

many white people as well as the heathen around, one cannot help being surprised to see how good they really are. If you could only see one of them as he comes to us first from the tent, worse than ignorant, speaking nothing but Cree or Saulteaux, dressed in a dirty blanket, his hair in long plaits with beads strung on the plaits, and his face painted, and then see him some three or four months afterwards when he has got into the ways of the School and has begun to speak a little English, you would not know him at all. And if you could see that same boy, a year later, kneeling down morning and evening at his bedside, saying his prayers—a Christian not only in name but in real earnest—I am sure your surprise would be changed into thankfulness. Every English public school-boy knows how important it is to the welfare of a school that the elder boys should have a good influence over the rest, and it is more important with us, as the boys speak a language with which the teacher, at the best, is only imperfectly acquainted, and often totally ignorant of it. Our fourth class here can be trusted to look after the others, and one often hears one or another of them checking the bad talk of the younger boys when they think no one is near them. One great blessing is that the Crees and Saulteaux have no swearing in their language, so you will never hear a boy swear unless he is using English words of which he knows not the meaning, and which he has learnt from hearing a bad white man use. Their own worst expression is “utim-oo-koo-koo’s (“pig-of-a-dog”)! ”

C. F. LALLEMAND.

EMBROIDERY FUND.

Mrs. Wasbrough sends the following account from May, 1891, to May, 1895:—

| | | | | | | |
|--|-----|-----|-------|-------|----|---|
| <i>Received</i> —Two Gifts of £5 | ... | ... | ... | £10 | 0 | 0 |
| In small sums | ... | ... | ... | 3 | 18 | 7 |
| <i>Per</i> Miss Boyce from the Diocese | ... | | | 10 | 10 | 0 |
| | | | | <hr/> | | |
| | | | | £24 | 8 | 7 |
| <i>Spent</i> —On Materials | ... | ... | £22 | 2 | 4 | |
| Materials in hand | ... | | 3 | 15 | 0 | |
| | | | <hr/> | | | |
| Leaving <i>deficit</i> on account | ... | ... | | 25 | 17 | 4 |
| | | | | 1 | 8 | 9 |