

SOME time ago we advocated the substitution of a high standard obtained at the monthly examinations in place of the final, and called for the views of the students upon the matter. No response has been made, but the idea, if developed, would be so productive of good that we hesitate to allow it to be entirely forgotten. We suggested that students who obtained a certain average standard at all the monthly examinations, should be excused from writing at the final or university examination, and in support of such a system it was shown that cramming, the greatest evil a student must contend against, would be, to a great extent unnecessary. This fact alone should be sufficient to recommend it to the Senate, and to the students. But in addition to that it would excite more interest in these examinations. The institution of awarding prizes has been abandoned. These were determined by the results of the monthly exams., and have always been a great inducement to regular attendance. Already this session we notice students are neglecting the regular monthly examinations because, they say, "It makes no difference." We should be sorry to see these examinations fall into serious neglect. Such a state would be against all traditions of the college, and a step in a wrong direction. By means of them we have a training that nothing else can give, and that we cannot afford to lose. What then would be better calculated to insure their continuance, and their being made a proper factor in the course of every student, than the system which has just been proposed. Certainly there must be something to give permanence to the monthlies, and it does not appear that anything else but our suggestion will do so. The training and practice which is received by attending, is not sufficiently apparent to students, so that we may be sure, they will not attend for the sake of these alone. It will not require a

long trial to demonstrate this fact. The advantages arising from the introduction of a system based on the foregoing suggestions, seem to be numerous; the disadvantages, if there are any, have yet to be shown.

IT is, perhaps, scarcely within the province of college journalism to discuss the question as to whether the study of shorthand should be introduced into the catalogue of Common and High School studies.

We may, however, in so far as the training in these schools is prefatory to a University course and a consequent professional life, point out that so long as the present lecture system continues, a knowledge of shorthand will prove itself to be one of the most valuable aids to the student who purposes taking such a course. That it should be so, needs only to be hinted, as the arguments in its favor are so numerous and self-evident that no one would think to question it.

To all those who anticipate a college course we would suggest the advisability of acquiring a knowledge of shorthand, both as a means of lessening the drudgery of class-work, and as an accomplishment which will be of constant service throughout a professional career.

REFLECTIONS OF THE COLLEGE MOUSE.

AS everything seems quiet about the college, and professors and students have taken themselves off, and John does not appear to be lurking anywhere with broom and poker, I think I'll go out for a little ramble. There is one nook which I specially delight in—that is out-board below the stairs. Now that the letter-box is out of use, and some one has kindly removed the Y. M. C. A. hymn-book receptacle to the classical class-room, there is little danger of being disturbed in that retreat even in broad daylight. I always avoid that corner of the closet where the black bottles were last winter. I hate, above all things, stale whiskey smells. I wonder if Coleridge had a snuff of them when he got off that stanza about odours. His mind must have been running then on something more material than Universal Spirit. But if I talk bookishly, Dr. Bell will be setting a trap for my benefit in the Library; so, as Tom Sawyer said, "mum's the word." But the other corner, into which the old