Newspaper Decisions.

1. And person who takes a paper regularly from the post office, whether directed in his name or another's, or whether he has subscribed or not, is responsible for payment.

2. If a person orders his paper discontinued he must pay all arrears, or the Publisher may continue to send it until payment is made, and then collect the whole amount, whether the paper is taken from the office or not.

3. The courts have decided that refusing to take newspapers or periodicals from the post office, or removing and leaving them uncalled for, is prima facie evidence of intentional fraud.

THE ACTON FREE PRESS

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Acton Free Press

T. ALBERT MOORE, Editor.

Thursday Morning, Oct. 3, 1878.

Mr. Vennor, who reads the stars, comprehends the moon, and is intimately acquainted with the movements and instincts of all our dumb relations, says, we are about to have an early and a late winter; but during the middle of it we are to be favored with an unusual spell of mild weather. Now, had Mr. Vennor predicted for us something much more rigorous, we should have been compelled to bow our heads in submission, for when Mr. Vennor says it, it must be so, as his record is too well known for him to be contradicted, and, even when he is slightly out of his reckoning, it only answers to tell him so in the gentlest possible manner.

Yellow fever does not seem to be relaxing its hold upon the districts which it is scourging. Of course the number of daily deaths is much less, but the reduction is barely proportional to the amount of the living still remaining in that terribly distressed district.

An Elora Bigamist.

The *Express* says: "About seven years ago Thomas Knight, who for the past two years has been employed in the Elora brush factory, married a young woman in Montreal. After six weeks of wedded life his wife was called to Quebec to attend her sister's funeral, leaving her husband to keep bachelor's hall. But, fickle man, he quickly tired of cold meals, and thinking that now or never was the time to have a change he sold out everything, forgot to tell his wife of his whereabouts, and found himself in London some four years ago. Here he was again seized with a desire for matrimonial bliss, and took unto himself wife No. 2. Proving more constant in his second trial, he has lived with this wife for the past four years,—two of which were spent as one of our citizens. Lately wife No. 1. got track of her erring lord, and despatched letters to the Brush Factory Co., proclaiming her grievances. Thomas was made acquainted with the fact, but strictly denied everything. Patching up an excuse, he quietly and unknowingly took the first train south, leaving all knowledge of his present residence in doubt. Mrs. Knight has a brother in town who takes charge of her and her three children."

The Elora Carpet Factory is advertised to rent.

The well known half way tree between Guelph and Elora has been blown down.

The fines and fees at the Toronto Police Court for the month of August, amounted to $1,933.85.

There was 42 births, 7 marriages and 26 deaths registered in Toronto for the week ending Sept. 28.

The Masons and Oddfellows of the United States have contributed over $50,000 for the sufferers in the Southern States.

There has been a butchers' tournament at Belleville, a prize being given the fleshers who most rapidly killed and dressed an ox.

The I. O. O. F., of Palmerston, who had their hall destroyed by fire, about a week ago, have already commenced the erection of a new block.

By a vote of two thirds the title of the Grand Lodge of the Order of Oddfellows has been changed to that of "Grand Lodge of the Independent Order of Oddfellows."

The directors of the Great Western of Canada announce that after paying the interest on terminable bonds and debenture stock, there will be no balance remaining for dividends on preference stock.

On Friday morning the early train on the Grand Trunk was delayed at Norval by the baggage car being thrown off the track, in consequence of the locomotive striking a cow that was on the track. The car was left behind, and the train proceeded west with very little delay.

ACTON IS HOSPITABLE

Halton County Teachers are entertained here.

The Association's most profitable Meeting.

Teachers present from all parts of the County.

Grammar, Geography, Reading, Uniform Promotions, etc., etc., discussed.

All go home Satisfied.

Next Meeting to be held in February, at Georgetown.

A large number of school teachers assembled in Acton, to attend the meeting of the Halton County Teachers' Association, which was held in the School House, on Thursday, Friday and Saturday of last week. Mr. Little, P. S. I. for Halton, and president of the association, had just returned from Algoma the evening before, where he had been inspecting the schools during the past six weeks.

The school house was decorated in the following manner, in honor of the occasion. As the audience took their seats, the words "Welcome to Acton" were to be seen on the wall, handsomely worked in white on red flannel. In a semi circle over the clock, was the appropriate motto, *Tempus Fugit*, —"time flies." Over the door leading into the second department was the inscription, *Docendo Discimus*,—"By teaching, we learn." On the wall facing the teacher's desk were the mottoes, Duty, Discipline and Diligence, Patience, Perseverence and Politeness," all neatly worked with evergreens. The doors and windows were also bordered with evergreens, the whole presenting a most beautiful and pleasing appearance, and all reflect great credit and skill upon Mr. W. H. McDonald, who had charge of the decorations.

THURSDAY

MORNING SESSION.

The opening services were conducted by the secretary of the Association, Mr. Coates, of Lowville, and the roll was called, after which the motions and the other important business transacted at the last meeting of the Association, held in Oakville, were read and adopted. The Minutes of the Meeting of the Managing Committee, held in Milton, on the 9th of August, were read and adopted.

The President, Mr. Little, then informed the Association that he had received a telegram from Mr. J. A. McLellan, stating that Mr. Louis, an excellent elocutionist would be with them on Friday evening, when he would render some readings. The secretary also said that he had received a letter from Mr. Wellwood, of Oakville, stating that he could not be present in time to give his paper on reading.

After this routine business, Mr. Little gave an address. He said that the most of those present were aware that he had just returned from Algoma district, where he had been laboring hard during the past six weeks. He doubted whether the company present were all aware of the vast proportions of this district. It is twice as large as all the rest of the Province of Ontario, and covers an area of over 300,000 square miles. The district is rapidly settling, and there are about 10,000 settlers there already. With regard to education, very little has been done as yet. He was not at all prepared to give an address, as he had just returned from such a long journey. Having travelled over 1,000 miles since Tuesday morning, he felt very much fatigued, and on account of his numerous exposures during his trip, he had not felt well the past week, and as he had been occupied the night before reading the mass of correspondence which had accumulated during his absence, he had been unable to prepare a speech, and hoped that any remarks he might make would be kindly received. He believed that every one should have an interest in the cause of education. In countries which are still in a barbarous condition, it was different, but as the cause of education advances, barbarism declines. Some people have the idea that they know all about education, and it will generally be found that those professing this are those who know the least about it, while those who have studied the subject most, when asked what it is cannot tell you, but as they study the subject more, they seem to think they know less about it, at least that was the speaker's experience. When teaching school he sometimes thought he saw some good teaching, but now he thought different. Some people had the opinion that education was a great blessing, and that it helped to diminish crime, and consequently virtue would flourish in our land if it were necessarily encouraged, but other people think it is a great curse, and that wherever education was taught simpler facilities were afforded to act in a criminal manner, and forgeries, and such acts would be of frequent occurrence. He was thankful that the last idea was not much prevalent in this fair Dominion of ours. There are two kinds of education employed in training children, one tending to do good, the other to do evil, and while these different trainings are going on, the teacher should aim high in the educating process, in order that his pupil may be an honor to him. Some people say that all the education their children require is that they may make good mechanics or tradesmen; if a child can read and write, that is all that is necessary. But he would not call that education, of course it is a gain, but it only assists him in getting a livelihood. The child is better off than one who has no education at all, but still, others expect more from their children than that. They say the world goes faster every day, and they want their children to take their part in its affairs, as citizens of the country, and to be able do this, they require to have a good education. In Ontario, education is a branch of politics, but the speaker was not prepared to say whether this was a benefit or not, but where universal suffrage exists it is required. He dealt for some time on the privileges of electors and how to vote intelligently, and how much better it would be to give our children a proper education. It requires the cultivation of the several qualities to make good workmen and useful citizens, but in addition to this it requires faculty, power, feeling, etc., to make good men and women, therefore let it be our highest aim to so develope a child's mind that we may produce good christian men and women. To do this all a child's good qualities must be studied and developed, and if this is properly done the teacher's drawbacks will be demolished. He then advised the teachers to study the characters of their students. You cannot force education, nor cram wisdom into a child's mind, but by studying the character of the child and the capacity of its brain, you will be able to make it learn more than if this policy is not followed. Teachers are only one agent to develope a child's mind, and not the most potent either. Sometimes children hear oaths on the street which they store up in their minds and sometimes the child's parents drop words before them, and it is almost impossible for a teacher to eradicate these bad influences. We know so very little about what is going on in this child's mind unless it is expressed. We can find out from pupils what they know, but we can't tell what they desire. He then advised the teachers to teach their pupils discipline, diligence, duty, patience, perseverance, and politeness, and by doing this our children will grow up to do honor as men of intelligence.

After a vote of thanks to Mr. Little, the association adjourned until 1.30 o'clock.

With reference to Mr. Little's late visit to Algoma, the *Pioneer* of the 13th ult., says:—

SCHOOL INSPECTION.

"R. Little, Esq., Public School Inspector for this District is now making his tour of inspection of the Public schools in the District and is collecting some very interesting and important facts in connection therewith.

The total number of schools in operation on Manitoulin Island in 1875, was five; this year there are fourteen school sections and thirteen schools in operation.

In the same year the total number of schools in operation throughout the District was ten, with an average daily attendance for the first half year, of 263 49. This year the number of schools has increased to twenty-two, with twenty five departments, and the daily average attendance has increased to 578 17, a gross increase of 314 98 in the daily attendance—or 51·28 more than doubled.

Two Union school sections have been lately organized in the townships to the rear of Bruce Mines, one between Rose and Plummer and one between Plummer additional and Lefroy. This is one of the most pleasing features in the settlement of the district that as soon as ever there is sufficient population the people organize school sections.

Steps have been taken by the Inspector to form four new sections on St. Joseph's Island.

Forms of the petition required for the formation of new sections have been distributed in various parts of the District, and will probably lead to the formation of other sections. The Inspector will we are sure, be glad to communicate with the settlers in any of the unorganized townships, and we hope our settlers in the newly formed settlements will open communication with him, with this object in view without delay. Letters should be addressed to R. Little, Esq., Public School Inspector, Acton Ont.

The attendance at Bruce Mines school, the last half year, was the best in the district, the daily average amounting to 98·65; Prince Arthur's Landing came next with 86·21, and Sault Ste Marie, third with 61·24. That is a small average for this town and the trustees require to interest themselves so as to induce a much larger attendance the present half year.

The value of assessed property in Algoma, for school purposes, was in 1875, $266,619; in 1876, $555,392; and last year $757,392 being an increase of 490,773 in two years.

If the country is being prospered in other sections under Mr. McKenzie's administrations as Algoma has been, by all means let him go on for another term. Such evidence "of going to ruin"(!) is quite encouraging and we want more of just such ruin."

AFTERNOON SESSION.

After calling order the President informed the teachers that all were expected to take part in the discussions, as the meetings would then be more profitable and interesting.

Mr. Moore, H. M., of Georgetown P. S., had informed the secretary that he was unprepared with his paper on "Grammar and Composition," but that Mr. Malcolm, of Georgetown would open the subject for discussion.

Mr. Malcolm would rather that the subject should be left over, as he had not had time to get up a paper on the subject.

Mr. Coates did not like to be pressing, particularly when a good excuse was forthcoming, and he would refer Mr. Malcolm to a conversation they had some time ago, when he (Malcolm) had promised to take up a subject if he (Coates) would. He was sure that Mr. Malcolm could not plead ignorance of his subject, and would request that he would let us have it opened in some way, and their more teachers would likely take part in the discussion.

Mr. Little represented that the gentlemen referred to had made a mutual agreement, and that Mr. Coates had fulfilled his part, and now it remained for Mr. Malcolm to do his part. He asked the opinion of the association and a unanimous vote proclaimed that Mr. Malcolm should open the subject.

Mr. Malcolm had forgotten the incident which Mr. Coates had related, but it would be remembered how difficult it was when he was secretary of the association to get anyone to lead a subject, and he may have made a rash promise to that effect. He always considered the subject of grammar to be an important one in teaching, and thought the youngest child should be taught it. At the time a child could distinguish the name of a thing it was time to commence, and then, by the time a child entered the second class its mind would be prepared for some other subject in this line. He thought that every reading lesson should be made a grammar lesson. He would not introduce the text book until the pupil had entered the fourth class, and then the pupils mind would be fully prepared to enter the subject. With regard to composition, he thought it should be the daily care of the teacher. In answering questions the pupil should be taught to construct its sentences properly. In correcting composition, the teacher should be careful not to correct too much. If a slate of composition is presented, and it is "bristling with errors," it would be well to correct only a few of the popular mistakes, as, if all are corrected it only brings confusion to the pupil's mind. He was sorry that he had come prepared to say so very little on such an important subject.

Mr. Coates liked the way the subject had been introduced. He thought all had found it difficult to teach grammar with the text book. The teacher should try to interest his pupil in the subject, and then the child would learn far more. He thought that if the method outlined by Mr. Malcolm was followed the pupil would have an idea that there was something in grammar he did not see before. With regard to composition, he thought that if the pupil was taught to answer questions correctly, their composition would not "bristle with errors." He liked the idea of not correcting all the errors, and thought he would enforce the rule.

Mr. Stewart, of Stewarttown, thought that teachers should know that young people considered grammar to be a tiresome subject. He believed the proper way to teach grammar was to make the pupil thoroughly conversant with each part of speech. He entirely agreed with Mr. Malcolm's remarks on the subject of composition.

Mr. Nixon, of Limehouse, could suggest no improvements on the method introduced.

Mr. Cooper, of Campbellsville entirely agreed with Mr. Malcolm's remarks.

Mr. Little said the difficulty experienced by children in analyzing sentences was great. It was hard for them to understand the abstract terms. He then explained how nouns were enlarged, and also showed how this should be taught to pupils, and then expressed his opinion as to when these principles should be taught, which closed the discussion on this subject.

Rev. D. B. Cameron, of Acton, then addressed the teachers on the importance of school discipline. He had been a teacher some years ago, but he had no doubt that education had greatly advanced since then. He had always learned the lesson of the next day the night before—from those of the lowest class to the highest. He also used to draw out a scheme of the day's lesson, which he thought was a good plan. He then advised all the teachers to procure "Curry's School Law" as that was a good authority for them to use. He dealt for some time on what might be called the active restlessness of children, and said, that if they were healthy, they would be of necessity, active. He thought that boys should be restless, and liked to see girls who have a rompish curiosity. When a boy or girl are curious to know things they can be led on to success. He then threw out hints which if taken up and followed by teachers, would greatly help the children to learn, as well as to endear themselves to their teacher. Teachers should be careful to set a good example to their pupils. Favoritism should not be indulged in by teachers, as it frequently made bad friends among the pupils. He then showed the evils of this common habit among teachers. Pupils imitate their teachers, children imitate their parents, and as a minister should be the best man in his flock, so should the teacher be the best man among his pupils, as the pupils look up to the teachers, and imitate them. He also advised them to inculcate on their pupils moral lessons, and also admonished them that if they wished their scholars to obey them they should practice what they preach.

Rev. D. Cameron, of Thamesford, had not come with the intention of speaking, and had nothing special to say. He thought that in order to secure success a teacher should have the respect of his pupils, and that the children should fear—not slavishly—and at the same time look up to and love their teachers, as it inspires confidence. Teachers, as well as mothers, have the important work of moulding the minds of the rising generation. The mother has the greatest influence, and she watches with interest the work of the teacher. It must be remembered that the children are to be instructed not only for this world, but for eternity, and care should be taken as to what is brought before the young minds. The teachers work is a noble one. He thought the Bible should be regularly taught in our schools, and instead of opening with prayer only, the Bible should be read as part of the opening ceremonies.

A cordial vote of thanks was tendered to and responded to by the Rev. D. B. Cameron, after which the session closed.

AT NIGHT

J. A. McLellan, M. A. delivered an excellent lecture in the Presbyterian church, subject, "This Canada of Ours." There was a large crowd present, and all very much enjoyed the lecture.

FRIDAY.

MORNING SESSION.

The opening ceremonies were conducted by Mr. Husband, of Oakville.

Mr. Lusk, of Oakville High School stated that he had forgotten his essay on "Hygiene," but had telegraphied for it, and expected to receive it before the meeting was over.

Mr. Little said he had not had time to prepare a paper on "Geography for advanced classes." He would, however, endeavor to bring forward the subject, and crave the indulgence of those present for his scattered and desultory remarks. If he was teaching, he would lay aside the description of the earth's surface as the definitions are too numerous, and refer not only to the earth but to other things, such as winds, tides &c. Geography should be divided into three parts, as follows, viz: 1st. those things pertaining to the land; 2nd, the water, and 3rd, the atmosphere, and he would not forget to point out the relations these things bear to one another. He would teach that the earth was man's abode, and treat geography in a practical manner. He would not teach the definitions, to the junior classes as thoroughly as to those advanced. He would call the attention of the class to the positions of the lakes on the earth's surface, some being far above the level, and some far below. Then some of the peculiarities of the mountain ranges should be taught, some being higher and running in different directions than others. But he would not mention a great many of these things to the junior classes. He would go a great deal further with the senior classes than the juniors, not only telling them where a river rises, flows and empties, but would teach all the other minute details concerning these rivers. While the juniors would tell where the equator was, the seniors would tell why it was there, and the same with all the subjects. Where the juniors answered to what, the seniors should answer to what and why. He then said he would like to see the three new lines which were introduced by Humboldt, in 1817, on our maps, and showed by example how these would be a vast benefit to the scholar. The first thing in taking up a new map should be to fix its positions on the earth's surface. Then the form of the continent, whether it was triangular, or square, or whatever form it took, should be considered. He would then call attention to the fact that nearly all the islands and shoals lead away from the southern points of the continents. In treating with a continent he would begin with all outside of it, first would be the oceans; then the gulfs on each side of the continent, in succession; islands, and bays in this order. After this the physical features should be taken up. He thought the mountains should be first. The mountain systems and their numbers should be pointed out, and all about the systems should be explained. The plateaus and tablelands should be the next subject. Then the structure slope, etc., should be understood. All about the rivers is the next point, and the difference between a watershed and a water-parting should be explained. A watershed is that portion of country through which a river runs, and a water-parting is the highridge of land which causes the waters to flow each way. The next subject should be the lakes, which he would take up according to the river basins to which they belong. He would then refer to the influence which the climate has on the industrial pursuits; after this he would take up snow, hail, rain etc. With regard to the ocean, he would take it up the same as the continent. He would take up, besides the tides, winds and currents, the inhabitants of the ocean.

Mr. Lusk, asked what time should be taken up with all these different points.

Mr. Day, of Eramosa, was pleased with Mr. Little's remarks. He had often noticed the difference between the definitions with regard to the watershed, in the text books, but he thought Mr. Little's definition was nearly correct. He wanted to know which would be the better way, a continued course of study in the systematic manner, with a review, or to learn each part as it comes.

Mr. Little said he would first take up the whole world, and then each continent, making North America a special study, and proceed with the others according to time and opportunity.

Mr. Macdiarmid, of Hamilton, thought that it was not the amount that was gone over, but the way in which it was done, and everything should be thoroughly mastered before going on.

Mr. Lusk said he had often felt the want of a text-book, which would teach in this manner. It would require a small fortune to get a library that would contain all this information. He thought that a book which would cost about $5, could be got up which would contain all that was required.

Mr. Day had made a speciality of geography, because it was hard to learn. He had tried several plans and had at last adopted the plan of making the pupils draw maps on their slates. The reason he had done this was because the pupils were always at a loss to ascertain when they knew their lessons. In drawing a map he never allowed them to put the names of the rivers, etc., on them, but would substitute strokes, stars, etc., and when asked, the pupil was expected to tell the name of each stroke. As soon as they were able to name all the marks, they knew their lesson.

A teacher said he could find a great deal of information in Page's Text Book, and she thought that work dealt fully with the subject.

Dr. Lusk, had read Page's, but it was not at all competent. He wanted something that would embrace everything.

Dr. McLellan, then was called upon to give his essay on arithmetic. Common men admit that arithmetic is of great importance. If a pupil studies arithmetic correctly it helps them to learn other subjects with ease. In arithmetic the first thing to be done is to teach the pupil to count, and a proper method should be followed. Each child should be taught to count on a ball frame—no school is furnished unless it has a frame—and should be taught at the earliest years. He clearly showed how a child should be taught to count, and then went on and showed how that if his method was followed, a child would shortly become acquainted with the principles of addition, subtraction, multiplication and division. If his way was practised in our schools, we have no doubt but that the children would manifest more interest in this subject than they do now. As it was dinner time the association adjourned until the

AFTERNOON SESSION

when Dr. McLellan resumed. He then dealt with the subject for the more advanced pupils. He advised the teachers never to tell their scholars to take their time and have their lesson correctly done, but enforce the rule to do it with quickness as well as correctly and in put it will soon do both. He explained that if his ideas were carried out all the trouble the pupils have concerning miscellaneous questions would be done away with. He then showed how fractions should be taught, and proved conclusively that if a child is learned correctly how to count, he will be able to solve all and any questions as he advances. He closed with a few remarks concerning mental arithmetic, and advised the teachers to do more in their schools than is done at present.

The association expressed their appreciation of Mr. McLellan's remarks by a hearty vote of thanks.

A paper on "The History of Education in Ontario" was next read by Mr. Macallum, M. A., P. S. I., Hamilton. He commenced at the time when Ontario was first settled, and showed what gigantic strides the cause of education had made up to the present time, reading some statistics to show its steady advancement. The first school in Ontario was established at Kingston in 1789, and see what a place our schools have in our land a century afterwards. He was glad to see that some of the trustees of certain sections in Halton owned teachers' residences, and he was pleased to find that one of these was in Acton. He thought this was the only county in the province where this was the case. He closed by giving some laughable incidents about how schools were carried on in the early days.

A vote of thanks to Mr. Macallum was tendered by the association.

The "Question Drawer" was then opened, and the questions were answered by Mr. G. W. Ross, M. P., and Mr. Macallum. The drawer was found to contain eighteen questions, nearly all of which referred to the management of schools. This closed the session.

AT NIGHT.

The concert in the Temperance Hall was well patronized. On account of illness, Mr. Storey could not be present to occupy the chair, and Mr. Little was appointed. The concert opened by the band playing a lively air, after which Misses Cameron and Nicklin, and Messrs. Hill and Matthews sang about "The Unseen City." Miss Strange, of Rockwood, was similarly "Going Home with Willie," and was followed by Dr. Louis, of Toronto, reading "Lady Clara Vere de Vere," in good style. We might here mention that Dr. Louis has written a book on elocution, and thoroughly understands the subject. He is, without doubt, the best reader that has ever come before an Acton audience. Miss Christie sang "Thinking and Dreaming of Mother," in her usual pleasing manner. After the Band, Miss Cameron sang "Home of My Childhood," which was duly appreciated by the audience. Mr. Louis then read about the "Major's Boy." The reading of this piece was excellent, but Mr. Louis made a mistake in trying to please with such a reading, as they do not take in this Village. Mr. Ross, M. P. P. delivered a short address, in which he gave some excellent advice, not only to the teachers, but to all present. After an intermission of five minutes, Miss Nicklin sang about the secrets of "Grandfather's Clock," and was loudly applauded. Mr. H. Gibbons received an encore for singing "Bessie of the Lee," and responded to the encore with "One story is good till another is told." Mrs. Christie told how "Leaf by leaf the Roses fall," which received rounds of applause, and was followed by a selection by the Band. Dr. Lusk read "Bernardo del Carpio," after which Miss Strange had "Beautiful Dreams." Messrs. Matthews and Gibbons sang "Larboard watch ahoy!" and Miss Cameron wished to know "Why do Summer Roses fade?" Dr. Louis then read "Henry of Navarre," in a very masterly manner. After the thanks of the meeting had been severally tendered to the chairman, the singers, speakers and readers, the Band played the National Anthem, and the audience dispersed.

SATURDAY

MORNING SESSION.

After the opening ceremonies, Dr. Lusk was called upon to read his paper on "Hygiene." He gave some laughable, but none the less true and interesting facts about what people eat and drink. He told how to recover a person who had been almost drowned, and gave some idea of the effect which pure air has upon children, and explained how a school should be ventilated. He congratulated Acton on having the cleanest and best kept school he had seen.

Dr. Louis, of Toronto, then addressed the meeting on the subject of elocution. He showed at some length, how reading should be taught in our schools, and the teachers present were benefited by his advice.

Dr. McLellan addressed the audience for about a quarter of an hour on the importance of the teachers' work, and gave excellent advice.

Mr. Cameron, of Burlington, then brought on the subject of "Uniform Promotions." The motion with regard to this subject, which was brought forward before and laid over, was re-read. The motion was to the effect that the county council be memorialized to furnish money to the County School Inspector, to enable him to inaugurate a system of Uniform Promotion in our schools. The subject was discussed, pro and con until dinner time, when the meeting adjourned until 1.30 o'clock.

AFTERNOON SESSION.

The subject of Uniform Promotions was resumed. Mr. Little expressed his opinion on the subject, and read papers showing how the project was carried out in other counties. After considerable discussion an amendment by Mr. Malcolm, "that Mr. Cameron's motion be laid over till next meeting, and that the President, together with Messrs. Cameron, McPhee and Cooper be a committee to find out the best method of carrying on the uniform promotion, was carried.

The secretary was instructed to forward the thanks of the association to the ladies who decorated the school house; Rev. D. B. Cameron, for the use of the Presbyterian church on Thursday evening; the trustees of the Temperance Hall for its use on Friday evening, and the hearty and special thanks of the association to Mr. W. H. McDonald, who bore the burden of the meeting, and attended to the comforts of the teachers present.

The treasurer was also instructed to give the Band $5 as a recognition of their services, and also $1 to the caretaker of the Presbyterian church.

It was then moved and seconded that the next place of meeting be Georgetown, on Thursday, and Friday, February 27 and 28, 1879.

The most profitable meeting of the association then came to a close.

THIS SPACE

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JOHN SPEIGHT

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It cures Rheumatism and Neuralgia, and kills all pain instantly. "Try it who can." It is the only known remedy for Rheumatism on the "American Continent" proved by thousands. As soon as applied it gives instant ease to the unfortunate sufferer. It is rapidly absorbed, penetrates to the very bone, enters the circulation, neutralizing all "Rheumatic Poison" circulating in the blood, and expels it from the system through its natural outlets."

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Toothache, Earache, Headache, Neuralgia, Rheumatism, Sprains, Swellings, Inflammation, Burns, Cuts, Bruises, Pain in side, Pain in back, Pain in chest, Pain in shoulders, Coughs, Colds, Pleurisy, Diphtheria, Diarrhœa, Dysentery, Summer Complaints &c.

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Call and see for yourselves.

G. E. ADAMS.

Acton, Aug. 26, 1878.

J. E. McGarvin, druggist, Acton