

crowning educational virtue of science is that it leads to the use of scientific methods of teaching: this usurper chokes up all possibility of an interest in the scientific. The "temperance" question is doubtless one of the most important with which our age has to deal; sufficiently important, perhaps, to make some consideration of it in the public schools a legitimate proceeding, but it must be done at the right time and in the proper way. Nothing can excuse the conversion of a text-book on physiology into a "temperance" tract: nothing can excuse the sacrilege of presenting this story of disgusting vice under the name of "science."—*Science*.

CONQUERING BY POLITENESS.—The Bible says, "a soft answer turneth away wrath." The *Irish Times* tells of a case in which a gentle action served the same purpose:

"A brave, active, intelligent terrier, belonging to a lady friend, one day discovered a monkey, belonging to an itinerant organ-grinder, seated upon a bank within the grounds, and at once made a dash for him. The monkey, who was attired in jacket and hat, awaited the onset in such undisturbed tranquillity that the dog halted within a few feet of him to reconnoitre. Both animals took a long, steady stare at each other, but the dog evidently was recovering from his surprise, and about to make a spring for the intruder. At this critical juncture, the monkey, who had remained perfectly quiet hitherto, raised his jaw and gracefully saluted by lifting his hat. The effect was magical. The dog's head and tail dropped, and he sneaked off to the house, refusing to leave it until his polite but mysterious guest had departed."

There are times when some animals act more sensibly than some people, and this poor organ-grinder's monkey

preached an excellent sermon to all who are too ready with fists or angry words. It takes two to quarrel always, and if one *won't* the other *can't*.

WITH all possible preparation and the wisest management, *the teacher is to be careful to guard against impatience of results*. He must "learn to labour and to wait."

The teacher is not working for a day. He is sowing seed that produces fruit in after life. He is assisting to load and launch a ship that will hereafter carry much freight of blessing or of curse across the sea of life. He is planting trees, and he must dig about them and tend them carefully, but he cannot expect to see them grow at once into giant oaks or goodly cedars. All this will come in time. Anxiety for immediate results is one of the greatest hindrances in our work to-day. Teachers, superintendents, and parents forget that mental and moral strength is what we want, and that it must come only by steady and very slow increment of growth. Children are puffed up with facts till they are as large as men. But it is mere fat, and this must be assimilated until bone and muscle are proportionately developed, before they can do the work of a man. We should be content to let the children grow in intellect and morals as they must do in body, and not worry ourselves because they cannot, like Jonah's gourd, grow up in a night. The fact is, quick results are almost always to be suspected. Let the teacher do his work earnestly, lovingly, patiently, and wait till the appointed time for the harvest.

"The germs and fruits of life must be forever hid in mystery.
Yet none can toil in vain for me.
A mightier hand, more skilled than thine,
Must hang the clusters on the vine,
And make the fields with harvest shine.
Man can but work; God can create;
But they who work and watch and wait
Have their reward, though it come late."