

baptized, but living practically heathen lives; some others, about four families, are avowedly heathen; both these latter classes are very hard to reach, and, as far as one can see, there is little hope of their accepting Christianity until they adopt a more civilised mode of life.

"Next, there is the school; it is a boarding school, with at present only twenty-three scholars; the children are between the ages of seven and eighteen. They all belong to this reserve except five, who come from a neighbouring reserve; these last are unbaptized, but nearly all the others are baptized. The School is supported largely by Government grant, but we also have help in money from the Diocesan funds, and in clothing from the Women's Auxiliary in Eastern Canada, and from England. Our full number is thirty-five, that is, we have accommodation for that number, and the Government is prepared to give capitation grant for them, so that it is greatly to be desired that we should have our full thirty-five pupils. We are fortunate in having a solid stone building for our School, with large, airy rooms, but which can be kept warm enough in winter. The staff consists of the Missionary on the reserve, who is also Principal of the School; the Head Master, who has charge of the house and does all the teaching; his wife is Matron, and his daughter also helps in the house. The financial side is the charge of a committee appointed by the Bishop, of which he is chairman. School hours are from nine to twelve, and from a quarter past one to three o'clock, but the elder children are not always in school all the time. All the children help in various works; the boys attend to the stables and cows, chop the firewood and so forth; the girls learn to sew, wash, clean, and all the regular round of household work. I cannot say that at first sight they are interesting children, but, as some of us have been taught, 'if we think anyone uninteresting, it is only because we do not know them,' and one soon finds out that each of them have their own individuality, their own character, their good points and their bad ones. Perhaps the most important point, and certainly the most difficult, is to teach them habits of steady work; it is engrained into their nature to be easy-going and lazy. Until recent years the Cree Indians had no need to work steadily, as the buffaloes supplied them with abundance of food and clothing without trouble; now the buffaloes are gone they find it hard to settle down to work, but this they must do if they are to live, and it is this we try to teach the children. Their religious education is entirely in our own hands; we have school Prayers morning and evening, and besides this many of them come to Evensong of their own free-will. I give them half an hour's religious instruction every school day, and Sunday-school on Sunday evening.

"Such is a brief sketch of our work. It is not altogether encouraging work; the Missionary of necessity lives in great spiritual isolation, he has to learn never to expect any sign of gratitude from those among whom he works. I am far from thinking that we have yet found the ideal plan of dealing with our Indian and half-breed children, but at any rate when they leave school they have some elementary knowledge