

restored but largely increased, and this, too, entirely free of cost to the revenues of the University. An endowment fund of \$20,000 has been placed at the disposal of the University for this purpose through the noble generosity of the Chancellor, the Hon. Edward Blake, who thus adds but another proof of his devotion to an institution which already owes so much to his wise direction and indefatigable labours.

"A scheme for the allotment of the annual income of this fund in scholarships, to be given at junior matriculation only, has been drawn up and approved by the Chancellor and Senate. The number of scholarships proposed in the scheme is twenty-nine, inclusive of those already offered from private benefaction. The cash value of the scholarships is not large, ranging from \$60 down to \$30, but in every case the money given is to be supplemented by free tuition during two, three, and even four years of the undergraduate course, which at the present scale of fees represents a money value of \$20, \$40, \$60 or \$80, as the case may be. Thus the actual value of the prizes offered ranges from \$140 down to \$90, sums which will afford very substantial aid to the successful scholars. The free tuition in any given year is made conditional on the winning of first-class honours in at least one department in the preceding year. In other words, the student must not only make good his claim at matriculation, but he must maintain it by continued effort throughout the course. A very generally recognized defect in the University system of honour courses is the tendency to specialization at too early an age which it encourages. It is now quite possible and only too common for a student to study but little else than one special department, say Classics, Mathematics or the Modern Languages, from the very

beginning of his High School course. One of the main features of the scheme is the marked encouragement given to the broader courses of study. Of the twenty nine scholarships eight only, and these the smallest, are given for proficiency in a single department; twelve are given for proficiency in two departments—by no means a narrow course of study; and eight, the most valuable of all, are given for proficiency in the whole matriculation work. In allotting the scholarships for proficiency in two departments, a wise grouping of subjects has been made, by which incongruous combinations are avoided, and by which the departments taken up will in most cases be complementary to each other. The plan proposed will also do much to discourage the claims of superiority which are too often put forward by one or other branch of learning. The practical equality of the four departments of Classics, Mathematics, Modern Languages and Science is recognized in the fact that the special scholarships given for each are of equal value, and that in estimating the general proficiency standing the marks allotted to each of these departments are also equal. The recognition of the claims of Science is particularly noticeable in this connection, as it is now for the first time made a scholarship department at matriculation, and not only so, but it is at once put upon a footing of equality with the older branches of learning. History and geography, since they do not properly form a part of any of the four departments mentioned, are considered only in the marks for general proficiency. As the endowment fund is not as yet complete, it is proposed that for the present a part only of the cash value shall be paid on each scholarship, the amount to be increased by ten per cent. of the whole sum each year till the completion of the