

tion. There may be insuperable objections to this system of class lectures; but, for the advanced classes we are really unable to see what they are.

PRONUNCIATION.

Until recently, spelling was the criterion of a common education. In fact, to mis-spell a single word, was a disgrace for one who claimed accurate scholarship. But this stern criticism, has gradually blended into a more effectual and equally useful standard,—that of correct pronunciation.

The student who bases his knowledge upon the fact that he can spell every word contained in the dictionary, is rather out of date. This busy age demands little time to quibble over the exact letter for the word. The Essay and Novel have been robbed of their vitality by the graces of conversation; and the use and accentuation of words, forms the apparent material for criticism.

Scholarship is now measured by the accurate knowledge displayed in conversation and public speaking as well as that displayed by the few. Its secret in the former, lies to a great extent, in the complete mastery of language. Let the orator of the day enter upon his discussion, and his lecture discloses the degree of culture possessed. It matters not how poor may be the writing and spelling of the manuscript, correct pronunciation gains for him the laurels of the day.

Certainly our language admits of many irregularities in its system of pronunciation; but this is no excuse for ignorance. For with a little time and attention, all the words at one's command can be accurately mastered.

A particular method of pronunciation, in various words, is a habit acquired unconsciously; and its accuracy is owing to the language of daily use. A child addressed with ungrammatical sentences and mis-pronounced words, will use them in return. In this rare exception, "It is easy

to learn; but difficult to forget." Rules are powerless over such habits. It behooves us then to be on the alert.

Accurate spelling we would not underrate. It will ever meet with admiration. But pronunciation, clear and perfect, now commands equal if not higher merit. And though we may never again attain that standard of criticism which caused an Athenian assembly to hiss at the orator for the mis-pronunciation of a single word, yet the accuracy we may acquire will be of inestimable value in the hearing of the true critic.

PRIZES.

Perhaps there is not another school in the country of the age and size of our University that has not had prizes offered to its students. Here nothing of the kind ever breaks the monotony or creates a ripple upon the surface of ordinary school life. In many of the eastern schools, hundreds, and in some, thousands of dollars are offered as prizes to the best declaimers, essayists, orators, or debaters. The old objection that nothing substantial is gained by these contests *may* be true: the interest excited may be momentary, the extra work done may not be of the most beneficial kind; but if this be granted then we must also admit that prizes under no circumstances are advantageous; but this cannot be admitted, for almost the whole of the exertion made in this life is to secure some prize. The business man has something tangible that he is striving to gain. But the student has nothing real, nothing tangible to show for his days and years of study till he comes into the active duties of life. Now why not give him some insight into the contests which await him? Why not let him taste some of the sweets of victory, or feel the pangs of defeat? Surely it will test the metal of which a man is formed, and help show him of what material he is made.

Class exhibitions have been talked of in