

THE CUP-BEARER.

The beauty of the world but runs to waste,
 For sunrise after sunrise comes and goes
 And leaves no trace of all its splendour gone,
 And sunset after sunset, like the sea
 We cross in dreams to reach the gates of God,
 Ebbs far and farther and is seen no more ;
 Night through her billowy clouds upswings the moon
 And blurs the dark with flying mists of light,
 Or bares her fathomless deeps of stupefying calm
 And silent hollows pebbled thick with stars,
 But fades and is forgotten of the day ;
 And love and hope and joy and youth, and all
 The bloom of life and sweetness of the year
 Flows past us ever to its bourne of death,
 Sings like a stream adown its sunny hill,
 And sighs through sunless places of the vale,
 Its depths and shallows glimmering strangely flecked
 With shadowed gloom and glory of earth and heaven,
 Slips from our touch and flashes out of sight.

And even as it passes and is lost—
 Ere yet it spills into the sunlit sea
 That far-off murmurs by the gates of God—
 The immortal Hebe captive among men,
 Art dips her golden cup into the stream
 And lifts the living waters to our lips
 That we may taste how sweet is all we lose.

—A. ST. JOHN ARCOCK, in the *London Outlook*.

THEY tell this story of Lord Rosebery, who is a very bad shot : Not long ago he was on the Scotch moors, and having unsuccessfully fired at a covey of birds that rose not more than twenty yards ahead, he exclaimed : " It is strange that none of them fell ! I'm positive that some of them must have been struck ! " " I dinna doot," returned the keeper, with the usual freedom of his class, " that they' were struck wi' astonishment at gettin' off sae easy ! "

THE *Canada Educational Monthly* for October publishes a paper by Percy J. Robinson, B.A., on the subject of Residential Schools. The paper though brief gives a suggestive and timely presentation of the subject. Residential schools have been passing through a period of depression due largely to a corresponding period of depression in material prosperity, accompanied by the general establishment of high schools. It is well at this time that the use of residential schools should be recognized and the conditions pointed out which will favor their return to popularity. The work of the educational development of the three-fold nature of a boy is at present divided between the day-school, the home, and the Sunday-school. The boarding school takes the place of all these, and by so discharging all three functions it gives additional strength and is able more effectively to do the work of each. The work of Woodstock College and kindred schools is not a work of the past, but largely and ever-increasingly of the future.