

Morse's Geography, Mavor's Spelling Book, Walkingame's and Adam's Arithmetics, and the boy or girl who could master this course of study, was prepared, so far as the education within their reach could fit them, to undertake the responsibilities of life, and it was acquired generally at the expense of a daily walk of several miles through deep snow and intense cold with books and dinner-basket in hand.'

The school-houses where the youth were taught were in keeping with the extent of instruction received within them. They were invariably small, with low ceilings, badly lighted, and without ventilation. The floor was of rough pine boards laid loose, with cracks between them that were a standing menace to jack-knives and slate pencils.* The seats and desks were of the same material, roughly planed and rudely put together. The seats were arranged around the room on three sides, without any support for the back, and all the scholars sat facing each other, the girls on one side and the boys on the other. The seats across the end were debatable ground between the two, but finally came to be monopolized by the larger boys and girls who by some strange attraction gravitated together. Between was an open space in which the stove stood, and when classes were drawn up to recite, the teacher's desk stood at the end facing the door, and so enabled the teacher to take in the school at a glance; but the order maintained was often very bad, in fact it would be safe to say the greatest disorder generally prevailed. The noise of recitations, and the buzz and drone of the scholars at their lessons, was sometimes intolerable, and one might as well try to study in the noisy caw-caw of a rookery. Occasionally strange performances were enacted in those country school-rooms.' I remember a little boy between seven and eight years old getting a severe caning for mis-spelling

a simple word of two syllables, and as I happened to be the little boy I have some reason to recollect the circumstance. The mistake certainly did not merit the castigation, the marks of which I carried on my back for many days, and it led to a revolt in the school which terminated disastrously to the teacher as well. Two strong young men attending the school remonstrated with the master, who was an irascible Englishman, during the progress of my punishment, and they were given to understand that if they did not hold their peace, they would get a taste of the same, whereupon they immediately collared the teacher. After a brief tussle round the room, overturning some of the benches, he was thrown on the floor, and then one took him by the nape of the neck, and the other by the heels, and threw him out of doors in the snow. There were no more lessons heard that day. On the next an investigation followed, when the teacher was dismissed, and those guilty of the act of insubordination admonished.

Dr. Rolph thus refers to the state of schools two years later: 'It is really melancholy to traverse the Province, and go into many of the common schools; you find a brood of children, instructed by some Anti-British adventurer, instilling into the young and tender mind sentiments hostile to the parent State; false accounts of the late war, in which Great Britain was engaged with the United States; Geography setting forth New York, Philadelphia, Boston, &c., as the largest and finest cities in the world; historical reading books describing the American population as the most free and enlightened under heaven, insisting on the superiority of their laws and institutions, to those of all the world, in defiance of the agrarian outrages and mob supremacy daily witnessed and lamented; and American spelling books, dictionaries, and grammars, teaching them an Anti-British dialect and idiom, although living in a Pro-

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