

On reflecting he was not able to name one who would give satisfaction to an audience ordinarily critical. We presume there are elocutionists in College, but they have no chance to display any ability they may possess. This has been the case since the demise of the Elocution Association in 1878-79. In that society half a dozen men read selections at every meeting, and were criticised and their selections pruned until they were well worth listening to. Now a college is popularly looked upon as a hot-bed of elocution, and it is a pity that our men, through lack of practice, criticism and rehearsal, are not able to represent the College better. What we started out to say was, that the Alma Mater Society should take the matter up and have a series of readings every night before the debate. Besides being of benefit to the readers, these would add to the interest of the meeting. If we had some good readers we might, assisted by the Glee Club, give some public entertainments, which would serve both to amuse the townspeople and raise money for the better equipment of the gymnasium or some other laudable object.

THE senior year will, we presume, soon select a Valedictorian to represent their class in the April Convocation. There is good material in the graduating class of this year, and we have no doubt that the task will fall to the lot of a worthy representative; but, in order to give ample time for preparation, the choice should not be deferred until just before the Finals.

It is our opinion that the Class Valedictorian should always be chosen with a view to securing the ablest platform speaker and best writer in his class, and should not be confined necessarily to honour men, or to those who have taken the lead in their studies. Tastes differ, and some students may prefer to spend time developing their

oratorical powers *par excellence* while at College, and some such incentive as the possibility of being Valedictorian of his class would, no doubt, urge many a student to greater effort in rhetorical culture.

SOME discussion is arising in college circles as to the advisability or otherwise of employing *class monitors* in colleges, *i.e.*, students who, proving themselves capable, are commissioned by the Professors to teach certain classes the elementary work pertaining thereto.

We are glad to know that the system does not prevail to any great extent in Canada, although from recent observations we see that the plan has been adopted in more than one Canadian college.

The custom seems to us to be a pernicious one, for—although certainly relieving the Professor of rudimentary work, which may naturally enough be distasteful to him—it places the members of the class under a decided disadvantage. It cannot be expected that a member of his own class, or even an older student in the same college, will have the influence over a student necessary to keep him steadily at work. Not ability alone, but moral weight, is required in a teacher, and nowhere is this more evident than in a University. We have noticed that the colleges who employ student-teachers the most are the least weighty in point of influence, and are notoriously lacking in *prestige*.

In this connection we might venture the opinion that too much rudimentary work is permitted in colleges, to the detriment of the higher branches of learning. When Canada was younger than it is to-day this may have been a necessity from the inefficient state of the then-existing schools. But with her present High and Public School system Canada is at least fairly able to fur-