

**Recollections of Clover Hill Schoolhouse and Student Life  
in Kings County, New Brunswick  
1912-1915**



*Figure 1 Clover Hill School, 1921, built by Matthew Cassidy*

## INTRODUCTION

This is a transcript of a tape recording describing the building of and experiences of going to the Clover Hill School in Kings County, New Brunswick. The school was built by Matthew Cassidy, a local master carpenter, in 1912. The recording was made by Matthew's son Allan Robert Cassidy (1903-1981) and daughter Clara Louise (Cassidy) Archibald (1898-1978), about 1968 at Allan Cassidy's home at Kelly's Mobile Home Court, in Fredericton, New Brunswick. Other voices heard are his son Robert "Bob" Folkins Cassidy (1930-1986), instructing on how to use the tape recorder; Mildred "Mid" (Folkins) Cassidy (1908-2002), Allan's wife, with asides; and an unidentified child who is probably a grandchild.

Allan was also a carpenter by trade, and in his later career, he worked for the New Brunswick Provincial Department of Education (1957-1969). Part of his responsibility was to inspect some of the remaining one room schoolhouses in New Brunswick.

The cassette tape recorder used cassettes that were 45 minutes long each side. The recording begins with Bob instructing Allan and Clara how to use the machine. (Note, when the recording moves to side 2, there is some repetition of the story from side 1). There is general discussion, then the actual discussion of the school house begins on page 7.

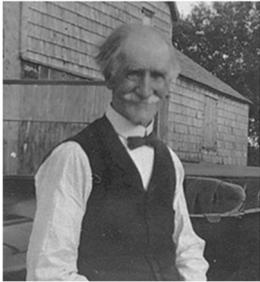
Illustrations have been added to enhance the story.

*Anne L. Renwick  
Transcriber and Allan and Mid's Grand-daughter  
September 2023*



*Figure 2 Matthew Cassidy's tool box*

**CASSIDY LINEAGE**



*Francis Edward Cassidy ("Grandfather") 1834-1927 (m. Jane "Jennie" Dunlop)*

**Builder of  
the Clover  
Hill School**



*Matthew Richard Cassidy ("Father/Dad") 1871-1960 (m. Roberta R. Piper)*

**Narrators**



*Allan Robert Cassidy 1903-1981  
With his wife Mildred Verna Folkins 1908-2002*

*Clara Louise (Cassidy)  
Archibald 1898-1978*



*Robert Folkins Cassidy 1930-1986*

***Start of tape***

*Robert F. Cassidy (RFC)*<sup>i</sup>: ...from that side, 45 minutes, then you can switch it over, and when you get done talking on that side at the end of the 45 minutes or you come to the end of the tape, whichever comes first, all you do is press the Stop button, this one here...

*Allan R. Cassidy (ARC)*<sup>ii</sup>: this one here

RFC: Yup, that stops the recording and then you press the Eject button all the way down, that flips the cartridge out. You notice I've got that marked G1 at the top.

ARC: Yeah.

RFC: Turn it over, the other side G2 (or should be) and press the Record thing down, same as you have there and you should talk again. You don't rewind the tape when you turn it over.

ARC: Oh yeah.

RFC: Automatically it's good to go.

ARC: Proper position.

RFC: Yeah.

ARC: This must be rather a dry recording right now because not much talk going on.

RFC: Yeah, well you'll hear it when you play it back.

ARC: Sounds all out here, doesn't it Mrs Cassidy?

*Mildred Cassidy (MC)*<sup>iii</sup>: Yeah.

ARC: *aside to a child in the room* You want to tell us about the car<sup>1</sup> here now? Come on, tell us what you think of the car.

*Child's voice (CV)*<sup>iv</sup>: Yee-ha! It's nice.

ARC: Come on, up here where we can hear ya.

CV: Well, I just think it's fine.

ARC: Are ya having good fun with the little car?

CV: mm hmm

ARC: What are you doing anyway?

CV: Pretending it's going to a drive-in.

ARC: You're going to a drive-in, are you? And when you get to the drive-in what are you going to do?

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<sup>1</sup> The little car referenced, is a model that Allan had which was a 1964 blue Ford Galaxie 500 convertible with white interior. All the grandchildren found it fascinating.

CV: Going to watch a movie.

ARC: Watch a, watch a movie. Something like, ah, Bonanza?

CV: No! Yeah, I guess so.

ARC: Where do you suppose the little kittens are that were up here?

CV: They must be in bed.

ARC: They must be in bed, that's right.

ARC: Jennifer<sup>v</sup> wrote Nana and I a letter, you know, and they were wonderin' how the kittens were. How'd it be if we get a skunk and put it in; do you suppose the Mum would like the skunk?

CV: No.

ARC: You don't think she'd like the skunk, eh?

CV: No.

ARC: Well that's too bad, isn't it? *pause* Well, shall we sign off now?

CV: Okay....hey wait! This is a 1964!

ARC: 1964. Sure it's a model 1964. That's the kind of a model Ford had in 1964. It was a good car then too, don't you think?

CV: Yeah.

ARC: mm hmm

CV: Are we finished?

ARC: I think we're finished. We push the Stop button, do we?

*-break-*

RFC: There we are.

ARC: Now we're all set to record, are we?

*Background voices*

MC: Allan was saying Sunday night, last Sunday night, Marilyn wanted a plum in the evening. Said, I'll go over and get you one. So he goes over to the store and gets her a plum and coming back, he were running right along and, uh, come to the door step and here was this doggone kitten, as he thought, on the second doorstep. And he said "Get the hell off my doorstep. What are you doin' there?" And *laughing* then he noticed it was a skunk. So he had to stand and wait 'till the skunk decided to move.

RFC: Till he got, uh, the urge.

MC: Yeah

ARC: Don't know why people are so afraid of a skunk. I just get the old shotgun and that ends the skunk's troubles right off quick.

RFC: You'll find out that it's, uh, pretty darn quick to pick up your voice...

CV: Really? Sorry.

ARC: Would you like to have a skunk to play with?

CV: un unh.

ARC: Why not?

CV: Well...

ARC: I understand they make very good pets.

MC: One of the Mounties said he had to sit in the car half an hour. It was on the top step. He sat there waitin' for him.

RFC: Big brave policeman.

ARC: *chuckles*

MC: It was between, it was between, 2 and 3 in the morning. He said he would like to have shot him but he said he knew he would wake everyone up.

RFC: Probably hit the next mobile home if he shot him.

MC: *laughs*

ARC: These weed animals, that one might say, the ones that man don't use, and now that we have synthetic fur their fur's of no value and they have moved in to urban communities like this here, for instance, and left alone they'll go their separate ways and not bother you.

RFC: Course a damn skunk is never, hasn't that many enemies to keep (*unintelligible*)

ARC: Yeah, and he'll live quite well, but just don't push him around. He likes doing his way.

MC: They're under two or three of the homes here.

ARC: And under one by Mrs. Bryan's.

RFC: Cripes, there must be some way they can erradicate the buggers.

ARC: Well people don't just bother about them. They're afraid to go out and do anything. Frank Morris found two in his children's playpen the other morning at about 6 o'clock.

MC: Imagine.

ARC: (*chuckling*) I had a good mind to tell him he had skunks during the day in there and at night as well.

RFC: Can you imagine that?

MC: Rewind it now.

RFC: Press the Stop

- break-

*Background noise*

***Discussion of the Clover Hill School starts at minute 6:06 of the recording***

ARC: Well, we're going to have a little talk here on the, uh, construction of the Clover Hill School, built by our father<sup>vi</sup> in nineteen hundred and twelve.

Clara (Cassidy) Archibald (CCA)<sup>vii</sup>: Right.

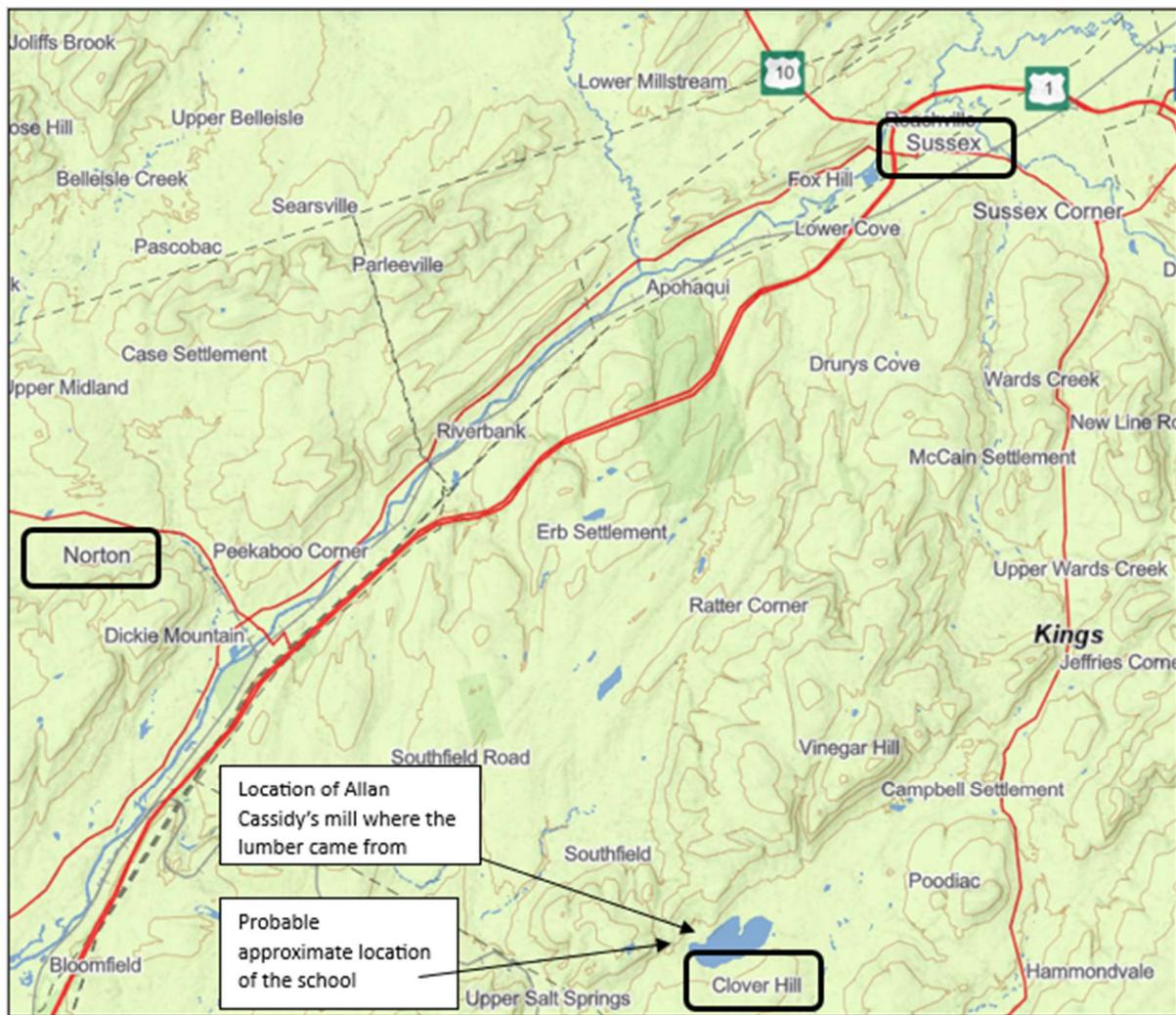


Figure 3 Map of area of Kings County, NB being discussed

ARC: What do you, uh, remember the part leading up to the construction? Remember anything about a contract being called for?

CCA: Yes I do.

ARC: uh I think there were two or more tenders called for this school.

CCA: I agree.

ARC: Father's evidently was the lowest, or the most satisfactory.

CCA: Due I think to his, um, experience in carpentry.

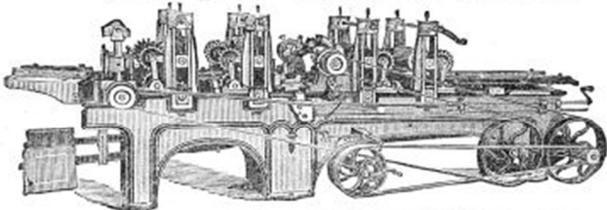
ARC: Yes, that's quite correct. Father was an excellent carpenter, thoroughly knew his business, and without a doubt he was, uh, far superior to any other carpenter in that neighbourhood in that time.

CCA: Well, he was considered the best.

ARC: Yes, indeed he was. Uh, I remember the elation, jubilation you might say, in our household at that time. Mother<sup>viii</sup> was quite happy. Dad had a job that he liked and uh, he had a shop there with a SA Woods Woodworking Machine [Figure 4] in it he bought from our grandfather<sup>ix</sup> for a hundred dollars in about nineteen hundred and eight in Boston. Had it shipped down. It was sitting there with (*unintelligible*) and a whole lot of paraphrenalia. Dad wanted to get this thing in operation and when he got the contract for this school, why, this enabled him to, uh, see his dream come true. He could have a little shop wherein he could do carpenter work and millworking, such as it was at that time. Made sashes and doors and mouldings.

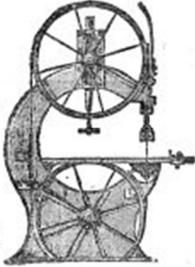
So he bought a, um, Barrie four horsepower engine [Figure 5], single cylinder, weighed 850 pounds, had a jump spark, as it was called at that time. That jump spark was, uh, not unlike the present day

**WOOD-WORKING MACHINERY,**



**FOR**

**PLANING MILLS,  
RAILROAD SHOPS,  
CAR BUILDERS,  
CARRIAGE, SASH,  
DOOR, BLIND AND  
CABINET MAKERS.**



**S. A. WOODS MACHINE CO.,**

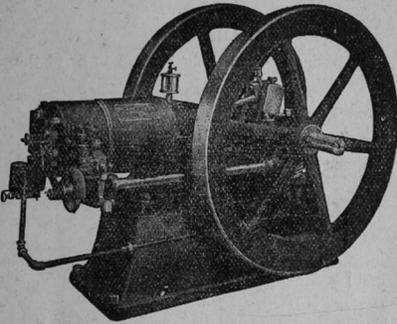
91 Liberty St., New York.  
Illustrated Catalogue sent on application.

No. 172 High Street, BOSTON, MASS.  
No. 61 South Canal Street, CHICAGO, ILL.

Figure 4: 1885 Ad - Wood Working Machinery

The Canada Producer and Gas Engine Co., Ltd.

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Type C, 10 to 25 H. P.

**"BARRIE" STATIONARY ENGINE**

These style engines are built in sizes from 10 to 25 H. P.

1. It has underground gasoline reservoir for main gasoline supply.
2. Gasoline pump, pumping supply to engine, surplus returning to reservoir.
3. Electric ignitor and sparking dynamo.
4. Circuit breaker increasing life of batteries and points.
5. Extra heavy fly wheels, guaranteeing steady power.
6. It is supplied with any size pulleys.
7. It is supplied with separate water tanks for cooling cylinder.

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Figure 5 Barrie Gasoline Engine 1910

ignition system in automobiles. And of course none of us had ever got a shock and as youngsters we were prone to stick our fingers on this spark plug but only once.

Dad produced the doors, and the windows, sashes and frames, the inside trim and everything that was required in that little shop which was situated on the farm known as the Gregory<sup>x</sup> place, now owned and operated by Kenneth Pollock.

CCA: Right.

ARC: This old shop has long since passed away. It rotted out, the basement, due to it being wet, I think was the ultimate reason why it was torn down. I wasn't there when it was torn down. I was away working, I think, somewhere in the early '20's. I think so, yeah. Somewhere around 1920. But anyhow...

CCA: It was there in '21.

ARC: Was it? Well then it was later. Anyhow, uh, we musn't lose sight of the fact that it's the school that we're interested in. Uh, the lumber in this school was obtained from, I think you'd agree, a mill that Uncle Allan, Allan Cassidy<sup>xi</sup>, had...

CCA: ...had

ARC: ...on the Cassidy farm on the Northeast side of Cassidy Lake.

CCA: Right.

ARC: This was a, um, perpetual mill seat there for a great number of years, wasn't it? Probably several million feet of lumber were cut there. And there would be a cut of lumber, maybe two hundred thousand feet there every year and Dad was able to get the kind of lumber he wanted this time plus uh, all kinds of pine from the small woodlots that would be, uh, operated there. Make his own (*unintelligible*), uncles and neighbours they would be selling this pine, uncle and Dad was able to get what he wanted out of it. So it's quite likely that's where the pine came from.

CCA: Well, I remember one pine tree that my Dad told me that contained, when it was cut, one thousand feet of board lumber

ARC: A thousand superficials.

CCA: Thousand superficial, right. I'm not a carpenter.

ARC: Well it was board feet<sup>2</sup> it was called.

CCA: Board feet.

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<sup>2</sup> Board foot, plural board feet: a unit of quantity for lumber equal to the volume of a board 12 x 12 x1 inch. *Source: Merriam-Webster dictionary, merriam-webster.com, accessed 9 Oct 2023*

ARC: It was a common term at that time. That'd be one of the larger trees, and, um, quite likely a very very old tree and I would hazard a guess that this tree was one of those old sentinels that we used to see when we'd get up on the hill and look over the forest ...and for a great number of them were there from the very early days. And I recall talking with some of the very very old people, people in their '80's<sup>3</sup> when I was young, and they told us that that land had been burned over and they thought by, as a result of a, um, a lightning bolt. You recall that, uh, the lower part of our farm there, the Gregory place...

CCA: Yes.

ARC: ...there used to be pine stump stubs there up ten, twelve feet.

CCA: Right.

ARC: And we used to get them for kindlin' remember, they were full of pitch so that's quite likely where the burn came from. Spruce would be no problem because as you know, the uh, we seem to agree, that some of the spruce could have come from Dad's own farm.

CCA: And some could have come from other farms in the vicinity.

ARC: Yes, but all...

CCA: And came from that mill because I helped my father pick some of it out.

ARC: Yeah. Now you spoke somethin' about, uh, remembering Dad picking out hardwood boards or plank for the floor, the finished floor.

CCA: Yes. Helped him load it on the wagon.

ARC: Then I could help out, uh, on that because it was taken to the Sussex Woodworking<sup>4</sup> plant at Sussex where they had a dry kiln at the time and a, uh, matcher there for making flooring, and they made a very good flooring. Father was quite anxious to just be absolutely perfect. No knots, no bad spots whatsoever were allowed in it. It would be the choice hard lumber, straight grain, and all this sort of thing, wouldn't it?

CCA: Yes.

ARC: And when it got out of there, this lumber was lost, so the woodworking people said, and Dad was almost broken hearted because he had picked this so carefully and he had to accept an inferior type of material. Now I think that probably the main reason why he had to accept what they would give him was because at this time they had to get the floor laid in the school. There

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<sup>3</sup> Allan was born in 1903, so when he was young, approximately 1910-1915, people in their '80's would have been born approximately 1830's.

<sup>4</sup> "Shortly after 1900, the 'Sussex Woodworking and Electric Company' and the 'Howes Foundry and Machine Works' amalgamated to form 'The Sussex Manufacturing Company'." (source: <http://www.rubycusack.com/issue464.html>, accessed 31 Aug 2023)

wouldn't be time to find more good lumber like he picked out from the mill cut and take it to Sussex and have it run.

CCA: Well there wasn't any left.

ARC: Not likely there was. That's another point, and a very good one. So he got the best he could, which was far better than the average.

CCA: That we get today!

ARC: That's right. And the work proceeded. He made the windows and doors and all that sort of thing as we say, and Dad hired a man by the name of Miles Reid<sup>xii</sup> who lived at, uh, Southfield or Southsprings, or on the borderline between these two small settlements, approximately six miles from home. Paid him a dollar a day and his board, that was the average then, pretty high average, I guess.

A day's work then was from, uh, sun...

CCA: Daylight.

ARC: Daylight to dark, yes. And they (*unintelligible*) the site, somewhere we feel about the middle of June. That seems a reasonable date, as far as we know now.

CCA: Late Spring or early Summer.

ARC: Yeah. Sounds reasonable. I don't think it was started before croppin', as it was called.

CCA: No

ARC: Before the planting season. Then it proceeded as fast as two or three men could make it move. They dug a trench three feet deep and, uh, two feet wide, or thereabouts, and they took, uh, I think Father took his team of horses and his stone drag, or stone boat [Figure 6], it's called a drag in our time, and hauled rocks off piles in the field around there. Anyone was glad to have somebody take a load of old rocks off his farm.

CCA: Off the Jamieson property.

ARC: Yes, that would be the Alexander Jamieson<sup>xiii</sup> property, or Sandy Jamieson as he was called. And they filled this trench up level with the ground and then they, uh, got uh, a mason there, Joseph Osbourne<sup>xiv</sup>, Joe Osbourne as he was better known. A little small wiry man. He didn't weigh over 120 pounds if he weighed that. He was maybe small in stature, but he was tall in work. He could produce a good masonry wall and, uh, laziness was something he never associated with. He worked just like a little beaver all the time. I remember him very well, and several jobs after that he was finally taken away by injuries received in a car accident. A car hit him at Sussex Vale, or Sussex Upper Corners as it is called today. And from those injuries he received he died in a few days. Somewhere about 1925.



*Figure 6 Draft horses pulling a stone boat to move rocks*

And on top of this masonry wall, again it was fieldstones set in mortar, they put heavy sills probably 8 by 8 under this one classroom school and built the frame on top of that. I don't remember too much about the floor; I don't think it was counter plastered in the floor, I don't know.

CCA: I don't remember that.

ARC: But it would be rough flooring laid first, one inch boards...

CCA: Right.

ARC: ...and tar paper undoubtedly between the two...

CCA: Right.

ARC: ...and then the hardwood flooring on which I set when I went to school (*chuckle*).

CCA: So did I.

ARC: uh, I recall one of the more lovely memories there. As a small boy, I'd be nine years old at the time<sup>5</sup>, due to us being a large family like all others we had to work and I had an aptitude for carpentry work, quite interested in it, and Father used to take me to the job with him when he could use me, which was most of the time if he had a job.

And I remember being there one day and he was working on the side of the school next to the lake<sup>6</sup>, or next to the Jemime or Syth place as we knew it. I don't remember what he was doing but it was something of shingling or putting in the windows. This lady came up there and I remember as a darkly dressed middle aged lady, not too tall, not very short, about average size, and she wanted to know if she could get some of the cuttings. This woman had been deserted by her husband and I think she was much misunderstood. She was quite a decent person and people didn't give her much of a break. But anyhow Father was anxious to get along with her, as he was with everyone, he was never quarlesome with anyone, and he made it known to her that she could have the cuttings, which she needed for kindling and wood and that sort of thing.

This particular day she come up with a pitcher of milk right cold out of the spring, the spring being a boiling spring running cold water<sup>7</sup> out, this was a common thing where they set the milk. That was the refrigerator of the time, wasn't it?

CCA: Yes.

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<sup>5</sup> Approximately 1911, based on Allan's birth date.

<sup>6</sup> Cassidy Lake, Kings County, New Brunswick

<sup>7</sup> A mis-use of the term "boiling spring." "Springs with water temperatures near the local mean... temperature are called cold springs...boiling springs have a temperature equal to the boiling temperature." *Source: Thecanadianencyclopedia.ca/en/article/spring, accessed 18 Sept 2023)*

ARC: And with the milk she had a lovely plate with big pieces of gingerbread. To this day I can remember the taste of that gingerbread and good milk. And her picking up the cuttings and then going back home. That is as clear in my memory now as it was, well, that was 58 years ago<sup>8</sup>.

More help was required later on in this building, and a chap by the name of Arthur Pollock<sup>xv</sup>, whose home was the second place east of us on the Lake Road. Had some carpentering ability and Dad hired this man. I don't know what he was paid. Because Miles Reid I think had to go home in the, after, let's say, August or thereabouts.

CCA: It was the harvest.

ARC: Something like that, yes. And Dad hired this other man who was a good man to shingle, that sort of thing, and I recall that our Uncle Richard<sup>xvi</sup>, or Uncle Dick as we called him, my grandfather's brother Richard, I am quite sure he helped some shingle. At that time he was an old man.

By the way, he passed away in 1923. I can, I recall that quite well through reading a letter that my grandfather wrote to Aunt Clara<sup>xvii</sup>. 1923, I am sorry, I am incorrect. 1922, because Dad was working at Norton building the school which is still there and there was a terrible storm along in October<sup>9</sup> and the river actually ran full of oats and other grain that had washed off the land into the river. It rained for the better part of a week and Grandfather is remarking about this very heavy rain storm and then, as if the rain had cleared, he says I suppose you knew that your Uncle Richard had passed away. So that's when Uncle Richard finally left.

And, uh, Arthur Pollock passed away in 1936 I am quite sure because we were in Boston at the time and I have been through the graveyard there in Poodiac; he's buried there.<sup>10</sup>

CCA: He's buried there.

ARC: I don't think there were any more. I'm sure Dad did the painting himself.

CCA: He did. I remember that.

ARC: And to my knowledge that building never was painted again.

CCA: Well you have been there more often than I have, but I don't have ever remembered it being painted again.

ARC: It was white I think,...

CCA: ...white...

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<sup>8</sup> This would date the tape to 1969-70.

<sup>9</sup> October 8-11, 1922, 93.2 mm of rain (source: Government of Canada, Environment and natural resources, Weather, Climate and Hazard, Past weather and climate, Historical Data, Daily Data Report for October 1922, Saint John, New Brunswick, climate.weather.gc.ca, accessed 18 Sept 2023)

<sup>10</sup> Poodiac Cemetery, J. Arthur Pollock b. 1878, d. 1936 (source: Find A Grave, online database, findagrave.com, memorial 14455706, accessed 18 Sept 2023)

ARC & CCA: ...with a chocolate brown trim.

ARC: And some of that brown trim is still on the front doors and up around the eave, uh, on the friezeboards<sup>11</sup>, uh, clarencerboards rather. Must have been pretty darn good paint that he used.

CCA: Didn't we have two doors to come in that school?

ARC: Yes we did.

CCA: A cloakroom for each.

ARC: That's right. Boys on the left,

CCA & ARC: ...girls on the right.

ARC: And there, uh, was the chimney in the center.

CCA: Yes.

ARC: And the supports that held it up had a door on each side and there were shelves in it and that's where we put our lunch cans.



Figure 7 Lunch cans of the type most likely used by the Clover Hill students

CCA: Right.

ARC: Then there was always the, the uh, water pail for drinking.

CCA: With a tin dipper.

ARC: Yeah. Two were told off to go up to Jamiesons and bring down a, usually about, what, two-thirds of a pail of water, say uh...



Figure 8 Typical school water pail with tin dipper

<sup>11</sup> "a horizontal (or angled when installed on gables) trim board installed flat against the wall and which covers the gap between the top of the siding or brick facade and the soffit" source: Woods Home Maintenance Service Blog, Frieze Board, <https://woodshms.com/wp/glossary/frieze-board/>, accessed 5 Oct 2023

CCA: By the time you got there, that's all you had.

ARC: About a gallon, or a gallon or a half. I don't think this was a daily occurrence even then, was it?

CCA: Yes.

ARC: Was it?

CCA: There's two as near, when I went there, there was two every morning had to go get a pail of water.

ARC: Another little joke comes to me before we go back on the construction of the school. There was a Archie Sherwood<sup>xviii</sup> who lived over in Coodiac on the road to Hillsdale, and he told Father when he went to school at Hillsdale they, um, devised a hook which they could put on to the water pail and pull it over. As you know it usually sat on a little bench or a shelf on the wall, right or left. This one I believe was on, let's say the left side, and they put this little hook on that would release when it pulled over and they had it tied to a, uh, oh a heavy hard thread or something, that didn't show too well. They'd rigged this up during recess and when the teacher wasn't looking, kasplash! over come the water right on the floor (*chuckling*) and of course (*laughing*) nobody had any idea! This was in the day of ghosts you see, and there was no doubt about it, there was a ghost there that was doing it. But one day one of the younger fellows put the hook on and he botched it and by gosh it didn't release and the fella wasn't able to wind it up out of the way, and of course the teacher walked right along the thread (*laughing*) to the fella that did it. That solved the ghost story.

CCA: I can tell you an amusing, oh to me as a young person it was amusing, a favourite saying that Joe Osbourne, as we called him, was when he was putting the stones around and putting the mortar in, he never said "put" he always said "put 'er there man."

ARC: Put 'er there, yes. And when he would run out of mortar, he would say, remember what he'd hollar for?

CCA: No.

ARC: "More mud!"

CCA: More mud, now I remember.

(*chuckling*)

ARC: He always had little grizzled whiskers didn't he?

CCA: Never shaved, and walked just as if...

ARC: ...it was the last step he had to make.

CCA: Yes, exactly.

ARC: But, let's touch a little more on the construction now. The building was, eh, shingled on the outside.

CCA: Right.

ARC: With shingles they probably got at Norton.

CCA: They did, from Harmer<sup>xix</sup>.

ARC: Yes, because there were no shingle mills around (*unintelligible*) at that time.

CCA: No.

ARC: Uh, the roof was shingled, and those shingles lasted a great long time. I would say they lasted 30 years at least before anything was done. Uh, this roof of course, was a square pitch, as was said then. That meant that if you took a carpenter's steel square it would fit up and under the rafters. I don't know where the plans came from; probably there was some. There must have been something in that day and age. But definitely...

CCA: Well Dad, as near as I can remember, drew some of the plans himself.

ARC: Well that probably solves the problem then. As I remember, he had some sort of a plan.

CCA: I won't say it was a particular blueprint but I do remember he had something to go by.

ARC: Well apparently...

CCA: He had.

ARC: He would be able to draw a pencil drawing.

CCA: He did because we had doors and windows and cloak rooms, I can remember that, and, uh, we hadn't a back door, did we?

ARC: Yes there was a back door because there was a woodshed added on.

CCA: Added on

ARC: ...twelve by twelve, or fifteen by fifteen. It's still there, and I was in there not long ago, a month, six weeks, and the names of some of the ones I went to school with are still there on the wall where they were written on.

Uh, the interior of the school was, uh, counter plastered. That's a plastering between the studding, where we put insulation in the present day. This made the school very warm. It also made it very heavy if you started to jack it up. And over that it was again plastered and then it was sheathed, which was a wise precaution because spitballs, and stones and sticks or anything else would be flying there. In fact you were a pretty good shot if you could get four or five spitballs up on the ceiling without the teacher catching you. I succeeded in getting a few big

ones up on there; was quite the champion until the teacher saw them and I lost all my honours, if I had any to start.

The heating was uh, the old familiar cast iron stove, which took about a two foot stick<sup>12</sup>...



*Figure 9 Common wood stove in one room school house*

CCA: Right.

ARC: ...and it was sitting at the back of the school and the pipe rose up to roughly about three feet of the ceiling which was high. Incidentally this is something that always intrigued me: during my twelve years with the Department of Education and the School Planning Branch, I noted a great number of the schools built in the earlier days had very, very high ceilings. And this school was no exception. I think it was about, at least a ten foot ceiling. And this was quite the rule, rather than the exception at that time.

CCA: It would be ten, ten or eleven feet.

ARC: I think, I think it is, yes. I notice there's another one at Havelock, and Pedicodiac.

CCA: Well isn't the ceiling sheathed too?

ARC: Yes it is, yes.

CCA: The whole inside was sheathed.

ARC: That's right. And the chimney was in the front of the school, as we said before, between the two cloakrooms, they were called.

CCA: And yet the stove was at the back, and the pipe had to run the whole length of the school room.

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<sup>12</sup> Two foot piece of wood

ARC: Well, heh heh, it seems that the people in those days had divergent views. If you look at most churches, the chimney, or flue as it was known then, is at the rear of the building. But if you look at the schools you'll find it's at the front. While the stoves were exactly the opposite. The stoves in the schools are at the back, and well, they're also at the back of the churches too.

CCA: Allan, were those windows on, on pulleys and cords, like what we had...

ARC: Yes.

CCA: ...when we were youngsters growing up in the States.<sup>13</sup>

ARC: That's true, Clara. Uh, I don't know how this come about.

CCA: Or was it one of Dad's ideas?

ARC: Well it's possible, but not too probable. Uh, the Norton school built in 1922, which Dad built also, had them but they had a Garnet Wilson<sup>xx</sup> as an architect there.



*Figure 10 Norton School, c. 1947*

But somewhere or another I have encountered these, these uh cords and weights, for which I was familiar of course, in schools during my School Planning days.

CCA: In older schools?

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<sup>13</sup> The older children of Matthew and Roberta were born in Boston. In 1900 Matthew, Roberta, and two children Clara, and Clarence, and Matthew's sister Clara were living at 45 Rutland Street in Boston Ward 12, District 1328. (source: 1900 United States Federal Census for Matthew R. Cassidy, Massachusetts, Suffolk, Boston Ward 12, District 1328, page 5, image 9 of 40, lines 17-21, ancestry.ca, accessed 31 August 2023)

ARC: The days, with School Planning. Yes, now somewhere or another, I forget where it was, we had a pile of those big heavy roughly inch and a half, inch and three quarters by about 18-20 inch iron rods you might say, cast iron.

CCA: Yes, that went down inside the window.

ARC: After we were remodeling this school we had a whole pile of these like a small cordwood pile.

CCA: Well didn't they have a like, like a little eye in them that...

ARC: That's correct.

CCA: ...the cord went in?

ARC: Put the cord on. Yes.

CCA: I seen Dad making those.

ARC: Not the weights.

CCA: No no. But I mean, making the windows so that the...

ARC: Yeah you put a, a uh, weight pocket on each side of the window...

CCA: Yes.

ARC: ...you put the jam in like we see in the average window, which is what the sash slides against, and then there was a space in front roughly two and a half inches.

CCA: Yes, but that weight and the pulley and the, em, was there a small pulley at the top?

ARC: At the top, within about two and a half inches at the top there was a small pulley.

CCA: I can't remember that of course, but I can remember, anyway I can remember one of the teachers saying what a wonderful thing it was. There was no, there didn't have to be any sticks put underneath the windows to come down on the childrens' hands.

ARC: They estimated the weight of the sash, and that's no problem, I worked in a woodworking factory, was easy. I think it's about one and three quarter pounds for an inch and three eighths sash. And by the way, those were inch and a half, those were Dad's standard sash.

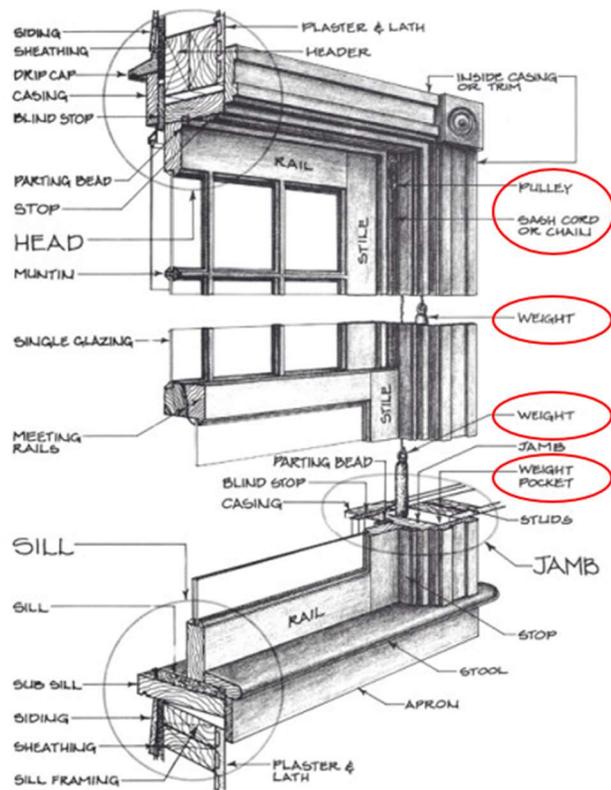


Figure 11 Anatomy of a sash window

CCA: I know.

ARC: And the standard was quite common at that time. It's inch and three eighths now or less. This double hung window, that meant the top and bottom sash...

CCA: Right.

ARC: ...were operating these cords and weights, once they got the approximate weight of the sash they ordered the weights, you see, and each weight was approximately half the weight of the sash. Then they had what they called doughnuts which was little cast iron rings with a hole in the center and to get the fine balance they would drop these onto the cord, tie it on to the, tie it on to the um, weight and away you went. This, this weight is put into the weight pocket through what they called a sash pocket in the side of the jam down at the bottom. I've made them that way. You tied the weight into the sash. There's a groove part way down the side of the sash.

CCA: Yes.

ARC: Then you bored a hole in at right angles to the side of the sash, about a three quarter hole, then you bored from the groove into the hole with about a three eighth, cause that's the size of the cord you see. You tied a knot at the end of the cord and pulled it into that weight and quite often drove a nail through it. That kept it quite often from moving out or untying, this sort of thing.

And then you took it up over the, over the pulley, and you had a very little small chalk line with a piece of weight lead on the end of it and this brought it down to the weight pocket which you had open down at the bottom, and you pulled it, pulled the cord down, or did you? Then you started and pulled it up? (*chuckle*) I'm not sure. Anyhow you ended up with the sash in there and you put it into position and pulled it up, the top as high as you wanted it to go, and pulled the cord down.

There was a certain amount come out the hole and you cut it off and that would be it. And you tied it, you tied a surgeon's knot, and I forget how; in my Seamen's manual there's no surgeon's knot. But a bowline, a common bowline knot will do it. Dad used to have a surgeon's knot and this never let go. Now...

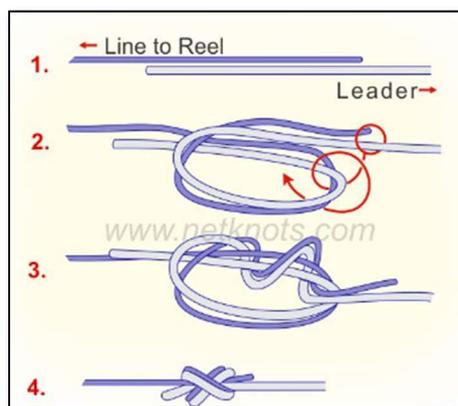


Figure 12 Surgeon's Knot

CCA: Wasn't it Uncle Dick that learned him how to tie those knots?

ARC: I wouldn't be surprised as this was common.

CCA: I can remember Uncle Dick learning me as a child how to tie knots.

ARC: Yeah, well either him or Vic as he was an old wind jammer on the sailing ships.

CCA: I know.

ARC: Sometimes he was on the deck and couldn't get off.

CCA: Sometimes he was off the deck and couldn't get on hahaha.

ARC: That's true too. So you'd tie this weight gadget, get it in there, fire it up and down and if it worked then you went to work and put the weight pocket back in and nothing to it, away you went. A couple of little screws in the back, put your stop piece on the inside.

CCA: Yes.

ARC: ...everything's fine. Now the only, the only detriment that these double hung sashes were, that they had to be pretty loose in order to operate. See, as you pulled it down, if there was any great amount of friction on it it wouldn't work, so you had to have it probably, as was common among those men, so a dime, a thickness of a dime, a worn dime at that time, which would be what, thirty second of an inch or so, maybe a little more, I'm not sure, somewhere around that, and this gave it enough room to operate freely, but it had to be fairly loose on the sides too. And the big problem was that the air, the filtration of air, was quite noticeable through this. Against the ordinary window, uh frame and sash, that didn't have weights, it could be fitted quite tight. But they were a very good thing, and incidentally they operated for 50 years. And the reason they used a braided cord was because if you used a rope, a twisted rope, it would unravel.

CCA: Right. I can remember the braided cords Dad used to buy. Hanks, is it you call it?

ARC: Hanks, yes, and they'd come by number: 1, 2, 3 and something like that. I don't know whether 1 was big and 8 was small, or the other way around.

CCA: I don't know either. I do remember the hanks of cord he had in the shop. And I remember him getting...

ARC: This was not hemp, this was cotton.

CCA: Yeah. I remember him getting the, um, finish, all ready, all cut to size for the inside of the school.

ARC: Oh yes, oh he would do that.

CCA: Window cases and door cases.

ARC: You notice the difference, uh, from that day, I'll think if you measured you'll find that the casings are all about seven eighths of an inch thick. Today they're down to seven sixteenths or less, and I think you'll find they're about five and a half inches wide.

CCA: I do remember they were quite wide but to me, not being a carpenter, I'm not...

ARC: *aside* 45 minutes?

CCA: Well tell me Allan. Is the underpinning still good?

ARC: We don't know that. George<sup>xxi</sup> suggested we go there someday and take a look at it. It's pretty hard. It's expected that there's a considerable amount of rot there.

CCA: Well it couldn't help...

ARC: There was a hole in the roof a couple of, three years ago when I looked at it, a man's body could go through easily, and the floor was wet and buckled badly.

It has been sold you know, now, there's been no school in it for, oh, five or six years, maybe more, and it's been sold to a man by the name of Kirkpatrick in (*unintelligible*) and the curious thing is I understand he has obtained a deed for an acre of land. Now this of course is, uh, quite interesting to you or I who lived in the days when this building was proposed and under construction and so on.

This school, as well as the previous one that you and I both attended, is on the Alexander Jamieson property. I don't know just who owns that property now. It was John [Hause /Howe?] owned it for a great many years. But anyhow, Sandy Jamieson, as he was known as, was always looking for a bargain, and he was quite willing to allow them to move the building what, roughly two or three hundred yards...

CCA: Must be.

ARC: ...east, I guess we'd say it was, this point being determined by two men John McLong<sup>xxii</sup> and Cassius Sedarquist<sup>xxiii</sup> who, I believe they walked. How they determined this, I don't know, whether they measured it or whether they just walked and said so many steps, or it took so long to go such a way, this must be the mid-point of the district.

This was a controversial thing, this 300 yards that we speak about. That wasn't right; it [the school] had to be right in the middle of the district to satisfy these people. I was to learn later on at my days at the School Planning Branch, that Clover Hill is no different from any other group of people and attach great importance to uh let's say, a difference of 300 feet somewhat (*chuckles*), 300 yards.

But anyway, it was there, and Mr. Jamieson said "well, that's fine, you just take that piece, and I'll take the piece the old school's on." But he immediately moved in and made a granary of it, stored some machinery in it, uh, all of a sudden the School Board woke up to the fact that they no longer owned the school. They had built a new school on this piece of land and I don't think

they ever got a deed of it, I'd be very very much surprised. I understand they couldn't find a deed. But anyhow, there was a half acre at the old school, and there was a half acre at the new school...

CCA: I remember that.

ARC: ...and that's it, but somehow now, you see (*chuckles*)

CCA: Now it's an acre.

ARC: It's an acre now. I doubt if that would stand as test at the Supreme Court (*laughs*) But land in there isn't worth much.

But speaking of land, reminds me of another little humorous incident; we were a great bunch of boys there, oh probably eight or ten, and we liked to build dams in a ditch in the road and we had a dandy one built, oh just a beautiful dam.

All of sudden we discovered there were about three to five feet I would say, plus or minus, subject to correction, but we were outside of the school boundary line. The stake was there. Well this, of course was, you'd liable to be stood up and shot for being off the school grounds as you know. That was one of the laws, you stayed on the school grounds or else. But gee, we not only were off the school grounds, we built a dam as well. Why we could be taken into court right away.

We solved the problem by holding a council right there on the spot, and deciding that each one of us would do something to move that stake. No one person would pick it up, move it over, and drive it down, which we could easily do. So one fella pulled it a little out of the ground, next fella some more, and finally out. One took it a foot or two, another took it a foot or two, and one stood it up, another one hit it a crack, then somebody else hit it. We each and every one of us were involved in this so that if anything happened, one couldn't squeal on the other (*chuckles*)

#### *Background noise*

ARC: You're on the air Clara. Turn it over to side 2.

CCA: Okay, let 'er go.

ARC: We were discussing this little dam proposition that we were solving there.

CCA: Yes.

ARC: Well, we were never caught on it. We laid the stake in firm and true, and everything was fine to all appearances. For several years afterwards that stake remained there and I guess it passed into oblivion the same as all things do. Everybody's been happy ever since. So maybe somebody moved that a little wider though in later years and that's why the man got the deed for double the amount 'cause there was definitely a half acre at the time it was moved.

CCA: Um, I remember that, that it was a half acre ground, and that could be why he's got the acre of ground on account of that stake you moved. *(laughs)*

ARC: Oh no, we only took a few feet. Wouldn't amount to something like 150 by probably 3 feet, something like that.

But, to go back into the school now, the windows were quite the innovation in those days. Dad was quite familiar with building this type of window. One that was double hung with weights and cords and pulleys. And it was quite the thing there. In fact I don't know of any other building for miles around there that had these, miles being the schools in Sussex.

CCA: I don't know that they had them.

ARC: 'Cause I worked on the school at Norton, which was built in 1922, and it had cords and weights, but there was none in the old school. I well know that 'cause the boys had a stick under it one day and one fella threw a snowball and took the stick out and the other fella's snowball went right round and through the window while I was working there.

But these windows, the frame had a weight problem on each side, a space roughly inch and a half, two inches wide, the full height of the sash, and there was a pulley at the top and over that from the sash a cord went up and down over this pulley and into this weight pocket and was tied on to a cast iron weight, roughly around an inch and a quarter, an inch and three eighths, somewhere there, and the length depended upon the weight of the sash. And they would estimate the weight of the sash, that's not too hard, it's something like one and a quarter, one and three quarter pounds per superficial foot or an inch and three eighths sash (inch and a half was the standard that Dad knew and everyone else built around there at that time), and then they got the weights in pounds probably, one and a half or two and a half and two, somewhere around then, anyway.

But then to make up the difference they had what they call doughnuts and this was a little cast iron washer affair, much like a doughnut, it would probably be an inch and three quarters in thickness and the same diameter as the weight, and they put these on the cord you see to make up if they wanted a half pound or quarter pound or whatever. I don't know what these things were, probably, it wouldn't be quarter pounds it'd probably be, well, 2 ounces, I'm not sure. But anyway, this is how they did it.

And there was a groove down the side of the sash, roughly about ten inches. They'd done this on a machine. They'd shove the edge of the sash over a knife which cut a groove in it roughly three eighths square, and then down about the ten inch they bored something like an inch hole, in about, three quarters of an inch inside the sash, at right angles. And then, from the end of this groove, which would come out with a little curve due to the round of the knife that was cutting it, they would bore a hole from that on into this three quarter hole, and that housed the cord. And they pulled it out this three quarter hole I'm speaking of, tied a knot into it, hammered it back. The knot would not be heavy enough, hammered it back into the hole again and usually drive a nail in. And then they'd raise the sash up to the top, pull the cord down and out through the hole, and there was a certain distance there, I'll say it was eighteen inches, I'm not sure,

they'd cut the cord off there and tied it. Now Dad used what was called a surgeon's knot, despite my days in the naval service I never discovered in later years what this was. He taught me at the time, but I have long since forgot it. Most men tied a common bowline.

CCA: Well I, I think Uncle Dick learned him that knot.

ARC: Oh quite likely. Dad learned it in Boston where he learned his carpentry trade.

CCA: Either Uncle Dick or Uncle Foss<sup>xxiv</sup>

ARC: Well yes, quite likely. They were both good, uh, journeymen at that time.

CCA: Because Uncle Dick showed me how to tie knots. Of course, I can't remember what they were now. I remember one day on the lake a bowline on a bight<sup>14</sup>.

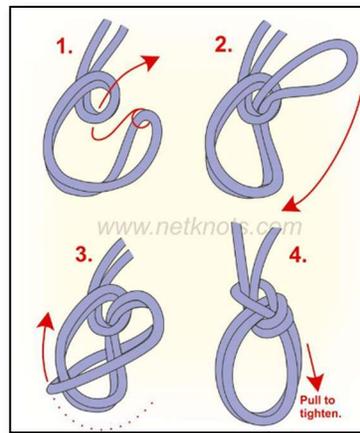


Figure 13 Bowline on a bight knot

ARC: Well I can tie a bowline on a bight. That's the one I remember.

CCA: He showed me how to tie that.

ARC: Well of course, the only reason why sailors are adept at tying knots as that was his business in those days.

CCA: That was his business.

ARC: His life depended on it. He hardly, he would tie very few knots in actual service. He would use a hitch.

CCA: Yes

ARC: Two half hitches<sup>15</sup> on a, on a sash cord...

<sup>14</sup> Bowline on a bight knot is a knot which makes a pair of fixed size loops in the middle of a rope.

<sup>15</sup> The two-half hitch knot, or double-hitch knot, is an overhand knot created with a half hitch

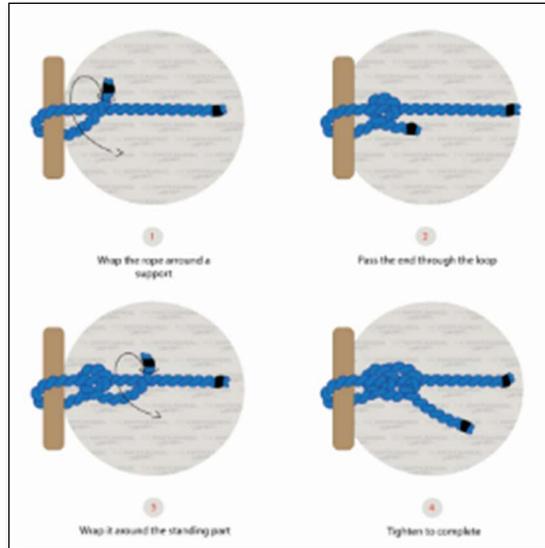


Figure 14 Two Half Hitch Knot

CCA: Yeah

ARC: ...would hold the cord.

CCA: ...hold the cord.

ARC: And the reason they used a cotton braided sash cord and it came in various sizes, one to six, and I don't know which was the bigger, which was the small but anyway they were graduated in sizes depending upon the size of the sash, you see. This was, uh, braided and to keep it from spinning and unwinding, or unlaying, as the sailor would say...

CCA: In other words a braided cord.

ARC: ...it was a braided cord, yes. And it had a core in the center of it and the braided outside.

CCA: It had like a, like a, um, cord in the center.

ARC: I think it was just a twisted cord in the center...

CCA: In the center.

ARC: ...with a braided cover.

CCA: A braided cover.

ARC: Yup. And it wouldn't fray.

CCA: No it never frayed.

ARC: No no, just a little fuzzy end like the down on a thistle.

CCA: Yeah. But what about the sheathing, was it all sheathed down?

ARC: Yes, it was sheathed, Clara, and this was spruce sheathing or fir sheathing. I'd likely to tell if I saw it even today. And under that it was plastered, and under that it was counter plastered.

CCA: Yes.

ARC: Now the counter plaster was in between the studs, much the same as we put insulation today. And this being put in a, in a, a plaster state of mortar you see, uh, filled all cracks and uh, they put it in quite heavy, and added a great weight to the building but it did make the building very warm.

CCA: Wasn't that tongue and groove sheathing?

ARC: Yes, but there's not much warmth in that.

CCA: No.

ARC: It shrunk enough over the years that there was a doubtful value. But that was done to keep us young fellas from throwing stones and uh, spitballs, oh the usual roughness that goes on around a school.

Spitballs was a common thing and the ruler was used to send them up, and if you had the right mixture, why it would stick on the ceiling. This generally was quite a triumph among your pals if you had several of these up over your head. They make quite a little noise when they hit the ceiling, but the teacher's back was turned, why it didn't matter too much. But, uh, I remember having three or four of 'em up there one day and the teacher happened to look up and there was no question about who was to blame for that. All of a sudden my rating dropped alarmingly.

CCA: Zero!

ARC: Yeah, zero. *(laughter)*

CCA: We had two doors, or had we gone through that?

ARC: Yes, we had two doors going into the front of the school. One right and one left, the girls was on the right and the boys on the left and in between the base of the flue...

CCA: Right.

ARC: ...formed part of the partition with a sheathing door on each side.

CCA: Right.

ARC: Now I remember, there would be somewheres round about sixteen, eighteen inches wide and it would be, oh, what would it be? I would say five foot six or so high. These doors swung open...

CCA: As far as we could reach to put our lunch cans up.

ARC: That's right. And there was, uh, a common, uh passageway through. You could holler at the girls and get the door slammed in your face, and probably vice versa.

CCA: *(laughs)*

ARC: This uh, this uh, commercial on the radio and television now that shows the fella looking through the other side of the...

CCA: Mirror.

ARC: ...mirror<sup>16</sup> don't mean a thing because we had the same thing right there.

CCA: *(laughs)*

ARC: But we used to put our lunch cans in on these shelves and it was an unforgivable crime if you monkeyed with anybody's dinner. That was never forgiven. That was one of the most terrible things that ever was.

CCA: I can't ever remember that ever happening.

ARC: No, nor me either.

CCA: No.

ARC: uh, I don't think there was anybody, very few came to school without plenty to eat. Most had enough and to spare. There would be a few children that probably didn't have any great variety.

CCA: I remember one day I forgot my lunch and I had plenty to eat because everybody shared with me.

ARC: Yeah, that's right. This was a fine spirit among those people. Uh, let's weigh the financial end of it. I'm quite certain that the price, contract price was uh, over eight hundred dollars but not over eight hundred and fifty. Would you agree on that?

CCA: I would agree.

ARC: Yes. Then there was some extras and I believe it was eight hundred and eighty five dollars it came to.

CCA: It was very nearly nine hundred dollars when, by the time the extras were counted in.

ARC: Yes.

CCA: What they consisted of I can't remember.

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<sup>16</sup> Right Guard deoderant "Hi Guy!" bathroom mirror commercial, 1969-1976

ARC: I don't know. Very interesting to know that. Apparently Dad had those records but, uh, they passed away before he died because I remember going through his personal possessions when he was in the hospital that time he had the cancer...

CCA: Yeah.

ARC: ...and there was no record, there was no sign of it there.

CCA: Well, like the rest of us, he probably kept them so many years and well, what's the sense of keeping all that junk?

ARC: Yeah, that's true.

CCA: Which wouldn't be junk today if we had it.

ARC: But in my time with the Department of Education and School Planning Branch, one of the things we had arranged was a method of payment, a monthly percentage rate, and contract, but there was no such thing in those days.

As we said at the beginning this, uh, project started probably June the fifteenth let's say, and Father had never gotten a cent of his money despite the tremendous outlay, and the building was up and, uh, the building was up. Some, the doors were on, the roof was on, and I would think the chimney was there...

CCA: I would imagine that the roof was on, the chimney would be there.

ARC: ...and the late David Floyd<sup>xxv</sup> who is with his wife and son, are resting at Titus Hill Cemetery, organized a pie social there and raised a hundred dollars and that was the first money that Dad got on that school. And that would be probably, uh, September. Late August, I'd say it was in September 'cause it was cool weather along the fall.

CCA: I can remember the social but I can't remember the time.

ARC: But this David Floyd was a very good citizen. He had a number of children going to school there, twins<sup>xxvi</sup> were one group or two, and these twins were quite the novelty there. We looked on them as almost being some heaven-sent gift.

CCA: I know. They were the only set of twins in the...

ARC: ...for miles and miles.

CCA: Miles and miles.

ARC: In fact, I think they were the only set of twins I ever saw. And years later, when I was with School Planning inspecting an addition to, uh, a school out beyond the dry dock in Saint John, Grandview Avenue, my wife was there with me, Mildred and she said to me "That's one of the Floyd twins." And of course she remembers everybody and I don't remember anyone. So I said "Gee, that is one. That looks like Floyd." She says, "Yes, she is." I forget her married name now.

One married a Carson but the other one...that wasn't Mrs. Carson, I don't think. But anyhow, I was busy at the time and I couldn't, uh, go and uh, have a talk with her, but one other day I walked along 'till I found her name on the door.

*(aside to MC)* What, uh, what was the name of that Floyd twin that was at Grandview Avenue?

MC: That was Ethel Carson.

ARC: Oh it was Mrs. Carson<sup>xxvii</sup>, then, okay.

And, of course *(chuckles)* this was easy, I had the advantage, she didn't know me and I knew who she was and I walked in and said "You're Mrs. Carson." And she said "Yes" and I said "Your first name is Ethel and your middle name is Priscilla." And she looked at me, and I said "Don't be surprised. This is easy for me. I'm Allan Cassidy. I went to school with you when you were a very small girl." And we had a great chat about it.

And I told her then that, uh, we considered them something special and no one was to hurt the twins, or they were to be looked up to at all times. And they wore, uh, if I recall the first day they come to school they wore pretty blue dresses. Does that ring a bell with you?

CCA: Yes, yes. And ribbons in their hair.

ARC: Yes. They were blondes, I believe.

CCA: They were, when they were younger.

ARC: And so was Arthur<sup>xxviii</sup>, the oldest boy, very light haired.

CCA: Yes, yes

ARC: He's still living, I believe, at Saint Martins.

CCA: He is.

ARC: Uh, I don't remember when Father finally got paid for the school, but after the, um, hundred dollars from the social, which was a godsend, made the difference between uh, something to work with and utter poverty 'cause Father was strapped for money then at that time. Just imagine building a whole building to that extent. I think some of, part of the grant came through shortly after that and I don't remember how he finally got paid, but he did get it. There was no question about that.

CCA: Well, wouldn't the grant finish paying him?

ARC: The grant would be, in my time at School Planning, was forty percent.

CCA: Oh.

ARC: And I don't know just what it was but probably...

CCA: And then they...

ARC: ...just a portion.

CCA: Then the district would have to make up the balance.

ARC: The district made up the balance, yes. And they usually borrowed...

*(aside)* Why do I deserve this, or do I? Time out now. We're having a drink of nice cool ginger ale here and uh, a very lovely lady has just brought me a pear. Which reminds me of a little joke if I may take the time out.

CCA: Go ahead.

ARC: Remember the old, uh, radio programme this man and woman were on for years. I forget the name, but I well remember one of the little jokes. They said a peach was coming down the street and she was passing fair, and a nod of the head and a wink of the eye and the peach became a pear.

*(great laughter)*

CCA: Now where have I heard that?!

*(great laughter)*

CCA: Well, our tape's running away with us. We'd better get on.

ARC: We went into this school somewhere around October. It was very cold weather.

CCA: Yes.

ARC: I think there was ice, I'm not sure.

CCA: Well...

ARC: October or November.<sup>17</sup>

CCA: From my recollections it seemed to me the winter came earlier then that it does now. Maybe because we had to walk so far to school.

ARC: You generally had a hole in the knee of your pants, at least I did.

CCA: Yes, and in the soles of your shoes.

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<sup>17</sup> In 1912, the weather for October was a maximum of 14.0°C, minimum 1.3°C, with no snow; in November the maximum was 6.6°C, minimum -2.0°C, with 17.8 cm of snow. (Source: Government of Canada, Environment and natural resources, *Weather, Climate and Hazard, Past weather and climate, Historical Data, Monthly Data Report for 1912, Sussex, New Brunswick*, <https://climate.weather.gc.ca>, accessed 28 Sept 2023)

ARC: That's right. We didn't have all kinds of clothes in those days. If we had two sets we were livin' in luxury.

CCA: We'd one for school, one for barn work, and one for church.

ARC: Sometimes they, uh (*chuckle*) they met, they became one.

But we moved in, and this was quite the day, I well remember it. This nice new school, the smell of fresh lumber...

CCA: Ah, it was beautiful inside.

ARC: Yeah, and it was warm.

CCA: It was lovely.

ARC: It was very warm and never was any wind blowin' like there was in the old one.

CCA: No.

ARC: This is true, you could feel the draft blowin' through the old school.

CCA: Well the wind would blow the hat off your head if you dared wear a hat in school.

ARC: (*chuckles*) Maybe that's where it all started - take your hat off. The first teacher that we had there in nineteen hundred and twelve was Lilly Norris.<sup>xxix</sup>

CCA: Right.

ARC: Who lives on the old homestead today as Mrs Fred Osborne<sup>18</sup> and I was talkin' with her not over a year ago. She was just as smart and capable and just loves to have people call and talk with her.

CCA: Well I haven't had the opportunity to go see her but she was my favourite teacher.

ARC: I like to recall the little funny ones. Lillian Norris, as we called her...

CCA: Not to her face.

ARC: No. No. She was Miss Norris. But, uh, I didn't always get along with her. She had to prescribe for me quite often and...



Figure 15 Lillian Norris

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<sup>18</sup> She married Fred Waldo Osborne on 16 July 1919 at her home in Poodiac, Kings County, New Brunswick (*source: Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to New Brunswick Marriages, Number 3403, Code B4/1919, Microfilm F16145, online database archives.gnb.ca, accessed 31 August 2023*)

CCA: Right.

ARC: ...keep me in trim, that sort of thing. But however, she was a fine teacher and a wonderful person. But I wasn't the only one that she prescribed for, for various misdeeds, and it became quite the saying that if we saw her coming with a bright red vest on, somebody was goin' to get a lickin' that day.

CCA: *(chuckles)* I never heard that! I never got a lickin' from her so I don't know.

ARC: I was quite a tough boy for that time. Quite a number of teachers had a whack at me and so on. However she was a good teacher, no question about it. In fact we were blessed there by good teachers.

CCA: We certainly were.

ARC: There was Pat Monahan<sup>xxx</sup> who afterwards became I believe, President of Manufacturers' Life, who was a very good teacher. I think probably he was the last one I went to.

CCA: Well I didn't go to him, you see.

ARC: And there was Annie Reid<sup>xxxi</sup>.

CCA: Well I remember Annie Reid. She was a big girl, and she walked just like a cat.

ARC: Yes.

CCA: With a pointer.

ARC: No slouchin'. Pointer across her back and both arms around it. And she could get those arms off that pointer and get it into her hand and she'd walk up the aisle, as you say, just like a cat, and if you weren't right on the line that pointer put you on the line awful quick. *(chuckles)*

CCA: She very rarely after roll call in the morning sat behind the desk.

ARC: mm hmm

CCA: She walked that room constantly.

ARC: That's right.

CCA: She kept perfect order.

ARC: Perfect order?

CCA: And she never had, I don't remember her ever having used that pointer on any of us.



Figure 16 Annie Reid

ARC: That's true. And I recall one time when something, oh, the teacher at the Southfield School took sick and there were some of the John Monahan girls<sup>xxxii</sup>. One of them was afterwards married in Minto. Anyhow, there were two or three girls in, I suppose it was Grade 5, that was as far as the grades went in those days and they came there to finish off the examinations so that they could be through with school. And at that time we had 28-32 children in that school and that's about a load even today. Around 30 was what a classroom was designed for during the time I was with the Department. But that didn't bother her one bit.

CCA: No.

ARC: That woman didn't know what it was to shirk duty. The more there was to do, the more she was determined to do it right.

CCA: Well she never kept still. She never sat behind her desk and told you what to do.

ARC: She went on teaching, but I don't know just where.

CCA: And we sat two at a desk.

ARC: Yes we did. That's a good point. We should touch on that. I can remember sitting on the, uh, pretty near the rear of the right hand side and then I got, there was, I think there was five seats one each side. Five twos is ten, twenty, six. That would be about it. I think there were five seats and desks on each side and there were three in the center row, and back of us was the stove.

CCA: I was in the center row.

ARC: And Ira McLong<sup>xxxiii</sup> was in the front seat and nobody wanted to sit with Ira (*chuckling*) so he was there alone. Clarence<sup>xxxiv</sup> and I was in the center one and Russell and Willy Sederquist<sup>xxxv</sup> were in the back.

CCA: Yes.

ARC: And a bigger bunch of devils you couldn't get together. The only one that wouldn't, uh, engage in frivolity was Clarence. He wasn't interested. And shortly, this was probably the winter after the school was built, Dad finished it somewhere in November or early December and moved away.

Of course, uh, as the saying goes, we were on our own then, and we took over. There were pieces of sticks around there he'd sawed off sheathing and, I won't mention the teacher, she might be living today, I don't know; but anyhow, she added a class, oh one of the senior classes, at the back left hand corner, toward the Cunningham place, you know. And we five boys started making a racket. And she told us about three times, and the last time she picked up this piece of sheathing, I'd say to be about an inch, three quarters of an inch thick by about an inch and a quarter wide by about five feet long, and she came over and swung that overhand with both hands and beat it into slivers.

I had a chunk of a sliver, oh maybe about a foot long and let's say half to three quarters of an inch around it, and after the smoke cleared away and she vented her wrath on us which we

deserved, she went back to the class and, uh, I gingerly picked this piece of a sliver off the wrong side of my desk, held it up for Russell Sedarquist and he reached down and picked up a chunk of about (*chuckling*) a foot, sixteen inches long right off the end of it that had smashed when it come down over the desk.

We'd dodged below the desks as best we could but they were comin' so fast we couldn't dodge them all. We stopped a few of them (*chuckling*) No hard feelings. We deserved it. We were caught honestly.

But the one I remember so well, and this particular person stands out in my mind because she had this large group of boys. I was then oh, 15, 16 years old, and we were muscular. We had to work hard.

CCA: You were nothin' but muscles.

ARC: That's right. We, uh, would get up in the morning and probably in the summer time we'd walk three quarters of a mile to get the cows, we would help do the chores such as milking, feeding hens, pigs, chickens or whatever, carry in water, and do this and be on the road to school at half past seven.

CCA: Right.

ARC: We'd walk the two and three quarter miles to school and some fellow in the Department of Education (I've often wondered if I could find who he was, I'd tell him what I thought about it), anyhow, they put out this order that everybody had to do physical drill! So they'd get us out somewheres in the vicinity of ten o'clock in the morning and give us fifteen or twenty minutes of physical drill.

Well this was fine, uh, we'd already had our drill long before. We'd have dinner, go through the morning and afternoon recess and at 4 o'clock be out and we'd go home. Half past 5 and we'd be home and go through this get the cows and feed and milk and all that process again. I couldn't see where I'd need physical drill! (*laughs*)

CCA: I never could.

ARC: I think I needed sympathy more!

CCA: Maybe that's what we were lookin' for.

ARC: It was a rare commodity in those days.

ARC: But to get back on the story that I was telling, this, uh, lady was Miss Elizabeth Haslam<sup>xxxvi</sup>, Lizzy Haslem as we called her. And with these brutes of young men that we were, if we got outta hand we could make it awful miserable, probably get thrown out of school in the process but wasn't unusual for the teacher to get thrown out too. But if anybody had touched that teacher, I'm sure we would have gone at them like a pack of lions. We loved that woman. She never done anything that wasn't sporting, and she had a way with her that I don't think she ever touched

any one of us. We would have, look we would have got down and scrubbed the floor with our bare hands almost if she'd asked us to.

And one of the things I remember that you didn't start snowballing anybody, much less the teacher. You had to be careful who you threw snowballs at. You just hit a small, little girl for instance, you were blacklisted for that term anyway, maybe longer.

But we would stand at the road, and I remember well she had a black coat with a big collar that come right up around her head. She'd come on the school grounds and there'd be five or six of us boys and we could throw the snowballs to hit just where we'd wanted them. I can't do it today. And she'd flip this coat up and we'd start throwing snowballs and we'd have her coated white by the time she got to school. She'd go in, take the coat off, shake it, and hang it up. 'Course in three minutes it'd be time to go in. She'd ring the bell and she'd come out. Nobody threw a snowball at her when she was ringing the bell, oh no. In we'd go, smiling and she'd be smiling, and we just loved her. She was a good sport. She's still living today. She's Mrs...

*(MC from background: Marshall Folkins)*

...Marshall Folkins, and she lives in Midland in Kings County, just outside of Norton. Blessings on her, she was a great person.

So that about, I think, takes us through. If these people that we're making this broadcast for would like for us to answer further questions, I guess we could do it.

CCA: One cute little joke about Joe Osbourne, the mason who put the wall underneath the school. When he had a stone, or Dad would bring a stone or some of the men as was working there, he'd say "put 'er there man."

ARC: And do you remember what he called mortar?

CCA: No, I'm afraid I don't. If I knew I've forgot.

ARC: He'd hit the pail with the trowel "More mud, come running, more mud!"

Probably a word on this stone wall would be in order. They went around into various rock piles, and there were plenty of them in that country, and they picked out the stones that would make a building stone. The flat ones, they'd use at least one square face on as they would call it, and they would, uh, haul these stones and lay them along near the wall. Hauling meant a wooden drag, with wooden runners, with planks on the top roughly maybe four feet by six, hauled by one horse or a team as was required. Probably a team when they were hauling building stones.

CCA: Usually.

ARC: And they would fit these together and cut them as they had to and mortar the joints, always lapping one over the other.

CCA: mm hmm

ARC: You never put a joint vertically up the length of the wall. You lapped the joints. And this wasn't too hard to do if you had good building stones.

CCA: Now they were something like you'd put the old fashioned shingles on. They were like the center would be here, and so on.

ARC: This was lime mortar<sup>19</sup> with a very little Portland<sup>20</sup> cement in it they used for lime...

CCA: Didn't that lime have to be slaked<sup>21</sup>?

ARC: Yes it did. There was no hydrate lime in those days.

CCA: No.

ARC: This was quick lime as it's called today.

CCA: Yes. And it was put in, um, put in a big box.

ARC: A mortar bed.

CCA: Right.

ARC: Oh, approximately five, six feet wide and about ten feet long and about fourteen, sixteen inches deep and they would try to slake a cast of lime, I think that is four hundred pounds. Yes it is. Was. Four hundred pounds. And it had, they put a layer of sand in and then bank the sand up against the outside walls, then they'd put their lime in. There'd be a lump so big as a five pound lard pail. That don't mean anything today.

CCA: No, but as big as, um, bigger than a cantaloupe.

ARC: Yes, or a coconut. Some would be bigger, but that would be the average, and it'd be down to dust. Now when it got very much dust, this was old lime, it would begin to air slake.

CCA: Yes

ARC: And it wasn't considered good. If it was mostly lumps and very little dust, it was fresh lime. You had to be very careful of this stuff. Usually there was a breeze blowin', especially in that location, and if you got on the leeward side and this dust blew into your eyes you'd have bloodshot eyes for a week afterwards. It would literally burn your flesh. And they would strew this along on top of this sand and then, having plenty of water, usually half again as much water as they thought it

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<sup>19</sup> Lime mortar is a masonry mortar composed of lime and an aggregate such as sand, mixed with water. (*source: wikipedia.org/wiki/Lime\_mortar*)

<sup>20</sup> An artificial cement which changed the composition of mortar to a harder material. Portland cement was supposed to resemble Portland stone. (*source: ibid*)

<sup>21</sup> Slaked: "hydrated by being thoroughly mixed with enough water to form a slurry (lime putty), or with less water to produce dry powder" (*source: ibid*)

would take to slake it, and plenty of sand handy, they would start to throw water over it and it would start to steam and bubble and pop. And then they would pile the water right on because it can burn itself.

CCA: Yes.

ARC: It can get so hot it burns the life out of it. That's what would happen.

CCA: I remember them saying "Throw in the water."

ARC: That's right.

CCA: Across it.

ARC: Don't let it splash back in your face.

CCA: No.

ARC: They didn't have safety glasses in those days.

CCA: But it was just as if it was boiling.

ARC: Oh boil, yes, just like a pot of oat meal would today. Just pop pop pop.

CCA: Well how long did that have to set before they could use it? Do you remember?

ARC: Well after they got it...

CCA: Cooled down?

ARC: ...after they got it slaked they would mix sand in it, you see...

CCA: Well they had sand in it in the bottom.

ARC: Well yes, but they'd put more on...

CCA: Oh.

ARC: ...and mix it all in together, back and forth. They'd get into a soup, you might say. And they would go 'way and leave it for ten days and two weeks

CCA: Now that's what I wanted to know. I can remember Dad leaving it, but I didn't remember the time.

ARC: And this would, uh, the moisture would evaporate out of it. If left long enough it dried enough and would crack. It looked like the relief map of the moon or something like that.

CCA: Well, wasn't it a kind of a gray colour?

ARC: No, it would still be chalk white but you'd see the...

CCA: Sand in it.

ARC: Yes, sand in it and it would cut down just like a piece of cheese. It would come out in these big lumps like soap almost. All very sticky. You could fire it on a wall, a lump as big as one's head, not fall off. Oh, sticky stuff. Well then they started to plaster. They took this out on a mixing board, threw so many shovels on to the mixing board, and put so much sand in it, and if they over sanded it, why it weakened the plaster and it would come off the wall. The tendency was to over sand it because it slipped off the mason's trowel very easy, otherwise it was as sticky as glue. This is how it was done.

And that's about the whole story.

CCA: As far as I can remember, that is, isn't it. It's just that, as I suggested that, about the underpinning, it probably is partially rotted, would be after these years.

ARC: It's to be expected. The curious thing, Clara, I was looking at it.

CCA: And still where it was on such a good solid foundation.

ARC: The foundation has gone down, alarmingly into the ground. It's almost level with the grade at the present time. And the curious thing, this is one I've never got the answer to, buildings will move sideways. And that school is about six inches, moved east, the front end of it moved six inches out over the wall.

CCA: Out over the...?

ARC: Out over the wall. You know there's probably an eighteen inch sill, as I said before...

CCA: Yes.

ARC: But it's shifted out, I'm just saying six, maybe it's five.

CCA: I never knew that before.

ARC: I don't know why they do it, but that, I know it, what happens because I've seen it and having put in a lifetime in this work, I'm curious what happens there.

CCA: I don't know the answer to that, but that's a windy place up there as I well know.

ARC: *(laughs)* It's a wonder it isn't over in the woods! Well, let's go back and listen, and see how we made out here.

If you people have as much fun listening to what we've recorded here, why god bless you, and good night.

***End of recording***

*"Hillsdale - Aug. 25, 1916: Work on the school house was commenced today. The old floor has been taken up and a new hardwood floor takes its place. There will also be new seats put in and other repairs which, when completed, will make our school house second to none in the county. The work is being done by Matthew Cassidy of Clover Hill."*

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<sup>22</sup> *Kings County Record republish, August 2012; source: Cassidy Genealogy, Matthew Richard Cassidy (I0054), Notes, cassidys.ca*

## PEOPLE NOTES

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- i Robert Folkins Cassidy, b. 1930, son of Allan and Mildred (Folkins) Cassidy (source: *source: Cassidy Genealogy, Robert Folkins Cassidy (I0229) cassidys.ca, accessed 31 Aug 2023*)
- ii Allan R. Cassidy, b. April 1903 in Boston to Matthew and Roberta (Piper) Cassidy. Family returned to New Brunswick in 1909 and was living at Clover Hill in 1911 (source: *1911 Census of Canada for Mat[her] R. Cassidy, New Brunswick, District 29 Kings and Albert, Sub-District 21 Sussex Parish, Schedule 1, page 5, lines 36-41, image 5 of 7, ancestry.ca, accessed 1 Sept 2023*)
- iii Mildred (Folkins) Cassidy, b. 1908, Upper Millstream, NB, m. Allan R. Cassidy 1929 (source: *Cassidy Genealogy, Mildred Verna Folkins (I0228), cassidys.ca, accessed 31 Aug 2023*)
- iv Unidentified grandchild
- v Jennifer L. Renwick, grand-daughter to Allan and Mildred (source: *transcriber's knowledge*)
- vi Matthew Richard Cassidy, b. 1871, Cassidy Lake, NB to Francis Edward and Jane (Dunlop) Cassidy (source: *Cassidy Genealogy, Matthew Richard Cassidy (I0054) cassidys.ca, accessed 31 Aug 2023*)
- vii Clara Louise (Cassidy) Archibald, sister of Allan Cassidy, b. January 1898 in Boston (source: *Cassidy Genealogy, Clara Louise Cassidy (I0077) cassidys.ca, accessed 31 Aug 2023*)
- viii Roberta (Piper) Cassidy from Boston, Massachusetts, 1876-1941 (source: *Cassidy Genealogy, Roberta Raymond Piper (I0076) cassidys.ca, accessed 31 Aug 2023*)
- ix Francis Edward Cassidy, 1834-1927 (source: *source: Cassidy Genealogy, Francis Edward Cassidy (I0009) cassidys.ca, accessed 31 Aug 2023*)
- x Possibly James Gregory, whose son James Dysart Gregory was born at Clover Hill in 1871 (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to New Brunswick Marriages RS141B7, Marriage Record for James Dysart Gregory, 1900-12-24, #001763, Microfilm F15593, online database, archives.gnb.ca, accessed 19 Sept 2023*)
- xi Robert Allan Cassidy, 1879-1965, Cassidy Lake, NB. Bother to Allan and Clara's father Matthew. (source: *Cassidy Family Genealogy, Matthew Richard Cassidy (I0054), cassidys.ca, accessed 19 Sept 2023*)
- xii Silas Miles Reid, Farmer, b. 1871, Salt Springs, NB, d. 1937 Southfield, NB (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to Death Certificates RS141C5, Registration 11000, Vol. 107, Microfilm F19336, online database, archives.gnb.ca, accessed 31 August 2023; 1911 Census of Canada for Miles S. Reid, New Brunswick, District 29 Kings and Albert, Sub-District 5, Upham Parish, Schedule 1, page 5, image 3 of 16, ancestry.ca, accessed 31 August 2023*)
- xiii Edward Alexander Jamieson, b. 1869 to Thomas and Margaret Ann (Cassidy) Jamieson. He was Matthew's cousin. (source: *Cassidy Genealogy, Margaret Ann Cassidy (I0006), cassidys.ca, accessed 19 Sept 2023*)
- xiv Joseph W. Osbourne, d. age 62, July 1929 from injuries sustained when struck by a car. Had a wife, six sons and four daughters. (source: *Evening Times Globe, July 15, 1929; Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to Death Certificates RS141C5, Registration 18191, Vol.. 18, Microfilm F18921, online database, archives.gnb.ca, accessed 31 August 2023*)
- xv Arthur Pollock, b. approx. 1879 in New Brunswick, enumerated two families from Matthew Cassidy's, living with his brother and sister. (source: *1911 Census of Canada for Arthur Pollock, New*

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*Brunswick, District 29 Kings and Albert, Sub-District 21 Sussex Parish, page 5, image 5 of 7, line 50, ancestry.ca, accessed 1 Sept 2023)*

- xvi Richard Cassidy, b. 1843 in Sussex, NB to Francis Edward and Jane (Dunlop) Cassidy; he died in December 1922 in Boston (*source: Boston Daily Globe, Obituaries, 6 Dec 1922, page 21, provided via email by Boston Public Library Reference Librarian 13 Sept 2023*)
- xvii Clara Ann Cassidy, 1867-1965, sister to Matthew, aunt to Allan (*source: Cassidy Genealogy, Clara Ann Cassidy (I0052), cassidys.ca, accessed 19 Sept 2023*)
- xviii Possibly the Archie Sherwood, age 45, b. 1866 in NB and living with wife Hilda and children in Hammond Parish in 1911 (*source: 1911 Census of Canada, New Brunswick, for Archie Sherwood, District 29 Kings and Albert, Sub-District 3, Hammond Parish, Schedule 1, page 3, line 47, image 3 of 10, ancestry.ca, 21 Sept 2023*)
- xix Mr. Early Harmer ran a general store in Norton. (*source: 1911 Census of Canada, New Brunswick, for Early Harmer, District 14 Kings and Albert, Sub-District 12, Norton Parish, Schedule 1, page 6, line 22, image 6 of 19, ancestry.ca, 21 Sept 2023*)
- xx Garnet Wilson, b. 1882 in Saint John, NB. Architect for 40 years, retired in 1954. Died in Saint John 1966. (*source: Province of New Brunswick, Registration of Death #3529 for Garnet Wilson, Vol. 274, Microfilm F26247, Provincial Archives of New Brunswick online database, archives.gnb.ca, accessed 16 Sept 2023*)
- xxi Allan's brother George Wesley Cassidy, b. 1911 at Cassidy Lake, d. 1982 (*source: Cassidy Genealogy, George Wesley Cassidy (I0082), cassidys.ca, accessed 1 Sept 2023*)
- xxii Possibly John McLong/McElung, age 49, enumerated next door to Matthew Cassidy in the 1911 Census of Canada (*source: 1911 Census of Canada for John McLong, New Brunswick, District 29 Kings and Albert, Sub-District 21 Sussex Parish, Schedule 1, page 5, line 34, image 5 of 7, ancestry.ca, accessed 1 Sept 2023*)
- xxiii Cassius and Jennie Sederquest/Siderques/Scederquest. Lived in Hammond Parish (*source: 1911 Census of Canada, New Brunswick, for Russell Sederquest, District 29 Kings and Albert, Sub-District 3 Hammond Parish, Schedule 1, lines 43-44, page 5, image 5 of 10, ancestry.ca, accessed 1 Sept 2023; note: Cassius mistranscribed as Callins; also Sederquest Bible Memoranda posted by Howard Sederquest on Ancestry.ca*)
- xxiv Uncle Foss - probably a nickname; no uncles on their paternal side with this name
- xxv David Floyd, b. 1879 in New Brunswick, enumerated in the 1911 Canada census as a Lumberman and lived with his wife and 3 children at Clover Hill (second twin was not enumerated) (*source: 1911 Census of Canada for David J. Floyd, New Brunswick, District 29 Kings and Albert, Sub-District 23 Upham Parish, Schedule 1, lines 46-50, page 3, image 3 of 16, ancestry.ca, accessed 31 August 2023*)
- xxvi Ethel Priscilla Floyd and Elsie Pauline Floyd, b. 8 May 1911 to David James Floyd and Margaret (Reid) Floyd of Titusville, Parish of Upham, Kings Co., New Brunswick (*source: Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to Late Registration of Births RS141A1b, codes 1911--800918 and --800917 microfilm F23409, online database, archives.gnb.ca, accessed 31 August 2023*)
- xxvii Ethel Priscilla Floyd married Morris John Ephraim Carson on 10 July 1943 (*source: Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to New Brunswick Marriages, Number 33966, Code B4/1943, Microfilm F20031, online database, archives.gnb.ca, accessed 31 August 2023*)

- xxviii Arthur James Floyd, b. 27 April 1904 at Clover Hill, Kings County, New Brunswick (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to Late Registration of Births RS141A1b, code 1904--800806, microfilm F19718, online database, archives.gnb.ca, accessed 31 August 2023*)
- xxix Lillian Norris, b. 1892; 1911 census shows her living with her widowed mother Rachel and younger sister Mary (source: *1911 Census of Canada for [B]ilian Norris, New Brunswick, District 29 Kings and Albert, Sub-District 21 Sussex Parish, Schedule 1, page 6, line 26-28, image 6 of 7, ancestry.ca, accessed 1 Sept 2023*)
- xxx Patrick Monahan was born in England about 1897 and emigrated to Canada in 1904. By 1931 he was a Unit Manager at a life insurance company in Saint John, NB. (Source: *1931 Census of Canada, New Brunswick, District 23 St. John & Albert, Sub District 39, Lansdowne Ward, Schedule 1, page 6, image 7 of 22, ancestry.ca, accessed 16 Sept 2023*)
- xxxi Annie A. Reid, possibly the daughter of George and Agnes Reid, enumerated in the 1911 Canada Census as 18 years old, a student, living in Salt Springs, Kings and Albert County. (source: *1911 Census of Canada for Annie A. Reid, New Brunswick, District 29 Kings and Albert, Sub-District 23 Upham Parish, Schedule 1, page 6, image 1 of 16, ancestry.ca, accessed 1 Sept 2023*) Picture of her in Gilchrist/Tays Family Tree, appears to be graduation (teachers' college?) captioned Kings County 1912. Her appearance matches the description Allan and Clara give. (source: *Annie A. Reid, Gilchrest/Tays Family Tree, Public Member Trees, ancestry.ca, accessed 16 Sept 2023*)
- xxxii John Monahan, b. 1854, wife Mary Ellen Harkins, had 12 children as of the 1911 Canada census. The two youngest daughters, Julia and Susanna, would have been 16 and 18 when Clover Hill school was opened in 1912. The daughter who married in Minto was Susanna, husband William John Dohaney evidenced by her son George's birth and WWII service record. As a side note, one of the witnesses to Julia's wedding in 1917 was a Patrick Monahan of Norton, NB. (Sources: *1911 Census of Canada for Julia I Monahan, New Brunswick, District 29 Kings and Albert, Sub-District 21 - Sussex, page 5, image 5 of 7, ancestry.ca, accessed 1 Sept 2023; Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to New Brunswick Marriages RS141B7, marriage registration #002795 for Julia Teresa Monahan and John Francis McLeod, 1917-01-09, online database, archives.gnb.ca, accessed 16 Sept 2023; Royal Canadian Air Force Attestation Paper, Canada, World War II Records and Service Files of War Dead, 1939-1947 for George Francis Dohaney, Air Force No. R 84638, image 282 of 422, online database, ancestry.ca, accessed 21 Sept 2023; Original data: Service Files of the Second World War—War Dead, 1939–1947. Library and Archives Canada, Ottawa, Canada*)
- xxxiii Ira McLong, b. 25 Dec 1901 at Clover Hill to Alexander and Ann McLong (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Late Registration of Births RS141A1b, code 1901--801348, microfilm F18902, online database, archives.gnb.ca, accessed 1 Sept 2023*)
- xxxiv Clarence Cassidy, Allan's older brother, b. 1899 (source: *Cassidy Genealogy, Clarence Edward Cassidy, (I0078), cassidys.ca, accessed 1 Sept 2023*)
- xxxv Brothers Russell and William Sederquest, b. 1901 and 1905 respectively to Cassius (see xxiii) and Jennie Sederquest. (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Late Registration of Births RS141A1b, codes 1901--801628 1905-802334, microfilms F18902 and F20738 respectively, online database, archives.gnb.ca, accessed 1 Sept 2023*)
- xxxvi Elizabeth Eveline Haslam, b. 1889 to Samuel and Jennie (Nicholson) Haslam in Roxborough, Albert Co., NB (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Late Registration of Births RS141A1b, code 1889--H-28, microfilms F18778, online database, archives.gnb.ca, accessed 12 Sept 2023*); She married Marshall E. Folkins 8 Feb 1922 (source: *Provincial Archives of New Brunswick, Vital Statistics from Government Records (RS141), Index to New Brunswick Marriages, Number 3749, Code B4/1922, Microfilm F19682, online database, archives.gnb.ca, accessed 1 Sept 2023*)

## SOURCES FOR ILLUSTRATIONS

- Figure 1 Clover Hill School, 1921, *courtesy of John Elliot*
- Figure 2 Matthew Cassidy's toolbox (*transcriber's collection*)  
Cassidy Lineage photos (*transcriber's collection*)
- Figure 3 Map of area of Kings County, NB, being discussed, *Source: GeoNB, Data Catalogue, Data Downloads, Digital Property Maps, snb.ca/geonb1/e/dc/catalogue-Easp, licensed under the Open Government Licence – New Brunswick, accessed 3 October 2023*
- Figure 3 1885 Ad - Wood Working Machinery , *Source: "Carpentry and Building", Vol. VII, No. 4, April, 1885. Pg. iv, VintageMachinery.org, accessed 18 Sept 2023*
- Figure 4 *The Barrie gasoline engines, 1910, Canada Producer and Gas Engine Co. Ltd., Barrie, Ont. Publisher Barrie, Gazette Print; Queen's University Library, W.D. Jordan Special Collections and Music Library; Internet Archive Book Images, No restrictions, via Wikimedia Commons, commons.wikimedia.org, accessed 18 Sept 2023*
- Figure 5 Draft horses pulling a stone boat to move rocks, *Source: SJ Historical Society, blog post Stone Boat, April 2, 2014 by Tim Dustrude, sanjuanupdate.com/2014/04/stone-boat/, accessed 18 Sept 2023*
- Figure 6 Lunch cans, Student Artefacts, *Source: School Days Museum, museum.nbta.ca/Virtual\_Tour.htm, accessed 26 Sept 2023, used with permission*
- Figure 7 Typical water pail with dipper, *Source: screenshot from Pinterest, pinned fromwesternkyhistory.org, accessed 26 Sept 2023*
- Figure 8 Common wood stove: *Source: Services Canada, New Brunswick: Interim Report on Common School Architecture in the 19<sup>th</sup> Century, by C. A. Hail, No. 202, August 1983, Figure 7, Chockpish School, Village Historique Acadien, parkscanadahistory.com/series/rb/202.pdf, accessed 6 October 2023*
- Figure 9 Norton School, Norton, New Brunswick, c. 1947 (*transcriber's collection*)
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- Figure 11 Surgeon's Knot, *Source: John E. Sherry, www.netknots.com, accessed 18 Sept 2023*
- Figure 12 Bowline on a Bight knot, *Source: Rope Knots, Bowline on a Bight by John E. Sherry, netknots.com, accessed 19 Sept 2023*
- Figure 13 Two Half Hitch Knot, *Source: The Knots Manual, https://www.theknotsmanual.com/knots/hitch-knots/two-half-hitches-knot/, accessed 6 Oct 2023*
- Figure 14 Lillian Norris, from photo of Lillian Norris 1910, NB, Canada with James Norris (half brother), *Source: John & Debra Mercer Family Tree, "Hulda "Lillian" Norris, (public*

*member tree) ancestry.ca, accessed 12 Sept 2023, original picture submitted by Shirley Gosselin*

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