

taught there. When students stand appalled at the sight of the Greek alphabet, and during all their course never get over their fright, it proves that some teacher should be rotated out, and some other teacher rotated in. A good teacher will make whatever he teaches interesting, be it Greek, German, or Gaelic. It is not so much a question in our schools What shall we teach? as How shall we teach? Some teachers will discipline the mind more in teaching practical cookery three months, than others would in teaching Chinese or Choctaw all their lives. A pupil recently examined could repeat all the rules in the arithmetic perfectly, but utterly failed when asked how much a turkey would cost, weighing  $17\frac{3}{4}$  pounds dead, at  $6\frac{1}{2}$  cents per pound alive.—*Ex.*

It often occurs to us of what importance it would be if some time were devoted in the schools to the practice of short-hand writing, familiarity with which is every day becoming more valuable and necessary. In some schools the time given to the writing-lesson is absorbed by elaborate practice in ornamental penmanship, usually an unnecessary waste of time and patience which would be more serviceably expended in acquiring some practical knowledge of phonography. For literary purposes, and indeed for most of the ordinary purposes of writing, the use of short-hand is of great moment,—the economy in its use over the present system of writing out in full, being a matter instantly verifiable by any one familiar with the system. To the student in making rapid notes of lectures, and in transcribing passages from text-books for future reference and use, acquaintance with phonography would be of great assistance, while in his future career he would find it highly serviceable and profitable to him in whatever occupation he is to engage. Some years ago phonography was made the subject of reference in a Presidential address before the British Science Association, in some such words as the following:—

“It seems strange that while we actually possess a system of short-hand by which words can be recorded as rapidly as they can be spoken, we should persist in writing a slow

and laborious long-hand. It is intelligible that grown-up persons who have acquired the present conventional art of writing should be reluctant to incur the labour of mastering a better system; but there can be no reason why the rising generation should not be instructed in a method of writing more in accordance with the activity of mind which now prevails.”

The utility of short-hand, indeed, is every day becoming more and more an admitted fact, and if the system could be introduced into the schools, as a part of the writing lesson, we are certain of its great advantages to those who can acquire facility in writing it. To become a short-hand writer is not, of course, an attainment to be jumped at. Like other acquirements the “royal road” to it is through application and perseverance. “Two things,” it has been said, “are especially necessary to the complete attainment of short-hand; namely, first, to *begin*, and next, to *go on* with its acquirement and practice. The learner must, as it were, *grow* into the use of short-hand writing, pretty much in the same way that he advances to perfection in any other every-day attainment.

THE Annual Games in connection with the Toronto Collegiate Institute, came off on the Toronto Lacrosse Grounds, on Friday the 3rd instant, with great *eclat*. A lively interest was manifested in the proceedings by over 1,500 spectators. His Worship the Mayor presented the prizes. The Band of the Queen's Own Rifles was in attendance.

No student of English Literature can now complain, on the score of expense, that he is precluded from adding to the resources of his library, as he can now get the cream of England's contemporary thought in the great English serials, the *Nineteenth Century*, the *Fortnightly*, and the *Contemporary Review*, in American reprints, at twenty cents each, per month.

THE following are the Scholarship winners at the recent Examinations at the University of Toronto:—

*Classics*—Mr. E. J. Harris, of Woodstock Literary Institute.

*Mathematics*—Mr. D. Francis, of Collingwood Collegiate Institute.

*General Proficiency*—Mr. C. W. Mulloy, of Berlin High School.