

The School Acts of 1841 and 1843, while not satisfactory in many respects, at least acknowledged the need for revision and change in education in the province. In the year 1844, Superintendents of Common Schools were appointed by the Legislative Assembly, one for each township in the District, and one of their first duties was to divide the townships into school districts or sections as they came to be called. The question of the establishment of a Grammar School (as High Schools were called) and the setting up of a Model School for training teachers was brought to the attention of the County Council within a short time. There was also an agitation on foot for the establishment by the Government of a Normal School at Toronto. People were becoming more education-conscious as they became more settled on their land holdings.

In the year 1853, an Act was passed whereby Municipal Councils of counties, cities, townships, towns or incorporated villages were permitted "to levy and collect by assessment" money to provide or maintain Grammar Schools. Then, in 1864, for "further improvement of Grammar Schools in Upper Canada Act" was passed, saying that no Grammar School was entitled to receive a share of the Grammar School Fund (a grant from the Chief Superintendent) unless a sum was provided from local sources, exclusive of fees, equal to at least one-half the sum apportioned to such school out of the Grammar School Fund.

In 1871, an Act "To Improve Common and Grammar Schools" was passed, making the Grammar Schools- High Schools or Collegiate Institutes. The County Council was required to pay for the support of a High School, out of money raised by assessment, an amount equal to one-half the amount of the government grant. This did not apply, of course, to high schools in cities and towns withdrawn from the county.

An Act of 1921 said, whereby the county council was required to pay for the support of a High or Continuation School an amount equal to the Government Grant, and where the cost of education at High or Continuation School exceeds the amount apportioned by the Ministers and the fees received, the county shall, in lieu of the equivalent of the amount apportioned out of the amount of the Legislative grant, pay to the Board, a sum to be calculated according to a rate established by the Act.

1936 and 1937 Acts changed the basis of levy and collection of the amount necessary for payment of cost of education of county pupils at secondary schools, to that ~~the~~ amount ~~was~~ levied on municipalities or parts of municipalities within a county, which are not included in high school districts or Grade A Continuation School sections.

The passing of advanced legislation with regard to education ^{bs} brought with it increased taxation, and it may be noted that the County Council was reluctant to meet the increased demands which were made from time to time for this purpose.

(See minutes of County Council meetings in Mr. Jelly's book.)

In 1846 came a request from Rev. Egerton Ryerson that the counties select and send to the Normal School at Toronto at the expense of the District, 2 young men to be trained as teachers. These would have to enter into an undertaking to teach for 5 years in the district or refund the money so advanced.

In 1847 teachers were granted certificates of qualification on the recommendation of School Visitors for the district. These visitors were requested not to grant certification unless the persons were properly qualified as respects their learning and character, and suggested that the examinations be referred to the Supt. of Education for the district, who was thought competent for this work.

The number of schools at this time (1847) in the county was 225; of these 105 had been added since the 1843 School Act. Number of children in the county 5 years to 16 years was 14,248. Teachers received an average of 27 English pounds per year, probably with board in addition, by the method of boarding around at the homes of pupils in turn. About half the teachers were not qualified for the discharge of their duties, and many who were qualified as far as their own learning was concerned, were deficient in system, or had no system of teaching.

At every session of County Council in these early years, there was a large number of petitions to be dealt with regarding schools. Several regarding the division of the district into school divisions expressed the fear that these would be made so large that the distance would be too great for small children to travel, while others feared that they would be so small that the residents thereof would be unable

to maintain a school with a competent teacher. When dissatisfaction with the Common Schools Act was expressed from several parts of the district, the Warden advised that it would be better to comply until it might be amended rather than be cut off from the support of the Government entirely.

In 1842, the number of children in Augusta, 16 years and under was 1, 273. Rev. Robert Murray was Supt. of Education for Canada West. In 1844 Philemon Pennock was named Supt. of Common Schools for Augusta Township. Under his direction the township was divided into 22 sections and parts of sections. County Councillors from Augusta were John Holden and Samuel J. Bellamy in 1842. Addresses went from County Council to the Governor-General asking an endowment for Grammar Schools and the establishment of a provincial Normal School.

In 1845 report of the District Supt. showed that the number of children being instructed in the Common Schools of the District of Johnstown during the year 1844 was in excess of the previous year by one half. He lamented the scarcity of competent teachers and suggested as the only remedy the establishment of Model Schools. In only one of these schools was there any mention of the Classics being taught. A petition claimed that the trustees of one school had established it in a very improper place, being in the near vicinity of 2 taverns and a mill pond. County Council asked that the district surveyors be instructed to draft a plan or model for common school houses, to be submitted to the council, and that all trustees of schools be directed to procure, if possible, a settled residence and a certain portion of land to be attached for the use of the teacher.

The competence of teachers continued to be a hindrance to the advance of education. In 1847 the Supt. was asked to report the number of schools in which no grammar class was taught, the number of schools in which the teachers were not capable of teaching the higher rules of Arithmetic, such as vulgar and decimal fractions, also the number in which any better system than the old routine of reading and spelling had been adopted. The provincial grant for the year 1846 was 1,394 English pounds, 11 shillings

36

A plan for common school houses was presented to County Council in August 1845, giving description of a building 30' by 24' inside, which the surveyor said could be put up of stone at Brockville for 110 pounds, 10 shillings; a frame building, the same plan for 83 pounds, 10 shillings. The material and labour costs might vary in different sections, they realized.

1848 Satisfaction was expressed that the number of schools, and the numbers of children attending them was increasing. It would be gratifying to report that the wages and qualifications of the teachers were on the increase as well, but this was not the case. The average wages paid teachers did not exceed that paid to common labourers. The practise of granting certificates by visitors was deplored by many, since these people were not always qualified to judge the teachers, and sometimes played favorites, or decided by whimsy. In the report of the Supt. for that year it was noted that of the 14,441 children of school age in the district, some 5,549 were not receiving any education at all. He suggested that there be compulsory payment by all who had children of school age, and a second plan that might be the imposition of a general tax for school purposes (such as we have now). This latter met with outraged cries by those who had no children, they did not see why they should be taxed for educating other people's children! Another inequality was that the average salary for male teachers in that year (1848) was 35 pounds, for female, 19 pounds. In both cases with board in addition.

A Model School was established at Frankville in 1882, with 50 persons attending for different lengths of time during the first year of operation. Teachers educated at this school received from \$14 to \$20 per month, which was the maximum rate of pay in the district. In that year the first student was recommended to take the course at Toronto Normal School (as recommended by Egerton Ryerson some years before) in the person of JOHNSTON NEILSON, who was accepted there.

By 1868 there were 5 Grammar Schools in the United Counties. Kemptville was listed with 40 pupils; Farmersville with 71, and schools at Gananoque and Brockville. Salaries ranged from \$400 for an assistant teacher to \$1300 for the Principal.

It was in 1850 that schools were first mentioned in the Minutes of AUGUSTA COUNCIL meetings. Petition was received against uniting S. S. 11 and 13 (Algonquin and Union Grove). Council considered this, and decided no action should be taken. A petition from MOSES READ and DAVID ROW, trustees of part of S. S. 1 (Blue Church) praying the council to impose a tax on said section to the amount of 14 pounds 3 shillings 3 pence currency for school purposes carried. One also came from S. S. 9, (Charleville) asking for an assessment for school purposes. As a result of these petitions and others, a motion was passed for a by-law to raise money to support common schools. This came into effect in March 1850. Of the amount raised, 10 pounds was the salary of Supt. Clapperton. The tax collector got 1 pound 5 shillings 2½ pence for collecting the school rate in S. S. 9, and the treasurer got "the usual percentage

Other sections presenting petitions included S. S. #7 (Brundage's) and #16 (one of the small areas nearby, not recorded on the map), to be known as #7 & 16.

In 1851 S. S. #6 (Stone's Corners), S. S. #12 (Perrin's) and S. S. #1 (Blue Church) also asked for the collection of taxes for school purposes. It is interesting to note from the minutes that at the same meeting came a counter petition from Blue Church (George Heck and others) against S. S. #1 having a Free School there. This was rejected by Council. These and other schools not definitely named in the minutes were granted their petitions, and tax collected as requested. In April of that year, Lord's Mills was granted a school, S. S. #10.

1852 brought a petition to township council for a Roman Catholic Separate School in S. S. #18. Council had continuing petitions regarding boundaries of this section, uniting or changing unions of various sections, and deemed it advisable to have the Supt. draw up a correct diagram of the different school sections, numbering each and giving such other information as he deemed expedient to the Council. Assessor for the township had to make separate assessments for the sections in which special assessment were to be made for common school purposes. Certain areas had not been included in a section, and as these became settled, difficulties arose. Poor roads contributed to the difficulties as well, and caused great inconvenience for pupils at the time.

(map here)

In 1853 the sum of 4% was charged for collecting all school rates imposed for free schools as collected by the township collector, and the said 4% was to be paid into the hands of the township treasurer and form part of the funds of the township.

1855 leave was granted for the formation of S. S. #24 in the northeast corner of the township, as Irish settlers claimed land there (Limerick Forest now).

1857 Council decided to invest certain sums of money belonging to the municipality and devote the proceeds therefrom to educational purposes. The interest on this money invested in the GRENVILLE COUNTY BANK and in the BANK OF UPPER CANADA was given to the Supt. of Common Schools to be apportioned according to the requirements of the by-law authorizing investment in said banks. It was in 1858 that "dollars" were first mentioned, replacing British currency. Meetings at this time were usually held in the home of LYMAN STONE, WILLIAM HUMPHRIES or BENJAMIN THROOP (Stone's Corners, North Augusta, Charleville, respectively) The first regular taxation came in this year of 1857, when it was moved that the sum of \$750 be levied and collected on all taxable property in the township for township purposes.

There was considerable dissension in Council on the division of Clergy Reserve money owned by the township. Some wanted it divided equally amongst the school sections but it was finally divided in accordance with provisions already in effect. This did not prove satisfactory, and for a number of years the matter came up regularly at meetings. It is not clear from the minutes just what division was made, and Council could not come to any clear settlement. Apparently there was agitation in the township over the matter, too. Some thought of a referendum on the matter, but this came to naught. Others thought it should be spent for roads and bridges, some for general improvements, while others maintained that it was the property of schools alone. Finally, each whole section received a whole share, Union sections, one-half share. Boundaries of sections continued to change each year with the progress of settlement.

In 1860 the trustees of S. S. #15 prayed Council for an assessment to build a school house. This is marked on the map as a very small section near North Augusta. Lots 28 and 29, Con. 8, (what might have been part of the larger Separate School Section #15 (Brown's)

In 1865 Council granted \$25 for the education of one George Bishop, a deaf mute, then at the Deaf and Dumb School, Hamilton, said sum forwarded to J. B. McGammon, Supt of the said school.

In 1869 a bill introduced in Parliament relating to common schools met with disapproval locally, and a petition passed county council protesting the 8th clause, as it contained a provision which, if enforced, might be injurious to the poorer sections. Council thought that the suitability of school buildings might very properly be left with the inhabitants of the section interested. They also asked that the 10th clause be omitted, as the power of engaging and dismissing teachers would thereby be taken from the trustees, the only proper representatives of the section. This also provided what should be the minimum salary of a teacher, and it was believed here that it was placed so high that it would be the means of closing poorer sections.

In 1870 County Council granted each of the County Grammar Schools \$150 on condition that the pupils attending be admitted free of tuition fees. They also appointed a Board of Examiners for the United Counties.

SAMUEL McGAMMON, GANANOQUE (resigned later that same year)
 ROBERT KINNEY, BROCKVILLE
 HERBERT H. McDONALD, BROCKVILLE
 REV. GEORGE BLAIR, M. A. PRESCOTT
 WILLIAM R. BIGG, BROCKVILLE

The Counties were divided into 3 inspection districts of public schools, with

Inspectors appointed as follows: DISTRICT NO. 1 W. R. BIGG

No. 2 ROBERT KINNEY

No. 3 REV. GEORGE BLAIR

The county grant was \$5 per annum for each public school.

1872 a petition went from County Council to the Lt.-Governor of Ontario praying that Brockville be chosen as the site of the proposed new Normal School. Grants were being paid to the Model School at Farmersville, which was formally recognized in 1882, and to Prescott, where it was expected that a Model School would be erected. Let it be noted that at this same time there were 60 taverns and 9 license shops in this same county!

40

Council minutes show that all was not smooth sailing - it paid the sum of \$20 to a teacher, Miss Agnes Moore, of Kitley, for the loss of time that she sustained by losing a school at Bell's Crossing on account of Inspector Bigg not endorsing her certificate, and that the said sum be deducted out of his salary. The Clerk was instructed to notify the public school inspectors that they must enforce the certificate granted by other boards of examiners in these counties.

Ontario took a big step in 1871 when the last remaining school districts were required to provide free schools, supported by local taxation. In that year, parents were obliged by threat of legal penalty to have children attend school for at least 4 months a year, between the ages of 7 and 12 years. During the 1880's, municipalities were required to compile registers of all school-age children, and were empowered to appoint officers to enforce attendance. The first Attendance Officers. Many failed to act, and penalties had to be stiffened. In Ontario there were some 1750 school buildings in 1842; 3000 in 1851; and about 4700 by 1871. This indicates the rate of growth of population. By 1880, the eight grade system had evolved, and pupils were said to be in Junior First, Senior First, Junior Second, etc. Those who remained at Elementary School for more advanced work instead of going to a High School, were said to be in the Fifth Book. It was not until 1948 that Kindergartens were permitted by legislation to be included in the publicly supported systems of education.

EGERTON RYERSON, as Supt. of Education for the Province, secured through legislation in 1846 and 1850 the strong central authority necessary to give direction. The Council of Public Instruction drew up schedules of what must be taught, of the qualifications teachers must have, and of the textbooks they must use. Ryerson's framed picture hung in every school house! The people locally and the school trustees they elected were given the opportunity from 1850 to raise money by taxation, and to improve their schools. By 1871 there was a definite improvement, nearly all elementary schools were tax-supported and free, and school enrolment had increased twice as fast as population. Three and a half months had been added to the school year, most teachers had academic qualifications possessed by few twenty years before. All teachers had certificates, based on definite accomplishments, though only 15% had training.

40
H
School buildings had greatly improved, and during the early 1850's they acquired blackboards, maps, seats with desks, a few even a library of books. As the number of High Schools increased, teachers were better trained, and soon province-wide examinations were set for teachers' certificates. The course of study was outlined in detail, to show exactly what should be covered and the time to be taken with each topic. In 1873, written High School examinations were established to determine the efficiency of the school, and the grant it should receive. School Inspectors, after 1871, were men who had been certificated teachers, and were well-qualified to appraise the faults and merits of teachers. Since 1900, more concern for the needs of the individual pupil has been shown. Years of compulsory schooling have been extended to include some attendance at High School. Gradually measures have been taken to make the system less rigid, and more elastic. In 1950, the High School Entrance examination was abolished. An effort has been made to have teachers take some responsibility for curriculum planning as well.

Because of the early adoption of uniform textbooks in Ontario, there was a tendency for other provinces to use the books that Ontario authorized. From the time of Confederation, ~~most~~^{nearly} all the more commonly used texts were printed in Toronto or Montreal. Because of their assurance of a wide sale, they were relatively cheap. Ryerson not only authorized these texts, but set up an educational depository which purchased and sold to the schools at low prices, textbooks, books for libraries, maps and other teaching aids. This lasted but briefly, but enabled trustees to procure equipment more than they otherwise would have done.

Taxation had come to stay, and in 1880 the township levy for the year was 4 mills on the dollar for county and township purposes on ALL real and personal property.

43

During the years, several times grants were made to S. S. #24, "it being very poor". (Limerick). Boundaries were still being altered or refused according to petitions received, in an attempt to erase difficulties of pupils getting to school. Sometimes these petitions were a result of dislike for a certain teacher, or a difference of opinion with trustees. At other times, they were reasonable, a swamp between the farm home and the school, roads not opened, etc.

In 1883 the County Council paid a grant of \$25 to each of the "TEACHERS' ASSOCIATIONS" in the United Counties, but we can find no record of what these groups were or did. In the same year, a petition was addressed to the Minister of Education from that Council, asking that the County Board of Examiners be authorized to grant a certificate of lower grade than those now attainable, in order to accommodate sections unable to pay sufficient salaries to secure the privileges of teachers qualified under the present "high standards".

In 1891, Inspector, the Rev. George Blair, tendered his resignation, and Mr. T. A. Craig of Kemptville was appointed in District No. 3. Mr. Craig continued in this capacity for many years, until his resignation in 1932. His Model T Ford coupe was a familiar sight throughout the township, and he was respected by all with whom he worked.

It was in 1876 that a by-law at township level permitted appointment of PUBLIC HEALTH OFFICERS. It was some time later when DR. DUNN, Prescott, was named to office. In 1896, DR. W. H. WADDELL, North Augusta, succeeded him, also as SANITARY INSPECTOR. Three members were named to the Health Board that year: JOSEPH A. BOYD for 1 year
JAMES McLEAN, FRONT ROAD, 2 YR.
ASA BASS, MAYNARD, 3 years.

Taxation rate for schools for that year, 1896, for each section, was 3 mills for county and 5 for township.

In 1899 there was an outbreak of SMALL-POX in the neighboring townships, and the council decided to have public vaccination to ensure the safety of this township from the same. DR. LOCKE, Algonquin and DR. CHARLES McPHERSON, Prescott, were named

484

to assist DR. WADDELL, local Medical Officer of Health. Dr. Waddell would work from
In June of 1872, MATTHEW ROBINSON and DAVID DANIELS, trustees of S. S. #7,
his office in North Augusta, Garrett's Grocery at Garretton, and at Lawrence's Store,
Brundage's, presented a petition to Augusta Council for the building of a new school
Roebuck. Dr. Locke at his office in Algonquin, at Union Hall, Maitland, and at the
house. This was to be on a new location, to take the place of 3 smaller, run-down
Augusta Township Hall. Dr. McPherson at his Prescott office, corner Centre and Henry
ones. Concession 3, Lot 7, the presently-standing stone structure, was used for many
Streets. Mr. Samuel S. Whaley was named Sanitary Policeman in case the small-pox
years, and just before closing, as an adjunct to the Maynard Public School.
did break out in this township. The Reeve was empowered to procure a pesthouse, and
At this same meeting, AARON BISSELL was granted his petition "that he be allowed
also a place of isolation for exposed persons. The bill received from Dr. Locke for
2% on the Legislative and Municipal grants for school purposes passing through his
his services was for \$17.50.
hands".

At various times there is recorded articles concerning adjusting boundary dispute.
1873, "Assess the inhabitants of S. S. #3, Maitland, for certain purposes" -
"Paid C. Macpherson \$5.50 as arbitrator in the equalization of assessment in Union
Council did not record what those purposes were, minutes are vague in many instances.
Section 5 & 19 (Roebuck), townships to share cost equally." and "petition of Stephen
1874, S. S. # 6, Stones Corners, was authorized to borrow a certain sum to build
Polite and 48 others asking changing boundaries of S. S. #7 and S. S. #9 (Brudages
a schoolhouse there. In that same year, in September, S. S. #1, Blue Church, prayed
and Throops), denied on grounds that if we make the change, it would get us into
for a by-law to raise a certain sum of money to build a new school house there.
complications most difficult to deal with".

The amount of "a certain sum" was not mentioned.

1896 rate for schools was 3 mills for county, and 5 for township.

1875, Solomon Jones and others prayed the forming of a new school section,

1898 it was noted that ads were inserted in 4 newspapers -viz. Prescott Journal,
disagreeing with the trustees of S. S. #1, but this was not granted. In June of that
Prescott Messenger, Brockville Times and North Augusta Citizen. In the same year,
same year, S. S. #8, Domville, and S. S. #9, Charleville, each petitioned to borrow
Council decided it would be less trouble and expense to let Heron's Corners School,
for school construction. These were stone buildings, and later in the year, S.S.#8
S. S. # 23, remain as formerly, and that the purpose of Elizabethtown Council be
and S. S. #3 were granted expenses in their building efforts. (#3 & 31).
accomplished by calling their school, now named 23 as 29. In 1897 Continuation

1876, A by-law permitted the naming of a committee of PUBLIC HEALTH OFFICERS,
classes were first established in Public Schools, eight of such in that year.
although none were named at that meeting.

1901 a petition was sent to the Legislative Assembly asking that they so amend

1877, saw \$20 granted to S. S. #24, Limerick, on instruction from Department of
the School Law as to give the Public Schools Leaving examination a permanent and
Education. Interest accrued on the Municipal Loan Fund was apportioned to different
distinct place in the Public School system of the province.

teachers of the township according to the by-law which applied. Union Section #3

By 1909 the Ontario Legislature had abolished the three county Model Schools,
was granted leave to borrow a certain sum of money to pay for a new school house
for the stated purpose of placing education upon a higher plane, and for the general
built in said section - this would be #3 & 31, known as McKINLEY'S, a union with
betterment of prevailing and existing conditions in this connection. It was recommended
Elizabethtown, west from Algonquin. In 1877 also, S. S. #13, Union Grove, borrowed
that Inspectors be paid \$270 per annum to cover the travelling expenses, printing,
a certain sum to pay for a new school house. S. S. #17, North Augusta borrowed to
postage and stationery, and that they be requested to furnish the County Council with
repair and add to their school, and S. S. #19 borrowed a certain sum to pay for its
an itemized expenditure account hereafter.

new school (Peppers) - on the map is east from North Augusta, in front of South Branch.

45

There seems to have been no legislation on which to base the amounts to be paid to High Schools for maintenance of county pupils, and these payments seem to have been referred to special committees instead of being computed by the county clerk, as now. Grants were paid to High Schools, Continuation Schools and Fifth Classes, but no mention of Common Schools being given grants.

1911 MR. W. C. DOWSLEY, Brockville was named an Inspector, replacing Dr. Kenny, who resigned, and MR. J. F. McGUIRE, Brockville, replaced Mr. Wm. Johnson, deceased. We found the first mention of SCHOOL FAIRS receiving grants in 1918, when \$15 was paid to each school participating. By 1924 this had increased to \$25, and continued to be part of school life for many years, under the direction of the Department of Agriculture, and the Agricultural Representative offices at Kemptville.

By 1930 changes had been made in the statutes governing the appointment and payment of public school inspectors. This was no longer done at County level. Primary schools became the responsibility of the province, and the local municipality in which they were situate.

The next big change came in 1946 when the TOWNSHIP SCHOOL AREA BOARD came into effect here in Augusta, doing away with the trustee board in each section. The first board elected to serve included: CHAIRMAN W. L. BEATON, North Augusta, WILLARD SHANNON, Charleville; CHARLES BRADLEY, Blue Church; VICTOR McCORD, Garretton; and BYRON BENNETT, Algonquin. JOSEPH E. KNAPP was appointed Secretary-treasurer, on a part-time basis. In 1952, MRS. PEARL BYERS succeeded her father, who retired because of ill health. Others who have served on this board are: NORMAN MACKEY, ELDON FRANCIS, LOCKE MATTHIE, MRS. FLORENCE KEYES, JOHN BAKER and EARL GREER. When, in January 1969, the change was made to larger boards still, Augusta became part of the system LEEDS & GRENVILLE COUNTY SCHOOL BOARD. Serving on the Board at time of change were: Chairman Norman Mackey, Willard Shannon, John Baker, Earl Gree r and Locke Matthie. Secretary-treasurer for the latter part of the year 1968 was MR. AL BELMORE, who took over for Mrs. Byers early in the year. Mrs. Byers had worked from her home, Mr. Belmore from the Township office. In an election in December to name one member to the new Board, EARL GREER was successful.

46

Enrolment in Augusta schools September 1963 was 951, with 80 students in Grade 8 and 150 in Grade 1, showing the trend to larger numbers. Under the direction of Augusta Township School Area Board, new schools were built at MAITLAND, RIVERVIEW HEIGHTS (CHURCHILL), ALGONQUIN and MAYNARD, and improvements made at North Augusta and Garretton. During the years, because of increased enrolment, renovations and repairs were necessary at Roebuck, Brundages and others of the "old" schools, in order that they might be used to meet emergency conditions. In 1964-65 there were 41 teachers on staff, with itinerant teachers of Music and Oral French. The school population reached 1000, and the projected enrolment for September 1969 was 1170. Principal's relief teachers were named, giving that office more time for the increasing load of "paper work". Supply teachers were much in demand, there being few available. Mr. Edward Byers was Administrator for the Board, attending to moving supplies, seeing to repairs, and other duties. An intricate system of bus routes covered the township to accommodate the increasing number of students as new industries came to Augusta and new settlements were built.

Because of the shortage of teachers, a petition was sent to the Minister of Education, protesting in the strongest possible terms against legislation requiring 2 years attendance at Normal School for teachers. This was again protested in 1934, and in addition that Departmental Examinations be held not later than June 30, with examiners receiving no remuneration except travelling expenses.

The move to close TEACHERS' COLLEGES (formerly called Normal Schools) was afoot in 1969, all teachers to be trained at regular colleges, with an additional year at a College for training in methods of teaching. Teachers were being encouraged to further their training and upgrade their qualifications by taking University courses by Extension and Departmental Summer Courses. In-service training and professional development help keep teachers abreast of ever-^{changing} ~~changing~~ times. Many curriculum changes have been made throughout the system. Teachers' salaries are provincially set as basis, with negotiations possible with local boards. Salary schedules made it worthwhile for teachers to improve their standing. Additional benefits received include Workmen's Compensation, cumulative sick leave, pension plan, etc.

With the implementation of the HALL-DENNIS REPORT recommendations, changes came, many of them controversial in so far as parents were concerned. MR. LLOYD DENNIS, co-author of the Report, was engaged as DIRECTOR OF EDUCATION for Leeds & Grenville, and he tried out many of his ideas on schools within his jurisdiction.

Although education was sometimes hard to obtain, yet Augusta has had its share of professional men and women come to prominence. Many ministers, doctors, lawyers, nurses, and teachers are among those who left home, but not all the successful did that. The fine homes and business establishments here testify to the prosperity which met many who remained on the farm or in the township's industries. Augusta's industrial base grew to include the DuPont of Canada plant at Maitland, Brockchem also along the St. Lawrence, and many who were hired by industries in Prescott and Brockville chose to live in the township. New subdivisions grew, and as they did, so did the school population. Some bemoan the passing of the "little red (stone) schoolhouse", but the majority welcome the modern educational facilities which have replaced them, the equal of those in any part of the province.

*Researched by
Goldie A. Connell*

See list of references used

Mrs. Goldie A. Connell
R. R. 2
Prescott, Ont. K0E 1T0