

time it may be well to state that it is only by a direct study of objects that we can learn to see them as they are, and become interested and successful in transferring them to paper. Mere copying from the flat is a lifeless and comparatively profitless occupation.

#### TALKS WITH TEACHERS.

Again we begin another term after a long and what must have been a very pleasant vacation, if fine weather contributes in any degree toward making it such. No doubt all will be prepared to take up the work with energy, and a determination to do the very best work possible.

Many teachers will engage in the work for the first time, and many others will undertake new schools. It is to be regretted that there are so many of the latter class, but we will have to take things as we find them now, and hope for better in the future. Do not the first day or two condemn all the work that has been previously done in the school. Put off finding fault with the last teacher for a week, or better for a month, and you will find some of your views modified. Your ways are not her ways, and remember the pupils have had a long holiday, which dulls them more or less. When the Inspector comes along do not exhaust yourself in finding fault with your predecessor. If fault there is, he probably has a suspicion of it though he may not say so, and he will give you more credit for trying to remedy it than in directing his attention to it.

I am going to point out a few things that I have mentioned before. I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed and sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange if possible, with the trustees to have some one look after cleaning the school-room and making the fires.

Engage at the rate of so much per term rather than by the month. You should be paid by the trustees in the same way as the Province pays you. When you engage by the term, do not allow any Board to deduct the pay for July and August.

For the Review.]

#### New Brunswick Schools of the Olden Time.

By W. O. RAYMOND, M. A.

(Continued.)

The Indian school at Woodstock was closed about the year 1794, and the building in which it had been conducted was for the next twenty years used as a school-house for the white children of the settlement, who were instructed by James York, John D. Beardsley and other teachers.

The most carefully planned and sustained effort for the education and improvement of the native Indians of New Brunswick was that undertaken at Sussex, where an academy was established in 1794 under the supervision of the Rev. Oliver Arnold, and which was subsequently taught by Elkanah Morton, Jeremiah Regan, Walter Dibblee and Joseph R. Leggett.

An exceedingly interesting account of this old Indian college has lately been published by Leonard Allison, barrister, etc., of Sussex, and as the writer's desire in this series of articles is rather to deal with unwritten than with written history, the reader is referred to Mr. Allison's valuable pamphlet for further information. It may, however, be here noted that the plan finally adopted by the Board of Commissioners who controlled the management of the affairs of the New England Company in New Brunswick, was to apprentice the young Indians to different settlers, who were to have their services as servants on condition that they sent them at certain times to school for instruction. The inducements held out to the Indians were such that there were generally more applicants for admission than could be received into the school.

Whether the efforts made for the improvement of the natives were wisely directed or not it is difficult to determine, but it is certain from independent and unprejudiced testimony that the results were very unsatisfactory. It was the opinion of a reliable old citizen\* of Kings County, who was intimately acquainted with the workings of the scheme, that the young Indians who were apprenticed to the farmers and others turned out worse than those who were left to themselves.

Our first provincial historian, Peter Fisher, writing in 1825, mentions the academy at Sussex for the instruction of the Indians, and adds, "But little good has accrued to these wanderers from that institution."

The Rev. John West, who the same year visited the institution on behalf of the home authorities, says: "Little or no advantage accrued to the Indians from those plans which were adopted at the academy for

\* Charles Raymond, the writer's grandfather.