

or logs as large as two yokes of oxen could haul, made up the greater part. All sending children to or attending the school freely contributed in the fuel line, either in cutting or hauling. Young men working for farmers at eight dollars a month during summer, could have "a winter's schooling" of three months for a dollar and a quarter, while they worked nights and mornings for their board. There were no andirons for this great fireplace, but instead thereof fire-proof stones of the proper shape were used to rest the wood upon. The first important point to be observed in making those huge fires was to get a large back-log of timber that would burn slowly; for when a back-log gave out during the day, a general rebuilding of the fire must take place, and all who ever assisted in the operation will remember quite easily that it was a vexatious and a very smoky job. The tears we have shed on such occasions were sufficient to express our grief for the loss of all our friends. The back-log, six or seven feet in length, being rolled into a bed of hot coals, the back-stick and the top-stick were mounted above it, in front came a big fore-stick, next the brands and the chinking were systematically put into shape, and the great fire, crashing and crackling, soon sucked a small hurricane up the chimney, and the room being freed from smoke, the door and windows would be closed and all leave off weeping and settle into composure, and the "master," too, suddenly became a nice man again, and stamping the ashes off his boots, and brushing his clothes with his hands and wiping the perspiration from his forehead, would sweetly say, with a sigh, "bring in some wood to dry."

To be capable of building and keeping up a good fire was an important qualification for a teacher. If the word was passed around that a "master didn't know anything about building

fires and keeping the children warm," his chances for the next winter would be doubtful—he might answer for summer teaching but not for winter. Teachers were paid six shillings and threepence to seven and sixpence, H. cy., per quarter (3 mos.) for each pupil taught, with board among the employers in proportion to the number of pupils each sent to the school; otherwise ten shillings without board, in which case an account was kept of the number of days' attendance, and the pay was doled out accordingly. One of our best teachers was employed at ten dollars a month, with board guaranteed as customary. This was an uncertain method of keeping a school open, and occasionally patriotic people would subscribe one or two pupils, who had no children to send to the school. Our school books were Webster's Spelling Book, Murray's small English Grammar, Johnson's Dictionary, to which we referred to ascertain the part of speech to which a word belonged. Our reading books were that very excellent work, Murray's English Reader, the New Testament, and an occasional stray newspaper. Walkinghame's Arithmetic, and afterwards DeBoll's, completed the list of books. Arithmetic was taught in great part without a book, or one made to answer for several pupils. Slates were scarce and without frames, and pencils hard to obtain. I was fortunate in having a small slate given me by a kind old lady who had brought it from Dutchess County, N. Y. Thus we struggled on for years—thirsting for learning without the means of acquiring it. At length, teachers from the New England States, who had been trained under the great Noah Webster's system, came in search of situations. The first employed introduced Woodbridge & Willard's Geography; they were brought in by the stage coach, and were expensive, \$1.75 per copy, but how delighted we were