

COME THEN.

Nay, come not now—when buoyantly your
feet

With lightest, softest footstep treads the air,
And joyously you smile on all you meet,

And from your life have banished care ;

But when the fragrant flowers in your crown
Are scentless, and lie still in bleak and
cold,

Weary with the strife, you're sad and old—
Come then.

Nay, come not now ! The world rings with
your name,

And on the highest wave is proudly rolled.

All men applaud you and your gracious reign,

While your fame has brought you gold ;

But when the Path grows longer with each
fight,

And faithlessness and grief their furrows
press,

And crowded is your life with loneliness—
Come then.

—Kate E. Pierce in *The Bookman*.

EDITORIAL NOTES.

Deliver not the tasks of might

To weakness, neither hide the ray

From those, not blind, who wait for day,
Though sitting girt with doubtful light.

“That from Discussion's lips may fall

With Life, that working strongly, binds—

Set in all lights by many minds,

So close the interests of all.”

We have certainly reached a stage in our educational affairs, as in the other affairs of the century, when the practical has come to stay. Among the subjects taught in our schools, reading, writing and arithmetic are still the chief exponents of the practical in school work, though it is often still an enigma for the moment for teacher and pupil when either is asked why so much time is spent in training the class to read aloud. The elocutionary drill of reading aloud in school is, after all, only a means to an end, and when the process of reading, reciting and speaking are compared, the comparison but leads to their identity as the best means towards the highest aim of all education, namely, the training of a child to think deliberately and logically. Writing is a training of the hand and eye and bears a kindred relationship to composing which reading does to speaking. Yet there is a practicability about the writing exercise which is not to be as directly recognized in the elocutionary drill. There is a broad-

and-butter element in the caligraphic training of the hand, and when one considers how impossible it has been for the youthful candidate for a bank clerkship, or for any kind of a clerkship, to secure a position should he be possessed of an unbusiness-looking handwriting, there is common sense in the floutings of the parent who claims that his son continues to be the worst of writers. The worldly-wise teacher will, therefore, seek to have only the best of handwriting in all his classes, though, possibly, he may be convinced, as an educationist, that penmanship is but a mechanical art, and has little or no connection with the immediate training of the pupil's mental faculties.

But a new phase of this practical art has come to force itself upon our educational reformers. The function of the pen in correspondence and office work has come to be usurped by the typewriter, and the typewriter, as a practical outcome of business necessities, has evidently come to stay. And the old, ar-