

EDITORIAL NOTES.

Deliver not the tasks of might		That from Discussion's lips may fall
To weakness, neither hide the ray		With Life, that working strongly, binds--
From those, not blind, who wait for day,		Set in all lights by many minds,
Though sitting girt with doubtful light.		So close the interests of all.

Victoria

May 24, 1819; January 22, 1901.

Take, Madam, this poor book of song ;
 For tho' the faults were thick as dust
 In vacant chambers, I could trust
 Your kindness. May you rule us long,

And leave us rulers of your blood
 As noble till the latest day !
 May children of our children say :
 " She wrought her people lasting good ;

" Her court was pure ; her life serene ;
 God gave her peace ; her land reposed ;
 A thousand claims to reverence closed
 In her as mother, wife and Queen ;

" And statesmen at her council met,
 Who knew the seasons when to take
 Occasion by the hand, and make
 The bounds of freedom wider yet

" By shaping some august decree.
 Which kept her throne unshaken still,
 Broad-based upon her people's will
 And compass'd by the inviolate sea."

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" That God which ever lives and loves,
 One God, one law, one element,
 And one far-off, divine event,
 To which the whole creation moves."

—Tennyson.

WHERE COMES IN THE TEACHER?

A POINT emphasized by Mr. Draper in his paper on history, before the Carleton, N.B., County Teachers' Institute, was, that if teachers would prepare their work there would be less heard about text-books. This, we suppose, refers to the finding fault with the present text-book on Canadian History. Similar views were expressed

at the Cumberland, N.S., County Institute in discussing the paper on history read by Mr. Hepburn.

Are not teachers too prone to exaggerate the merits and demerits (especially the latter) of text-books? It is true, and unfortunately so, that many teachers in public and private discussions find fault, often in terms neither wise nor temperate, with text-books. If they but knew it, these criticisms reflect upon them-