

furniture, but quite a library; some very rare, choice books; a good number in the French language, and withal a set of Romish missal, one volume about fourteen inches by twenty-four, and very heavy, printed in different colors; the mass book complete, in Latin. But I cannot give a catalogue of his library. He appeared very fond of the books, though his reading was mostly confined to narrative and history. He wanted me to read the theological works, but scarce ever touched one himself.

My first inquiry, after getting rest, was for the school-house. "Oh," said he, "all in good time, my son; we are building the school-house." In fact there was a small addition going up, to the old Skanandoah mansion, which was at length completed, but it was never used for a school-house; and the whole time—nearly four years—that I was with him, I never had an opportunity to teach an Indian child letters. I was permitted, nay, urged, to teach them singing, and this I did more or less every week while at Oneida.

It was not long, however, before my services were required as teacher. Not, indeed, for Indian children, but a single adult scholar, the Rev. Mr. Williams himself. And I soon learned the great object he had in inviting me to Oneida, was to teach him to read, to pronounce, and to write the English language. My astonishment was great. I had observed that in conversation he made bad work with the language, but regarded him as an educated man—a graduate of a college; at least, I supposed he could read and probably write the English, but I soon found that he not only failed in the pronunciation, but that he could not write the simplest sentence correctly. That while he could understand common conversation, and to some extent join in it, he could neither speak nor write the most simple sentence with accuracy. He made me spend hours every day in helping him to utter words, to get correct sounds, and to pronounce so as to be understood. In all the time that I was with him, he made almost no progress perceptible in the construction of the language. The cases of nouns, the moods and tenses of verbs were unintelligible to him; and to the last of my acquaintance with him, he could not write five lines of English decently.