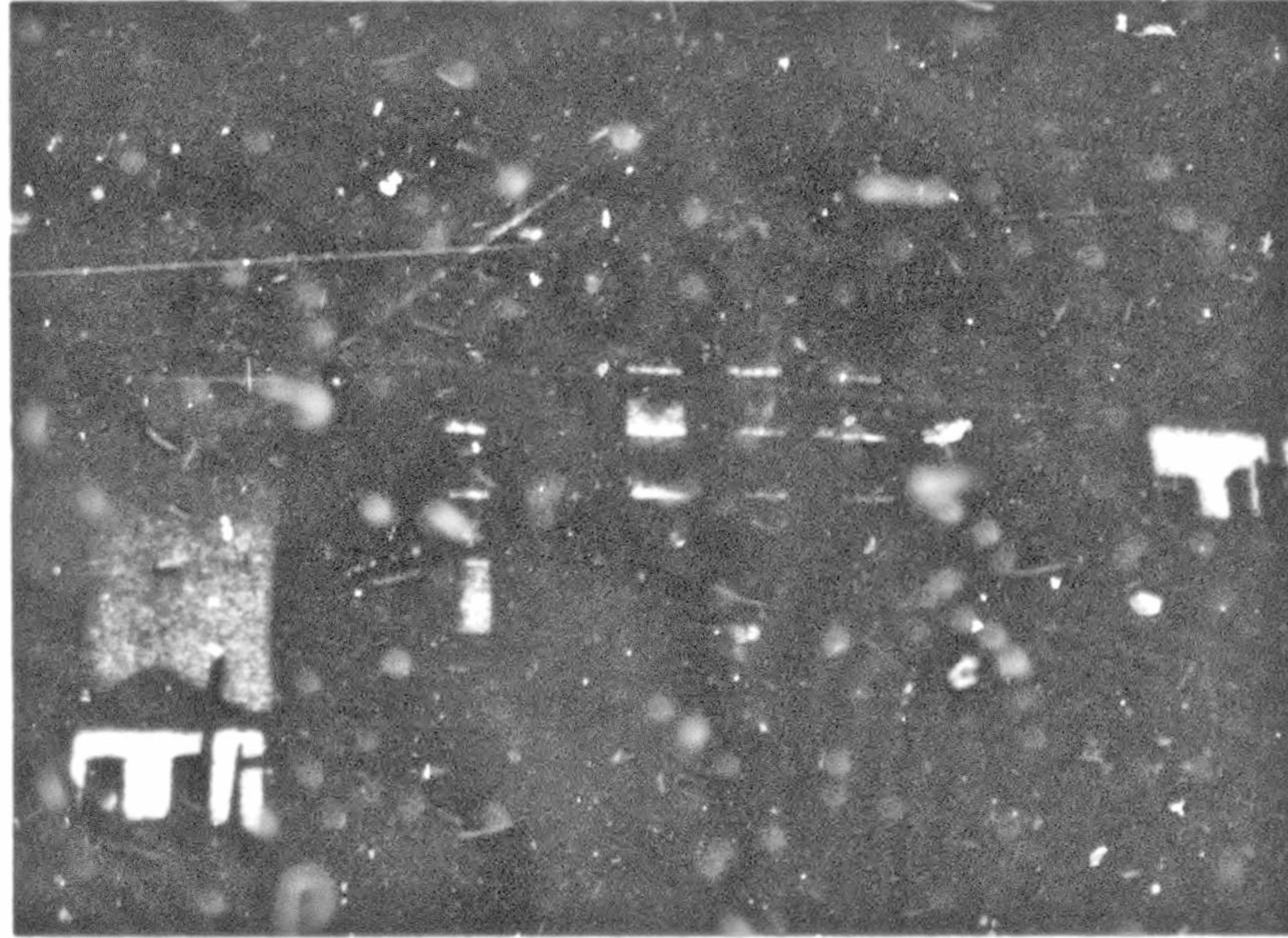
- 2 Original Bristol's Hope School (Methodist), Bristol's Hope, Newfoundland, built in early 1800s, as it appeared in 1981. (W.E. Parsons.)



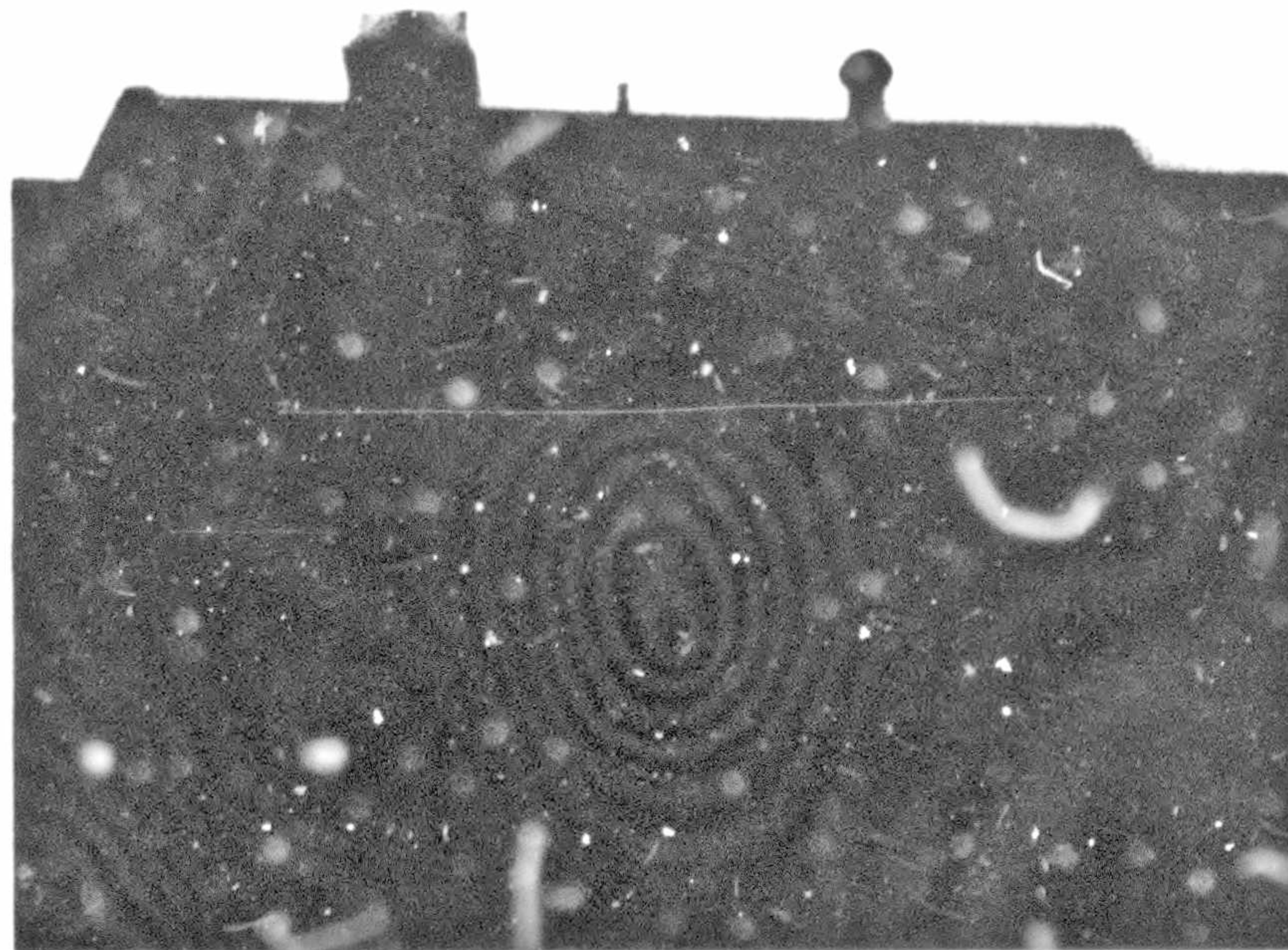
- 3 Presentation Elementary School, St. John's, Newfoundland, built by the Cathedral Parish R.C. School Board in 1850-1853. Consisting of 10 classrooms when built, the building contained 21 classrooms when it closed in 1980. The school is now used as the administration building for the Sisters of Presentation. Alterations were made in 1937 to provide additional classrooms. A second addition in 1970 provided a gymnasium, a library and ancillary facilities. (CIHB.)



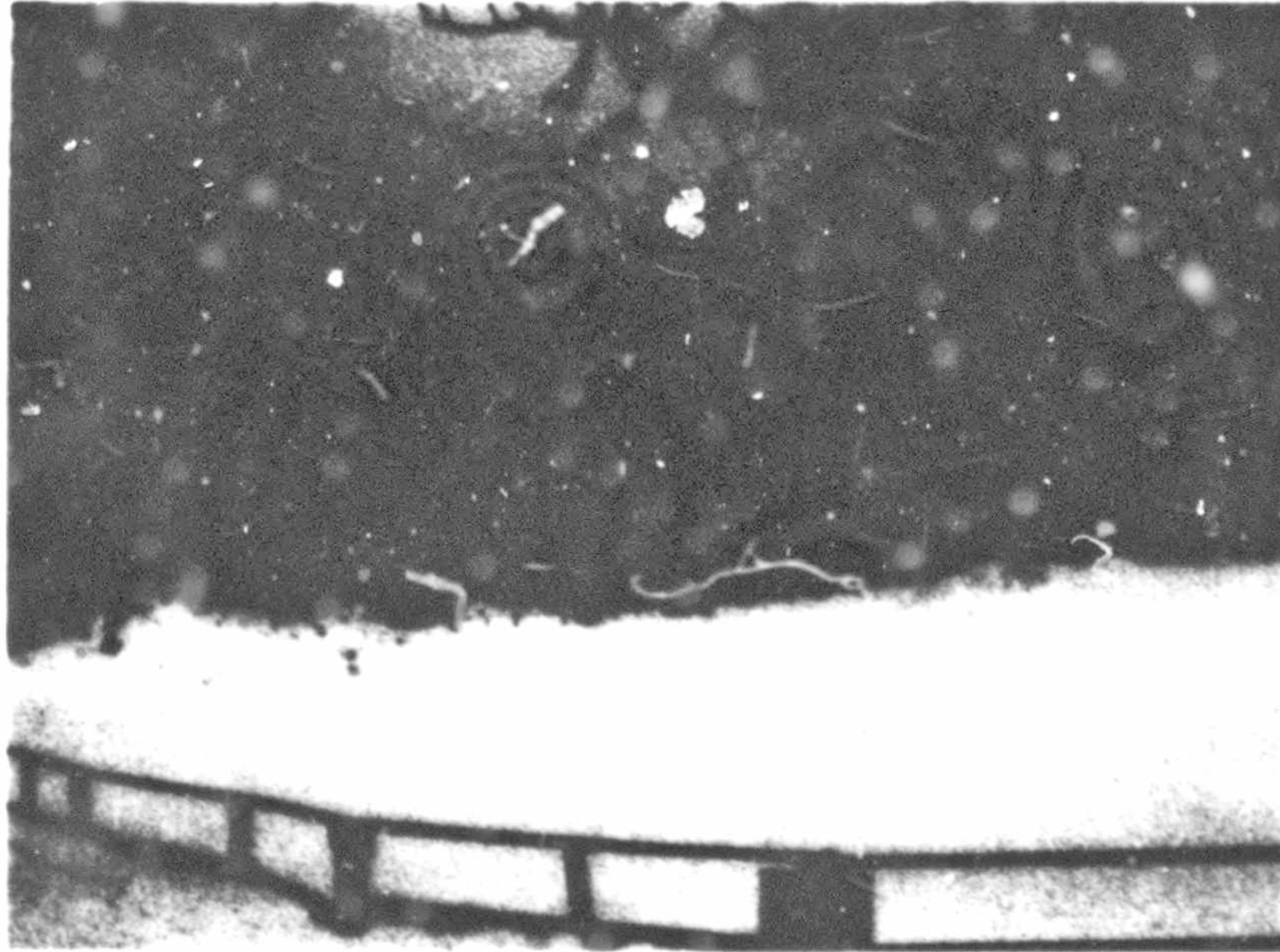
- 4 Our Lady of Mercy School, Military Road, St. John's, Newfoundland, built by the Roman Catholic parish in 1843. This was the first Catholic pension school in Newfoundland for daughters of middle-class families; it was directed by the Sisters of Mercy. The original enrollment was 42, but numerous additions over the years resulted in an enrollment of 400 in 1919. The school became an elementary school in 1858. (Grenville Belbin.)



- 5 St. Peter's School, Queen Street, St. John's, Newfoundland, built by the Roman Catholic parish in 1861, and now a commercial office and warehouse. (Grenville Belbin.)



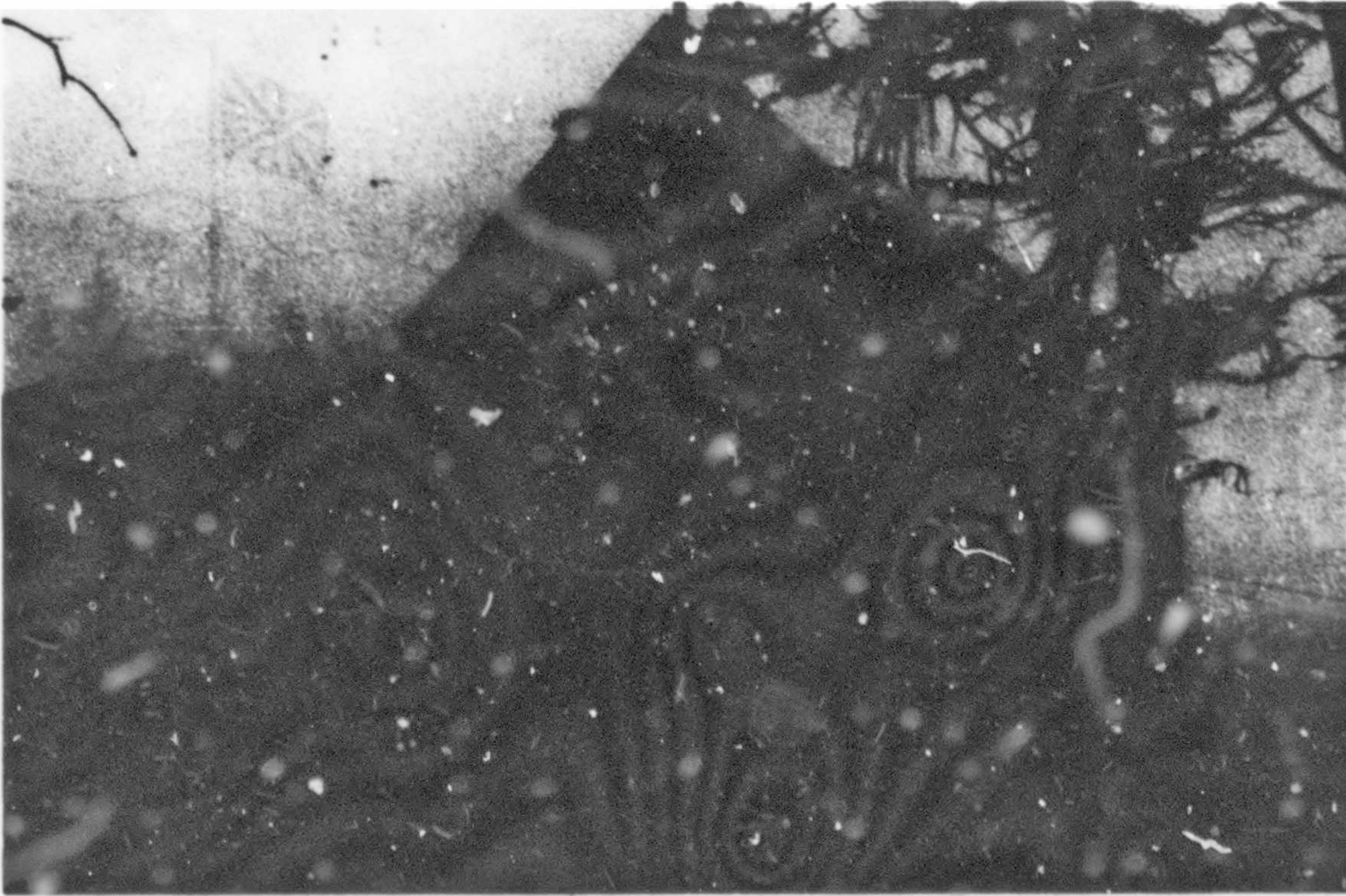
- 6 St. Patrick's Girls' School, St. John's, Newfoundland, built in 1856. The original school had two classrooms, and today it contains 30. (Grenville Belbin.)



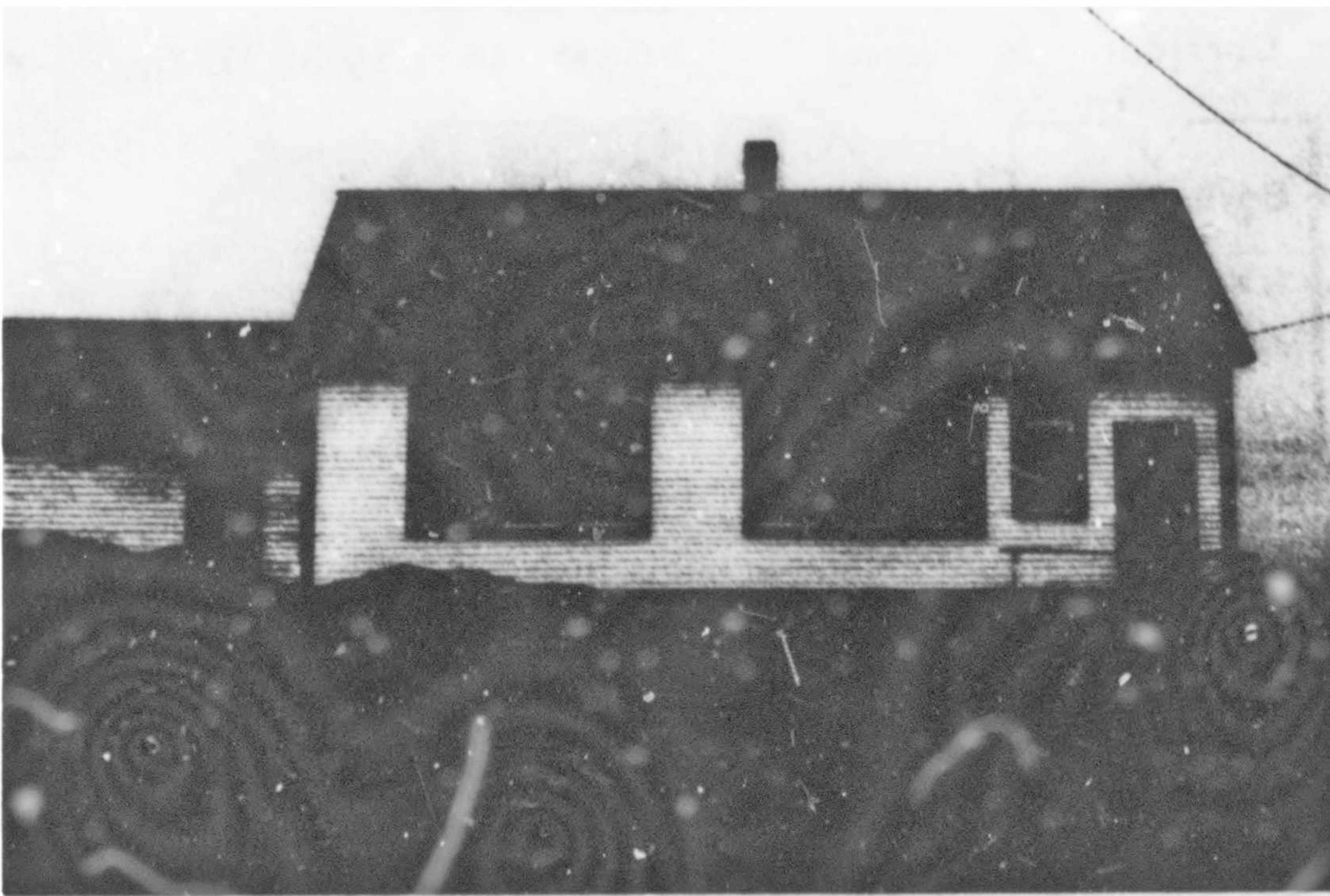
- 7 St. Bonaventure's School, Bonaventure Avenue, St. John's, Newfoundland, built in 1855 (darker stone building at right by the Roman Catholic parish. An addition was erected in 1907 (left). Only a portion of the 1855 building is now used for school purposes. The original building contained 6 classrooms; today it contains 30. (Grenville Belbin.)



- 8 The Old School House, Conception Harbour, Newfoundland, reported to have been built in ca. 1870 (CIHB, Phase 1, 1974.)



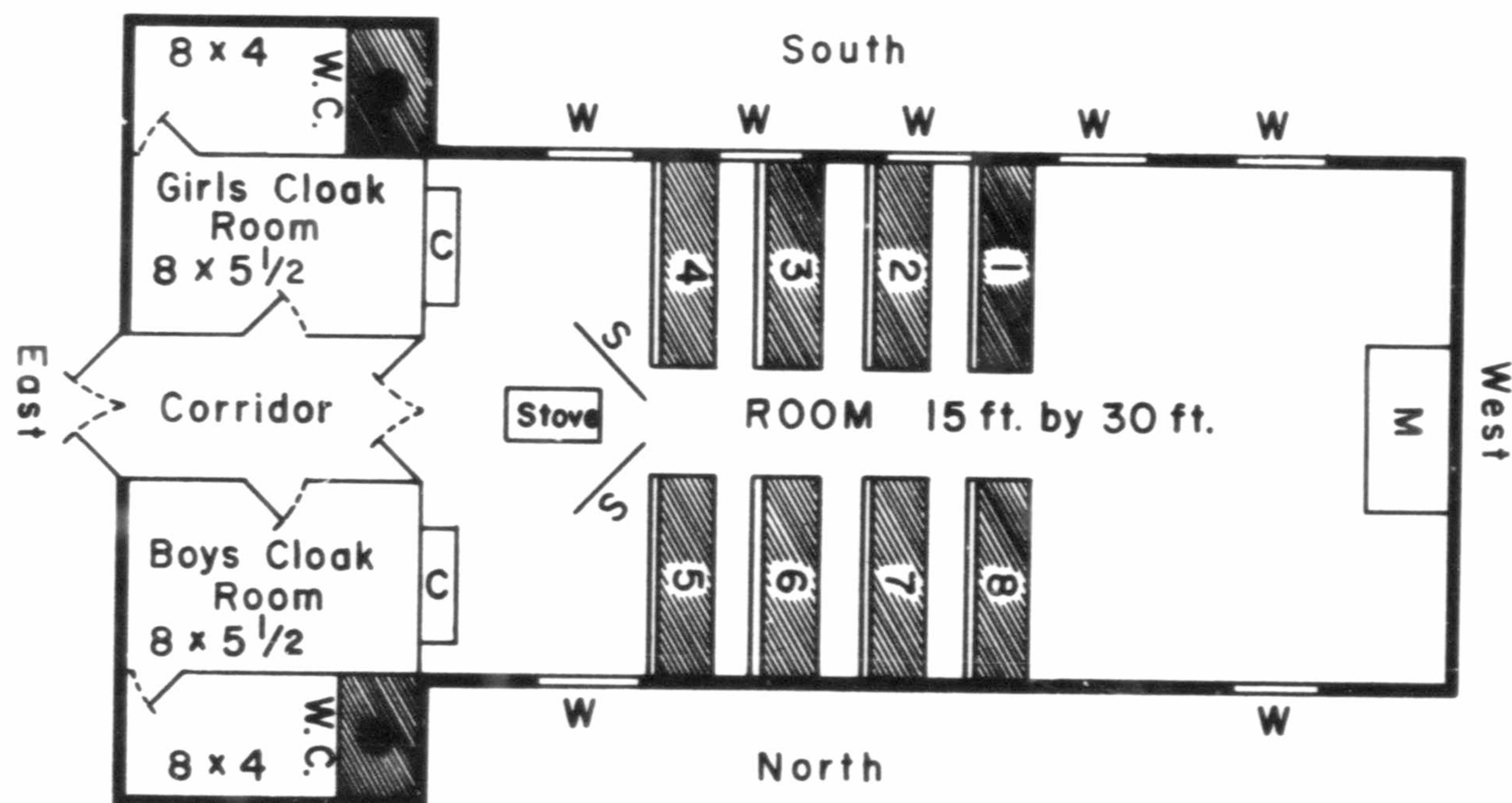
- 9 St. Joseph School, Windsor Heights, Newfoundland, reported to have been built in ca. 1860. (CIHB, Phase 2, 1973.)



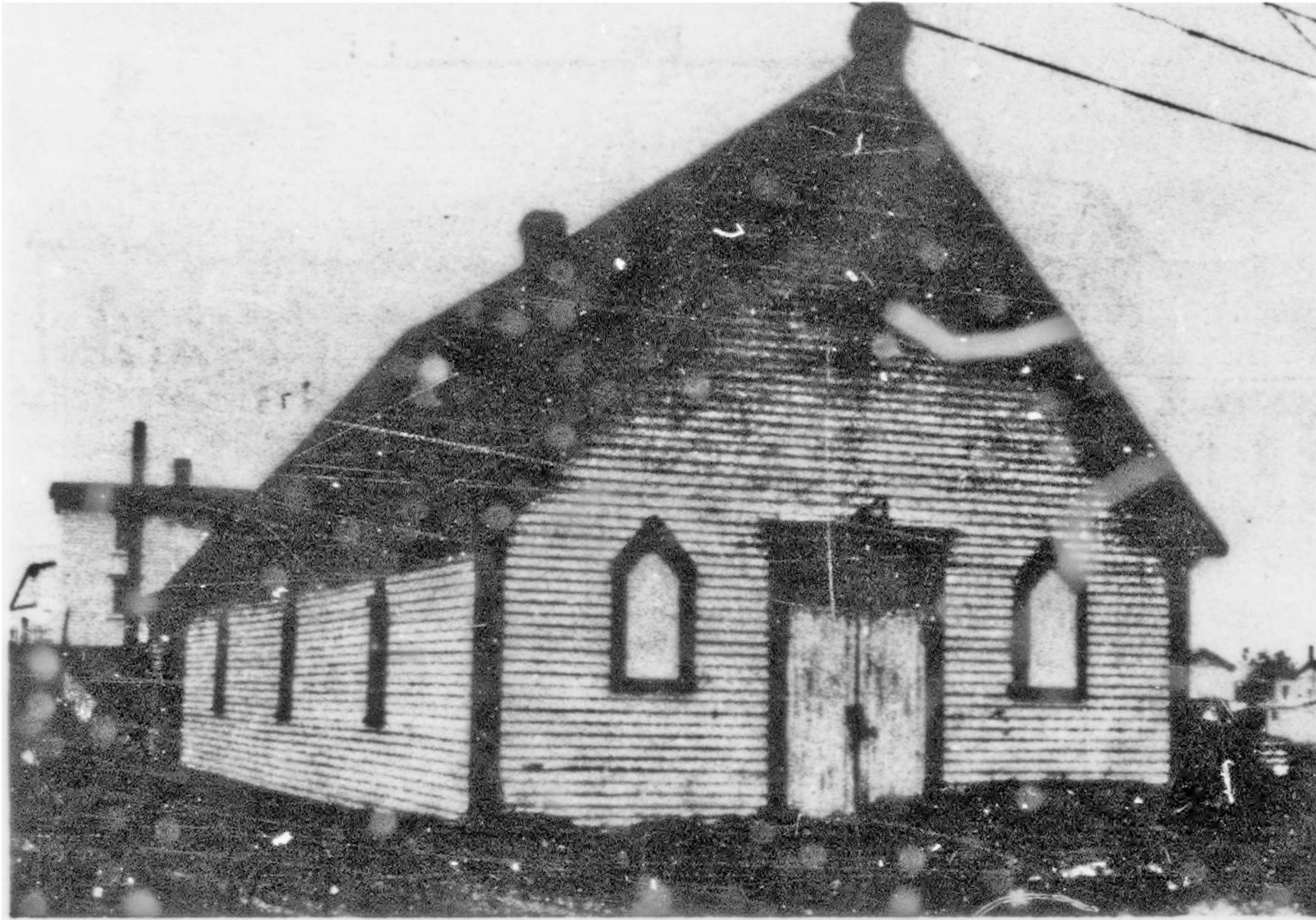
- 10 Anglican School, Salt Harbour, Newfoundland, built in ca. 1870. (CIHB, Phase 1, 1972.)



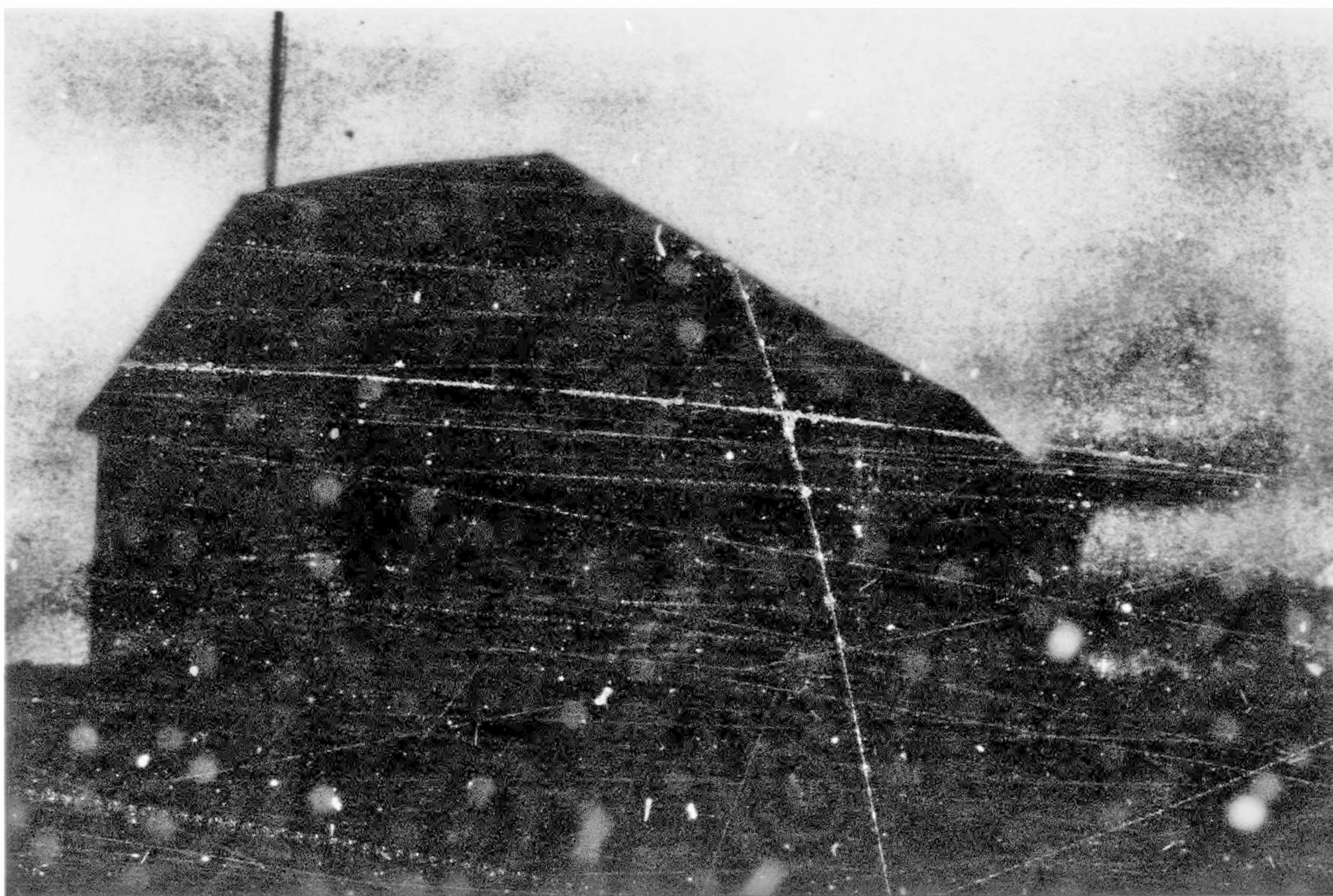
- 11 Eastern elevation of a school suitable for a small settlement, recommended for Church of England school-church or chapel, late 1800s and first quarter of 20th century, by W.W. Blackall. Scale 1/8 in. to 1 ft. (Integrated Education Committee, Department of Education of Newfoundland and Labrador.)



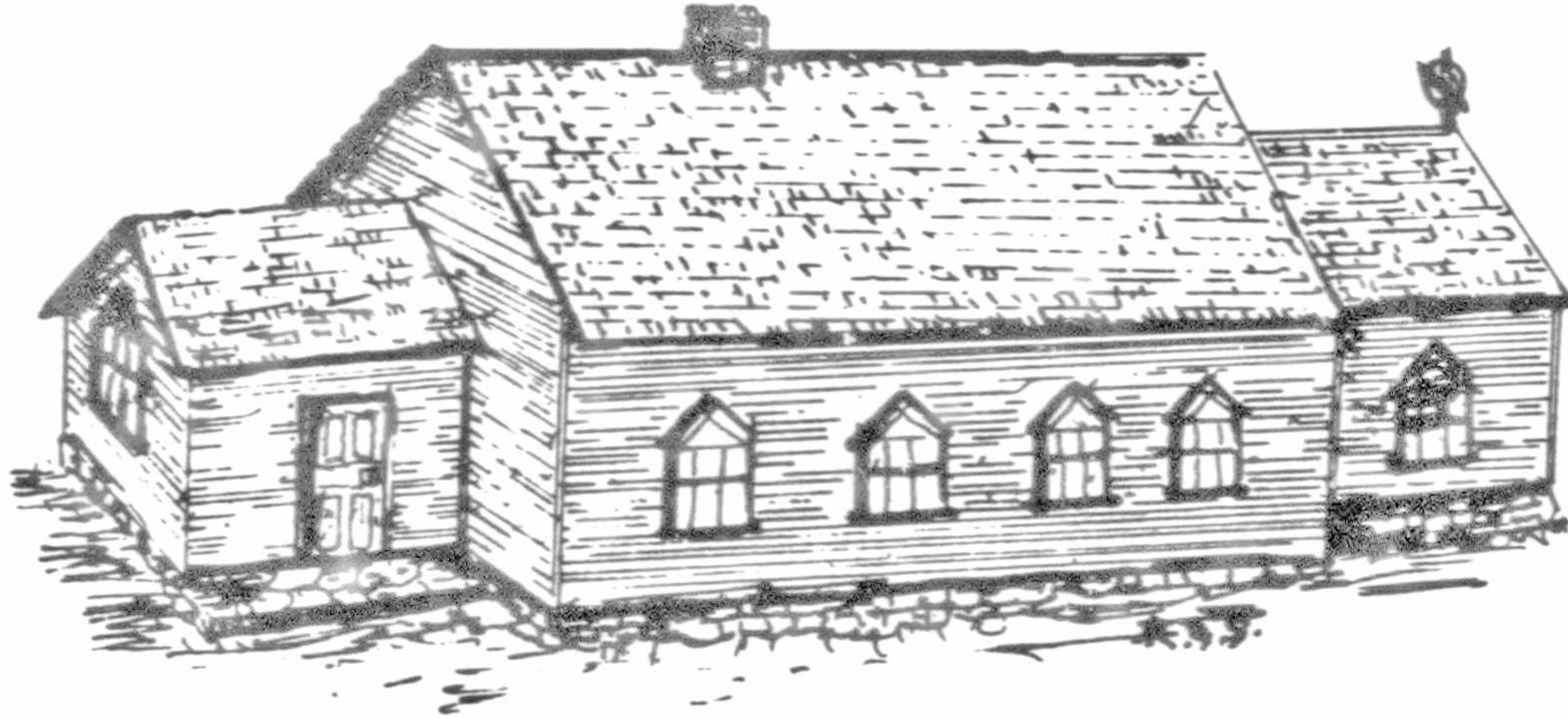
- 12 "Rough Ground Plan of a School Suitable for a Small Settlement," recommended floor plan for Church of England schools in Newfoundland, late 1900s and first quarter of 20th century, by W.W. Blackall, scale 1/8 in. to 1 ft. This building was designed to serve two traditional community needs economically: church and school. (Integrated Education Committee, Department of Education of Newfoundland and Labrador.)



- 13 Former school-chapel, R. C. East Point Catalina, 1 Church Street, Catalina, Newfoundland. Reported to have been built in ca. 1865, this old schoolhouse is now a lodge for the Society of United Fishermen. (CIHB, Phase 1, 1971.)



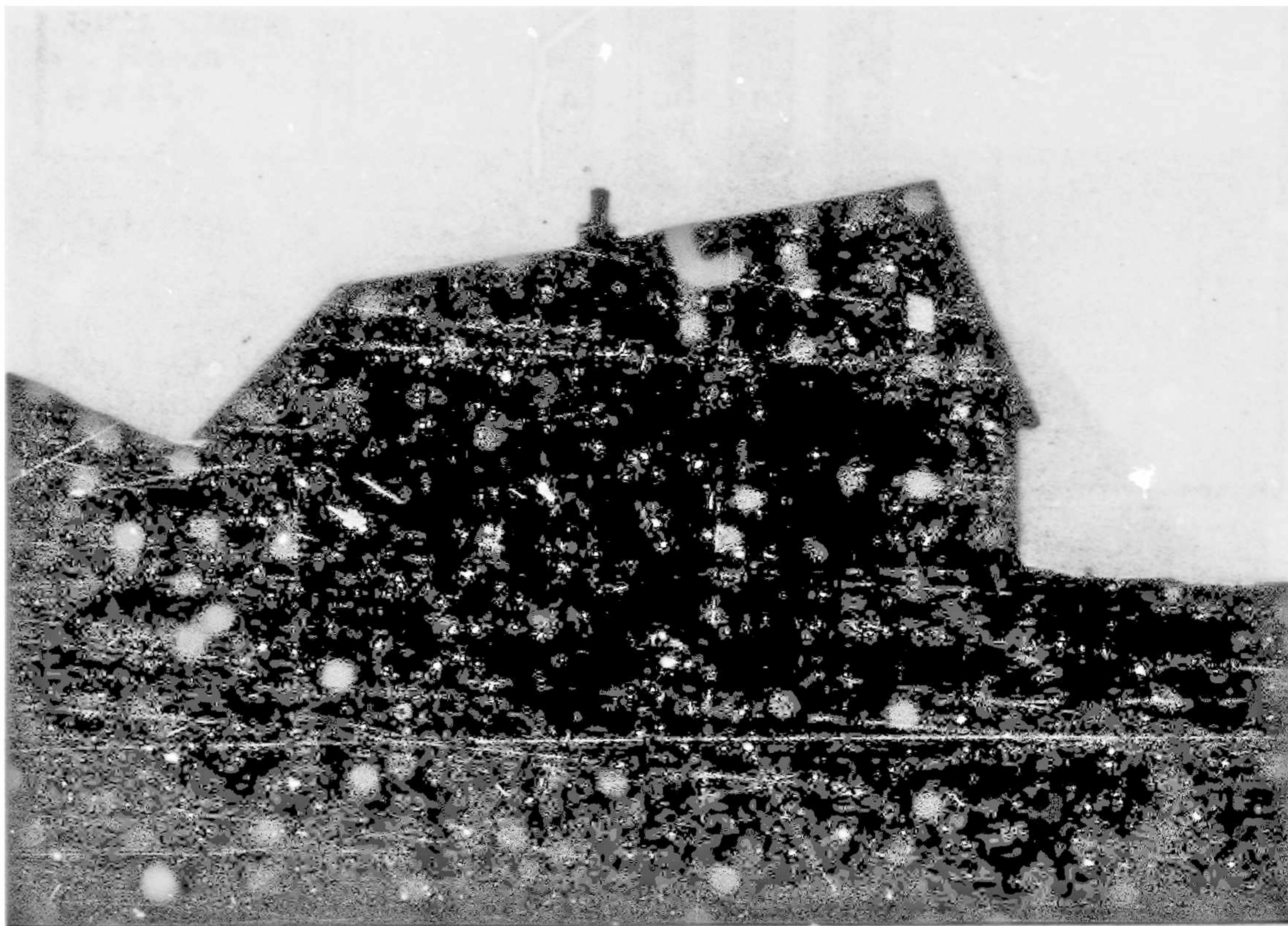
- 14 Former school-chapel, Newtown, Newfoundland, reported to have been built by the Anglican Church, in ca. 1870. The Society of United Fishermen now owns the building. (CIHB, Phase 1, 1971.)



Church of England School Chapel
Newfoundland

late 18th to early 20th C.

- 15 Sketch of old school-chapel, common in Newfoundland around the turn of the 20th century. None of this type of schoolhouse is known to have survived. (Jonathan Myles, "The Old School-Chapel," Newfoundland TV Topics, 5 July 1980, pp. 44-45.)



- 16 St. Paul's School, Codroy, Newfoundland, one-room school built in 1870. A kitchen was added to the rear in 1925. The school closed in 1969. (Bert Downey.)



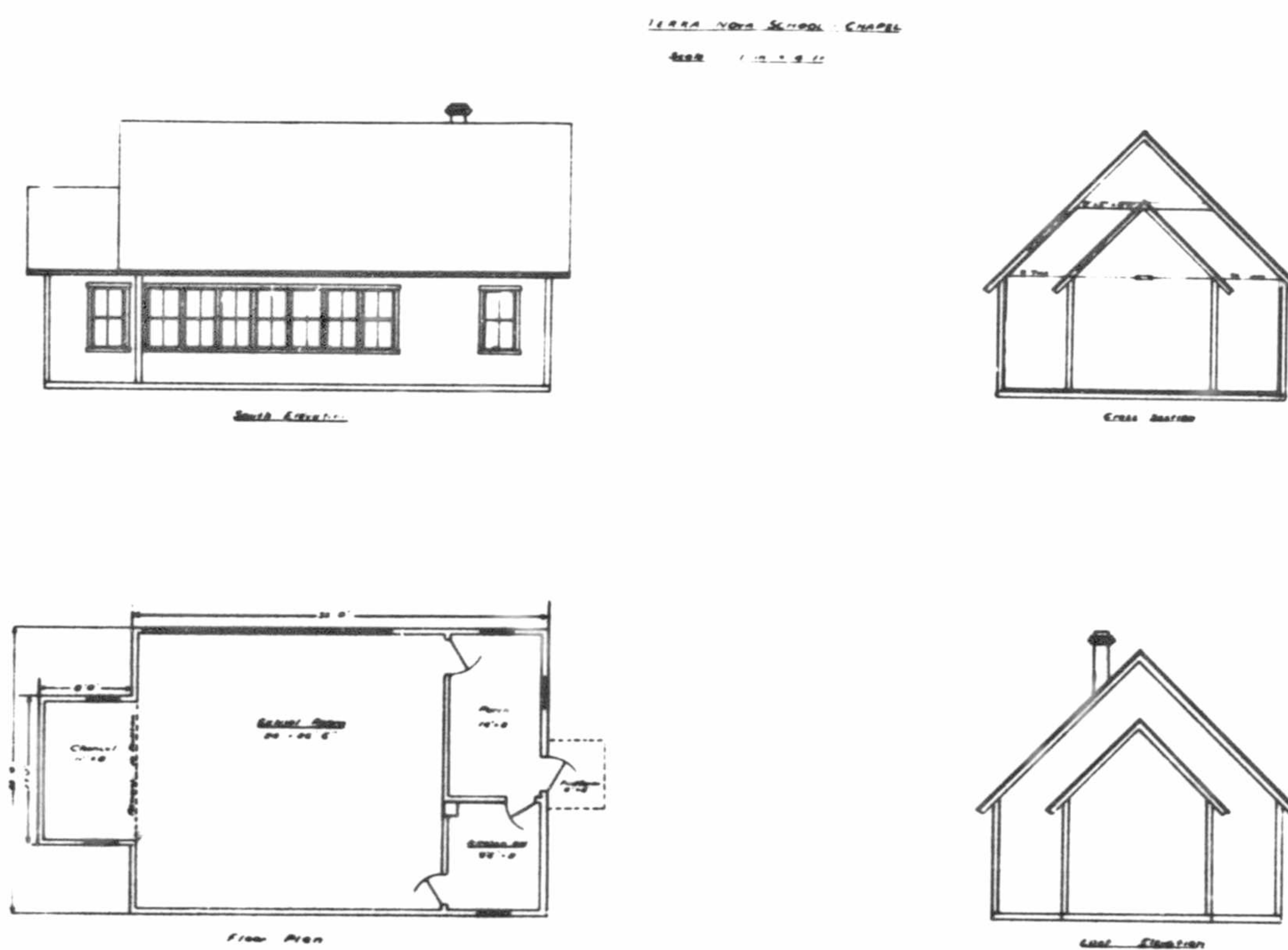
17 Former school, now Society of United Fishermen lodge, reported to have been built in ca. 1880. (CIHB, Phase 1, 1971.)



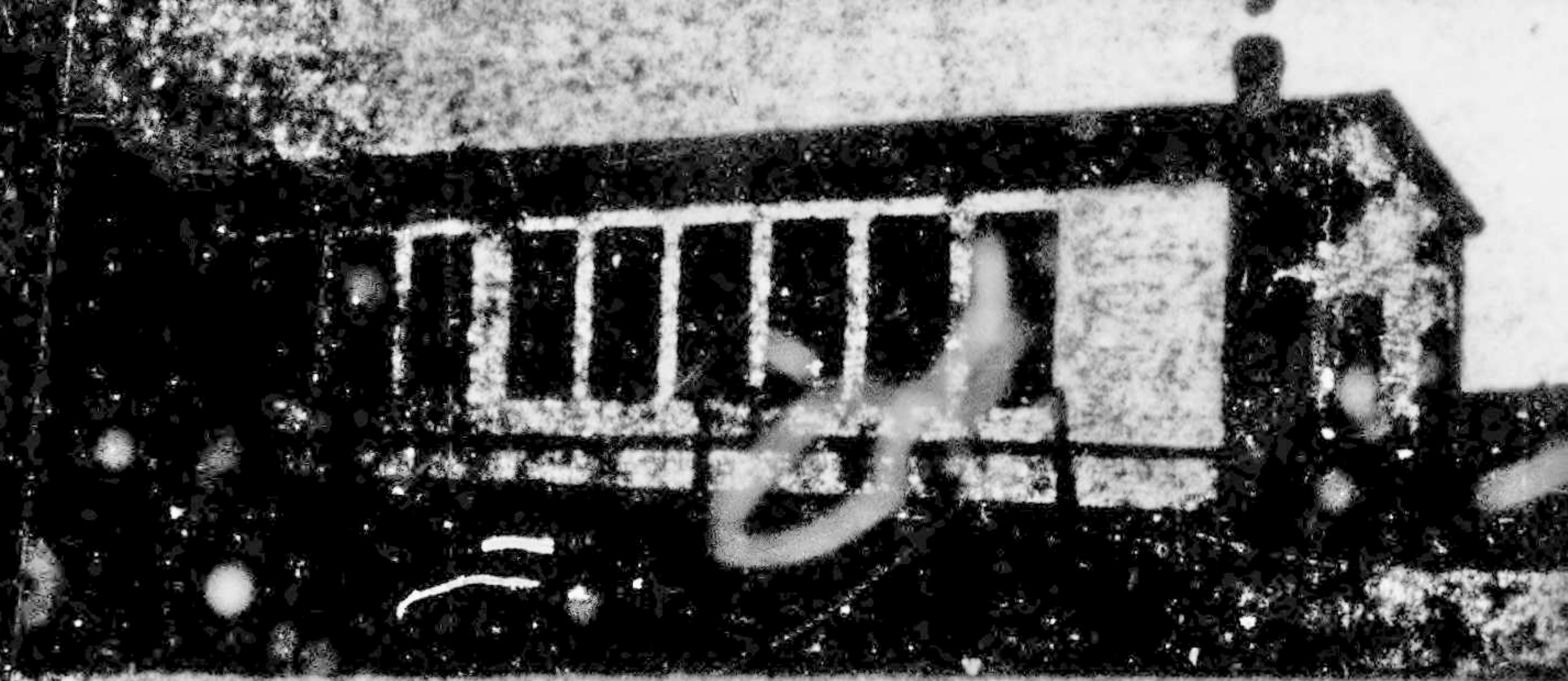
18 Former school, Low Point, Newfoundland, reported to have been built in 1906. (CIHB, Phase 1, 1976.)



- 19 Schoolhouse, Bacon Cove, Newfoundland, reported to have been built in ca. 1900. (CIHB, Phase 1, 1974.)



- 20 Plan for school-chapel, Terra Nova, Newfoundland, date unknown. (Integrated School Committee, Department of Education of Newfoundland and Labrador.)



PURCELL'S RIDGE SCHOOL is the oldest of the United Church suburban schools serving St. John's area. Built as a one-classroom structure about thirty years ago, Purcell's Ridge was enlarged to take in a second room in 1943.

THE FRINGES OF THE CITY....

ST. PAUL SCHOOL, one room, was erected in 1948 to take care of children living in that area of the city. Its construction was necessitated by population expansion by the flood at that time.



FORT AMHERST SCHOOL—a one-room building—was erected by St. John's U. C. Board of Education to accommodate children in the south Battery area. It was built at about the same time as Purcell's Ridge.

...THERE ARE SCHOOL PROBLEMS

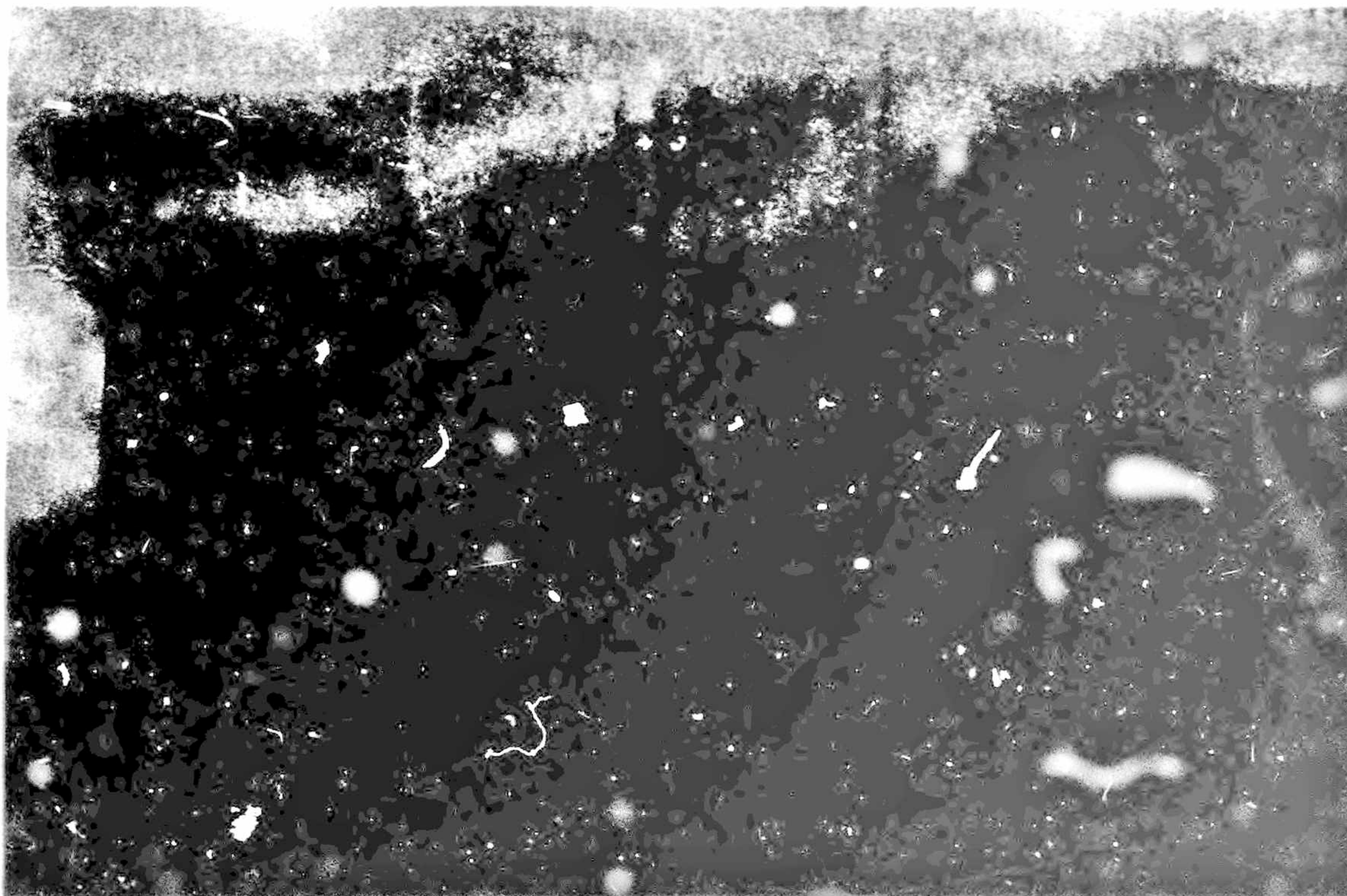
ST. PAUL'S SCHOOL, Mundy Pond, was built as a one-room school. It was necessary to enlarge the building to provide for two extra classrooms in 1952. St. Paul's United Church is also connected with the school.



- 21 United Church Schools, located on the "fringes" of St. John's, Newfoundland, in 1959, built ca. 1930 or later. Clockwise from upper left: Purcell's Ridge School, one of the (then) oldest U.C. suburban schools in the St. John's area, built as one-room school in ca. 1930, addition of one room in 1943; Fort Amherst School, a one-room school built in 1943; St. Paul's School, Mundy Pond, built as two-room school in 1948 and enlarged for two extra classrooms in 1952; and Blackhead Road School, one-room school erected in 1943. (Citizens of Tomorrow Need Our Help Today [St. John's: Guardian Ltd., ca. 1959], photos by Garland Studio and The Daily News.)



22 Twillingate High School, Twillingate, Newfoundland, built in ca. 1880. (CIHB, Phase 1, 1972.)



23 Blackhead School Hall (U.C.), Blackhead, Newfoundland, erected in 1910. (CIHB, Phase 1, 1976.)



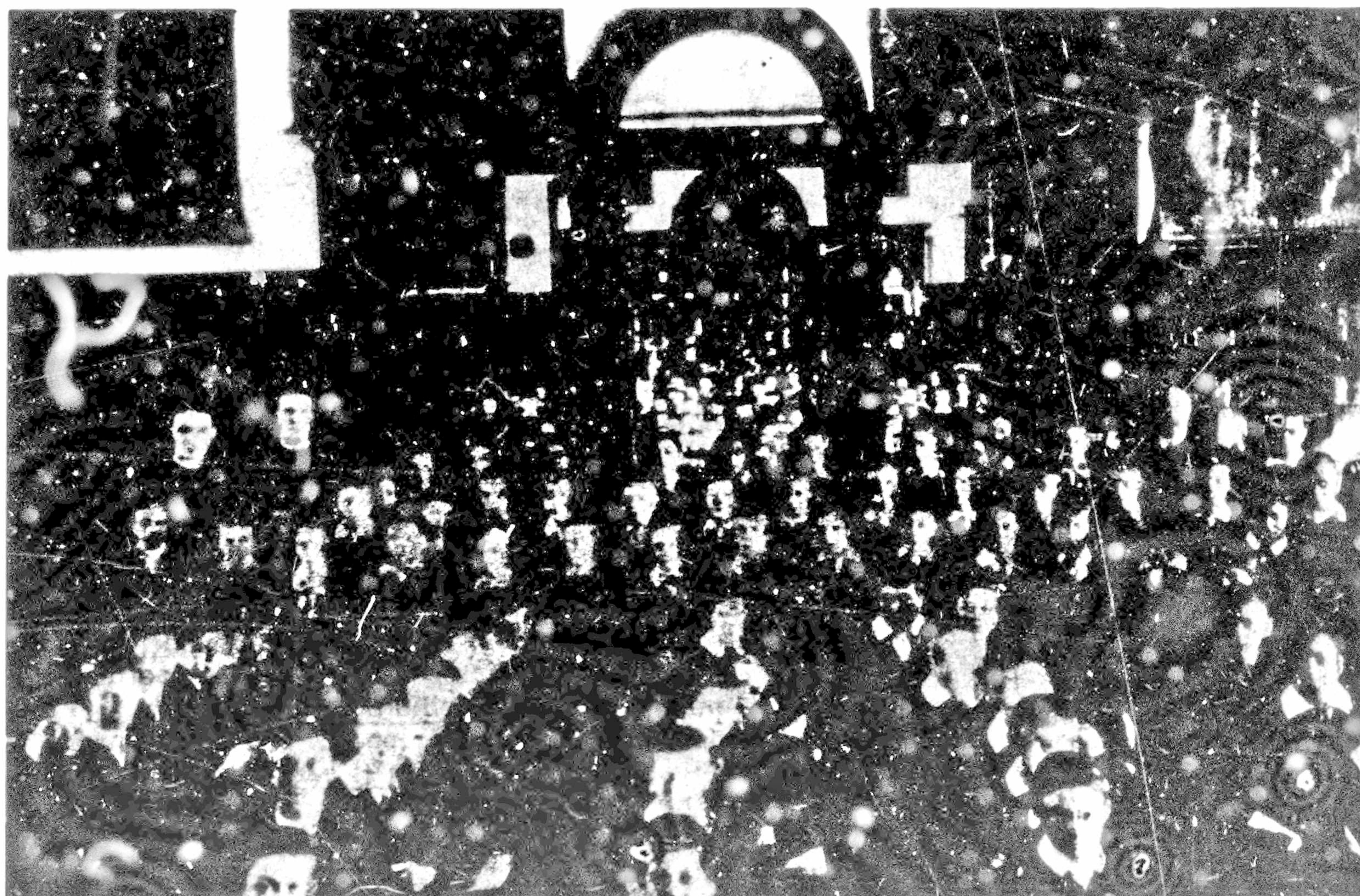
24 Bishop Feild School, built between 1926-29. (CIHB, 1979.)



25 St. Bride's College, Littledale, St. John's, Newfoundland, built of stone by the Roman Catholic parish in 1833 as a boarding school for young ladies under the name of St. Bride's Academy. In 1895 it was recognized as a training school for teachers. Numerous additions have been built. (Grenville Belbin.)



- 26 St. Patrick's Hall School, Queens Road St. John's, Newfoundland, built of stone by the B.I.S. 1877-80. A seven-classroom brick addition (left) was added in the early 1900s. In 1942, the school moved out, but within a few years the building was again used to accommodate the overflow from Presentation School, who still occupy it. Only the second of three storeys has been used for classrooms. The B.I.S. operated a theatre and club room in the building. (CIHB, 1972.)



- 27 Second floor, St. Patrick's Hall School, St. John's, Newfoundland, ca. 1906. (Centenary Volume Benevolent Irish Society of St. John's, Newfoundland 1806-1906 [Ireland: Guy & Co. Ltd., ca. 1906.]

