

Anstead, Diana Mrs.  
Education in Zorra.

In attempting to analyse the establishment and expansion of education within a society it is necessary to examine many facets or influences on the people living within that society. Using one specific area, Zorra Township in Oxford County, as my model I have attempted to determine the impact on the development of our elementary education system of several factors, including: the influence of its geographical position in Upper Canada; the attitude of the administrative classes to education; the legislation passed up to the year 1860; the religious and ethnic origins of the settlers of the township; the location of the settlers within the township; the attitude of the township authorities and the settlers towards education and the growth of the community.

Similar to many other aspects of Canadian society our education system is the result of the merging together of two spheres of influence, one British in origin and the other North American. The origins of the Upper Canadian society lay in both influences and it was in education that the struggle for supremacy between these powers is most apparent. By 1786, 6,000 United Empire Loyalists had settled in Upper Canada, although not the first to settle in the province they were by far the largest single group. The majority settled along the Niagara River, the north shore of the upper St Lawrence and around the Bay of Quinto. Although the Loyalist gave physical proof of his belief in

the institutions of England, he had also been socialised by the democratic and egalitarian principles born of the frontier and the New World. In short he was an American. When Lord Simcoe came to Upper Canada in 1792 as the first Lieutenant Governor of Upper Canada, he deemed it his responsibility to make Upper Canada into a second England, introducing all the institutions of the Mother country, her laws, her education and of course her church. But in making Upper Canada a "vigorous colony" Simcoe had to encourage new colonists to settle and, owing to Britain's involvement in the French Revolutionary wars the only resource left was to entice the American settler by the offer of free land grants. This necessary immigration policy was a challenge to Simcoe's hopes to establish a second England and marked the beginning of a time of political unrest. The American influence was gaining representation within the House of Assembly and there the

"American ideas of republicanism and democracy, which were anathema to the concept of the ideal state held by Simcoe and the Executive and legislative Councils." 1.

gave cause for concern. The idea of education was not foreign to the Loyalist as the small number of them who came from cultured backgrounds were very disappointed to find neither a grammar school nor a university established in either Upper or Lower Canada. This attitude to education was apparent by the urgency of their request to Lord Dorchester, Governor General of British North America

in 1787, for the establishment of a school in each district to teach English, Latin, Arithmetic and Mathematics. Lord Simcoe was a graduate of both Eton and Oxford, a supporter of the established church and the Anglican belief that formal education was a matter of class, that only those children of the select few should be educated and the rest would acquire their learning by chance. To this end Simcoe stressed the need for grammar schools and a university, to prepare the ruling class of the future and to again confirm the class interrelationship of church and state. Simcoe succeeded only in obtaining government support for two grammar schools although he was instrumental in getting 540,000 acres of land set aside for educational institutions. 2.

When the first legislative Assembly for Upper Canada met at Niagara Falls in 1792 there was no County of Oxford. Dereham and Norwich townships were included in Norfolk County and Blandford and Blenheim were part of York County, which extended west to the river Thames. The county of Oxford was constituted by an Act of the Legislative Assembly which came into force on January 1, 1800. This County consisted of Blandford, Blenheim, Burford, Oxford on the Thames, Norwich and Dereham townships. Prior to 1820 Zorra, Nissouri, West and North Oxford were assessed together and their combined population was 719. 3. Zorra contained then only about 145 acres of cleared land, with the settlers

owning 14 horses, 44 oxen and 34 cows.<sup>4</sup> The township of Zorra was surveyed in 1820 by Shubail Park and, two years later, was organised as a municipality. The first mention of Zorra by an Act of Parliament was in 1821 when both East and West Zorra and the Township of Nissouri were added to the County of Oxford. Zorra was first organized with a clerk, assessors and tax-collector in 1822. The first assessment Roll of 1822 lists 55 land owners in all of the present East and West Zorras. From December 1797 until January 1, 1820, 69,000 acres of the lands of the Zorras were granted to persons in parcels mostly of 100 or 200 acres.<sup>5</sup>

Amongst the earliest settlers of Zorra was a colony from the New England states of United Empire Loyalist stock. These settlers made their way into Zorra in the early 1820's and settled mainly along the 4th Concession that runs North and South through the village of Embro. (Map #1). The Codys, Caukes, Kents, Youngs and Karns were some of these families and by 1829 the settlement numbered 40 to 50 families almost exclusively from the United States.<sup>6</sup> But the Scottish influence was soon to arrive in the Zorras. The two earliest settlers from Scotland of which there are records were the brothers William and Angus McKay who arrived on the North American continent from Sutherlandshire in 1819. In the summer of 1820 William McKay moved into Zorra and settled the farm on the 9th Concession, the next year

Angus settled on a hundred acre farm nearby. By 1829 Angus McKay had returned to Scotland and induced many of his relatives and friends, recently evicted by the Duke of Sutherland, to leave Scotland and to travel to Canada where they settled in the western section of Zorra township. (Map # 1). In the meantime other Scottish emigrants were also arriving in Zorra township. Archibald McCaul and Hugh McCorqudale had left Argyllshire in 1820 and after working several years around the Welland Canal area they moved into Zorra and purchased neighbouring farms. (Map # 1). Another Scotsman, Don Matheson, came to Zorra township in 1833, an educated man, he set up the first Post Office in Embro village.<sup>7</sup> By 1835 the Scottish influence in the Western half of Zorra township was very pronounced, and, along with their religion, the Scots brought their belief in the necessity of education. In R. McKay's book Pioneer Life in Zorra he writes:

"The people of Scotland have always been noted for their love of learning. As early as A.D. 563, St. Columba, hailing from the island of Iona, established a Christian college, from which many missionary educators went forth. John Knox instituted the parish schools of Scotland, and thus originated the system of popular education now prevailing throughout the English-speaking world."<sup>8</sup>

As a result of a House of Assembly Committee Report which stressed the need for "seminarys" to educate the youth of the province the District Public (Grammar) School Act of 1807 was passed.<sup>9</sup> This Act was the first example of the

acceptance by the Legislature that the education of the young, although only some of the young, was a government responsibility. Although Upper Canada was divided into eight districts only seven schools were opened by 1812. By reason of the distance between each school, the scattering of the settlements and the cost to upkeep a student, these schools were available only to "sons of gentlemen". The masters of these grammar schools were members of the Church of England or Church of Scotland who held a university degree. It was unusual to find a Methodist or Baptist teacher in a grammar school as generally Baptist or Methodist clergymen did not attend university.<sup>10</sup> The Church of England, supported by various Lieutenant Governors and the Councils, contended that all education should be controlled by the state and administered by the established Church, and, although not designated officially by the Constitutional Act of 1791, the Church of England assumed and acted as though it were the official established church.<sup>11</sup> The other denominations questioned this monopolistic position of the Church of England. They did not question that Canadian education should be conducted by the church, but that only one church should have control of that education. The Methodist Church was very strong in the opposition, gathering their support in the rural areas of the province where the "circuit rider" held far more attraction for the pioneer farmer than the upper class hierarchy of the Anglican Church. In July

1833 one of the key figures in Canadian education, Egerton Ryerson, was in London, England, to present a petition, on behalf of the Protestant clergy of Upper Canada, to the Secretary for the Colonies. This petition dealt with the question of the assumption by the Church of England that it had been designated as the established Church of Upper Canada, pleading that the provision of Clergy Reserves was made for all the Protestant Clergy, to be used for educational purposes, and was not exclusively an endowment of the Church of England. It also refuted the Anglican-Tory allegation that the Methodist preachers were either American trained or American born and acted as "disguised agents of republicanism". 12.

There was no great demand for elementary schools before the War of 1812. Grammar Schools were considered more advantageous and attention was concentrated on them. The House of Assembly had pressed for a modification of the Act of 1807 to introduce Common Schools for the poor and middle classes, but the Legislative Council feared the establishment of another system as being only detrimental to their district schools. The War of 1812 brought an end to the granting of free land to Americans and the process of Americanisation was reversed by the "replacing immigrants", those from Britain who, in the middle and late 1820's, brought both their British conservative character and their anti-Americanism to Upper Canada. 13. The education

system was again the scene of a political battle, and the passing of the Common School Act of 1816 marked a compromise between the Assembly and the Legislative Council, by which they both acceded to the demands of the people for education for all children. The Assembly acknowledged the need for a system of Common Schools, maintained wherever they were needed throughout the province, thus allowing the student to attend school during the day and yet be available at home to help with the family chores. <sup>14.</sup> It was with the Act of 1816 that the local authority was granted some autonomy. Under the terms of this act the residents of any town, village or township could hold a meeting to determine their need for a school, and if 20 or more students could be enrolled then the government would make an annual grant of £25 to help to pay the teacher's salary. <sup>15.</sup> In 1822, when the first settlers were coming to Zorra, there were four school houses in the county. One in Blenheim and one each in East and West Zorra and North Oxford townships. These schools were carried on locally and did not receive any Legislative grant, apparently not meeting the requirements. The teachers apparently were pioneers a little better educated than their neighbours. In 1829 the Board of Education for London District records one school in Oxford County as receiving a grant. This was located in the township of Norwich. The teacher was a Mr N. Town, the school was open for six months in that year, with an attendance of 25 pupils, 19 boys and 6 girls. <sup>16.</sup>



"In the very early days, there was really no school system, that is, no provision made by Government for the education of the young. A few settlers clubbed together, raised money enough to buy sufficient nails and a few panes of glass; then by means of "bees" the building was erected. The teacher boarded round, staying a week or two with each family. No certificate of qualification was asked, and for his services he received six or eight dollars a month, which was raised by voluntary subscription among those who had children to send to school" 17.

In 1834 the Rev. Donald McKenzie of Dingwall Synod of Ross, Scotland came to Zorra as a missionary for the Church of Scotland. He was a Calvinistic preacher, fluent in English and Gaelic, and a passionate believer in the philosophy that religion and education belonged together. In June 1835 he was inducted into the pastoral charge of Zorra as the townships first minister. McKay writes

"This thirst for knowledge characterized the pioneers of Zorra, and though they were poor, and the district sparsely settled, from the very beginning provision of some kind was made for the education of the young." 18.

As the Rev. McKenzie visited his charges in Zorra he would combine a little teaching of the classics, and a little elementary education as he helped the children to learn and to recite the Catchecism. Acting under the statutes of the School Act of 1816 Rev. McKenzie encouraged the settlers to build more schools to educate their children. Under the same act (1816) he encouraged competent settlers to enter and pass the examination to gain a certificate to

teach.<sup>19.</sup> Mrs Rose who had been teaching her own and a few of the neighbour's children in the kitchen of her home on Lot 7, Concession 10 was taken by Dr McKenzie, on horseback, to London to obtain her teacher's certificate.<sup>20.</sup> By 1839 Zorra Township had three official schools in operation, with a registration of 71 students. Out of the total grant paid to Oxford County of £ 73, Zorra received 30%.<sup>21.</sup>

A man prominent in the education field was Charles Duncombe, 1794 - 1867, who was the member of Parliament for Oxford County. In 1830 he headed a select committee of the House of Assembly on schools, which reported

"That the Common Schools of this Province are universally in so deplorable a state that they do not deserve the name of Schools, and the amount of money annually expended from the smallness of the amount and mode of application, is rendered almost useless."<sup>22.</sup>

In 1835 the Assembly sent Mr Duncombe to the United States to study the system of education to be found there. On his return in 1836 he presented a Common School Bill to the Legislature. This Bill was rejected, either through fear of influence of republicanism, as it was almost a replica of New York Act of 1812, or because the province could not provide enough revenue to support the system. Many of his recommendations, however, re-appeared in the next decade and influenced school legislation up to the

Act of 1871. Local assessment, elective school boards, regular inspection of schools, curriculum changes, female education, female teachers, proper teacher training, prescribed textbooks and religious instruction of a non-denominational nature but with stress on Christian morality, all proposed by Duncombe became accepted policy during Ryerson's tenure of office from 1844 to 1876. <sup>23.</sup>

After the Rebellion of 1837 bitter anti-Americanism was reflected in all aspects of Canadian life. American teachers and American textbooks were denounced as a prime force in the spread of the American ideas of democracy and republicanism. For Lieutenant Governor Arthur the main problem was a lack of strict surveillance and direction of education by the lack of a central controlling administration. <sup>24.</sup> In 1847 Egerton Ryerson stated in a report to the Assembly his belief that an enquiry would disclose that

"in precisely those parts of Upper Canada where the United States school books had been used most extensively, there the spirit of the insurrection in 1837 and 1838 was most prevalent" <sup>25.</sup>

In the famous 'Durham' report Lord Durham underlined the need for education reform in both Upper and Lower Canada, and a committee appointed by the Lieutenant Governor confirmed Lord Durham's report. It was established that only 55% to 60% of school age children attended school. Out of a population of 450,000 there were only 24,000 pupils attending the 300 common schools, while in the 13 district grammar schools there had been virtually no growth over the figures reported 14 years previously in 1826. Durham's

report stated that for Canadian education to progress it had to emulate American advances in education, and establish a strong popular government which would provide a liberal and general system of education.<sup>26.</sup> The implementation of Durham's recommendations were delayed initially by the aftermath of the 1837 Rebellion when jails, courthouses and roads received priority for public funds. Further delay was caused by the Act of Union of 1840 but in 1841, with a united Canada, the Common School Act (1841) began a series of legislation that ensured the "liberal and general system of education" that Lord Durham had recommended.<sup>27.</sup> Governor Sydenham was determined to act quickly to alleviate the deplorable state of education and to devise a unified jurisdiction for both provinces. An Act put forward by Solicitor-General Charles Day "to make further provision for the establishment and maintenance of Common Schools throughout the province" provided for the delegation of basic decision making powers to elected township commissioners. This marked an acceptance of the American elective principle and also the victory of a provincial system advocated by both Wm Buell and Egerton Ryerson a decade before. But the Act had not taken into consideration the attitude of the local people, although municipal government was established the settlers had not learnt the art of self-government, nor were they willing to accept the need for payment

towards education. It was this inability to cope that led to the repeal of the School Act of 1841 by the Common School Act of 1843. 28.

The records show that the township of Zorra in 1847 was split into East and West Zorra (Act 3th Vic. Chap. VII) and the Rev. D. McKenzie was the representative of first the combined township and then of West Zorra from 1844 to 1852. Also in these records it is interesting to note that there were 13 ministers of the church in administrative positions. 29. Previous to 1844 very little was done either by Council or Government in support of the Common Schools but in the meeting (1842) of the first District Council of the District of Brock (of which Oxford County was part) the following by-law was passed:

"No 9 - To enable the inhabitants of S. Sections to erect school-houses."

During the next eight years many more education related by-laws were passed, including the provision for the erection of 42 school-houses within Oxford County. (See Appendix I) Zorra was first mentioned in relation to school taxes in 1847 when a tax for payment of school salaries was levied. In the school statistics for the years 1844 to 1852 the growth of the population of both Zorras is very similar. East Zorra had 3,200 persons in 1852 whilst West Zorra had 3,302. 30. But within the school statistics a marked difference becomes apparent with West Zorra having more schools, more school sections,

more children between the ages of 5 to 16 taught and less children of the same age group listed as not attending school. (See Appendix II) As the population is comparable it was, perhaps, the attitude of the settlers to education that resulted in the differences in the figures. The earliest records available of a school in Zorra are those of S.S. # 16, built on the Huntingford Church property in East Zorra and identified as the Dunlop School (See Map No. 2.) Although records held at the Book Learning Centre in Woodstock give the building date as 1855 the school records start in 1853. The first teacher was Thomas Cross who remained at the school for 15 years, each year signing a new 12 month contract. In 1854 to meet Mr Cross's salary the trustees had to levy a general assessment tax on the property of the section which amounted to £34 : 19s at a charge of 7½ % for collection (See Appendix III). In 1855 another school was needed. On 17th January 1855 a meeting was held of the freeholders and householders of S.S. # 16 to select a site for a new school house. It was not an easy matter to select a school site and because of the nature of the settlement it was often difficult to get good attendance at meetings. The diversity of opinions on the subject led to much discussion, often sites were small, unsuitable for building and, sometimes, too close to the home of an influential settler. However in a series of trustees meetings a new school site was chosen on Lot 18, Concession 12 and was opened 4th June 1855. (Appendix IV) The new boundary for the two schools was now between Lots 15 and 16 and the drop in school attendance on the chart

(appendix V) is due to the school section being divided into two smaller sections.

There were many scholarly men amongst the early settlers and, besides being responsible for teaching the future generations of Canadians, these scholars helped throughout the community, for example by drawing up legal documents. Because of the lack of expert supervision the course of study and the textbooks were the result of local conditions and teachers choice with the Bible being the main ingredient of all teaching. Throughout the last half of the nineteenth century the ability of the teaching staff improved considerably. The itinerant American Teacher was now a thing of the past. After the Act of 1816 all teachers had to go before an examining board to gain a Certificate of Education, and all had to be British Citizens or take the Oath of Allegiance to the British Crown.<sup>31</sup> Hostility between the two branches of ~~government~~, the House of Assembly and the Legislative Council, has usually been held as the main obstacle to change during the 1830's. The Legislative Council regarded the District School Act of 1807 as their property and the Assembly regarded the Common Schools Act of 1816 as theirs. It was both an ideological and financial problem that kept the two bodies apart. The Assembly was willing to introduce school bills based on the

American pattern, which the Council, upholders of the British tradition, felt obliged to reject. Even within the Assembly the style of education was in dispute, the Reformers were anxious to take the parts of the American system that suited them, such as elected administrative officials and non-denominational influences, yet they conveniently turned a blind eye to the most important ingredient that made the American method work, local taxation and a central education authority such as a Superintendent.<sup>32</sup> John Strachan realised the necessity for both an efficient uniform system of schools and a regulated scheme of finance and control. Egerton Ryerson approved of the financing of education by a tax on the value of assessed property. But as neither churchman could agree on the role of the Church of England within the Canadian education system many years were wasted.

The early influence of the United Empire Loyalists was soon negated by the arrival in Zorra, and subsequent growth, of the Scottish settlers. The Scots expectations based on the progressive education system of Scotland, their close ties of culture, creed and family, and the arrival of Dr. Donald McKenzie were the significant influences that encouraged the rapid expansion of education in West Zorra compared to the progress in East Zorra, with its many differences in population origins.





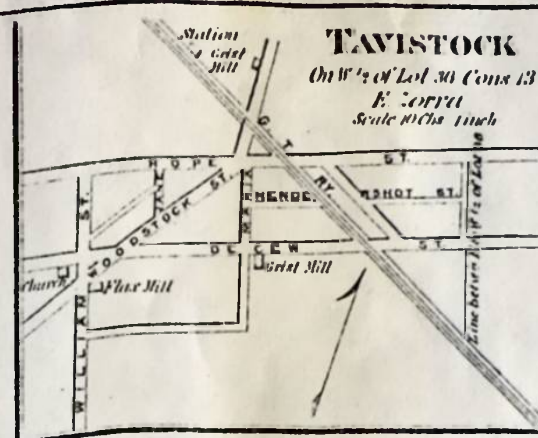
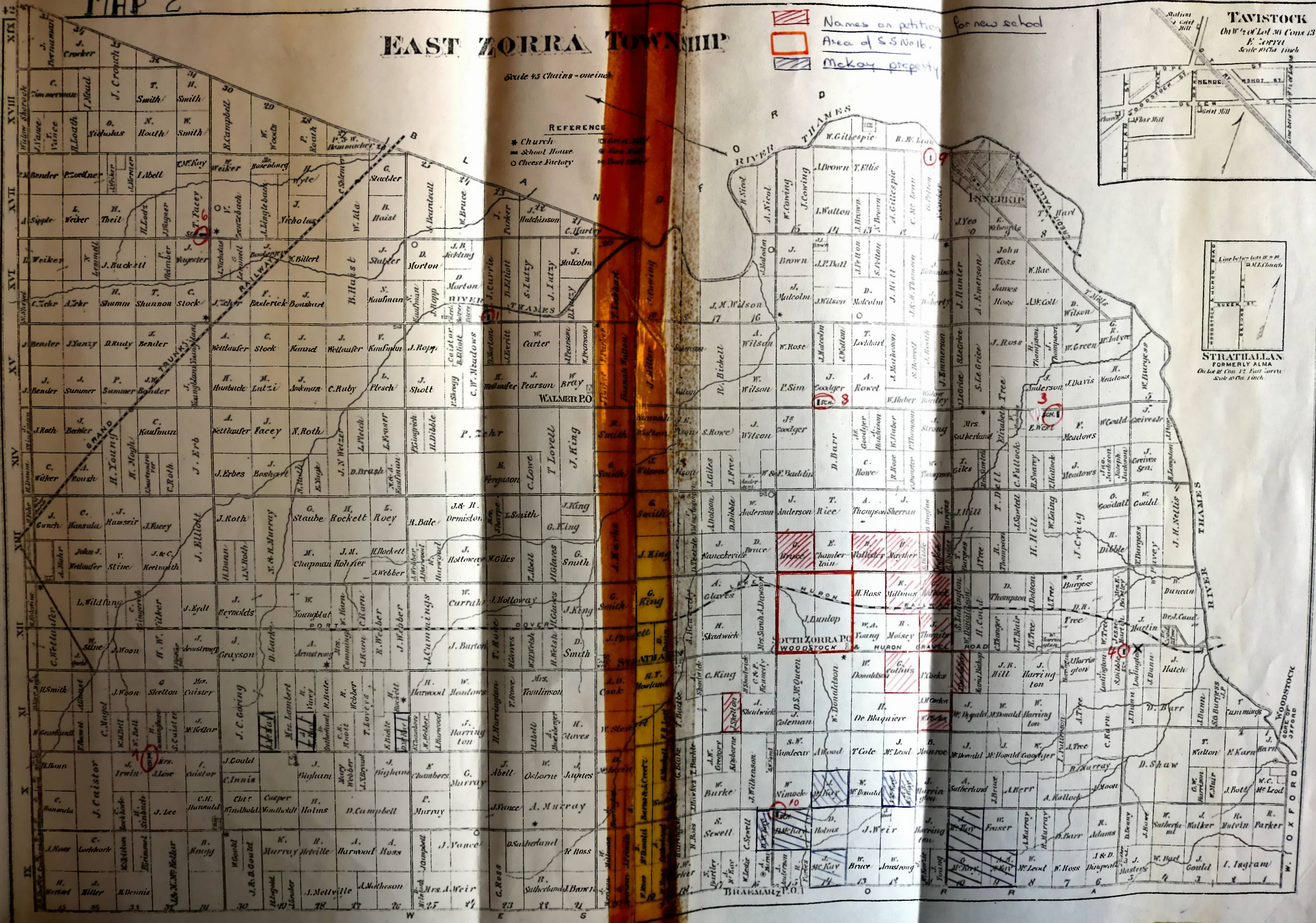
# EAST ZORRA TOWNSHIP

Scale 45 Chains - one inch

### REFERENCE

- ★ Church
- School House
- Cheese Factory

- Names on petition for new school
- Area of S.S. No. 16
- McKay property



XVII  
XVIII  
XIX  
XX  
XXI  
XXII  
XXIII  
XXIV  
XXV  
XXVI  
XXVII  
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XXX

TABLE SHOWING SCHOOL STATISTICS FOR THE YEARS 1853 - 1867  
FOR EAST ZORRA SS # 16 - EXTRACTED FROM THE SCHOOL MINUTES

Year	Number of Children Age 5-16 in sect'n.	Number of Pupils Age 5-16 on Roll	Average Attendance Summer	Average Attendance Winter	Non-Resident Pupils	Teacher's Salaries
1853	-	88	33	41	11	£ 55 : 0 : 0
1854	126	97 52 Boys 45 Girls	24	26	-	£ 65 : 0 : 0
1855	44	96 57 Boys 39 Girls	26	12	20	£ 65 : 0 : 0
1856	55	77 44 Boys 33 Girls	-	-	22	£ 65 : 0 : 0
1857	61	73 46 Boys 27 Girls	18	-	22	£ 65 : 0 : 0
1858	54	64 33 Boys 31 Girls	-	-	14	\$ 260.00
1859	57	54	15	19	9	\$ 260.00
1860	55	57	25	21	-	\$ 260.00
1861	65	77	24	26	-	\$ 260.00
1862	76	69	29	29	-	\$ 260.00
1863	78	62	30	31	-	\$ 260.00
1864	-	-	34	34	-	\$ 280.00
1865	80	64	35	34	-	\$ 280.00 *
1866	84	74	39	37	-	\$ 280.00
1867	77	63	38	34	-	\$ 280.00 **

\* Population of section in 1865 223.

\*\* Population of section in 1867 249.

East Zorra SS # 16.

OXFORD COUNTY BOARD OF EDUCATION - ARCHIVES1853

Number of Pupils on the Class Roll - 38

Average attendance during Summer month's - 38

Average attendance during Winter month's - 41

Non-Resident Pupils 11 Boys 5 Girls 6.

	£	s.	d.
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Government Grant	7	18	10
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Municipal Assessment	14	1	1	Rate Bill Unpaid
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Rate Bills	35	1	3	£ 2 : 11 : 3
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	£	57	2	2
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"Received from the Trustees of School Section No 16  
in the Township of East Zorra the sum of  
Fifty five pounds in payment of my Salary in  
full, for the year ending the 2nd day of March 1854

Thomas Crofs - Teacher "

Fred D. ...  
James ...  
James Crofs

1854

Agreement

"We, the undersigned, Trustees of School Section, No 16, in the township of East Zorra, by virtue of the Authority vested in us by the fifth clause of the 13th Section of the School Act, 13th & 14th Vic: chap. 43, have chosen Thomas Crofs who holds a second class certificate of qualification, to be a Teacher in said School Section, and we do hereby contract with and employ such Teacher, at the rate of Sixty five pounds Cy (?) per Annum, from and after the date hereof and we further bind and oblige ourselves, and our Succesors in office faithfully to employ the powers with which we are legally invested by the said Section of the said Act, to collect and pay the said Teacher, during the continuance of this agreement, the sum for which we are hereby become bounden - the said Sum to be paid to the said Teacher quarterly.

And the said Teacher hereby contracts and binds himself to teach and conduct the School, in said School Section, according to the regulations provided for by the said School Act :- This agreement to continue twelve months from the date hereof :

Given under our hands and Seal this 3rd day of March, 1854

Witnefs Fred D Fauquier  
Jos Thwaites  
James Blakeston

} Trustees

James Crofs

Teacher "

Extract from School Minutes - A.D. 1854  
East Zorra SS # 16.

OXFORD COUNTY BOARD OF EDUCATION - ARCHIVES

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1854

At a meeting of the Trustees held in the school room, on Thursday 16th Novbr 1854 - it was resolved that the Sum required to be raised for the Teacher's Salary, being more than can be met by a Legal rate Bill, the balance be raised by a general Afsefsment on the property of the section.

Fred D Fauquier Treas.  
Secretary.

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At a meeting of the Trustees held in the School room on Tuesday 21 Novbr, it was resolved to levy an Afsefsment of One and a half farthing in the pound on the rateable property of the section, which rate amounted to thirty four pounds and nineteen shillings by :- Daniel K, Perry, township Clerk & Collector was agreed with to levy the said rate, at a charge of Seven and an half per Cent for collection -

Fred D Fauquier  
Sec. Treas.

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Number of Children between 5 & 16 years in School Section on the 31st Decbr 1854, was 126

Number of Pupils on the School Register ) Boys - 52  
during the year ending 31 Decbr 1854 ) Girls- 45 = 97

Average attendance during the Summer Months ) Boys 12  
Girls 12 = 24

Average attendance during the Winter months ) Boys 15  
Girls 11 = 26

	£	s.	d.		£	s.	d.	
Government Grant	8	16	3	Teachers salary	65	0	0	
4 Rate Bills	21	18	6	Expense of Collecting Tax	2	12	1	
General Tax	34	19	0	Balance on hand		13	9	
	<hr/>							
	65	14	2		£	68	5	10
Balance from 1853	2	11	3					
	<hr/>							
	£	68	5	10				

## COUNTY OF OXFORD—ITS DISTRICT COUNCILS.

FIRST YEAR, 1ST, 2D, 3D, AND 4TH SESSIONS, 1842.

May Session,

No. 9. "To enable the inhabitants of school sections to erect school Houses."

SECOND YEAR, 5TH, 6TH, 7TH &amp; 8TH SESSIONS, 1843.

No. 26. "For the erection of certain school-houses and to procure a site for the erection of one of the said houses." School District No. 3, West Oxford, for school-house, £50; School District No. 4, West Oxford, for school-house, £50; School District No. 2, Dereham, for site, £3, school-house, £50, appendages, £5. Expired.

No. 28. "To provide for the erection of certain school-houses and procure sites." School District No. 3, Norwich, for school-house, £43 5s, site £3 15s.; No. 7, East Oxford, School-house, £50, site £5.

THIRD YEAR, 9TH, 10TH, 11TH &amp; 12TH SESSIONS, 1844.

No. 38. "For raising moneys for the support of Common Schools for the year 1844."

No. 40. "To provide for the erection of certain School-houses, and procure sites." School District, No. 5, East Oxford, £50. For School-house No. 6, do. £50. No. 7, house and site, £31 11s. No. 9, for a School-house, £45.

No. 44. "To provide for the erection of certain School-houses, &c." No. 8 Burford School-house, £50. No. 8, Zorra School-house and site £75.

No. 46. "For raising money for the support of Common Schools, in the District of Brock for the year 1845." Expired.

No. 52. "To provide for the building of a School-house in East Oxford." £10 for District No. 4.

No. 58. "For apportioning a sum of money for the erection and repairs of school-houses in North Oxford." £15 11s. 8½d., of school monies in Township Superintendents' hands.

No. 62. "For imposing a tax on School District No. 10, of Norwich, for the erection of a school-house." £40; repealed by By-law No. 73.

No. 63. "For imposing a tax on School District No. 6, of Dereham, to erect a school-house." £28.

No. 84. "To levy taxes for the payment of salaries in certain school sections." Union No. 6, East Oxford, No. 8, North Oxford, and No. 3, East and West Zorra, £40; No. 9, East Zorra, £15; No. 1, West Oxford, £25.

No. 85. "For levying taxes for the erection of school-houses, &c." No. 7, Blenheim, £28; No. 9, West Zorra, £100; No. 10, West Zorra, £50; No. 4, East Zorra, £38; No. 9, East Oxford, £30; No. 2, East Oxford, £4 17s. 9d.; No. 3, Blenheim, £4 12s. 6d.; No. 8, Blandford, £15 13s.

No. 87. "For raising money for the support of Schools."

No. 88. "For levying taxes for the erection of School-houses, &c." No. 1, Woodstock, £200, for house and site. Union No. 2, West Oxford, and No. 2, North Oxford, £50. No. 22, Norwich, £12 10s. No. 6, Norwich, £55. No. 6, Burford, £50. Union, No. 15, West Zorra, No. 4, West Zorra, and No. 6, Nissouri, £62 10s. Union No. 11, East and West Zorra, £70. No. 3, East Oxford, £37 10s for building School-houses.—No. 6 Blandford, £13 16s. for furnishing house; and No. 15, Blenheim; £7 10s. for repairing.

No. 89. "For levying taxes to assist in paying School Teachers' salaries in certain School Sections." No. 3, North Oxford, £20. No. 2, East Zorra, £30. No. 3, Dereham, £25. No. 3, W. Oxford, £45. No. 6, North and West Oxford, and No. 3, East and West Zorra, £25.

No. 100. "To raise money in certain School Sections for the payment of School Teachers' Salaries, and other purposes." Union No. 4, Burford, and No. 20, Blenheim, £18, for Teachers' salary. No. 1, Woodstock, £25 for finishing School house and fencing land. No. 20, Norwich, £50 for site and house.

No. 110. "For taxing certain localities for School purposes." No. 4.

No. 110. "For taxing certain localities for School purposes." No. 4. Oakland, £17 10s. for Teacher's salary, and £2 for repairs. Union No. 1, West and North Oxford, £20 for Teacher's salary. No. 5, East Oxford £5 for above. No. 20, Nissouri, £18 for Teacher's salary. Union No. 15, of West Zorra, and No. 6, Nissouri, £41 14s. for School house.

## WEST ZORRA

### SCHOOL STATISTICS.

Years	Municipal School Grant.			Legislative School Grant.			Amount Raised by Rate Bill.			Total Am't Paid To Teachers.			Children between 5 and 16.		No. Sch'l Sections.	No. Sch'l's Operation.	Average Months Taught.
	£	s	d	£	s	d	£	s	d	£	s	d	Taught.	Not Taught			
d'44	123	10	0	119	9	1	70	15	0	230	17	6	597	453	18	15	7½
d'45	143	15	1	130	19	5	139	3	6	285	7	3	806	786	18	16	8
d'46	93	8	6½	129	7	6	95	5	7½	240	2	1½	628	215	14	13	8½
1847	98	10	5	72	10	11½	123	9	1	297	13	10	405	383	16	10	8
1848	67	13	2	59	10	11	142	1	9	259	17	8	490	339	15	10	9½
1849	90	3	6	70	1	6	282	9	0	374	13	0	682	311	16	11	9
1850	102	1	7	62	1	8	202	10	7	382	15	5	710	523	16	12	9
1851	e 91	8	2	90	13	6	212	1	0	394	2	9	739	297	17	12	—
1852	71	9	0	65	7	0	—	—	—	a 401	a 502	—	—	—	—	—	—

a By Census Return      b County Rate only.      c According to New Assessment Act.  
 d Township before it was divided.      e £ of this amount looked by County Council.

### WEST ZORRA'S "RUIN AND DECAY."

	Whole of Zorra until divided.			West Zorra.			Whole Co. 1820
	1820	1830	1840	1850	1851	1852	
Population,	227	722	2,738	3,009	a	3,302	1,522
Occupied,	4,310	10,551	32,968	41,482	45,659	46,208	39,822
Cultivated,	764	2,235	7,405	8,598	a	12,195	7,148
Non-resident,	a	a	a	a	10,771	10,192	a
Non-resident,	a	a	a	a	L10,616	L11,099	a
Personal,	a	a	a	a	L13,966	L16,531	a
Real,	a	a	a	a	L108,106	L110,986	a
Total,	L2,843	L9,460	L26,657	L32,083	e L132,788	e L137,616	L26,067
Fram'd Istory	—	5	51	a	a	77	55
Br'k & stone	—	—	2	a	a	27	—
1 storey,	—	—	—	a	a	—	—
F., B., & S.,	—	—	—	a	a	23	5
2 storeys,	—	—	—	a	a	—	—
Taxes levied,	L12	L62	6,1250 18	L128 37½	L163 10 6½	b L182 17 9	L235 2
Milch Cows,	163	845	828	a	a	1,350	939

a No return.      b County Tax only.      c Valued under the new Act.

## EAST ZORRA

### SCHOOL STATISTICS.

Years,	Municipal School Grant.			Legislative School Grant.			Amount Raised by Rate Bill.			Total Am't Paid to Teachers.			Children between 5 and 16.		No. Scho'l Sections.	No. Sch'l's Operation.	Average Months Taught.
	£	s	d	£	s	d	£	s	d	£	s	d	Taught.	Not Taught			
d 1844	123	10	0	119	9	1	70	15	0	230	17	6	597	453	13	15	7½
d 1845	143	15	1	130	19	5	139	3	6	285	7	3	806	786	18	16	8
d 1846	93	8	6½	129	7	6	95	5	7½	240	2	1½	628	215	14	13	8½
1847	98	10	5	72	10	11½	123	9	1	297	13	10	405	383	16	10	8
1848	67	13	2	59	10	11	142	1	9	259	17	8	490	339	15	10	9½
1849	90	3	6	70	1	6	282	9	0	374	13	0	682	311	16	11	9
1850	102	1	7	62	1	8	202	10	7	382	15	5	710	523	16	12	9
1851	e 91	8	2	90	13	6	212	1	0	394	2	9	739	297	17	12	—
1852	71	9	0	65	7	0	—	—	—	a 401	a 502	—	—	—	—	—	—

a County Rate only.      b Valued under New Assessment Act.  
 c Census return,      d The whole Township before divided.

### EAST ZORRA'S "RUIN AND DECAY."

	Whole of Zorra, until divided.			East Zorra.			E'tire Co 1820
	1820	1830	1840	1850	1851	1852	
Population,	227	722	2,738	2,785	a	3,000	1,522
Occupied,	4,310	10,551	32,968	37,612	a	39,430	39,822
Cultivated,	764	2,235	7,405	9,120	a	15,785	7,148
Non-Resident,	a	a	a	a	11,348	11,821	a
Non-Resident,	a	a	a	a	L13,769	L16,215	a
Personal,	a	a	a	a	L12,303	L12,440	a
Real,	a	a	a	a	L109,000	L123,802	a
Total,	L2,843	L9,460	L26,657	L31,711	e L135,074	e L154,483	L26,067
Framed, 1 storey,	1	3	51	a	a	56	55
Br'k & Stone, "	—	—	2	a	a	8	—
F., B. & S. "	—	—	—	a	a	—	—
Taxes levied,	£12	L62 0	L250 18	b L115 10 0½	b L121 1 1	b L100 17 6	L235 2
Milch Cows,	163	345	628	a	a	1,302	939

a No return.      b County Rate only.      c Valued under the New Act.

APPENDIX II



FOOTNOTES

1. J. Donald Wilson - Canadian Education: A History afterwards called Can. Ed. p. 192 .
2. Ibid. p. 190,-195.
3. History of Embro and Zorra p.15.
4. MacIntosh. \* 560 Years in Zorra Church. p.2.
5. History of Embro and Zorra. p.15.
6. MacIntosh. - 100 Years in Zorra Church. p.2.
7. Ibid - p.2&3.
8. R. McKay.- Pioneer Life in Zorra. p.235.
9. Can. Ed.- p.194.
10. Ibid. - p. 194 & 195.
11. Ibid. - p. 195.
12. Sissons. C. B. Egerton Ryerson. His Life and Letters  
P.183-184.
13. Can. Ed. p. 199.
14. Ibid - p.200.
15. Ibid -p. 200.
16. Shenstone. T. B. Oxford County Gazetteer(1856). p. 59.
17. McKay. Pioneer Life in Zorra. p. 242.
18. Ibid. p. 236.
19. Embro Historical Society. History of Rev. D. MacKenzie .
20. Ibid.
21. Shenstone - Oxford Gazetteer(1856) p. 79.
22. Ibid. p. 80.
23. Can. Ed. p.209.
24. Ibid. p.209.
25. Ibid. p. 209.
26. Ibid. p. 209.
27. Ibid. p.210.
28. Ibid. p.211.
29. Shenstone. - Oxford County Gazetteer(1856). p. 80 & 81.
30. Can. Ed. p.200.
31. Ibid. p. 207.

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