

OUR JUNIORS

WHY WE LOVE THEM

We love the blossoms fair and bright,
The leaves upon the trees—
We love the sunbeams' golden light,
The soft and balmy breeze.

We love the birds that fill the air;
With happy notes of song,
We love the brook that murmurs there,
And gaily slips along.

They braved the winter, long and cold,
They braved its storm and strife—
We love them, for the proof they hold,
Of everlasting life.

Edith Stanford Tillotson.

Prize Home Work

The prize for best set of answers written on a postcard, as called for in our February offer, is awarded to Helen M. Matthews, Moncton, N.B. We received some well-written and correct answers from other Juniors, but they were not postcard answers. It is surprising how much one can write on a card when care is exercised. Here is Helen's card, or at least what she had on it:

REV. MR. BARTLETT.

Dear Sir—I am a member of the Junior League of Central Methodist Church, Moncton, and we were asked to try this puzzle. I hope my answers are correct.

Yours truly,

HELEN M. MATTHEWS,
51 Railway Avenue,
Moncton, N.B., Feb. 12th, '09.

SOME WELLS OF THE BIBLE.

1. Well (fountain) in the way to Shur. Gen. 16. 7.
2. Wells of Esau, Sitnah, and Rehoboth. Gen. 26. ch. verses 20-22.
3. Well in the wilderness of Beer-sheba. Gen. 21. ch. verse 19.
4. Well in the land of Midian. Ex. 2. verses 15-17.
5. Well of Haran. Gen. 29. ch. 2. verse.
6. Wells of Elim. Ex. 15. ch. 27. verse.
7. Well in the wilderness. Digged by the direction of the Law-giver. Well of Beer. Num. 21. ch. 18. verse.
8. Well of Bethlehem. 1 Chron. 11. ch. 17. verse.
9. Well in Lehi. Judges 15. ch. 19. verse.
10. Upper and nether springs. Judges 1. ch. 15. verse.
11. Wells in the desert. Digged by King Uzriah, because he had much cattle. 2 Chron. 26. ch. 10. verse.
12. Jacob's well in Samaria. John 4. ch. 6. verse.

This month we give you an exercise on "Houses," and will let you have until May 1st to send in your answers; but mind, they must be written on a postcard. We want to teach you to write neatly, compactly, and with care. A book prize will be given to the Junior who does the best work.

"SOME HOUSES OF THE BIBLE."

1. Who by his great strength caused a house to fall upon his enemies?
2. In whose house, and by whom, was a boy who had died restored to life?
3. In what widow's house was a miracle performed which delivered her sons from bondage?
4. On the roof of whose house were two men hidden from their enemies?
5. Who at the risk of his life continued to pray to God with the windows of his house opened towards Jerusalem?
6. Into whose house did our Lord enter to heal one who was sick of the palsy?
7. In whose house was our Lord anointed with costly ointment?

8. Who made a great feast in his house to which our Lord was invited?
9. What woman remained in the house while her sister went to meet our Lord?
10. Who went on the housetop to pray and had a wonderful vision?
11. To whose house did an apostle come, having been delivered from prison?
12. Whose house was greatly blessed because of faithfulness to God in a time of great trial?

Topic Studies

APRIL 18.—THE ANGEL AT THE IRON GATE. Acts 12. 5-10.

Who was the king that killed the Apostle James? V. 1, 2.
Why did he put the Apostle Peter in prison? V. 3.

What did the church do about it? V. 5.
How was the prisoner Peter secured?

Who came into the prison to help Peter? V. 7.

Find five things that the angel told Peter to do for himself. V. 7, 8.

What did the angel do for Peter that he could not do alone? (Read about the "chains" and the "gate.")

Did the angel do anything for Peter that Peter could do for himself? If not, why not?

Was there anything left undone by the angel for Peter that Peter could not do for himself?

Learn: 1. God expects us to do all we can for ourselves.

2. We may ask Him to do the rest.

3. If we do what we can, we may expect Him to do what we cannot for our help.

APRIL 25.—THE INDIAN BOYS AND GIRLS (MISSIONARY MEETING).

TRIP AROUND THE WORLD.

Suggested Programme: Hymn 173. Prayer—For the Indian children and for those who are working among them. Scripture lesson—Matt. 19: 13-15. Map talk—Showing location of schools to be visited, Brandon and Coqualeetza Institutes and homes at Kitamaat and Port Simpson. Address—Who the Indians Are and Where They Come From (a news agent). Guides' reports of visits to the institutes. Hymn 335. Benediction.

References—"The B. C. Indian and His Future," 5 cents; "Indian Education in the W. N.," 5 cents; "David Sallosalton," 10 cents. Order from Dr. Stephenson, Wesley Building, Toronto.

Last month we visited All Peoples' Mission, Winnipeg. This month we will visit our Indian institutes, and see the girls and boys whose ancestors were the people of Canada long before John Cabot or Jacques Cartier started out on their

great voyages and discovered this beautiful land.

In the old days before the white man came the Indians hunted where they pleased, from the Atlantic to the Pacific Ocean, but people have been coming for about four hundred years, and the old hunting grounds of the Indians have become farms, ranches, cities, and towns. Instead of the Indian trail over the great prairies and through our forests, and the Indian canoe on the lakes and rivers, there are railroads and great steamers.

You are wondering what has become of the Indians. During all these years many changes have taken place, and now this great country is called "The Dominion of Canada," and has become a very important part of the British Empire. The Canadian Government made treaties with many of the Indians, gave certain lands to different tribes (reserves), and provided schools for the children. The missionaries have gone to the Indians and taught them about the true God, so that many of them are Christians.

Our Missionary Society, with help from the Government, is training several hundred boys and girls in our Indian institutes to be useful men and women. Some of you remember that last year we visited Muncey Institute, down near St. Thomas, Ont., but this year we are going West. Our first stop is at Brandon.

As the train stopped at Brandon our superintendent said: "We're all right; there's Mr. Ferrier on the platform."

"Come this way, boys and girls," we heard Mr. Ferrier call, and in a few minutes we were ready for the half-hour's ride to the institute.

It didn't take us long to find out that the Indian girls and boys were just like our own juniors. First we went to one of the schoolrooms. The arithmetic examples, the questions in grammar, the drawing, and the map of North America, which were on the blackboards, were just the same as we have in our own school. Mr. Ferrier asked the girls to sing for us, and we joined in the chorus. Then we went through the bedrooms. Everything was very clean and tidy. Our superintendent said: "I wonder if my juniors are as tidy as the girls and boys who live here." The juniors all laughed.

We visited the laundry, the dining-room, the storeroom, and the great kitchen. The girls and boys do the work, so that half go to school in the morning and the other half in the afternoon.

Although we enjoyed what we saw in the institute here, the barns, stables, and pigs interested the boys more than school rooms and laundry.

"Some of our boys are splendid farmers," Mr. Ferrier told us. "And they can play football as well as they can farm," he added.

Mr. Ferrier told us that some of the girls and boys came from beyond Lake Winnipeg, and from several tribes of Indians.