

# Wellington County Virtual History Book:

A Project to Scan, Index and  
make the Wellington County  
Women's Institute Tweedsmuir  
History Scrapbooks available  
online at [www.wcm.on.ca](http://www.wcm.on.ca)

Funding for this project came from  
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## **Wellington County Virtual History Book:**

A Project to Scan, Index and make the Wellington County Women's Institute Tweedsmuir History Scrapbooks available online at [www.wcm.on.ca](http://www.wcm.on.ca)

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# **Educational Component** for the Wellington County Virtual History Book: A Project to Scan, Index and make the Wellington County Women's Institute Tweedsmuir History Scrapbooks available online at [www.wcm.on.ca](http://www.wcm.on.ca)

## **Notes For The Teacher**

### **Background**

#### Who was Adelaide Hunter Hoodless?

Adelaide Hunter Hoodless was born in 1857, in a farmhouse in Brant County near St. George, Ontario. She was the last child born to Jane Hamilton Hunter, whose husband David Hunter had died just a few months before the birth. Adelaide married John Hunter of Hamilton in 1881 when she was twenty-four. They had a family of four children Edna, Joseph, Muriel and John. In the summer of 1889 their youngest son, John, at only fourteen months died from drinking unpasteurized milk. From this point on Adelaide Hunter Hoodless was devoted to the promotion of domestic science education.

#### When did the Women's Institute get started?

The first formal organization of a Women's Institute took place February 19, 1897 in Saltfleet Township, Wentworth County, through the combined efforts of Adelaide Hoodless and Erland Lee of the Farmer's Institute. This branch is today known as the Stoney Creek Women's Institute.

The Wellington County Women's Institutes first began in 1903. (Drayton in Wellington North started in 1903. Rockwood and Marden in Wellington South began in 1903. Hillsburgh in Centre Wellington began in 1904.) A list of Wellington County Women's Institutes can be found in **Appendix B**.

The Federated Women's Institutes of Ontario was organized on February 7, 1919, when it became apparent that there was a need for co-ordination of the work of the Branch Institutes for more effectiveness. The Federated Women's Institutes of Ontario was made a body corporate under the Agricultural Associations Act by an Order-in-Council of the Government of Ontario dated May 11, 1921.

The idea to form a national group was first considered in 1912. In 1914, however, when the war began the idea was abandoned. At the war's end, it was Mary MacLissac, Superintendent of Alberta Women's Institute, who revived the idea. In February 1919, representatives of the provinces met in Winnipeg, Manitoba, to form the Federated Women's Institutes of Canada. The rural women of Canada were organized so they might speak as one voice for needed reforms. The coordinated provincial groups could provide a more consistent organization.

#### Why are they called The Tweedsmuir History Books?

The Federated Women's Institute's of Ontario (FWIO) established a committee for Historical Research and Current Events as early as the 1920s. The Institutes were encouraged to compile scrapbooks to record the history of their local community. This was the foundation of the Tweedsmuir history books.

As an anniversary project to mark the occasion of the fiftieth birthday of the Women's Institute movement in 1947 the Tweedsmuir History Books were launched. Lady Tweedsmuir, who had traveled to Canada from England with her husband, the former Governor General of Canada had been a strong promoter for the collection of local history through the Women's Institute's. During her time in Canada from 1936 to 1940, she served as honorary president of the Women's Institutes of Canada. In 1947 the history collections were named The Tweedsmuir History Books in honour of her dedicated interest in the preservation of history.

#### What types of information are included in the The Tweedsmuir History Books?

- an acknowledgement of the roots of the WI movement traced to Adelaide Hoodless and Erland Lee
- a history of the local Women's Institute Branch
- the history of the earliest settlers in the area covered by the branch
- agricultural practices and industries; farm and family histories
- social institutions including churches, schools and community centres
- local personalities including war veterans

#### What types of documents can be found in the Tweedsmuir History Books?

- Short articles relating to local history and individual branch activities and programs
- photographs and newspaper clippings relating to local people, places and organizations
- local history publications (ie. school, community and church histories)

#### **Brief overview of Wellington County Virtual History Book:**

The aim of this project was to scan, index and make available on the internet the Tweedsmuir histories of the Women's Institutes Branches in Wellington County, Ontario. This was one of Wellington County's 150<sup>th</sup> anniversary projects in the year 2004. The Virtual History Book was funded by the Ontario Library Strategic Development Fund (Ontario Ministry of Culture Heritage and Libraries Branch).

**GO TO** [www.wcm.on.ca](http://www.wcm.on.ca) → Tweedsmuir History Project

#### Preface Page

Introduction to the Wellington County Virtual History Book.

#### SearchPage.

See the table of Wellington County Women's Institute Branches on our Preface Page to determine which branch volumes have been indexed and which volumes can only be browsed. As time permits more volumes will be name and subject indexed.

There are three search options:

#### **Name Search:**

1. Choose a geographic location using the pre amalgamation geographic name (**Old Township** i.e. Arthur Township) **or** the current/new geographic name (**New Township** i.e. Township of Wellington North). Use **All Townships** if you are not sure about a specific geographic location.
2. Enter a **Last Name** and/or a **First Name**.
3. Click **Submit**.

4. Scroll down the page to see your **Search Results**. Search results can be further sorted by clicking on the column heading of your choice.

### **Subject Search:**

1. Choose a geographic location using the pre amalgamation geographic name (**Old Township** i.e. Arthur Township) **or** the current/new geographic name (**New Township** i.e. Township of Wellington North). Use **All Townships** if you are not sure about a specific geographic location.
2. Enter a **Subject or Keyword**. (i.e. business, church, school, concession, lot)
3. Click **Submit**.
4. Scroll down the page to see your **Search Results**. Search results can be further sorted by clicking on the column heading of your choice.

### **Browse Volume by page:** (particularly unindexed volumes)

1. Choose a **geographic location**.
2. Choose an **institute**. (See **Appendix B** or **Preface** page online for a list)
3. Choose a **volume** number.
4. Optionally if you have already been on the site and found a specific page reference you may enter the page number here.
5. Click **Submit**.
6. Scroll down the page to see your **Search Results**. Click on page 1 or choose another page range. Advance forward or backward through the pages using the Microsoft Internet Explorer Remote Controller.

## **Synopsis**

The Wellington County Virtual History Book gives elementary aged students an opportunity to examine the history of Wellington County's people, places and organizations by reading the history compiled and collected by the County's Women's Institute Branches.

Students will learn about the history of Wellington County through the writing of rural women. This history is about the people of past generations, their dreams and ambitions, hardships and accomplishments. As students discover the past they should draw their own conclusions about social, economic and political history.

## **Use in Supporting Curriculum**

The online Wellington County Virtual Tweedsmuir History Books educational component is designed to complement the resources available to teachers. This resource complements the Grade 2 and 3 social studies program and the Grade 7 and 8 history program. This online resources is a great supplemental learning tool for the specific areas outlined below as taken from *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*. The curriculum expectations for grades 2/3 and 7/8 are listed in **Appendix A**.

## Student Curriculum Activities

Welcome to the Wellington County Virtual Tweedsmuir History Books. Here you will learn about the history of Wellington County through the writing of rural women. This history is about the people of past generations, their dreams and ambitions, hardships and accomplishments. As you discover the past draw your own conclusions about social, economic and political history. The Wellington County Tweedsmuir collection is primarily for students in grades 2, 3, 7 and 8. Choose a grade to begin your search of The Wellington County Tweedsmuir History! A list of Wellington County Women's Institutes can be found in **Appendix B**.

### **Grade 2 Heritage & Citizenship: Traditions and Celebrations**

Which holidays usually have parades? What is one thing that you will almost always see in this holiday parade? Can you recognize any Canadian symbols (flags, banners, crests)?

People have always joined various clubs. Name some of these clubs? Find out more about one specific club. Could anyone join? Did they have rules? Did they have their own clubhouse? Can you find out what these club members had in common or why they met?

What is a reunion? What were some of the groups that held reunions? What did they do at their reunion? Was it in celebration of a special year or event? Has your family ever had a reunion?

### **Grade 3 Heritage & Citizenship: Pioneer Life**

Make your own timeline! Place a family members birthday on the timeline. Now, check out important events that happened at the same time. Enter the date, the name of your family member and then the Canadian or local event. 1914\_\_\_\_\_1924\_\_\_\_\_1939

WWI                      John Smith                      WWII

Draw your own family tree. What country do your ancestors come from? Put the name of the country they were born in beside their name.

John Smith, England, 1924 married Mary Martin, Germany, 1924  
Susan Smith, Canada, 1926  
Robert Smith, Canada, 1928

What was school like in the early 1900s? Did they have hydro, telephone, plumbing or heat? How many classrooms were in a typical school? How many students were in a class? How did the children get to school? Often in the spring and fall the older children would not be at school. Can you find out where they were?

### **Grade 3 Canada and World Connections: Urban and Rural Communities**

Compare a map of a small town or village to a map of that same town or village today. What has changed? Does the town have more streets or fewer streets than today? Did the town businesses start up near a river or railroad tracks? What are some examples of businesses that used to be in this town that no longer exist?

Build a model replica of an early 1900s schoolhouse. Think about lights, heat and washrooms. Use popsicle sticks, wood, cardboard, foam board, etc. This could also be done on the computer if access to a design program is available.

Build a model replica of an early 1900s train station in typical Wellington County town. How do you think the location of the railroad station was selected? Why was the railroad so important to this town? What buildings would you locate close to the railroad? Use popsicle sticks, wood, cardboard, foam board, etc. This could also be done on the computer if access to a design program is available.

### **Grade 7 British North America**

There were major changes in Wellington County due to the Great Migration of Immigrants to the area. Use primary sources to find out more about life in these times. Diaries, maps, newspapers, letters, and photographs along with business and government records will be sources for information. Look for first hand evidence of an event. Learn to distinguish between primary and secondary sources.

When did institutions such as schools and hospitals open in your community? Pick a local institution and discuss why it first began? If possible, find out how the public felt about such an institution? Were they in support of it or against it from the beginning? What was in place before this institution began? Why were the old options no longer considered as good enough? What else was happening during this time period that could have contributed to the development of such an institution?

Trace the historical development of any small town in Wellington County. Include businesses (especially agricultural), schools, churches, railroads, highways, key personalities and the contributions of various cultural groups.

### **Grade 8 Canada: A Changing Society**

Industrialization had dramatic effects on society at the turn of the century. There were major changes for the people of Wellington County. New immigrants and a period of economic growth along with advancements in technology promoted major changes in the county. What were some of these changes?

The people of Wellington County were very involved in WWI. What were some sacrifices that they made? What happened to the businesses and the farms during the war? How did women/children/the elderly contribute to the war effort? What other effects did the war have on small communities or Wellington County as a whole?

Can you find any examples of the changing role of women throughout the Tweedsmuir History Books? Did the Women's Institute play a significant role for women? In your opinion, do you think the Women's Institute played a progressive part in the changing role of women? Why or why not? Support your answer with evidence

## **Appendix A**

### **Grade 2 Heritage and Citizenship: Traditions and Celebrations**

#### **Specific Expectations**

##### *Understanding Concepts*

- demonstrate an understanding that communities may be made up of many cultures
- demonstrate an understanding that traditions are passed down from parents and grandparents (e.g., celebrations, names)
- identify ways in which heritage and traditions are passed on (e.g., through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing)
- identify the cultural origins of various family cultures (e.g., food, dress, celebrations)
- describe a family history by identifying major events
- describe the contributions each family makes to the community (e.g., voting, providing services through occupations)

##### *Developing Inquiry/Research and Communication Skills*

- locate simple information about family history and traditions from primary sources (e.g., interviews, eyewitness visitors, class trips) and secondary sources (e.g., maps, illustrations, print materials, videos)

##### *Applying Concepts and Skills in Various Contexts*

- construct a timeline identifying the history of a family member or a special person, orally, pictorially, and in written form
- construct a simple family tree identifying members of a family
- identify community celebrations that reflect their own heritage and Canadian identity (e.g., Carnaval de Quebec, Calgary Stampede)

### **Grade 3 Heritage and Citizenship: Pioneer Life**

#### **Specific Expectations**

##### *Understanding Concepts*

- identify the countries of origin of the pioneers who settled in Upper Canada
- identify the areas of settlement in early Canada
- identify the Aboriginal peoples located in Upper Canada at the time of first settlement
- explain how the pioneers used natural resources (e.g., water, forests, land)
- describe the influence of Aboriginal peoples and pioneers in the area of farming methods (e.g., the use of crop rotation)
- describe the major components of a pioneer village or settlement (e.g., grist mill, church, school, general store, blacksmith's shop)
- describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.

##### *Developing Inquiry/Research and Communication Skills*

- use appropriate vocabulary (e.g., grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples) to describe their inquiries and observations

- ask questions to gain information and explore alternatives (e.g., concerning relationship between community and environment)
- locate key information about pioneer communities from primary sources (e.g., local museums; pioneer houses, forts, villages) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs)
- collect and evaluate information about human and environmental interactions during the early settlement period.
- communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool)

### Applying Concepts and Skills in Various Contexts

- locate and label pioneer settlements on a map of Upper Canada
- compare and contrast the lives (e.g., daily routines) of pioneer and present-day children of similar ages
- students can compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources)
- compare and contrast buildings in a pioneer settlement with those of the present day
- compare tools used by the pioneers to today's tools (e.g., hand saw/power saw)
- investigate pioneer diet and compare it to that of present – day people (e.g., snacks, beverages, breakfast, lunch, dinner)
- compare past and present techniques of processing products (e.g., production of maple syrup/sugar, lumber, and grain products)
- identify significant heritage symbols on the Canadian coat of arms (e.g., beaver: fur trade; maple leaf: early settlers; Union Jack: Britain)

## **Grade 3 Canada and World Connections: Urban and Rural Communities**

### **Specific Expectations**

#### Understanding Concepts

- demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities
- describe the interaction between people and the environment (e.g., dependence on nature for food, water, energy)
- demonstrate an understanding of why people live where they do (e.g., because of family ties, occupations, amenities, schools)

#### Developing Inquiry/Research and Communication Skills

- use appropriate vocabulary (e.g., urban, rural, city, town, village, environment, scale, north, south, east, west) to describe their inquiries and observations
- locate key information about rural and urban communities from primary sources (e.g., surveys, interviews, and fieldwork) and secondary sources (e.g., surveys, interviews, and fieldwork) and secondary sources (e.g., charts, graphs, maps, models, and CD-ROMs)
- sort and classify information about communities to identify issues, solve problems, and make decisions

## **Grade 7 British North America**

### **Specific Expectations**

#### **Understanding Concepts**

-demonstrate an understanding of life in English Canada (e.g., early pioneer experiences, family life, economic and social life, growth and development of early institutions, transportation, and emergence of towns)

#### **Developing Inquiry/Research and Communication Skills**

-locate relevant information about how early settlers met the challenges of the new land, using a variety of sources (e.g., artifacts, journals, letters, statistics, field trips, interviews, original documents, maps, illustrations, print materials, videos, CD-ROMs, Internet)

#### **Applying Concepts and Skills in Various Contexts**

-trace the historical development of their own community (e.g., including an account of its origins, key personalities, and the contributions of various cultural groups)

## **Grade 8 Canada: A Changing Society**

### **Specific Expectations**

#### **Understanding Concepts**

-identify major developments (e.g., the suffrage movement) and personalities (e.g., Nellie McClung) in the women's rights movement, and demonstrate an understanding of the changing role of women in Canadian society (e.g., with respect to composition of the labour force)

-demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history

-demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world.

#### **Developing Inquiry/Research and Communication Skills**

-analyze, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century)

#### **Applying Concepts and Skills in Various Contexts**

-describe and evaluate the effects of technology on Canadian society

## Appendix B : List of Wellington County Women's Institutes

BRANCH	DISTRICT	START DATE	END DATE	GEOGRAPHIC LOCATION	ORIGINAL RECORDS LOCATION
Allardice	Centre	1955	1971	Nichol Twp.	WCMA
Alma	Centre	1973	active	Peel Twp.	WCMA / GPLA
Arkell	South	1909	active	Puslinch Twp.	WCMA / GPLA
Arthur	North	1905	1916	Arthur Twp.	
Arthur Centennial	North	1972	1999	Arthur Twp.	WCMA
Badenoch/Badenock	South	1934	active	Puslinch Twp.	WCMA / GPLA
Ballinafad	Halton	1905	1921	Erin Twp.	WCMA
Beehive	North	1949	active	Minto Twp.	WCMA / UGSC / AO
Belwood	Centre	1927	active	West Garafraxa Twp.	WCMA
Belwood Belles Jr.	Centre	1951	1953	West Garafraxa Twp.	?
Bethany	South	1906	1907	Puslinch Twp.	UGSC
Brisbane	Centre	1921	1931	Erin Twp.	?
Brock Road	South	1948	active	Puslinch / Guelph Twps	WCMA / GPLA
Carry On	North	1938	still active	Minto Twp.	WCMA
Cedarville / Cedarvale	Centre	1932	1947	Erin Twp.	?
Clifford	North	1900	1980	Village of Clifford, Minto Twp.	WCMA
Coningsby	Centre	1905	active	Erin Twp.	WCMA (Other)
Conn	North	1903	1985	Village of Conn, Arthur Twp.	WCMA
Cotswold SEE Teviotdale					
Cumnock	Centre	1910	1967	Nichol Twp.	WCMA
Damascus	North	1968	still active	Arthur Twp.	?
Downey	South	1939	1962	Puslinch Twp.	?
Drayton	North	1903	1995	Village of Drayton, Peel / Maryborough Twps.	WCMA (Other)
Drew	North	1908	disbanded	Minto Twp.	WCMA (Other)
Eden Crest	South	1950	1967	? Eramosa Twp.	GPLA
Eden Mills	South	1907	1909	Eramosa Twp.	?
Eden Mills (reorganized)	South	1924	1969	Eramosa Twp.	?
Elora	Centre	1931	still active	Nichol Twp.	WCMA / UGSC / AO
Ennotville	Centre	1914	still active	Nichol Twp.	WCMA / UGSC / GPLA
Eramosa	South	1931	1974	Eramosa Twp.	WCMA / GPLA
Eramosa jr	South	1923	1933	Eramosa Twp.	?
Erin	Centre	1926	1962	Erin Twp.	WCMA / UGSC / AO
Erin jr (reorganized)	South	1984	still active	Eramosa Twp.	?
Erin Jr.	Centre	1927	1956	Erin Twp.	?
Erin Township Jrs.	South	1948	1957	Eramosa Twp.	?
Everton	South	1908	1952	Eramosa Twp.	WCMA (Other)
Farewell	North	1948	1994	Arthur Twp.	WCMA
Fergus	Centre	1921	still active	West Garafraxa / Nichol Twps.	WCMA / UGSC / AO
Greenbush	North	1925	still active	Minto Twp.	?
Greenock	Centre	1948	still active	? Erin / Eramosa Twps.	?
Guelph Jr.	South	1948	1951	Guelph Twp.	?
Hillsburg Auxiliary	Centre	1922	still active	Erin Twp.	WCMA
Hillsburg Junior	Centre	1922	1948	Erin Twp.	WCMA (Other)
Hillsburg Senior	Centre	1904	1967	Erin Twp.	WCMA (Other)
Jean Scott Jrs.	South	1975	still active	Guelph Twp.	?
Kenilworth	North	1905	1823	Arthur Twp.	?
Killean	South	1905	1908	Puslinch Twp.	?

Little Ireland	North	1926	still active	Minto Twp.	WCMA
Living Springs	Centre	1925	1995	West Garafraxa Twp.	WCMA / UGSC / AO
Marden	South	1903	1915	Guelph Twp.	?
Marden (reorganized)	South	1924	1927	Guelph Twp.	WCMA (Other)
Maryborough Jr.	North	1948	1954 North	Maryborough Twp.	?
Maryborough	North	?	disbanded	Maryborough Twp.	?
Mimosa	Centre	1918	1993	Erin Twp.	WCMA / UGSC
Moorefield	North	1904	still active	Maryborough Twp.	WCMA
Morrison	South	1956	still active	Puslinch Twp.	WCMA / GPLA
Mosborough	South	1947	still active	Guelph Twp.	WCMA / GPLA
Mount Forest	North	?	disbanded	Arthur Twp.	WCMA (Other)
Nichol Jr.	Centre	1949	1953	Nichol Twp.	?
North Gate	North	1951	1995	Arthur Twp.	WCMA / UGSC / AO
Ospringle	Centre	1926	1986	Erin Twp.	WCMA
Paisley Block	South	1905	1923	Guelph Twp.	?
Palmerston	North	1903	1988	Minto Twp.	?
Ponsonby	South	1971	still active	Pilkington Twp.	WCMA (Other)
Puslinch	South	1903	still active	Puslinch Twp.	?
Puslinch Lake	South	1948	1964	Puslinch Twp.	?
Riverside	South	1915	still active	Guelph Twp.	WCMA / GPLA
Riverside Jrs.	South	1978	1988	Guelph Twp.	?
Rock a Long	South	1936	1995	Eramosa Twp.	WCMA
Rockwood	South	1903	1955	Eramosa Twp.	?
Rockwood Jr.	South	1932	1936	Eramosa Twp.	?
Rothsay	North	1908	still active	Maryborough Twp.	WCMA
Royals	South	1927	1993	?Guelph Twp.	WCMA / GPLA
Speedside	Centre	1915	still active	Eramosa Twp.	WCMA / GPLA
Teviotdale	North	1954	active	Minto Twp.	?
Tralee	North	1947	?	Maryborough Twp.	UGSC
Utoka	South	1924	1988	Eramosa Twp.	WCMA (Other)
West End	South	1915	still active	Guelph Twp.	WCMA / GPLA
West End Jrs.	South	1979	1989	Guelph Twp.	?

Records Location: Only repositories accessible to the public are listed. Some original records are stored with the individual branches.

? = uncertain of date or unknown location of records

WCMA = Wellington County Museum and Archives

GPL = Guelph Public Library

*The History of Wellington County by Jean Hutchinson, 1997.*

UGSC = University of Guelph Special Collections

Other = records other than Tweedsmuir History ie. Programmes, minutes, scrapbook.