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# The Guide.

"The Same Road Leads to Virtue and Success."

Vol. IV

BATTLEFORD, SASKATCHEWAN, JULY, 1895.

No. 1.

THE GUIDE is issued monthly under the auspices of the Indian Industrial School, Battleford

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All the mechanical work in connection with THE GUIDE is performed by our pupils.

ALL communications and remittances in connection with our paper to be addressed: THE GUIDE, Battleford Industrial School, Sask., N. W. T., Canada.

## Truth.

To speak the truth is always right  
And therefore always best.  
Tis sinful in our Maker's sight  
To tell a lie in jest.

Nor should we seek a fault to hide  
By any false pretence.  
The truth must never be denied  
Whatever the consequence.

Falsehood can never prosper long.  
Its triumph soon is past.  
But truth, however opposed, is strong.  
And will for ever last.

There's One above doth all things know,  
And a strict reckoning keep:  
God is not mocked; and as we sow,  
So shall we surely reap.

While lying lips, and all deceit,  
Are hateful in His sight,  
Uprightness will His favour meet,  
And truth is His delight.

## Build for Eternity.

The Angels from their thrones on high  
Look down on us with pitying eye:  
That where we are but passing guests  
We build such strong and solid nests,  
And were we here to dwell for aye,  
We scarce take heed a stone to lay.

LOWDER

## THE SCHOOL.

The Battleford Industrial School has been formally taken over by the Church of England, on what is called the per capita system, the transfer dating from July 1st.

This is the oldest school of its kind in the Territories, having been established in 1883—twelve years ago.

During that period 186 pupils have been admitted—122 boys and 64 girls, and these have been taken from more than a dozen reserves scattered over a stretch of country about 250 miles long, from East to West.

At the present time there are over a hundred children connected with the school—many of those who have been discharged at different times, are doing well in the different parts of the country where they reside.

Besides the class work in the school rooms, where regular instruction is given by the two teachers, in all the ordinary branches, the boys are taught blacksmithing, carpentering, kalsomining, painting, printing, shoemaking,

farming and gardening, while the girls are instructed in baking, cooking, washing, mending and all kinds of general household work.

But while all these are being carried on, they are not all that is being done. Care is also taken to impress upon the young minds the higher moral and spiritual truths which are so necessary for the pupils' truest welfare. Sunday services, Sunday school, singing practices, morning and evening prayers are conducted regularly, and all the good reading matter we can procure is given to them. They are very fond of reading—and, in fact are very teachable all round.

A number of the older girls are out at service as what is called "Out Pupils," and according to the written reports received from their employers, they are giving good satisfaction.

The following persons are at present on the staff in connection with the school.

Principal, Rev. E. Matheson.  
Asst. Principal, Mr. J. M. R. Neely  
General Asst., Mr. W. H. Wheatland.  
Carpenter, Mr. S. Loughheed.  
Shoemaker, Mr. D. J. McKenzie.  
Farmer & Blacksmith, H. McKenzie.  
Matron, Miss. C. A. Gibson.  
Governess, Miss M. M. Smith.  
Seamstress, Miss N. Hayes.  
Instructress, Mrs. S. Loughheed.  
Hospital Nurse, Miss R. Weightman.  
Cook, Miss V. Taylor.  
Laundress, Miss L. McDonald.

Three of the girls are also employed regularly on wages, one as general servant, and the other two as bakers. While of the boys one is in charge of the printing shop, a second in charge of the paint shop, and a third fills the position of Nightwatchman.

The training given to all the pupils is one calculated to fit them for a useful position in years to come, to make them wholesome examples should they go back to live and work on any of the reserves, to fit them for the high and noble work of raising their fellow natives to a higher and better plane of manhood and womanhood, and to enable them to take their proper place side by side with the other settlers of the country as useful, law-abiding citizens.

We venture to ask of those who have the welfare of the Indian at heart, an interest in their prayers for the guidance and blessing of God on the work of this school, which we firmly believe is destined to become, with the Divine blessing, a power for good in "the land we live in."

It has been a very busy summer with us, a large acreage has been put under cultivation, and the prospects of a bountiful yield of wheat, oats and barley are good.

The gardens are also coming on splendidly, we have been using some of the vegetables since nearly two months. We have had lots of ruin, and everything looks well.

A new dining-room and kitchen have been built on to the hospital, and a new well dug there and fitted up properly, with pump, pipes, &c, there is a plentiful supply of good water. A new carpenters' shop has been erected but is not finished yet. An addition has been put on to the warehouse which is a great convenience and improvement, while the old store-room upstairs in the main building is being fitted up as a dormitory for the girls. The new cottage is just about completed, and the material for a new implement shed is on the ground. Quite a number of other improvements have been made in and around the premises.

The Battleford Industrial School has sent a collection of exhibits to the Territorial Exhibition at Regina, of which the pupils may well be proud.

The articles give the strongest proof of the fact, that Industrial Schools are of the greatest use in drawing out the talent, taste, and neatness, that we know is latent in the children for whom these schools are intended.

The officials of the school can give nothing but praise to the pupils for the excellence of their exhibits, both for quality and quantity, and all must reflect the highest credit on the efforts of the various instructors.

Each girl has worked her hardest and has given up much of her spare time, in order that her particular work might be, at least, up to the general standard of excellence.

Special mention must be made of the quilt, which is decidedly unique, the centre contains a large square with the front view of the school embroidered on it, this is surrounded by squares and diamonds, each bearing the name of one of the girls, in most cases worked by the girl herself. This article will certainly attract much attention at Regina.

The boys have not sent as many articles as the girls have; but those who have seen the work that has been done in and around the school by the carpenters, farmers, and others during

the last few months, are only surprised that so much could be sent away, and it is greatly to the credit of the boys that they have worked early and late, and have snatched every moment in order to have their exhibits ready.

The best exhibit of all has to be kept at the school, we refer to the pupils themselves who would if placed on exhibition, by their neatness, industry and intelligence do credit to the institution where they are being trained and leave no doubt in the mind of any thinking person as to the usefulness of Indian Industrial Schools.

The following is the list of articles sent:—

NAME.	EXHIBITS.
Fannie Hall	Crotchot Jacket.
Nancy Pruden.....	do do
Louisa Badger	Baby's socks, ..... stockings, Baby's mittens.
Flora Dobbs	Knitted lace.
Sarah Smith	Toilet cushion, ..... Knitted cloud, Baby's socks.
Sarah Bank.....	Crochet muff,
Nellie Whitehead.....	Bedroom slippers ..... Knitted vest, Text.
Emma Suckuman	Double mittens, ..... Tray cloth.
Minnie Dakotah	Knitted gloves.
Nancy Hall	Baby's boots, ..... Dress.
Mary Wachan	Lamp mat, Text.
Susan Jane New.....	Tam O'Shantor.
Lisette Parker.....	Work bag, ..... Bracket drape, D'oyley.
Ida Graff.....	Muffetees.
Sophie Bright.....	Knitted Tuque.
Lucy Grey.....	Mittens, Shawl, ..... Embroidered apron.
Eliza Smith.....	Carvar's cloth.
Marie Cardinal.....	Work bag.
Jessie Scott.....	Crochet lace.
Susan Knife.....	D'oyley, Hood.
Mary Hardisty	Braces, Knee- ..... caps.
Alice Stanley.....	Knee-caps.
Matilda Black.....	Pincushion.
Topsey Tronton	Bl nd cord.
Jennie Lane.....	Knitted lace.
Frances Bear.....	Embroidered ..... dress, Dress, Lace.
Mary Ann Black	D'oyley, Neck ..... scarf.
Pollie Head.....	Hair-pin-work ..... Tidy.
Jane Parker.....	Sideboard scarf.
Annie Graff.....	Knitted Veil.
Eva Dobbs.....	Dress, Bracket ..... drapo, Sofa cushion.
Jessie Bird.....	Urnstand.
Catherine Poovak	Baby's potticoat
Caroline Briton	Tea cosy.
Robert Bear.....	Bedroom suite, ..... Trunk
James Brown.....	Armchair, and specimens of turning and other work.
Albert.....	Centre table.
George Bear.....	Bookshelf and window sashes.
Joseph McKay.....	Boots, Slippers.
Jas. Stanley.....	Longboots, ..... Shoes, etc.
Edwin Harwin.....	Boots.
John Wright.....	do
John Wright.....	Specimens of ..... Blacksmiths' work.
James Paul.....	Specimens of ..... painting on glass.
Adolphus Briton.....	Specimens of ..... blacksmiths work.
John Wachan.....	Horse Shoes.
Robert Bear.....	Specimens of ..... blacksmiths' work.
The Girls.....	Quilt, the names ..... on the squares.

Girls and Boys..... Specimens of  
..... writing, maps etc.  
Josephine Moochokun..... Shoulder  
..... braces.

The pupils and staff also desire to acknowledge with thanks the receipt of some parcels of Sunday school papers sent to them lately by the children of Holy Trinity Sunday school Winnipeg. Also parcels from the Aberdeen Association, through the kindness of Miss M. W. Ritchie of Halifax, and we have just heard of some more that is on the way from Hamilton, and is expected soon.

The children are very fond of good reading matter, and those friends of the work who wish to help us, could do so by providing a regular supply of good literature, and what we are very anxious to establish a good library for the use of the pupils.

On Saturday the 6th inst. William Chevasse, pupil No. 66, aged 18 years died at the Industrial School Hospital, he had been ailing for several months, and although efforts were made to cure him of the disease with which he was afflicted—Scrofulus Phthisis—it was beyond human skill; the poor lad gradually grew weaker until death put an end to his sufferings; he was buried on Sunday afternoon the 7th. in the Industrial School Cemetery.

Death is that honored messenger who brings  
The proof of God's remembrance. In his hand  
He bears an invitation from the King.  
They only weep who wait the summons hence  
Those glad souls basking in the light of God  
Forget that tears and sin o'er dimmed their  
sight.

### Try, try, Again.

There is a little word  
That never should be heard,  
Those who are brave and good,  
Never say "can't"  
What if the task is long,  
What if the suns go wrong  
If at first you don't succeed,  
Try, try, again.

One hasty word 'twixt friends  
Oft in a quarrel ends,  
Then, try to make amends,  
Never say "can't"  
If you have given pain  
Try to make friends again,  
Kind words are ne'er in vain,  
Try, try, again.

Try to be good and true,  
Quick and obedient too.  
"What thy hand finds to do  
Do with thy might."  
Try then with patient care,  
Try, till the task seems clear,  
Try, and no failure fear,  
Try, try again.

The above little song appears in the Strand Musical Magazine for April, the words are by Jan. L. Lawson, whose photograph appears in the June number.

The children were very pleased to see the picture, as they are very fond of the bright little pieces written by this lady, and, by general consent, have adopted "Try, try again" as the school song.

## TEMPERANCE.

The fourth monthly meeting of the Battleford Branch of the C. E. T. S. was held in the class room of the Industrial School on Thursday evening, April 4th.

In the absence of the President, the chair was occupied by Archdeacon McKay.

The meeting was opened with the singing of Hymn 274, A&M, and prayer by the Chairman.

After the reading of the minutes of the previous meeting, the song "Never Forget the Dear Ones" was sung by all the children. Then followed recitations by Jessie Lane, Mary Hardisty, Alice Stanley, Louis Laronde, Lucy Grey, Polly Head, Phoebe Kakasoo and Susette Suckaman. The girls sang without organ accompaniment the song "Little Sister's Gone to Sleep." Readings were given by Robert Bear and George Fiddler.

At the close of the proceedings the Chairman commended the pupils for their efforts and said a few words of encouragement for future occasions.

Miss Smith also gave a recitation, "Simon the Cyrenian" a beautiful piece, and Miss McDonald gave a recitation "Have Courage My Boys to Say, No," very appropriate to the occasion. On the whole the pupils acquitted themselves very creditably, but some of them were naturally a little nervous, and it would be a great improvement if they spoke more distinctly. However they did very well and they will do better next time.

## OUR BOYS AND GIRLS.

Gilbert Bear is our printer.

Jessie Scott is out on service at Major Cotton's.

Annie McKay is working for Mrs. Mercor.

Phoebe Kakasoo is with Mrs. Hoggbin.

All our girls are doing well and are liked by their employers.

Poor Isabella Armstrong was allowed to leave with her father and mother on account of ill health. She has been ailing for a long time, but we hope the change may do her good and we shall be glad to see her back again.

We are all glad to see Louisa Badger well again. She has been very ill.

Eliza Drever has gone to Regina to stay with Mrs. Mitchell. She carries with her the best and kindest wishes of her teachers and school mates. We all miss Eliza and we hope she will do well and be happy in her new place.

He that does good for good's sake, seeks neither praise nor reward, but he is sure of both in the end.

If we would only try to be pleased with the present circumstance of our surroundings, how much more true happiness would flow from such an effort than from constantly striving after changing condition, with problematic results.—Our Boys.

### The Cree Syllables.

In these days, when so many Indian-children are enjoying the advantages that are offered, not only by day schools, but especially by the Boarding and Industrial Schools, where they can learn English so as to have the gates of knowledge, as it were, thrown open to them, it is interesting to look back and think of the work that has been accomplished in the past, by earnest and devoted men, who labored under great disadvantages for the good and advancement of the Indian race, long before railroads were even thought of, and while this country was not known as anything but the abode of wild beasts and savage Indians. Among those pioneers of the Cross, none has done more, or is more deserving of honor, than the man who invented the syllabic system of the Cree language.

In the early days of missionary work in this country, the only white men were the missionaries and the fur traders. The Indians lived entirely by hunting, and only visited the trading company's posts occasionally for purposes of barter. None understood any English, and we can easily understand how helpless a missionary must have felt when he first came among them. He longed to deliver his message, and he has at first to do it in a lame and halting way through an interpreter, if he could get one. He went to work and learnt the language; then he was able to speak to them directly, but he would soon find that his opportunities were few and far between, and he would wish that his hearers could carry with them, in their wanderings in the wilds, something that would remind them of the truths that he had endeavored to make known to them, or from which they could go on learning and also teach others. He would, as soon as he knew enough of the language, commence to translate portions of scripture, hymns, prayers, etc., and then the next thing would be to teach the Indians to read. But was it possible to teach an Indian to read? It certainly was no easy matter. We all know how long it takes to teach most children to read even English. The spelling is the great difficulty, especially with the long words. But what are long English words compared with Cree words? Take the simple sentence, "God is love"—in Cree "Muneto sakihiwaniwow." What hope was there that an untutored Indian, with opportunities of receiving instruction few and far between, could ever learn to spell out words of eight, ten or twelve syllables? Some method other than the English must be devised to enable him to read in his own tongue, and it fell on the lot of the Rev. James Evans, missionary at Norway house, of the Wesleyan Missionary Society, to be privileged to confer the boon of a written language on the Cree nation, by his invention of the Syllabic characters. The Cree syllables are so simple and so suited to the language, that any intelligent Indian can, in a week, acquire a sufficient knowledge of them to be able to perfect himself without any further instruction.

It was over fifty years ago that Mr. Evans invented the Cree Syllables, and all other religious bodies, laboring among the Indians, soon availed themselves of the use of the system. The late Bishop Horden of Moosonee was an enthusiast in favor of

the Cree Syllables. He adapted them to the Esquimaux language also. Mr. Evans' own connection with the work was brought to a close by a somewhat tragic occurrence. He was on his way up to Churchill river, they had reached a point about midway between where the Church of England Mission at Stanley, and the Roman Catholic Mission at Isle A-la-Croix are now situated. The accidental discharge of a gun in his hand caused the death of one of his canoe men, an attached and faithful follower, and the shock of this accident affected Mr. Evans so greatly, that he not only felt unequal to continuing that missionary voyage, but shortly afterwards retired from the mission field altogether.

The exact spot where the accident occurred, was pointed out to the writer, more than thirty years afterwards, by an Indian who was one of the canoemen at the time.

J. A. MACKAY.

"I made my first long Indian missionary journey with Bishop Hare in Dakota; After that journey a lady said to me, 'What are the Indians like anyway?'

I replied, 'They are browner than I am, though not much, but otherwise they are just like us.'

'What do you mean?' she said.

'They eat the same as we do when they get anything to eat, they dress the same as we do when they get anything to wear, they like the same things, and they need the same things; and the great thing they need is work.'

\* \* \*

"When I was going to Washington a woman came to me and said:

'When you go to Washington, you ask Government help me?'

'The Government help you?' I said.

'Why should the Government help you? What do you want?'

'We want money. Ask Government give me some money.'

'What you want money for?' I asked.

'Buy things, help along.'

'Well,' I replied, 'I have lived fifty years and the Government has never given me a penny. Why should it help you?'

'Government not help you? Government not give you money?' she cried in surprise.

She thought, and the most of them thought, that the Government supported us all only that we were greater favorites with it than they are.

No, they are not lazy. They will work if you give it to them; but it goes a great way with them if you can let them see that you work, too."

—MISS SYBIL CARTER in *The Red Man*.

In speaking of Indian education, Thomas J. Morgan, United States ex-Commissioner of Indian Affairs says that one reason for retaining the pupils in Industrial Institutes for a considerable length of time is that the influences of the school which are necessarily cumulative, may have their full force in broaking up the bad habits acquired on their Reservation and in establishing correct habits of regularity, industry, thrift etc: in their stead. It is no easy matter to change the habits of any class of people after they have become at all fixed, and it is particularly difficult in the case of those who, like the Indians, have been accustomed to ways so entirely foreign to those which it is desirable for them to adopt as they pass from heathensim to civilization."

### A Knowledge of Indian Character

We often hear the expression made use of "knowledge of Indian character." So and so has a good knowledge of Indian character." "He knows how to deal with Indians," and so on. Indian character is simply human nature, and the man who knows best how to deal with Indians, is he who endeavors to follow the precept that is of as wide application as the salvation offered by Him who uttered the words, "Whatsoever ye would that men should do unto you even so do ye unto them."

We make a mistake when we fail to inculcate an element of Christianity into our civilization.

To ensure a safe dwelling place: Let Prayer be the key of the morning, and the bolt of the evening.

What is worth doing at all is worth doing well. Do everything well: make that the rule of your life, and live up to it.

Idleness is a great curse, Industrial education is a remedy for idleness. Life does not consist in mere pleasure, but we must live to improve ourselves and try to make the world better.

### AN UNTRUTH.

Two young masons were building a brick wall—the front wall of a high house. One of them, in placing a brick, discovered that it was a little thicker on one side than the other. His companion advised him to throw it out. "It will make your wall untrue, Ben," he said.

"Pooh" answered Ben, "what difference will such a trifle as that make? You are too particular."

"My mother," replied he "taught me that the truth is truth, and ever so little an untruth is a lie, and a lie is no trifle."

"O!" said Ben, "that's all very well; but I am not lying, and have no intention of lying."

"Very true; but you make your wall tell a lie, and I have read that a lie in one's work is like a lie in one's character—it will show itself soon or late, and will bring harm, if not ruin."

"I'll risk it in this case," answered Ben, and he worked away, laying more bricks, and carrying the wall up higher till the close of the day, when they quit work and went home.

The next morning they went to resume the work, when, behold! the lie had wrought out the result of all lies. The wall, getting a little slant from the untrue brick, and more and more untrue as the wall got higher, and at last, in the night, had toppled over again. Just so with ever so little an untruth in your character; it grows more and more untrue, if you permit it to remain, until it brings sorrow and ruin. Tell, act, and live the exact truth always.

An amusing story of Gladstonolatry is told of a man, one of the tourists who visited Hawarden in the summer. He picked up a splinter of a tree as it fell from Mr. Gladstone's axe, with the remark that it should be buried with him in his coffin. To which his wife retorted "If you'd worship God half as much as you worship Gladstone, you'd stand a better chance of not getting your chip burnt."

China has lost her only sailor. May he rest in peace. Poor Ting.

## INDUSTRIAL TRAINING OF INDIANS.

The question is repeatedly asked. "What is going to be done with the graduates when they have finished their education at the Industrial schools?" Another one: "What are those doing who have already been educated, upon whom so much money has been spent, what benefit has been derived?"

To reply to these questions, we must first convince the questioners of the magnitude of the task. In these go-ahead times people get the impression that what has occupied centuries, viz: the civilization of a nation can be accomplished in a few years; that the whole habits, modes of life, of thought, the hereditary inborn nature, can be changed in two or three years of school life. Except in a few cases we must not expect more in this generation than to make them think, to get them to accept the theory of work, to be accustomed to restraint, and to work out this problem for themselves; therefore the process must be necessarily slow, but it is none the less sure. As the human body, tissues, and tastes change every seven years, the environment, discipline, and board of the schools, will in this time have an effect which can never be eradicated, but the longer they stay at them the better. It is then to be assumed that if they return to their homes, and marry girls also trained, these habits and influences will be manifested.

It is to be feared that if they are sent as servants or laborers among white citizens—among those who are ignorant of their habits and thoughts, they are very likely to deteriorate, and their worst qualities develop; therefore it is to be hoped that on their own reserves, among their own people the greatest benefit will be derived. One successful specimen by his example will do more good in his own band, with this object in view, than half-a-dozen isolated cases, who have left their reserves and been successful in the cities.

Seven years at school, seven years an apprenticeship to a trade, were thought necessary by our forefathers, even when the English were so far advanced as the last century, and even the beginning of this, and until our graduates have passed through this stage for two generations, at least, we cannot be prepared to give results. As far as can be seen under the influence of the school, they are most promising. Even where pupils have returned home after three or four years training the difference is most marked, at least, habits of cleanliness, smartness and willingness to work. The expense cannot be deplored in

view of the results which have gained, and the responsibility which is laid upon us by our treaties, and the object of making the original owners of the soil our fellow citizens able to exercise equal rights in all spheres of life. —The Aurora.

### NOTES FROM THE GIRLS.

We are very sorry Miss Smith has gone away to leave us. I hope we will see her again.—Nellie Whitehead.

The boys were not in school for two or three days because they were working in the gardens.—Eliza Smith.

I hope we will go out camping this year; we would like to go very much.—Agnes.

I hope the gardens will grow nicely. The boys did not come to school for three days because they were busy in the gardens.

Our governess has gone away to Pasqua, and we are very sorry.—Susan Knife.

I hope the gardens will grow well this year because there has been plenty of rain this summer.—Mary Ann Black.

I should like to help the seamstress all the time.—Jennie Lane.

We all like our Principal because he is very kind to us.

I am sorry that Miss McDonald is going away soon.—Pollie Head.

I should like to mend all the boys' clothes every afternoon.—Susan Jane.

I should like to make girls' stockings and boys' socks all the time.

I hope the people will like the pretty things we sent to Regina.—Minnie Dakotah.

We are all sending some little things to Regina Exhibition. I hope some of us will get prizes.—Matilda Black.

Nearly every evening we go down to the river to swim; it is great fun, and we like it very much.—Lisette Parker.

The flowers are growing well in the garden. We are very fond of flowers. Fannie Hall.

I am very sorry that Miss McDonald is going away next Monday.—Nancy Pruden.

We are all sorry that Miss McDonald is leaving next month.—Frances Bear.

We are all very sorry that our Laundress is leaving next week.—Nancy Hall.

I got a letter from my mother last mail. I was pleased to hear from her. We are always glad to have our letters answered by our friends.—Matilda Black.

We are very sorry that Miss Smith is going away next Tuesday. I hope she will write to us presently.—Lucy Gray.

The girls are very sorry that Miss Smith is going away to leave us, because she is very clever, she taught us how to do lots of things for the Regina Fair.—Mary Waychan.

We all like our Principal because he is very kind to us, and our teachers too; they are both very kind.

Mrs. Neely and her children and some people from the town went to camp at Jack-fish Lake last week. We hope they enjoyed themselves.—Sophie Bright.

I am very sorry that Miss Smith is going away next week. We hope she will get better if she goes away.—Sophie Bright.

I should like to be a sewing-room girl all the time because I like it very much indeed.—Sarah Bank.

I am a kitchen girl. I get up before the big bell rings in the morning. Sometimes I feel lazy.

I like our teacher because he is very kind to us, when we don't know anything he explains to us and then we know it afterwards.—Louisa Badger.

It is very nice to go for a walk in the evenings. We all like to walk over town to Church on Sunday evenings.—Sarah Smith.

Louisa and Catherine had their photographs taken on Monday, and I hope they will be nice.

I am very glad to say that Mr. and Mrs. Hogbin went out camping at Jack-fish Lake with Mrs. Neely and her two children and Phoebe. They were out for a few days, but one thing we missed and that was little baby Esther.—Eva Dobbs.

### NOTES FROM THE BOYS

We are glad to see our friends from Snake Plain.—William Drower.

The boys were working hard in the gardens for three or four days and did not go to school. The girls came to school every day.—John Scarlet.

We were working hard in the gardens for about four days this week. We are glad to see everything growing nicely this year.

The boys have been working hard for the last few weeks at work for the Exhibition. I hope they will get some prizes.—Adolphus Briton.

I wish the weeds would not grow so fast.—Alexander Child.

I am glad to say that the grain is growing well.—Solomon Briton.

It rains plenty now, but it is good for the gardens.—Patrick Puchetoo.

I was glad to see the people from Snake Plain the other day.—Robert Boots.

I like to play foot ball and cricket; some boys would like to go out from this school and work. I work in the morning and I go to school in the afternoon.—Patrick Briton.

I would like all the boys and girls to grow up good men and women.—Benjamin Dakotah.

Some of the boys are fond of growing nice flowers.—Albert.

We like to play cricket sometimes. I work in the morning.—Samuel Benson.

We like to play cricket very much. We were glad to see the cricket match the other day, we are all fond of cricket.—William Bear.

I like to work and play very much. I go to school in the morning and work with the farmer in the afternoon.—Robert Knife.