

liquor nuisance. Let us call to mind this very old promise and prophecy, "And a little child shall lead them." Perhaps if teachers realized what a company of reporters they have around them every day, and knew how much of what teacher does and says is repeated at home, they would see in this their opportunity to very materially influence the ballot of the present day.

A little boy in Rhode Island, the son of a saloon-keeper, became so much interested in the subject of temperance as taught him in the Public Schools, that he besought his father to stop the sale of liquor, and when the Constitutional Amendment was submitted to the voters of Rhode Island, this little fellow pleaded with his father to vote for the Amendment. The man would not, of course, consent to vote contrary to business interests, but to get rid of the child, told him that if he would give him six dollars, he would vote for the Amendment. Nothing daunted, the brave little fellow asked the neighbors to allow him to clean cellars and do other work, and in this way he earned the required sum and carried it to his father. The man was as good as his word, voted for the Amendment, and found a more honorable business. So much of *present result* was secured by one conscientious teacher of temperance in the Public Schools.

It is not within the province of this paper to suggest methods of instruction. Fault has been found, and perhaps justly, with the text-books used; but vastly more important than any text-book, however perfect, is the living, sympathetic, enthusiastic teacher. Not less attention should be given to the evil effects of alcohol upon the human body, but much more attention should be given to other phases of this great subject: The wrong of the license system, the wreck and ruin wrought in the home, and especially the awful truth that no drunkard shall inherit the kingdom of heaven.

Some may say, "I am not paid to teach morals and religion. I shall never be called to account if I pass this by." Perhaps not at the bar of human justice, but there is a higher tribunal where we shall be held responsible for failure in duty. Think for a moment of the old meaning of the word duty, something due. Think of the debt you owe to God, to childhood, to native land. If you, as teachers, will do your duty in this thing, many of us may live to see the day when this dark stain upon our social and national life shall be forever wiped out. And *you will not fail in your reward*. Some one has said that "If a more glorious crown is held in reserve for one rather than another, it is for him who, uncheered by worldly applause, and without the prospect of adequate reward from his fellowmen, cheerfully spends his strength, and does with diligence and patience whatsoever his hand findeth to do towards raising his fellow beings to happiness and prosperity."

You have heard of the warrior monks of Africa. One of their principal objects is to break up the slave trade. They have established stations along the line traversed by the slave caravans, and any slave escaping finds a refuge with them. A dramatic feature of the consecration of these monks appeared when the cardinal led to the altar a little brown girl, barely nine years old, who had succeeded in escaping from a slave caravan passing through the desert. A sudden movement of the child caused her to drop something that she was holding concealed by the folds of her garment. The venerable prelate went and raised the object from the ground. It was a small dusky hand, the hand of the child, which in sheer wanton cruelty had been cut off by her captors. Holding it aloft, and pointing southward towards the Great Sahara, while with his other hand he raised the child's arm so that all could see the mangled stump, he said in clarion tones: "I would to God that all Europe could see this little hand. May it serve to guide your line of march for God, for France, for humanity."

From ten thousand desolate homes little hands are stretched out to you to-day to save them from an awful fate. Let them guide your line of march, while you inscribe upon your banners: "For God, for Home and Native Land."

CORRECTION of mistakes or faults should not degrade or discourage, but stimulate.

The sandal tree perfumes, when riven,

The axe that laid it low:

Let man, who hopes to be forgiven,

Forgive and bless his foe.

—Sadi.

## ✱ Question Drawer. ✱

A SUBSCRIBER.—(a) In the examination in English Composition for entrance the candidate, it is announced, will be asked simply to write a letter and a narrative, or description, each being of about thirty lines in length. This seems sufficiently clear. It is not said that the examiners will prescribe the subjects, but it is to be presumed they will do so. No boy or girl who has passed through the forms of the Public school should find it very difficult to write a letter of thirty lines in passable style, or to write an account of some simple incident or a description of some familiar object.

(b) Agriculture is optional for Entrance Examination, as distinctly stated in the "Regulations." You ask: "What, then, is the meaning of those cards from the Education Department which have so surprised some of the teachers. They state that the Department requires Agriculture to be taught, and that teachers will have no difficulty between now and Examination, in preparing their pupils for it." We learn, on enquiry, that no such cards have been issued by the Department.

M. B. B.—High School Entrance and Public School Leaving Examinations begin June 28th.

### TIME-TABLE.

#### First Day.

A.M.	8.45.....	Reading Regulations.
	9.09-11.00.....	English Grammar.
	11.10-12.40.....	Geography.
P.M.	2.00- 4.00.....	Composition.
	4.10- 4.45.....	Dictation.

#### Second Day.

A.M.	9.00-11.00.....	Arithmetic.
	11.10-12.20.....	Drawing.
P.M.	1.30- 3.00.....	History.

#### Third Day.

A.M.	9.00-11.00.....	English Literature.
	11.10-11.40.....	Writing.
P.M.	1.30- 3.00.....	Temperance and Hygiene (optional).
	3.10- 4.40.....	Agricultural (optional).

Reading to be taken on the above days at such hours as may suit the convenience of the Examiners. Junior Leaving Examinations commence July 11th. We have not received a copy of the time-table.

A SUBSCRIBER.—(1) We suppose the post office, court house and jail, would come under the head of "public buildings." But the question is indefinite. Do you mean Provincial or Dominion public buildings? (2) S. Blackburn, Glencoe, is Registrar of the County of Middlesex. (3) We cannot at the moment name a Canadian History which contains a good account of "How We Are Governed," but see answer to "M. J.K."

A SUBSCRIBER sends us the following, for which he will please accept our thanks:—

I notice in your issue of April 15, correspondence column, in reply to J.N.H., (3) you stated that the Brantford, Norfolk and Port B.R.R. merges into the Canada Southern at Tilsonburg. Your impression is incorrect, although your map might seem to justify the error. The Norfolk, Brantford and P.B. merges into the Air Line at Tilsonburg Junction, one and a half miles west of Tilsonburg. It is, like the Air Line, a part of the system of the Grand Trunk. In the same issue J.N.H. wishes to hear from teachers who have joined the Home Knowledge Association. I have been a member of the above Association three years, and have found them obliging and prompt.

W.J.K.—(1) By "The Netherlands" is meant the Kingdom of Holland. (2 and 3) These questions belong to English Department and have been referred to Editor of that Department. (4) Whether the "people of Upper Canada were justified in rebelling in 1837," is a matter of opinion. The answer depends upon the point of view. Was "responsible government" worth fighting for, and, if so, could it have been had without the rebellion? There can be no doubt, we think, that the attempted rebellion, at least greatly hastened the deliverance, by compelling the attention of the British Government to the maladministration from

which the country was suffering. (5) We shall try to have a paper on "How We Are Governed," in next number.

B.Mc.—The regulations prescribe that when temperance or any other optional subject is taken, "the minimum of one-third shall be required in each, as in the case of any other subject, and the total aggregate shall be correspondingly increased." That is, the number of marks assigned to the optional subject are added to the total of those assigned for compulsory subjects, and in order to pass the pupil must take one-third of the marks assigned for the compulsory subject and one-half of the total number of marks assigned for all subjects, the optional subject included.

H.S.A.—(1 and 2) We do not know that frosted or corrugated glass is injurious to the eyes. We fancy that more depends upon the position of the student in reference to the window, than upon the medium through which the light passes. We should be glad, however, if some one who has given special attention to the question and to the latest conclusions of science in regard to it, would give his views upon the subject. (3) The "Pacific Scandal" was the accusation brought by the late Mr. Huntingdon, M.P., against Sir John Macdonald and his colleagues, in connection with the early negotiations for building the Canadian Pacific Railway. It would require too much space to give a history of the transaction, but the substance of the charge, which was afterwards proved before a Royal Commission, was that on the eve of the general election of the date mentioned, Sir John Macdonald and Sir George Cartier, leaders of the Government, asked and received from Sir Hugh Allan, with whom, as the representative of a company, they were negotiating for the building of the road—very large sums of money to aid them in the elections. The Conservative Government was overthrown in consequence.

Other questions deferred till next number.

### TIME TABLES.

In a paper on Time Tables, read before the Primary Section of the Hamilton Teachers' Association, Miss Elliott said:—"The standard of a school depends on the regularity and punctuality of every person in it, but especially on the regularity and punctuality of the teacher, otherwise she cannot expect these qualities in her pupils. Without these there can be no system or order, and without system and order no progress. Children naturally love order, and practise it if made agreeable to them, but they are very active, and if their activity is not directed along the line of useful pursuits they will use it on their own pleasure. In making out the plan, the first thing to be considered is what is to be taught. We have, e.g., Reading, Number, Writing, Drawing, Music, Natural Science and Language. The first three seem most important, and in order to get over one session's limit we do not care to crowd them. Then the place for each subject must be considered. What would make a good lesson if taken first in the morning would make a very poor one taken just before four o'clock. Half-an-hour distributed over the school day is little enough for exercise, gymnastics, and changes of position, for the teacher must consider the physical as well as the mental development of the child. The lessons should be short and full of interest. Not how much but how well."

### THE INEVITABLE.

I LIKE the man who faces what he must

With step triumphant, and a heart of cheer:

Who fights the daily battle without fear;  
Sees his hopes fail, yet keeps unfaltering trust  
That God is God; that somehow, true and just

His plans work out for mortals; not a tear  
Is shed when fortune, which the world holds dear,  
Falls from his grasp; better, with love, a crust  
Than living in dishonor; envies not,

Nor loses faith in man; but does his best,  
Nor ever murmurs at his humbler lot,

But with a smile and words of hope, gives zest  
To every toiler; he alone is great,

Who by a life heroic conquers fate.

—Sarah K. Bolton.