

in every department the best students were placed in a very peculiar position from not knowing under what condition medals were to be given. We are fully persuaded that notice should have been given to cover any such possible case; it was only fair to expect it. We do not know who made the award, but to award the medal to the second man of the class, under such circumstances, was unfair to Mr. McCrimmon and the other students of Philosophy. It would have been more politic under existing circumstances to have given the medal to the rightful winner. It would have in some degree reconciled students with whom Philosophy, as taught by the late Professor Young, was the true philosophy to that advocated by Professor Baldwin.

Then, when the medal was assigned to Mr. Kerswell it would have been a graceful act on his part to have refused to accept it. Had he done so the opinion of his fellows for such an action would have been far more valuable than any medal, and we doubt not that their feeling would have found expression in some way that would have been a pleasant memory to him all his life long. The whole affair is one which we regret exceedingly, and trust that a similar case will never again occur in the history of the University of Toronto.

In the case of the Governor-General's gold medal, we are of the opinion that in counting Orientals the equivalent of Classics, Moderns, Natural Science, Mathematics, Philosophy and Political Science, a manifest injustice is done students in these departments, for in all of these the work to be done is vastly greater than in Orientals. Without in any way trying to disparage the excellent work done by the medalist in the departments of Classics and Orientals, we think there are better men in the year to some one of whom the medal should have gone. It would be well to institute some ratio between the subjects in awarding such a medal, for there are some of the departments which should count for more than the department of Orientals. Again, in deciding the winner of the Julius Rossin scholarship, we understand that the authorities themselves were in doubt as to the real conditions to be fulfilled before awarding it. When such is the case among those who decide such matters, how much more mysterious it is to the students themselves.

The point which we desire to make is simply this: that the conditions to be fulfilled before any medal, scholarship or prize is awarded, should be clearly and definitely stated in the Calendar and Curriculum, so that students would not be in the dark as to what they must do. It would be a decided advantage to all if some member of the Senate thoroughly in sympathy with the students would frame a motion to be submitted to that body, and, if it should carry, have it incorporated in the By-laws of the University, so that justice might be done in any case which would arise. Anyone who would undertake to do so would confer a lasting favour on the student body, and we trust that some one may attempt what we have tried to make plain. Gentlemen of the Senate we appeal to your sense of what is right. We hope our appeal will not be in vain.

We are pleased to note the large number of Freshmen in College this year. Gentlemen of the first year, we welcome you to our shrine of learning.

THE TRAINING INSTITUTES.

Many of our readers are doubtless not yet aware of the radical changes that have been made in the curriculum of what is known as the Training Institute of Ontario, and have often speculated as to the reason for the presence of so many University men in the city during the unlikely months of August and September when, it is a well known fact, the heart of the student longs for the wilds of Muskoka and idle hours along lake side and stream rather than the precincts of the class-room and laborious days in the company of learned volumes on which the dust of summer has been allowed to accumulate at its own sweet will.

The reason may be found in the wise and energetic action of the Minister of Education. In the past, University men who have wished to qualify themselves for positions in High Schools and Collegiate Institutes, have been forced to spend a term of a couple of months' duration at Hamilton, Guelph, Owen Sound, Kingston, etc., and there to be trained in the practical part of teaching. This course has long been felt to be inadequate, as it left no time for theoretical instruction in the science of education. By the recent changes in the curriculum this deficiency in the course has been remedied, and now the term is divided into two periods; one devoted to the study of psychology and methods in education principally, the other to the practical training of the would-be teachers. Lectures during the first period are delivered in Toronto, and continue from the 19th of August till the 6th of October. The second term, during which the teachers in training are scattered over the Province at the different collegiate institutes qualified to receive them, lasts until the first week in December, when two examinations, one an oral and the other a written, are held. The successful candidates at these examinations are thereafter qualified to hold positions in high schools and collegiate institutes of Ontario.

The first term of the course (and it is about this that we wish to speak principally) was brought to a close, in a fitting manner, last Wednesday morning, at the Department Buildings. During the six weeks that this term lasted, lectures were daily delivered on Applied Psychology, Methods in Education, Elocution and Orthoëpy, Phonography, Penmanship and Hygiene, besides instruction in Drill and Gymnastics at the Y. M. C. A. gymnasium.

No one can doubt the judiciousness of this course, nor will anyone dispute the wisdom of the measure which, besides giving men fresh from College practical training in the profession they are going to pursue, grants them an insight into the science and methods of true education and a knowledge of the psychological principles which govern the moulding both of the juvenile and the adult mind. And yet now, when we look back upon the six weeks that have been spent in this manner, we venture to doubt whether the results of the course quite come up to the hopeful anticipations so ardently expressed upon its inception. No doubt a great deal of good has been done, and the way paved for great advances in the future. It would be a sorry institution indeed if a certain amount of profitable instruction had not been imparted to willing students in six weeks time. And yet we question very much if the knowledge gained during the term is in any degree a pro-