

THE problem with which educators are wrestling at the present time most vigorously is pedagogics. One part of this general question is what part in the training of teachers practice-teaching should have, and where and how should it be conducted? Educationists seem to be of one mind as to the necessity of having all those who aim to be teachers in the public or elementary schools so trained. In European countries this opinion seems to be equally strong as to its necessity for all teachers, whatever may be the grade of school in which they are being trained, before they are entrusted with the responsibility of having full charge of classes. The same opinion is undoubtedly gaining ground in Britain, the United States and Canada. The opinions of eminent and experienced men are being gathered from all countries on this important plan of the proper preparation of teachers for their high calling. We gave the opinion of one expert last month, another is given in this number.

#### UNIVERSITY MATRICULATION SCHOLARSHIPS.

IT is with pleasure we refer to the founding by the Hon. Edward Blake, Chancellor of the University of Toronto of a generous number of scholarships to be competed for at Junior Matriculation into that University. We regretted, with many others, the withdrawal of the scholarships which were open for competition in former years in the University of Toronto, knowing as we did the beneficial effect the competition for Scholarships had upon students and undergraduates. A commendable feature of these scholarships provided by the wise liberality of the learned Chancellor is that the payment of the tuition fees for the whole University course

is included in the scholarship. Knowing the important effect the establishment of these scholarships will have on the education of the country, we make room for an article on the subject from the *Mail* of this city, with which we heartily concur:

"Ten years ago a sum of no less than \$3,805 was distributed annually for scholarships in various stages of the Arts course, in the University of Toronto, \$700 of that amount being open for competition at the Junior Matriculation Examination. Owing to pressing financial circumstances the University saw itself forced to withdraw first of all the scholarships in the upper years, and finally those offered at matriculation, with the exception of the Prince of Wales Scholarship and the Mary Mulock Classical Scholarship, for which latter the University was indebted to the liberality of the late Mrs. Mulock. The withdrawal of the scholarships was very generally regretted. Objections have, it is true, been sometimes urged against the theory of money prizes as educational rewards, and with more force perhaps against the propriety of devoting public funds to this purpose. Among practical educators, however, few will be found to undervalue the advantages which, at least in the earlier stages of study, arise from that healthful competition which is stimulated by judicious rewards, while all will admit that to give by this means assistance to the poor but gifted and diligent student, as Carlyle puts it 'to furnish the timely aid from which may spring a little trace of help to the young heroic soul struggling for what is highest,' is, on the part of a private donor, not only in itself a meritorious act, but in the highest sense of the word a public benefaction. Friends of higher education will be rejoiced to learn that the matriculation scholarships are to be not only