

*Grade 8 Black History  
Digital Document Box*



# Teaching Difficult Histories

## Table of Contents

Introduction	2
Approach	2
Timeline	3
Freedom Seekers	4
Building Black Communities	5
Schooling, Segregation and Advocacy	6
Records	7

Teaching the Grade 8 topics in this resource can feel challenging, especially when they are not part of our own lived experience. Ontario's stories of freedom seeking, settlement, community building, and school segregation ask us to hold more than one truth at once. People sought safety and opportunity in Ontario but also faced barriers after arrival. Approaching this material with care, accuracy, and respect helps students see how the past shapes daily life across the province.

These histories are often underrepresented in textbooks or taught in simplified ways. The Grade 8 content highlights the work of families, congregations, teachers, editors, and advocates across Ontario who built communities like Chatham-Kent, Windsor–Essex, St. Catharines, Owen Sound, Hamilton, and Toronto. It also names the realities of segregation and discrimination in schooling and the strategies people used to resist them. Bringing these stories into the classroom widens students' understanding of Canadian history and shows them that Black communities in Ontario were active agents in their own futures.

It is natural to feel some discomfort when teaching histories that are not your own. You are not expected to have every answer. A respectful classroom invites questions, careful listening, and clear language that avoids myths and generalizations. Primary sources can anchor discussion: petitions, church and school records, photographs, city directories, newspapers like the *Provincial Freeman*, and commemorations from sites across Ontario. Working with these materials helps students practice historical thinking, connect local places to broader events, and understand how policies and choices affected everyday people.

## Approach to Document

This document is designed to bring the experience of archival research into the classroom by allowing students to directly engage with primary source materials related to Black history in Ontario. Students will work with replicas of historical documents to develop critical thinking skills, explore multiple perspectives and gain a deeper understanding of the past through the voices and records of those who lived it.

The document supports educators in teaching the Ontario Black History curriculum by providing curated resources that highlight underrepresented stories and experiences. It is organized into three key themes: Freedom Seekers & the Underground Railroad, Building Black Communities, and Schooling, Segregation and Advocacy. Each theme includes a selection of primary sources such as photographs, newspaper articles and personal letters, along with background context for teachers to assist in guiding classroom discussion and analysis.



Students of King Street School in Amherstburg, Ontario with their teacher, J. H. Alexander, [ca. 1890s]  
Alvin D. McCurdy fonds

Dr. Mary Fitzbutler Waring (I0024774) [ca. 1890]  
Black and white print, Alvin D. McCurdy fonds



## Related Curriculum Expectations

**A3.** Identify some key events across Canada between 1850 and 1890 that shaped the experiences of Black people in Canada and explain the impact on Black individuals and communities and on the broader Canadian society

**B3.** Identify factors contributing to some key issues, events, and/or developments that specifically affected Black individuals and communities in Canada between 1890 and 1914 and explain the historical significance of some of these issues, events, and/or developments for various Black individuals and/or communities across Canada

# Black History Timeline

**1812-1815**

Thousands of Black volunteers fought for the British during the War of 1812

**1800s**

**1815-1860**

The Underground Railroad  
Canada's reputation as a safe haven grew during the War of 1812. Between 1815-1860 thousands of African Americans made their way along the Underground Railroad to seek refuge in Canada.

**Aug 28, 1833**

British Parliament Abolishes Slavery.

The Imperial Act abolished slavery throughout the British colonies. Many Canadians continue to celebrate August 1<sup>st</sup> as Emancipation Day

**Sept 18, 1850**

Fugitive Slave Act

The Fugitive Slave Act of 1850 was enacted in the United States. The Act influenced the migration of African-Americans into Canada.

**February 28, 1851**

The Formation of the Anti-Slavery Society of Canada to "aid in the extinction of Slavery all over the world"

**November 16, 1857**

William Neilson Hall Wins the Victoria Cross.

He was the first Canadian naval recipient, the first Black Person and the first Nova Scotian to win the Victoria Cross

**1851-1864**

In 1851, James Douglas became the first appointed Black politician in Canada and then took over as governor of the colony of British Columbia. African-Americans invited in by James Douglas emigrated from California to Victoria to become Canada's first and only all-Black police force.

**1900s**

**February 1911**

By 1909, hundreds of Black people from Oklahoma moved to the Canadian Prairies, where they met severe discrimination. In 1911, a few newspapers in Winnipeg predicted that the Dominion Government would move to exclude "Negro immigrants"



*Provincial Freeman Newspaper  
Date: November 11, 1854 (Vol. 1,  
No. 34), p. 1, Microfilm reel N 040,  
Archives of Ontario*

# Freedom Seekers & The Underground Railroad in Ontario

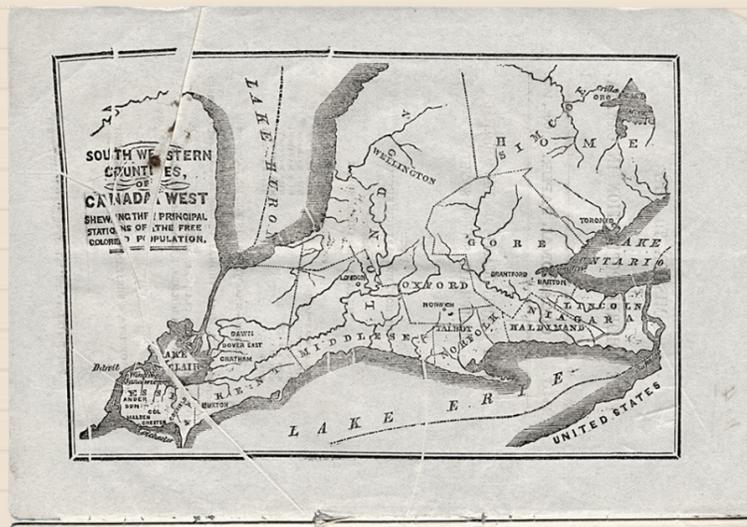
Thousands of African Americans fled enslavement and racial violence in the United States by seeking refuge in British North America in the mid 1800s. They relied on a network of conductors, churches, local newspapers, and communities that reached into Ontario. Historians estimate that 30,000 to 40,000 people fled to British North America, with many choosing Ontario. Canada's role in the Underground Railroad was more than just the "end of the line." Ontarians helped with transit, reception, and long-term settlement in places where churches, schools, and mutual aid groups helped sustain daily life.



The Fugitive Slave Act of 1850 increased the risk to free African Americans in the northern States by allowing slave catchers to operate anywhere in the United States and by criminalizing assistance to escapees. Slave catchers often collected free citizens rather than escaped southern slaves. Many African Americans moved along the Detroit River corridor into Windsor and Sandwich (later Kitchener) and along the Niagara corridor into St. Catharines. Ontario offered stronger legal protections than the United States. However, refugees met with new challenges, such as finding work, housing, and schooling after arrival.

Ontario's corridors and "terminals" make the network visible. Salem Chapel British Methodist Episcopal Church (BME) in St. Catharines provided worship, organizing, and mutual support services and is closely associated with Harriet Tubman's residence in the 1850s. Owen Sound developed as a northern terminus and has marked this heritage through an Emancipation celebration dating to the 1860s and with a Black History Cairn unveiled in 2004. These places show how freedom depended on institutions as well as movement.

Leaders tied education and civic life together. Mary Ann Shadd Cary opened an integrated school in Windsor in 1851 and launched a newspaper called the Provincial Freeman in 1853 to advocate for education, self-reliance, and civil rights for African Americans. Shadd's work, and Tubman's organizing in St. Catharines, help students see the Underground Railroad as a movement and settlement, as activism in classrooms and newspapers, and not only as an escape.



Unidentified Black family portrait  
Tintype  
Alvin D. McCurdy fonds  
Reference Code: F 2076-16-4-8  
Archives of Ontario, I0024785

Map entitled:  
"Southwestern Counties of  
Canada West" - showing  
the principal stations of the  
free colored population in:  
Mission to the free colored  
population in Canada.  
PAMPH 1855 #41  
Archives of Ontario Library

## DISCUSSION QUESTIONS

1. How did Ontario's churches, newspapers, and local committees make freedom possible after people crossed the border?
2. What challenges did freedom seekers face after arrival in Ontario, and who helped them meet those challenges?

# Building Black Communities and Local Economies

## DISCUSSION QUESTIONS

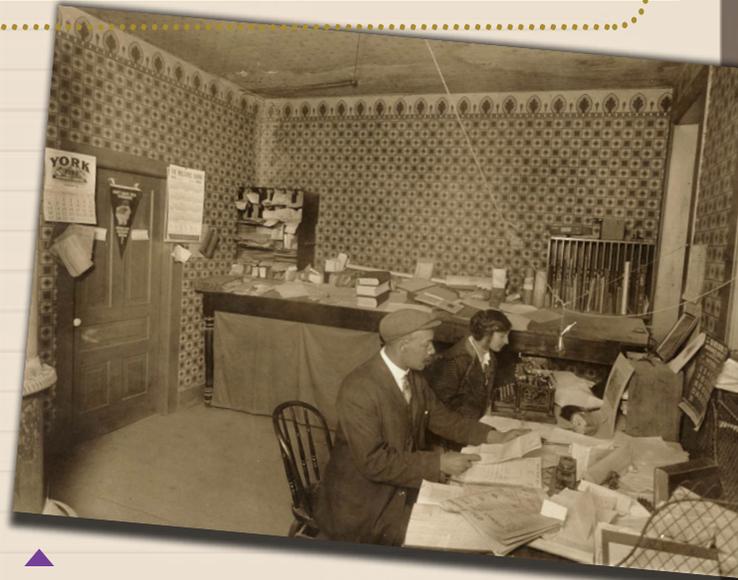
After arrival, Black settlers and their descendants built communities to support their families, elders, and children. Farms, mills, barbershops, print shops, and boarding houses acted as community hubs, places to learn news, find jobs, organize meetings, and raise funds for schools and churches.

1. How did opportunities in cities differ from those in rural settlements? What stayed the same across both settings?
2. How did black owned businesses also act as community hubs?
3. Many people moved between Ontario and nearby U.S. cities. What benefits and challenges came with those cross-border ties?

Many newcomers pursued land ownership. The Elgin (Buxton) Settlement in Chatham-Kent paired land ownership with schooling and church life. The settlement includes the preserved S. S. Number 13 schoolhouse, built in 1861, and the settlement's mills, cooperages, and shops. These buildings show how a planned local economy funded teachers and pastors while giving families stability.

Other rural colonies followed similar principles. The Dawn Settlement near Dresden and the Refugee Home Society near Windsor offered lots on affordable terms, established schools and churches, and developed local governance. The Refugee Home Society was organized by Henry and Mary Bibb and supported by donors on both sides of the border. It acquired about 2,000 acres of land for Black Ontarian families in Maidstone and Sandwich townships, with churches and a school active by the early 1860s.

Cities offered different paths. In Hamilton, early Black neighbourhoods clustered around BME and AME churches and Black owned small businesses. In Toronto's Ward, Black residents worked across trades and services, opened shops, and petitioned City Council on civic issues. Jobs spanned hairdressing, barbering, seamstressing, cooking, carpentry, bricklaying, and masonry. Others worked on Great Lakes ships and in regional hospitality.



Mr. Fred H.A. Davis and Miss Anne Alexander, in his law office on Ramsay Street, Amherstburg, 1914, Photographer unknown. Alvin D. McCurdy fonds. F 2076-16-3-7-41 Archives of Ontario, I0014679

Like many families in nineteenth century cities, some Black households supplemented income with youth labour. Records of Black working children are limited, but local sources show families engaged in urban trades and services. Churches in the Ward ran Sabbath schools and literacy classes, often teaching adults alongside children. In Toronto, Black students generally attended public schools, while church-based learning supplemented instruction after long work weeks.

By the early 1900s, more Black Ontarians entered professional roles such as law, medicine, and teaching, though discrimination persisted. Enterprise remained a strategy to claim space, support schooling, and build institutions that could withstand prejudice. Anderson Ruffin Abbott studied at University College and the Toronto School of Medicine and became the first Canadian born Black physician. Alexander T. Augusta trained at Trinity Medical College. James T. Rapier earned a teaching credential in Toronto before teaching in Buxton and later serving in the United States Congress during Reconstruction.



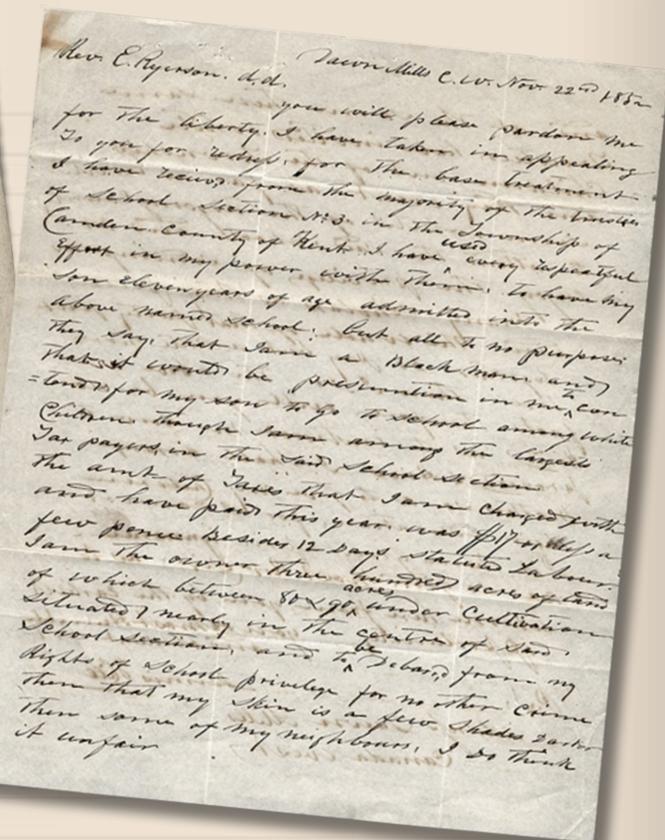
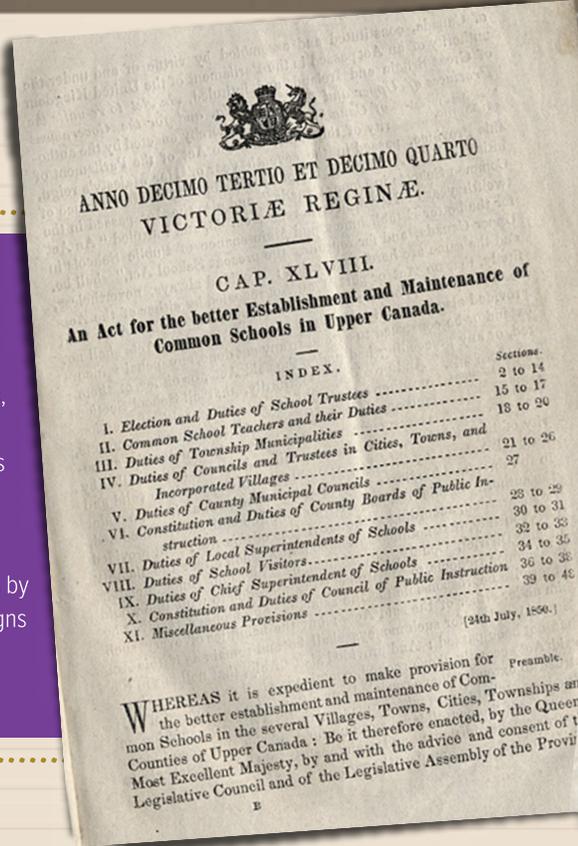
Ara Wilson, Henry Banks Jr., Roy Banks, Fremont Nelson: cooks aboard a steamboat, [ca. 1890] Alvin D. McCurdy fonds Reference Code: F 2076-16-3-9 Archives of Ontario, I0024829

[Home To Buxton 1986 Documentary about the Black Community in Buxton, Ont. Click to Watch.](#)



## DISCUSSION QUESTIONS

1. How did parents, churches, and community leaders challenge exclusion in places like schools?
2. What signs show progress by the early 1900s, and what signs show the inequality that remained?



An Act for the better establishment and maintenance of common schools in Upper Canada. PAMPH 1850 #24 Archives of Ontario

Letter to Chief Superintendent for Education, Egerton Ryerson, from Dennis Hill, November 22, 1852 Alvin D. McCurdy fonds Reference Code: RG 2-12 Archives of Ontario

## Schooling, Segregation, and Advocacy

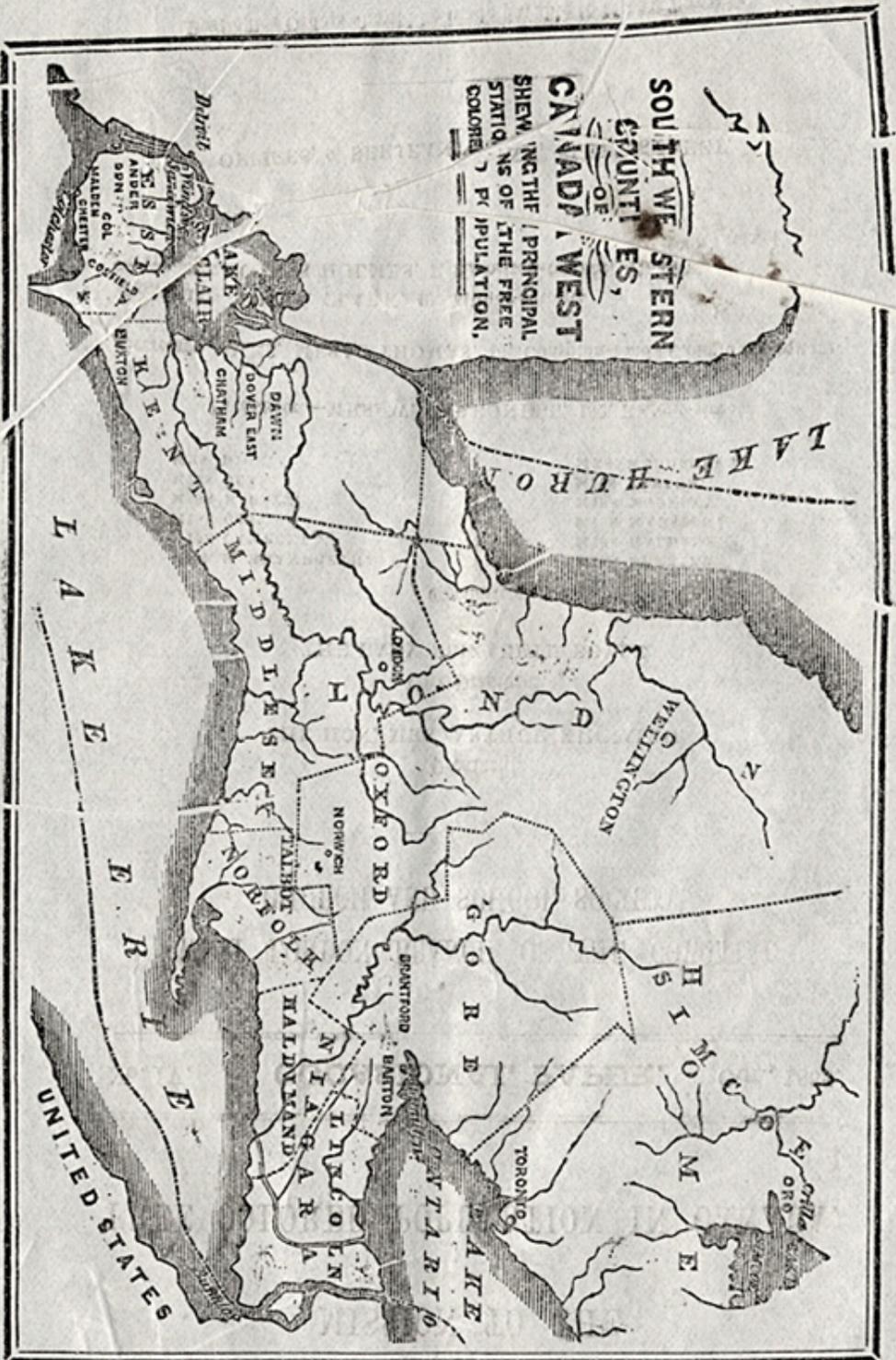
Education sat at the centre of community hopes, but access to it differed across Ontario. In 1850, the Common Schools Act gained a “separate schools” clause. It allowed school Trustees in Southwestern Ontario to segregate Black children by teaching them in separate buildings from the White students, segregating them by teaching Black students at different times, or inferior “designated seating” for Black students in mixed classrooms. Courts often upheld these decisions. Application of the law varied locally. Toronto’s public schools were generally integrated, though racism still shaped experiences, while several Southwestern districts maintained segregated practices, with the last segregated school not closing until 1965.

Black parents and leaders as well as supporters fought for inclusion. In Hamilton, campaigns against segregation drew on church networks and local advocacy. AME and BME congregations in many communities offered literacy classes, Sabbath schools, and meeting spaces for organizing, while petitions and newspapers argued for equal schooling. When public provision faltered, churches and mutual aid societies kept instruction going and prepared children for advancement.



Community run schooling showed what excellence looked like. In Buxton, education was a cornerstone of settlement. In Buxton, schooling was treated as the cornerstone of community, and by 1914 you can find Black teachers like John H. Alexander on the payroll in Anderdon Township (recorded at \$600/year), a reminder of both progress and inequity. Over time, segregated schools closed in many districts, but change was gradual and uneven. The long struggle built legal literacy, community organization, and teacher leadership, skills that later supported broader civil rights efforts in Ontario.

Marble Village Coloured School Alvin D. McCurdy fonds Reference Code: F 2076-16-5-2 Archives of Ontario, I00024783



Map entitled: "Southwestern Counties of Canada West - showing the principal stations of the free colored population in: Mission to the free colored population in Canada. PAMPH 1855 #41 Archives of Ontario Library

Le Roy le Vult

Soit baillé aux Seigneurs,  
à l'Écclé. ville accepté l'Éd. Amendemens  
Les Suppliens sont acceptés  
À ces Amendemens les Communes sont  
assentés

Whereas divers persons  
are holden in slavery within  
divers of His Majesty's Colonies  
and it is just and expedient  
that all such persons should  
be manumitted and set free  
and that a reasonable com-  
pensation should be made  
to the persons who have  
to the services of such slaves  
for the loss which they will  
incur by being deprived of  
their right to such services  
and whereas it is also  
expedient that provision  
should be made for  
promoting the industry  
and securing the good  
conduct of the persons so  
to be manumitted for a  
limited period after such  
their manumission and  
whereas it is necessary that  
the laws now in force in  
the said several Colonies

When the British Imperial Act of 1833 was passed in Britain, it ended the enslavement of Africans in the British Empire which included Canada. Effective August 1st, 1834, it was the first global human rights legislation impacting the situation of Africans and other enslaved peoples.

1833 British Imperial Act

Courtesy of Parliamentary Archives, U. K.



Remains of Old Mission House, Sandwich. 1895

Remains of Old Mission House, Sandwich, 1895  
Alvin D. McCurdy fonds  
Reference Code: F 2076, Box D-4  
Archives of Ontario, 10027877

Went at the Court House in Cincinnati, in the  
County of Hamilton, and State of Ohio, of the  
Hamilton County Probate Court, within and  
for said County, at a session thereof held at the  
place aforesaid on the thirtieth day of October in  
the year of our Lord one thousand eight hundred  
and fifty eight before the Honorable George H.  
Wilton sole Judge of said Court,

The State of Ohio }  
Hamilton County }

Be it Reminded  
That at a session of the Probate  
Court within and for said County, held at the Court  
House in Cincinnati, on the thirtieth day of October  
in the year of our Lord, one thousand eight hundred  
and fifty eight before the Honorable George H.  
Wilton sole Judge of said Court, the following charge  
and proceedings were then and there had, to wit,

Personally appeared in open Court Mary  
Hick and brought with her into open Court Susan  
Holton, and John W. Scott Holton and Laura  
Corcoran Holton children of the said Susan, and the  
said Mary Hick stated in open Court, that she brought  
said persons from the State of Kentucky into the State  
of Ohio for the purpose of emancipating them, and  
the Court now find and adjudge that the said Susan  
Holton and John W. Scott Holton and Laura

The arguments heard in the court-house at Cincinnati, Hamilton County, State of Ohio, of the Probate Court for Hamilton County, within and for the benefit of the said county, at a hearing held at the places aforesaid, on this thirteenth day of October in the year of Our Lord one thousand eight hundred and fifty-eight, in the presence of the Honourable George H. Hilton, sole judge of the said Court.

State of Ohio, Hamilton County

Be it noted that a hearing of the Probate Court within and in the interest of the said county was held at the courthouse at Cincinnati, on this thirteenth day of October in the year of Our Lord one thousand eight hundred and fifty-eight, in the presence of the Honourable George H. Hilton, sole judge of the said Court, and that the following events occurred, These include:

Mary Kirk, accompanied by Susan Holton, John M. Scott Holton, and Laura Dorcas Holton, children of the aforesaid Susan, appeared in open court, and that the said Mary Kirk stated in open court that she had brought these persons from the State of Kentucky to the State of Ohio for the purpose of enabling them to emancipate themselves, and that she now hoped that the Court would decide and hold that the said Susan Holton, Jan M. Scott Holton and Laura . . .



Unidentified Black family portrait  
Tintype  
Alvin D. McCurdy fonds  
Reference Code: F 2076-16-4-8  
Archives of Ontario, I0024785

Oswego October 12<sup>th</sup> 1850

Mr Stevenson I write these few lines to inform you and all my old fiction friends that those few lines leaves me in good health and hoping those will find all my acquaintances in the same please give my love to my aunt Dinah Caty and Jane Bennett tell them I say they must not come to the States but stay in the land of freedom I wish they have good homes for the law is so now all through the united states that the Slave holder can take their Slaves were ever they can find them and since that law passed here has bin several Colard people taken some of which was learned free but they had not their free papers and would not be allowed proper time to send for them neither a friend I expect to leave the States the last of boating for no Colard person in safe in any parts of the States my advice to all Colard people to stay in Canada wither they are free or fugatives.

Mr Stevenson please send this within letter to Mr Wm W Cunningham by some trusty person for I have sent several letters and received no answer

Respectfully yours from S. Wickham

please excuse my bad pen

Mr Stevenson I rite these few lines to inform you and all my old picton friends that these few lines leaves me in good health and hoping these will find all my acquaintences in the same pleas sir give my love to my aunt Dinah Caty and Jane bennet tell them I say they must not come to the States but stay in the land of freedom [if] wile they have good homes for the law is so [now ] all through the united States that the slave holders can take their slaves were ever they can find them and since that law pased here has bin several colard people taken some of wich was borned free but they had not their free papers and would not be allould proper time to send for them neither a friend I expect to leave the States the last of [boating] for no colard person is safte in any part of the States my advice to all colard people to stay in canada wither they are free or fugatives.

Mr Stevenson pleas send this within letter to Mr Wm. W. Cunningham by some trusty person for I have sent several letters and received no answer

Respectfully yours from S. Wickham

pleas excuse my bad pen



Marble Village Coloured School  
Alvin D. McCurdy fonds  
Reference Code: F 2076-16-5-2  
Archives of Ontario, 100024783



The Riot at Niagara Court House 1837

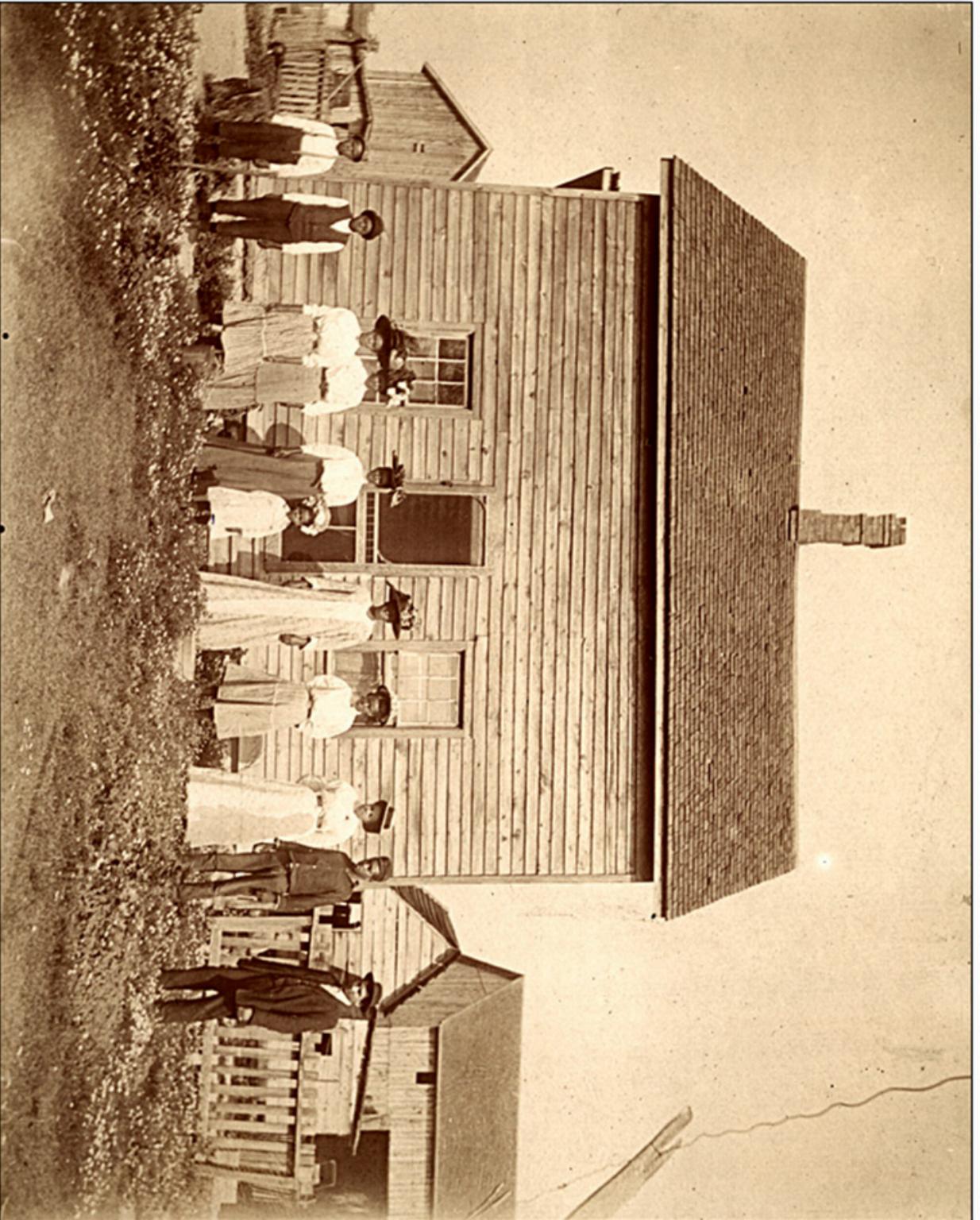
Solomon Moseby (or Mosely) stole a horse to flee Kentucky. Arriving in Niagara, he was jailed, but the local Black community surrounded the courthouse to prevent his transfer. When he was taken out under armed guard, shots were fired, resulting in the deaths of 2 Black people, the arrest of 20 others and Moseby's escape. He later returned to the area.

Niagara Court House and Jail, [ca. 1905]

Postcard

Reference Code: Item X 984.5.128

Courtesy of Niagara Historical Society & Museum



Settlers in their Sunday best, possibly Essex County, [ca. 1900]

Alvin D. McCurdy fonds

Reference Code: F 2076-16-3-4

Archives of Ontario



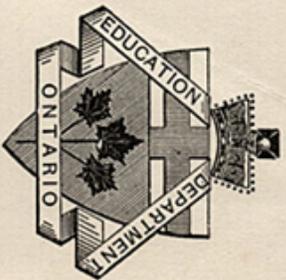
Ara Wilson, Henry Banks Jr., Roy Banks, Fremont  
Nelson: cooks aboard a steamboat, [ca. 1890]

Alvin D. McCurdy fonds

Reference Code: F 2076-16-3-9

Archives of Ontario, 10024829

Collegiate Institutes and High Schools of Ontario.



It is hereby Certified

That May Alexander  
has passed the ENTRANCE EXAMINATION required by the Education Department for admission  
to a Collegiate Institute or High School.

Dated at Windsor

July 25<sup>th</sup> 1899.

W. H. Mayhew B. A., LL. B., Ph. D.

Inspector of Public Schools

Form 175.  
50,000—23rd April, 1896.

May Alexander was awarded this certificate for successfully  
passing her high school entrance exam in 1899  
Alvin D. McCurdy fonds  
Reference Code: F 2076-11-0-16  
Archives of Ontario



ANNO DECIMO TERTIO ET DECIMO QUARTO  
VICTORIÆ REGINÆ.

CAP. XLVIII.

An Act for the better Establishment and Maintenance of  
Common Schools in Upper Canada.

INDEX.

	Sections.
I. Election and Duties of School Trustees .....	2 to 14
II. Common School Teachers and their Duties .....	15 to 17
III. Duties of Township Municipalities .....	18 to 20
IV. Duties of Councils and Trustees in Cities, Towns, and Incorporated Villages .....	21 to 26
V. Duties of County Municipal Councils .....	27
VI. Constitution and Duties of County Boards of Public In- struction .....	28 to 29
VII. Duties of Local Superintendents of Schools .....	30 to 31
VIII. Duties of School Visitors.....	32 to 33
IX. Duties of Chief Superintendent of Schools .....	34 to 35
X. Constitution and Duties of Council of Public Instruction	36 to 38
XI. Miscellaneous Provisions .....	39 to 48

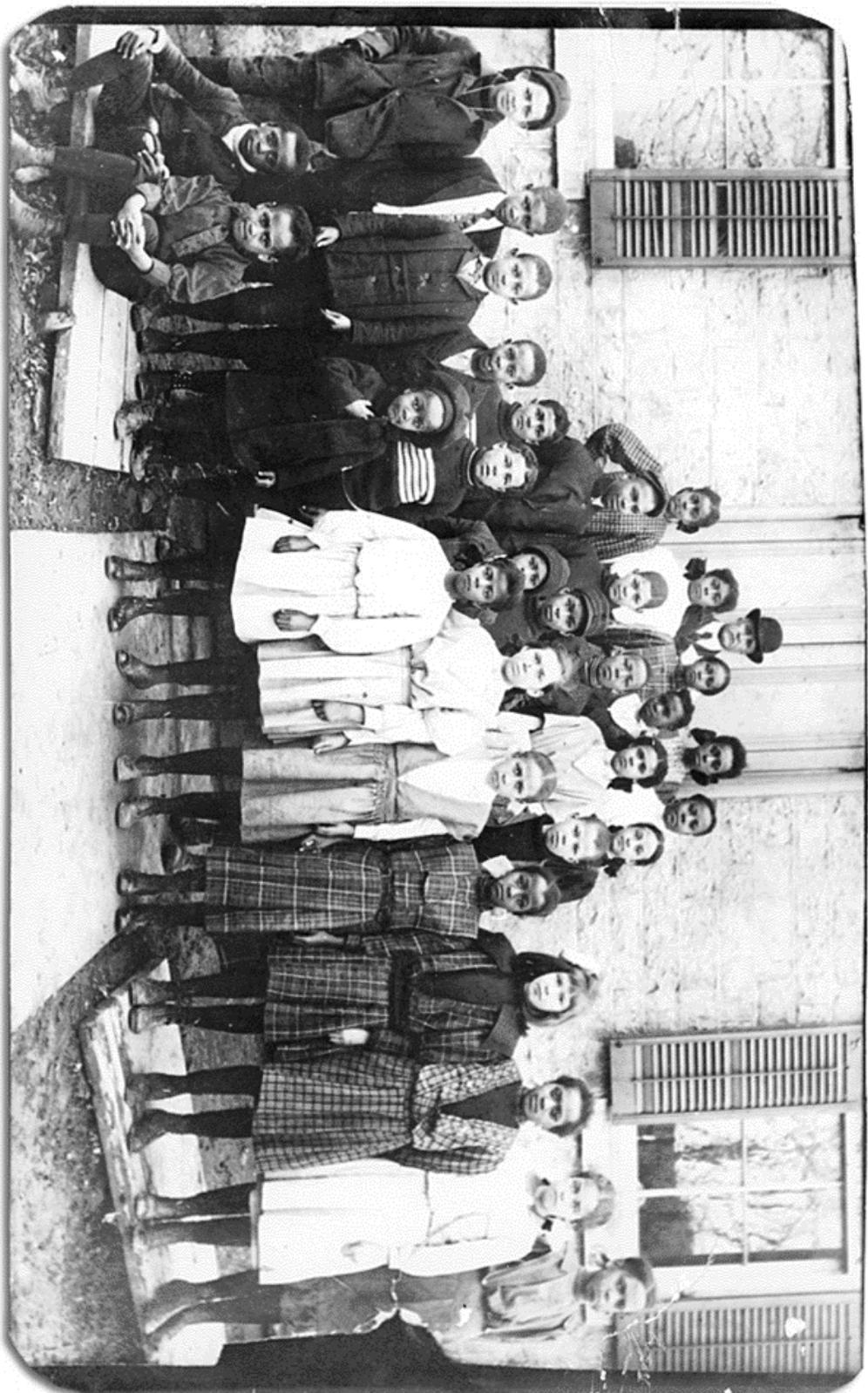
[24th July, 1850.]

**W**HEREAS it is expedient to make provision for  
the better establishment and maintenance of Com-  
mon Schools in the several Villages, Towns, Cities, Townships and  
Counties of Upper Canada : Be it therefore enacted, by the Queen's  
Most Excellent Majesty, by and with the advice and consent of the  
Legislative Council and of the Legislative Assembly of the Province

Preamble.

B

The proclamation of the Ontario Common Schools Act in 1851 was interpreted in many ways. It led to the creation not only of separate Catholic schools but also segregated Black schools, particularly west of Toronto. Black parents fought against this through writing petitions demanding the inclusion of their children or by holding protest meetings.



In smaller towns or farming areas, Black children often had to travel very far to attend all-Black schools. One, established in Buxton, produced such highly trained students that non-Black students wanted to go there, and many graduates proceeded to the University of Toronto.

Students of King Street School in Amherstburg,  
Ontario with their teacher, J. H. Alexander, [ca. 1890s]

Alvin D. McCurdy fonds

Reference Code: F 2076-16-7-4

Archives of Ontario, I0027815

Dennis Hill C. V. Nov. 22<sup>nd</sup> 1852  
Rev. E. Ryerson. A. S.

you will please pardon me  
for the liberty I have taken in appealing  
to you for redress for the base treatment  
I have received from the majority of the trustees  
of school section No. 3 in the Township of  
Camden County of Kent. I have <sup>used</sup> every respectful  
effort in my power with them, to have my  
son eleven years of age admitted into the  
above named school. But all to no purpose.  
They say that I am a black man and  
that it would be presumption in my <sup>own</sup> <sub>name</sub> <sup>to</sup>  
= <sup>order</sup> for my son to go to school among white  
children. Though I am among the largest  
tax payers in the said school section.  
The amt. of taxes that I am charged with  
and have paid this year was \$17 or thereabouts  
a few pence besides 12 days' statute labour.  
I am the owner three <sup>hundred</sup> <sub>acres</sub> acres of land  
of which between 80 & 90 <sup>are</sup> under cultivation  
situated nearly in the centre of said  
school section, and to <sup>be</sup> <sub>be</sub> <sup>debarred</sup> from my  
rights of school privilege for no other crime  
than that my skin is a few shades darker  
than some of my neighbours. I do think  
it unfair.

Rev. E. Ryerson d.d.

You will please pardon me for the liberty I have taken in appealing to you for redress, for the bad treatment I have received from the majority of the trustees of School Section No. 3 in the Township of Camden County of Kent. I have used every respectful effort in my power with them to have my son eleven years of age admitted into the above named school, but all to no purpose. They say, that I am a Black man and that it would be presumption in me to contend for my son to go to school among white children though I am among the largest tax payers in the said school section. The amt of taxes that I am charged with and have paid this year was \$17.00 less a few pence. Besides 12 days statuted Labour I am the owner three hundred acres of land of which between 80 – 90 acres under cultivation situated nearly in the centre of said school section, and to be debarred from my Rights of school privilege for no other crime than that my skin is a few shades darker than some of my neighbours, I do think it unfair and at the same these same Trustees, have invited white children, out of the Township and they even as far as invite some whites of the adjoining county to attend the said school and so enjoy the privilege of sending as many scholars as they please and the whole of that party put together so pay but a little more taxes than I do the above are facts therefore will you be so kind as to instruct me how to proceed & how I shall arrange matter so as to give my children their education, for I cannot let them grow up in ignorance. Be so good, most Rev (Sir) as to let me here from you by the earliest opportunity.

your most Humble and obedient ser't

(signed) Dennis Hill

P.S. address Dawn Mills  
Canada West

WINDSOR'S SCHOOL PRIVILEGES.

*Sept 5 1883*  
The Colored People Ostracized--  
Test Case Promised.

Windsorites who have children attending the public schools are all torn up because J. L. Dunn, a respectable colored man, manager of the Windsor varnish works, has seen fit to send his daughter to the Central school. In the one colored school of the town there are two rooms, in the lower of which about 60 children are taught, while only 12 to 15 attend at the higher room, and the colored children from all parts of the town must attend this school if they want instruction. Mr. Dunn on Monday placed his girl in the central school, as that was the nearest building. The principal ordered her to leave, but the plucky little girl refused to go. At the regular meeting of the school board last evening Trustee McKellar offered a resolution to abolish the higher room in the colored school, and permit the dozen pupils there to go to the central school. It would reduce expenses several hundred dollars, and as some of the other members were talking about retrenchment he thought it would be a wise policy.

Some of the other trustees were shocked at the idea of having their kids sitting beside colored children, and accused Mr. McKellar of trying to curry favor with the colored people. After some talk the resolution was finally referred to the committee on teachers, who will undoubtedly recommend that the transfer be not made. Mr. Dunn will take legal action in the matter, and Trustee McKellar has referred the question of whether a child can be excluded from school on account of color to the minister of education. There are only four colored schools in Ontario; at Windsor, Amherstburg, Dresden and Chatham.

*Sept 7*

In 1883, J. L. Dunn attempted to send his daughter to a school attended only by white children, causing an uproar. Alvin D. McCurdy fonds Reference Code: F 2076-14-0-3, page 16 Archives of Ontario



Dr. Mary Fitzbutler Waring  
(10024774) [ca. 1890]  
Black and white print, Alvin D.  
McCurdy fonds

Archives of Ontario



At the barber shop, Essex County 1900, Alvin D. McCurdy Fond. Archives of Ontario I0015263



Mr. Fred H.A. Davis and Miss Anne Alexander, in his law office on Ramsay Street, Amherstburg

Date: 1914

Creator: Photographer unknown. Alvin D. McCurdy fonds.

Reference Code F 2076-16-3-7-41

Archives of Ontario, I0014679



School group, including Jesse Henderson, Wilfred Simpson, and Florence Kirtty, Essex County, 1923. Alvin D. McCurdy Fond, Archives of Ontario I0024782