new secretary." The trouble with this question—the trouble with every question----seems to be, that there are so many convincing arguments on both sides. No time is lost in which one has been happy. That has a pleasant and worldly sound. But no one can be happy who is not doing right, and no one can do right without being a miser of the minutes, and no one can be a miser of minutes who does not get through with a certain amount of hard work. So, then, we drift by natural means to the other extreme of overwork. This is an evil of which I am sure many of us stand in wholesome horror. Indeed, I have little hesitation in saying that the really over-worked and broken-down members of the Intermediate Grammar Class might easily be counted on the fingers of both hands.

The question of the day—that is, the clock-question of the day—is this: Given a certain limited amount of time to find how much work can be performed in it. Generally, one can study better when time is pressing. Monday's lessons are never learned, simply because there is plenty of time to learn them in. Some of us, selfsacrificingly, stay away from the meetings of the Literary Society so as to have more time in which-not to learn them in. As a rule, we like study, but we don't pine for it. Unfortunately, "Mason's Grammar," has not the charm of a thrilling romance, over whose pages you hang with breathless interest; that fascinating glamour which rests upon the latest book of summer travel is sadly absent from our geographies. There is nothing in clock-questions or in stock-questions to stir the blood, and geometry is powerless to wake within us thoughts which do often lie too deep for tearsunless it be on examination-day. But let me repeat the hackneyed truths again. If you wish to triumph over, and, in a manner, to taunt your ancient enemy the clock, you must do as you would to get in through a crowd to a gate all are equally anxious to reach. Hold your ground, and push hard. To stand still is to give up hope. There is nothing that may not be achieved by an intense, continuous act of volition. The greatest genius is a genius for persistence. One must not only strike when the iron is hot, but strike till the iron is hot. " Men must know," said Bacon, "that in this theatre of man's life it remaineth only to God and the angels to be lookerson."

PRACTICAL EDUCATION .- Is the teacher's work done when he has supervised the pupil's work in memorizing facts? Do facts memo-rized, and not understood, constitute an education? Are they not like characters written on the rough surface of a frosted window? Are they not cumbrous and unwieldy mental trumpery? What the pupil learns is useful only as he can apply it. But how can he apply what he does not understand? He was told that grammar is the science of language, but why was he not taught the extent and utility of this science, and the practice of its correlative art, so that he could compose and place in proper form a social, or a business letter or write out properly the most common business form? How many of our pupils whom we termed good arithmeticians. could make rapidly and correctly the most common calculations necessary in our banks,

business offices, and stores, or tell the amount and cost of materials used by mechanics in the construction of an edifice? How many are there that can talk fluently on the topics of the day, and yet are unable to express their views in writing upon a subject with which they are perfectly familiar? I may be a radical upon this question, but I firmly believe that a proper public school training can change all this, and that every pupil, to the extent of his mental endowments, can be taught to express his knowledge of subjects in writing as freely as he can orally; that he can be taught to apply his knowledge of arithmetic, geography, grammar, and history to the various practical duties of life, and until this is done our system of education will, in my judgment, be to a great extent a failure; it will be wanting in the chief ends of its crea-tion.-Supt. G. J. Lucky, Pittsburg, Pa.