

ameliorating their state . . . for after the Company had incurred a heavy expense they reverted to their migratory habits. . . . The principle that was adopted of apprenticing their children at an early age to different settlers, I found was not generally approved by the Indians themselves, nor has the plan proved beneficial to their morals."

The common use of ardent spirits which then prevailed in New Brunswick proved a great snare to the Indians—who seem to have an inherent thirst for the white-man's "fire water." Combined with the demoralizing effect of drinking habits, the natural improvidence of the Indian has seriously hindered every effort made for his improvement.

The Rev. Oliver Arnold relates that the weekly allowances of supplies distributed to the Indians whose children were being educated, were, as a rule, sold for a trifle; that even good, thick cloth, supplied to them when suffering with the intense cold winter weather, was sold to anybody who would purchase it. Each Indian apprentice, at the expiration of his indenture, was entitled to receive "one full suit of clothes, one pair of steers worth £8 sterling money of Great Britain, one cow worth £4 like money, one axe worth 7s. 6d. like money, and one hoe worth 4s. like money."

The conclusion was gradually forced upon the New England Company that the results attained were by no means commensurate with the expenditure that was annually required. The report of Mr. West served but to confirm their impressions, and acting on his advice the Company decided to discontinue their operations. The school was closed March 26th, 1826, and the grants to the Indians were steadily withdrawn as the indentured apprentices attained their majority. The last apprentice, a Micmac lad named Pierre Noel, who had been upwards of ten years in the family of Mr. Charles Howe, of Sussex, attained the required age February 5th, 1835, and with the payment to him of the usual gratuity, the efforts which the New England Company had now for nearly fifty years put forth on behalf of the native Indians of New Brunswick, ceased.

When Mr. James Fraser went to Miramichi, Ward Chipman had spoken of his appointment as "rather by way of experiment to determine the expediency of a more permanent establishment." The experience at Miramichi was that of the Company's operations elsewhere in the province. The whole thing was an experiment, and a costly one, too, since the total expenditure for the fifty years amounted to about \$140,000, of which sum probably 30 per cent. was paid to officials who had little or no direct connection with the work of instruction.

It has been intimated by different writers that the allowance of such salaries as £50 sterling to Judge Chipman, as treasurer, and £125 sterling to General Coffin, as superintendent, were extravagant. The charge is in a measure true; the work might doubtless have been efficiently performed for less money. But the mistake seems to have chiefly lain in the appointment to the office of men whose time—especially in the case of so busy and able a man as Ward Chipman—was fully occupied and of great value.

(To be continued.)

For the REVIEW.]

## NATURE LESSONS.

### How Shall I Teach?

#### INTRODUCTORY TO A LESSON ON BIRDS.

"How can I teach the new code 'Nature Lessons'—I who have never had a lesson on the natural history of our country myself?" said a despondent teacher, who spoke the truth about his educational opportunities.

"If you have common sense, better than many of our scientific *savants*," replied the old chief.

"Explain, if you please," was the rejoinder.

"Do you know any Ornithology, for instance—Ornithology with a capital O?"

"Well, I can distinguish a hen from a goose, and, perhaps, a chicken from an English sparrow. No more."

"Capital, I want you, then, to commence your lessons on birds to-morrow."

"I suppose I cannot begin too soon. But from whom shall I take lessons?"

"I mean that you should commence your teaching to-morrow. Or, quite the same, commence your learning, and take lessons from your scholars whom you are to teach."

"Your paradox sounds nice enough for epigram, but otherwise it is positively nonsense. Disprove that."

"No, I am serious. I would like to see you try the experiment, because I am sure you will make a remarkable success."

"I will try anything within telescopic range of the meagrest success. Come now, what shall I do to-morrow?"

"You can give this little speech to your school in a more taking way than I outline it for you. I leave you to manage that. 'Well, boys, the school law requires the teacher among other things to train you to observe and understand something about the natural history of our school section. Now, although I am older than you, and have been studying many