

Female Teachers in One-room Schoolhouses

Whether in Canada, the United States, or Great Britain, women dominated the profession of teaching during the nineteenth and twentieth centuries.¹ Nova Scotia was no exception to this rule. Beginning in 1838, the Nova Scotia Assembly allowed women to teach at public school, and by 1892, 75% of all school teachers in the province were women.² Young women were especially common in rural settings, teaching at one-room schools like that of Tupperville. Understanding their lives is crucial to understanding the broader context of education in rural Nova Scotia.

Why did women become teachers?

As with any profession, young women chose to become teachers for a variety of reasons. Unlike men, women had very few employment opportunities. Teaching was one of the few viable options that a woman had to support herself or her family.³ Although the practice was frowned upon, women moved schools frequently in order to find situations that paid better.⁴ Additionally, many women felt a genuine passion for the profession, some claiming that they'd wanted to become a teacher since childhood, or that they continued to teach out of enjoyment.⁵ Other women adhered to a common societal belief of the time, arguing that women are by nature better suited than men to educate the young, and it was

¹ Melanie Ballard and John N. Grant, introduction to *Mary Kaulbach's Normal School Diary 1892-1893*, Mary Kaulbach (Truro, NS: Little White Schoolhouse Press, 2021), 7-8.

² Ballard and Grant, *Mary Kaulbach*, 7. Janet Guildfort, "'Separate Spheres': The Feminization of Public School Teaching in Nova Scotia, 1839-1880," *Acadiensis* 22, no. 1 (1992): 44. Women had been teaching privately in NS before 1838.

³ Guildfort, "Separate Spheres," 45. Dianne M. Hallman, "'A Thing of the Past': Teaching in One-Room Schools in Rural Nova Scotia, 1936-1941," *HSEIRHÉ* 4, no. 1 (1992): 118-120.

⁴ Hallman, "A Thing of the Past," 119.

⁵ Susan Marquardt Blystone, "Old School: Reflections of One-room Schoolhouse Teachers., *Illinois State University*, February 17, 2014. <https://news.illinoisstate.edu/2014/02/old-school-reflections-one-room-schoolhouse-teachers/> Mary-Lou Phoenix-Sheeler, "I Taught in a One-Room Schoolhouse in the '50s – Here's What It Was Like," *Reader's Digest Canada*, May 2, 2023, <https://www.readersdigest.ca/culture/one-room-schoolhouse-teacher/> Alison Prentice, "The Feminization of Teaching in British North America and Canada 1845-1875," *Histoire sociale* 8, no. 15 (1975): 18.

therefore their duty to teach.⁶ Finally, women could become teachers out of a personal ambition to prove themselves to the community and make their families proud. Attending Normal School, the teachers college in Truro, also provided an opportunity for further education that could be difficult for women to otherwise obtain.⁷ Of course, most women likely became teachers for a combination of these reasons.

Becoming a Teacher

From the 1800s into the mid 1900s, becoming a teacher in Nova Scotia required little formal training. Finishing grade 11 and passing the exams was enough for a teenager to gain a temporary license and begin teaching.⁸ Attending Normal School in Truro allowed teachers to gain permanent licenses as well as formal training. From its opening in 1855, the Normal School taught more female students than male. In its debut year, the school taught 23 men and 31 women, but by 1893 the disparity had grown to 25 men and 138 women.⁹ Despite these numbers, men were disproportionately represented in the highest level of class, “A” rank, and only around 10% of female teachers had obtained a “B” license or higher.¹⁰ Licenses determined how much a teacher would be paid, but salaries differed by gender even when male and female teachers had the same qualifications. This meant that women with minimal qualifications were the cheapest – and therefore most desirable – option in small, rural schools.¹¹

⁶ Guildfort, “Separate Spheres,” 45. Prentice, “Feminization of Teaching,” 18.

⁷ Mary Kaulbach, *Mary Kaulbach’s Normal School Diary, 1893-1894*, eds. Melanie Ballard and John N. Grant (Truro, NS: Little White Schoolhouse Press, 2021), 21. “Oh, wouldn’t I love to get this school in good order and be able to prove myself one of the best teachers in the county.”

⁸ Ballard and Grant, *Mary Kaulbach*, 5. Hallman. “A Thing of the Past,” 120, 125-127. “The Teachers,” Upper Burlington Community Hall, April 8, 2010, <http://ubschool.ednet.ns.ca/index.html>

⁹ Ballard and Grant, *Mary Kaulbach*, 8. Colchester Historical Society, *Historic Colchester* (Halifax, NS: Nimbus Publishing, 2000), 64.

¹⁰ Ballard and Grant, *Mary Kaulbach*, 8. Some evidence suggests that women were initially barred from writing the A level exams regardless of ability. Licenses ranged from rank A down to rank D.

¹¹ Guildfort, “Separate Spheres,” 49, 62. Hallman, “A Thing of the Past,” 120.

In order to be accepted at Normal School, potential students wrote exams that would determine which class they could enter, and therefore which license they would eventually obtain. Students often studied for months before taking these exams.¹² Many already had experience working as teachers, while a small number had university degrees, including some women.¹³ Most students started in November and ended in June. Students received both academic and professional training, and gained practical experience by teaching classes to students in the Model School, an on-site school for local children.¹⁴ Students seeking a lower license might only attend for a summer semester.¹⁵ Regardless of gender, students took the same subjects, even when those subjects would only be taught to one gender, such as calisthenics for girls and industrial arts for boys.¹⁶ Education at Normal School also emphasized aspects of rural life. For example, students in 1893 created lessons plans on an invasive bug species, and students often visited the nearby Agricultural College.¹⁷ Attending Normal School prepared teachers for some of the problems they would face, but teaching in a one-room schoolhouse required far more than simply educating children.

What was teaching in a one-room school actually like?

Teaching in a one-room school could be a daunting prospect; one teacher even described it as a ten-hour a day job.¹⁸ One-room schools taught students from grades 1 to 11, and could have over forty students at one time.¹⁹ In order to maintain some order, teachers would give all students assignments in the morning, and then focus on one grade at a time

¹² Kaulbach, *Mary Kaulbach*, 20, 24, 43.

¹³ Kaulbach, *Mary Kaulbach*, 99. Having a university degree allowed a student to get an “A” license in three months. Four women did this in the 1893-94 school year.

¹⁴ Hallman, “A Thing of the Past,” 125-127. Kaulbach, *Mary Kaulbach*, 83, 109.

¹⁵ “The Teachers,” Upper Burlington Community Hall.

¹⁶ Colchester Historical Society, *Historic Colchester*, 72. Hallman, “A Thing of the Past,” 127.

¹⁷ Kaulbach, *Mary Kaulbach*, 80-81. George Perry, ““The Grand Regulator”: State Schooling and the Normal-School Idea in Nova Scotia, 1838-1855.” *Acadiensis* 32, no. 2 (2003): para. 28.

¹⁸ Hallman, “A Thing of the Past,” 121-122.

¹⁹ Tupperville School Registers.

while the others worked quietly.²⁰ Teachers would often call each grade up to the front of the class, where students would have to answer questions or perform a recitation.²¹ Older children frequently helped the younger, supporting the teacher and benefiting from the review of previous lessons.²² In rural school, the main subjects taught were reading, writing, and arithmetic, although higher grades might also study history, geography, health, science, geometry, bookkeeping, French, and Latin.²³ Normal School teachers were additionally trained in subjects such as music, drawing, and industrial arts, but rarely had the opportunity to teach these courses due to a lack of resources in rural schools.²⁴ The absence of proper textbooks and equipment was a common problem for teachers across rural Nova Scotia.²⁵ In 1937, Professor B. A. Fletcher of Dalhousie University wrote that the province "expects too much from a badly paid and often inexperienced teacher, who is generally attempting to teach twice as many students as any one person can handle efficiently, in an antiquated building, with a tenth of the apparatus he needs."²⁶

Maintaining the school register was one of the teacher's most important duties. Registers were usually filled out by hand on the first day of school, recording all of the students and their ages, grades, parents, and vaccination status. Throughout the year, teachers kept track of attendance and noted reasons for absence, calculating totals and

²⁰ "Typical Rural School Day," Tupperville School Museum, n.d. "What Schools Were Like," Tupperville School Museum, n.d.

²¹ "Typical," TSM.

²² Joy Forbes, "Teachers Then and Now...", *The One Room Schoolhouse*, accessed August 11, 2023, <http://www.oneroomschoolhouses.ca/teachers-then-and-now.html> "Typical," TSM. Depending on the quality of previous teachers, students might never have properly learned previous lessons, which created a difficult situation for new teachers. Kaulbach, *Mary Kaulbach*, 33, 35.

²³ Jill Sauceman and Kathy Mays, "Oak Hill School Heritage Education Center: An 1886 One-Room Schoolhouse. Teacher's Resource and Curriculum Guide," 1999, <https://eric.ed.gov/?id=ED458080> Tupperville School Registers. "What Schools Were Like," TSM.

²⁴ Hallman, "A Thing of the Past," 125-127. Kaulbach, *Mary Kaulbach*, 59.

²⁵ Robert Lanning. "Awakening a Demand for Schooling: Educational Inspection's Impact on Rural Nova Scotia, 1855-74." *Historical Studies in Education/Revue d'histoire de l'éducation* 12, no. 1-2 (2000): 137.

²⁶ "How the School Started," Upper Burlington Community Hall, April 8, 2010, http://ubschool.ednet.ns.ca/ns_school_history.htm

averages at the end of the year. Registers also contained information on marks and the teachers themselves. School inspectors judged teachers on the neatness of their handwriting and the completeness of the register, believing both indicated the quality of a teacher.

Apparently, handling the school register was a task that many teachers dreaded.²⁷

Attendance at rural schools could fluctuate dramatically depending on the time of year. Even though the school year was shorter than now in order to accommodate rural life, busy harvest times still drew students away.²⁸ Mary Kaulbach, a Lunenburg teacher from the 1890s, states in her diary that her class had twenty-four students enrolled at the beginning of term, but only a few weeks later notes that there were thirty-five students in attendance. When haying season began later that month, her class size dropped to only sixteen.²⁹ If teachers needed to take a day off for any reason, they were expected to personally find a substitute and pay them from their own earnings.³⁰

Despite the inexperience and youthfulness of the teachers, students were generally well-behaved. To maintain order, teachers could employ punishments that ranged from detention and writing lines to corporal punishment with the strap or rod.³¹ In Tupperville, misbehaving students might be forced to sit directly in front of the woodstove and suffer from extreme heat.³² In addition to discipline from teachers, children who misbehaved at school could expect to receive even harsher punishment at home.³³ These threats were not enough to control all students though. For example, Mary Kaulbach wrote in 1894 that she found older

²⁷ Lanning, "Awakening a Demand," 140-141. "The Teachers," Upper Burlington Community Hall.

²⁸ Erin McCarthy, "11 Ways School was Different in the 1800s," *Mental Floss*, Last revised September 7, 2020, <https://www.mentalfloss.com/article/58705/11-ways-school-was-different-1800s>

²⁹ Kaulbach, *Mary Kaulbach*, 33, 36-38.

³⁰ "The Trustees and Teachers," Upper Burlington Community Hall, April 8, 2010, http://ubschool.ednet.ns.ca/trustees_and_teachers.htm

³¹ Hallman, "A Thing of the Past," 117. Nancy Kopulos, "A History of the Tupperville School," (2001), 4. McCarthy, "11 Ways."

³² Kopulos, "Tupperville School," 4.

³³ Hallman, "A Thing of the Past," 117. "The Teachers," Upper Burlington Community Hall.

male students difficult to manage, and even looked forward to harvesting season because they would be less likely to attend school.³⁴

One-room school teachers had far more duties than simply teaching. Teachers were expected to keep the school clean by sweeping the floor twice daily and washing the blackboard at the end of every day.³⁵ They also organized the annual Christmas concert, an event that took weeks of planning, decorating, and working with the students.³⁶ Many teachers were involved with local churches as well, teaching Sunday School on their day off and singing in the choir. One teacher reported that fundraising by selling pies was a common activity in the 1930s, an initiative that she used to paint a new school sign, get the school painted, and have a new cement step made.³⁷ In Tupperville, a number of teachers were noted for how they went above and beyond. In 1926, Miss Margaret Hockin convinced community members to donate food so that she could make healthy lunches for the students every day. Mrs. Margaret Gavel worked with the Women's Institute in the 1930s to fundraise for playground equipment, a well, a flagpole, shrubs, new desks, a kindergarten set, and a library cabinet.³⁸

An Average Day of School

For rural teachers, the school day began with a walk from their boarding house to the school, regardless of weather. Upon arriving, teachers swept out the school and prepared the fire, usually with the help of an older student. At 9 a.m., the teacher would ring the bell to call

³⁴ Kaulbach, *Mary Kaulbach*, 122. Phoenix-Sheeler, "I Taught in a One-Room Schoolhouse." Phoenix-Sheeler writes about the stress of teaching male students who were only a few years younger than her as well, in particular a 16-year-old who had just left Reform School when she was 19.

³⁵ Susan Marquardt Blystone, "Rules for One-room Schoolhouse Teachers." *Illinois State University*. February 17, 2014. <https://news.illinoisstate.edu/2014/02/rules-one-room-schoolhouse-teachers/> Kaulbach, *Mary Kaulbach*, 37, 39. Mary Kaulbach frequently went to the school to water flowers on her day off as well.

³⁶ Kaulbach, *Mary Kaulbach*, 119. Kopulos, "Tupperville School," 6. Phoenix-Sheeler, "I Taught in a One-Room Schoolhouse."

³⁷ Hallman, "A Thing of the Past," 117.

³⁸ Kopulos, "Tupperville School," 7-9.

in students. Class usually began with a prayer, rollcall, and the singing of “God Save the Queen/King.”³⁹ After this opening, the teacher would hand out morning assignments and work with each grade individually. Students received a fifteen minute recess in the morning and afternoon, as well as a one hour lunch. During lunch, some teachers remained in the school to grade tests and papers, while others returned to their boarding house if the distance was not too great.⁴⁰ After school finished around 3 p.m., teachers would clean up the schoolhouse and then return home to plan lessons and correct tests. In Tupperville, teachers might stay an extra hour to help higher grade students.⁴¹

Not every day was average, however. Schools encouraged students to become ideal citizens through fun yearly celebrations such as Arbor Day and Empire Day. Beginning in the spring of 1885, students helped their teachers to clean out the schoolhouse on Arbor Day, and relaxed with a picnic in the afternoon.⁴² Empire Day was first observed in 1898, on the last schoolday before Victoria Day (May 24). This holiday was intended to instill students with a sense of patriotism toward the British Empire and reinforce British ideals and worldviews. On this day, students performed for the local community with spelling bees, recitals, and other academic activities.⁴³ In Tupperville, teachers would take their students to Belleisle for a spelling bee when the river froze over, and were also known to plan trips to Tupperville Falls and Bridgetown.⁴⁴ Even a seemingly mundane change of pace could make a big impression

³⁹ “The Teachers,” Upper Burlington Community Hall. “Typical Rural School Day,” TSM. “What Schools Were Like,” TSM.

⁴⁰ Hallman, “A Thing of the Past,” 117. Kopulos, “Tupperville School,” 7. “The Teachers,” Upper Burlington Community Hall. “Typical Rural School Day,” TSM. “What Schools Were Like,” TSM.

⁴¹ Blystone, “Old School.” “The Teachers,” Upper Burlington Community Hall. “Typical Rural School Day,” TSM.

⁴² David G. Burley, “Ross, Sir George William,” *Dictionary of Canadian Biography* 14 (1998), accessed August 17, 2023, http://www.biographi.ca/en/bio/ross_george_william_14E.html . Hallman, “A Thing of the Past,” 117. “What Schools Were Like,” TSM.

⁴³ Molly Pulver Ungar, “Trenholme, Clementina,” *Dictionary of Canadian Biography* 14 (1998), accessed August 17, 2023, http://www.biographi.ca/en/bio/trenholme_clementina_14E.html “What Schools Were Like,” TSM.

⁴⁴ Kopulos, “Tupperville School,” 4-6.

on students; decades later, Everett Fredericks still fondly remembered Miss Maude Joudry taking time from the usual schedule to read a chapter of *Black Beauty* aloud.⁴⁵

Social Lives of Teachers

In the popular imagination, young female schoolteachers are often thought to have suffered in their positions, being isolated and controlled by the community. However, modern academics argue that people tend to fixate on rare dramatic circumstances, when in reality most women teaching in rural Nova Scotia were respected members of the community who enjoyed their positions. According to her mother, teachers were frequently invited to dinners and parties, making it easy to build positive relationships and gain friends.⁴⁶ This can also be seen in Mary Kaulbach's diary. Whether she was teaching or at Normal School, Kaulbach frequently attended social events with other young women teachers. While teaching in her hometown, she even went to dances and drove in carriages with young men.⁴⁷

Despite the appearance of freedom though, women teachers were expected to be role models for their students and could be judged harshly. In Tupperville, Miss Elsie Chute Black caused a scandal in 1923 by riding a horse bareback with her fiance, and Miss Annie Chestnut was chastised for unladylike behaviour after she climbed into a convertible without opening the door in 1925. The hiring of the teenaged Miss Marion Comstock in 1931 led to the community questioning the hiring capabilities of the trustees, as she was allegedly quite popular with young men and used to ride on their bicycles between her boarding house and the school.⁴⁸

Teachers usually lived in the community they taught, either staying at their parents' home or at a boarding house. If staying with family, teachers often had to help on the farm or

⁴⁵ Everett Fredericks, *Once Upon a Time in Tupperville*, (n.d.), 18.

⁴⁶ Hallman, "A Thing of the Past," 116-118.

⁴⁷ Kaulbach, *Mary Kaulbach*, 22, 25, 27, 118, 121.

⁴⁸ Kopulos, "Tupperville School," 7.

with the family business in addition to teaching.⁴⁹ In comparison, teachers who stayed at a boarding house were not expected to partake in any household chores, and were provided with meals. However, houses in rural communities might lack modern amenities that some teachers had grown up with, such as running water or indoor bathrooms. Teachers also had to pay for boarding, around \$3-5 per week by the 1930s.⁵⁰ Spending so much time together, teachers often became quite close to the families they boarded with, but still had to follow any rules set by the family. For example, Mary Kaulbach complains that her landlady would get upset if she and her roommate made any noise after 10 p.m.⁵¹ Just as with schools, teachers might shuffle around the community trying to find better accommodations.⁵² In Tupperville, community members took turns supporting the teacher, who would move to a new boarding house every few weeks.

Another popular belief about women teachers is that they were not allowed to keep working after marriage. In reality, the situation was slightly more nuanced. In Nova Scotia, society generally frowned upon married women teaching and trustees would often not consider their applications, but it was not outright forbidden. Most people believed that married women would be too busy with their own children and household to have enough time to properly teach at schools. However, some women did return to teaching after their children grew up, or if their husbands had waged jobs that did not require a wife's help.⁵³ Mrs. Margaret Gavel was one of Tupperville's most noteworthy teachers despite being married.

⁴⁹ Kaulbach, *Mary Kaulbach*, 40. "The Teachers," Upper Burlington Community Hall.

⁵⁰ Hallman, "A Thing of the Past," 119.

⁵¹ Kaulbach, *Mary Kaulbach*, 62-63.

⁵² "The Trustees and Teachers," Upper Burlington Community Hall, April 8, 2010, http://ubschool.ednet.ns.ca/trustees_and_teachers.htm

⁵³ Guildfort, "Separate Sphere," 63. Hallman, "A Thing of the Past," 121-122. Phoenix-Sheeler, "I Taught in a One-Room Schoolhouse." "The Trustees and the Teachers," Upper Burlington Community Hall.

Although female teachers did face pressure from the community to be good role models, their lives do not seem to have been as strictly regulated as imagined, at least in Nova Scotia.

Opinions on Female Teachers

How did people in Nova Scotia feel about the majority of teachers being women?

Generally, opinions on the matter were complex. It was a common societal belief at the time that women were inherently better suited to teaching children than men because of their maternal instinct and kind nature. This belief was held by politicians, trustees, and even many female teachers.⁵⁴ During the nineteenth and early twentieth century, education for the lower grades focused on instilling morality over knowledge, so the perceived lower intelligence of female teachers was not viewed as a problem.⁵⁵ Consequently, male teachers were preferred for higher grades and more academic subjects.⁵⁶ Even at the Normal School, male professors taught all of the academic subjects, while women taught drawing, music, and elocution.⁵⁷ Additionally, modern scholars note that while male teachers were often praised for their education or skills, female teachers were instead praised for their manners or morality.⁵⁸ Nonetheless, some school inspectors encouraged young women to attend Normal School to improve their education and teaching skills.⁵⁹

Politically, the issue of female teachers does not seem to have been controversial, especially in comparison to topics such as raising taxes to support schools. The first Superintendent of Education in Nova Scotia, J. W. Dawson, actively advocated for women to become teachers based on his own schooling experiences and the successes he had seen in

⁵⁴ Guildfort, "Separate Spheres," 45, 52. Perry, "The Grand Regulator," para. 17. Prentice, "Feminization of Teaching," 18.

⁵⁵ Guildfort, "Separate Spheres," 46. Perry, "The Grand Regulator," para. 45.

⁵⁶ Guildfort, "Separate Spheres," 54.

⁵⁷ Kaulbach, *Mary Kaulbach*, 54.

⁵⁸ Guildfort, "Separate Spheres," 63.

⁵⁹ Kaulbach, *Mary Kaulbach*, 47-49.

the United States. Others Superintendents were less supportive, such as Rev. A. S. Hunt, who worried that women were too ignorant and immoral to properly educate the young.⁶⁰ Similarly, the government tended to blame inequalities between urban and rural schools on trustees hiring undereducated women, the cheapest option.⁶¹ Even supportive politicians often viewed women teachers in a condescending manner, finding their roles in public life amusing and assuming that women had no professional ambition and would be happier once they married.⁶² Part of Dawson's motivation in promoting female teachers was his belief that a few years of teaching would create better mothers.⁶³

Despite the general support of women teachers, some people did worry about their prevalence. The alleged inherent kindness of women led to concerns that female teachers might not be able to control or properly discipline a class.⁶⁴ As previously mentioned, male teachers were preferred for upper grades even when female teachers had received the same education at Normal School. According to Guildfort, some men felt that they were being forced out of the profession due to a perceived preference for women.⁶⁵ A Pictou school inspector echoed these sentiments in 1870, arguing that women were only hired because they were cheaper, and that more deserving men were being unfairly looked over.⁶⁶ The fact that this pay disparity was the fault of the government rather than women is rarely addressed, but some people did advocate for equal pay. In 1874, Normal School principal J. B. Calkin insisted that teachers should receive the same pay based on qualifications, regardless of gender.⁶⁷ Similarly, an anonymous female teacher wrote an essay in the *Journal of Education*

⁶⁰ Guildfort, "Separate Spheres," 51-55.

⁶¹ Lanning, "Awakening a Demand," 137. Perry, "The Grand Regulator," para 32.

⁶² Guildfort, "Separate Spheres," 52, 63.

⁶³ Perry, "The Grand Regulator," para. 32.

⁶⁴ Prentice, "Feminization of Teaching," 8.

⁶⁵ Guildfort, "Separate Spheres," 54.

⁶⁶ Guildfort, "Separate Spheres," 62.

⁶⁷ Guildfort, "Separate Spheres," 62.

for the Province of Nova Scotia in 1871, arguing that women deserved equal pay and should also be allowed in leadership positions.⁶⁸

Despite the controversies, students allegedly preferred female teachers because they were less strict. In the writings of Everett Fredericks, a former Tupperville School student, he fondly describes Miss Maude Jodrey as “the most unforgettable person [he] ever met.” While she could be a strict teacher who did not tolerate bad behaviour, in Fredericks’ memories she did not enjoy using corporal punishment and only would if necessary. In comparison, Fredericks detested Mr. Woodbury, a male teacher who took over the school for one year. According to Fredericks, this teacher enjoyed beating the students and took every opportunity he could find.⁶⁹ Although one example cannot be used to judge all teachers, Rev. Hunt also noted that many people in the province “had a very decided preference” for female teachers.⁷⁰

Tupperville Teachers

Tupperville has a long history of female teachers. Although the first recorded teacher was a man (1877), the second was a Miss Angevine. Following her lead, at least 72 women taught in Tupperville, compared to only 39 men.⁷¹

One notable teacher was Mrs. Margaret Gavel, who taught from 1932-1938. Mrs. Gavel had been teaching for 15 years before arriving in Tupperville.⁷² She is best known for her fundraising efforts with the Women’s Institute, raising money for a well, new playground equipment, the library cabinet, and more. She also chose to stay an extra hour after school to teach three teenage girls who wished to complete grade 11. At the time, rural schools did not have to offer higher grades. Interested students were supposed to attend high school in

⁶⁸ Prentice, “Feminization of Teaching,” 18

⁶⁹ Fredericks, *Once Upon a Time*, 17, 22.

⁷⁰ Guildfort, “Separate Spheres,” 55.

⁷¹ “Lists of Students, Teachers and Trustees,” Tupperville School Museum, n.d.

⁷² Tupperville School Registers.

Bridgetown, but the three girls could not afford the expenses of boarding or travel. Mrs. Gavel taught them despite not being required to, and was the last teacher in Tupperville to offer high school grades.⁷³

Miss Maude Jodrey is the most well-known teacher in Tupperville. She was both the longest lasting, teaching for 18 years (1947-1949, 1951-1970), and the final teacher, who taught in Bridgetown after the school closed in 1970. Miss Jodrey is remembered fondly by many of her students, even inspiring some to become teachers as well. She was viewed as strict but fair, and described as a comfort to the students that made going to school a joy regardless of the weather. According to Fredericks, she never missed a day. On one notable occasion, she stayed late after school to draw a beautiful horse on the chalkboard because she was reading *Black Beauty* to the students at the time. When the school closed in 1970, Miss Jodrey strongly opposed the decision. She felt that the relationships forged between students in a one-room schoolhouse should not be lost, and worried that young students would not learn proper values in the Bridgetown schools.⁷⁴

Other teachers made an impression on their students as well. As previously mentioned, Miss Hockin made healthy lunches for her students, while Miss Black and Miss Chestnut was chastised for “scandalous” behaviour.⁷⁵ Over the years, Tupperville School

⁷³ Kopulos, “Tupperville School,” 8-9.

⁷⁴ Fredericks, *Once Upon a Time*, 18, 21. Kopulos, “Tupperville School,” 9. Fredericks

⁷⁵ Kopulos, “Tupperville School,” 7.

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employed countless interesting female teachers, but unfortunately many of their stories have been lost to time.

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