

and desires of each set of institutions may be better known to the other. Herein is a lesson and a moral for us in Ontario. If we cannot bring about a corporate consolidation of existing Universities, surely a similar scheme to that in force in New England can be put into actual operation, and by means of such a Commission the different Universities of this Province could agree upon a uniform standard for admission, and for the attainment of a degree in Arts. This would secure some of the advantages aimed at by confederation, and would maintain the *status quo* of each college, which seems to be the great *desideratum*. We must leave to a future time, a further *resumé* of the report, which, the more we study it, and the policy of the University from which it comes, the more are we convinced that it is the expression of the happiest medium that has yet been struck between the German, English and American University systems, and as such, is eminently well calculated to satisfy the desires and supply the needs of the people of this continent, in so far, at least, as University education is concerned.

#### "FASTI."

We have received a copy of "Fasti," a useful little hand-book edited by W. F. Maclean, B.A., and W. J. London, B.A., containing a great deal of useful information concerning our University and her graduates. Lists of graduates of King's College, and of the University of Toronto are inserted in chronological order; and also a list of the graduates arranged in alphabetical order, with their post-office addresses. In addition to these, there are lists of former visitors, officers and professors of the University and University College, and of the University men who took part in the Fenian raid and in the North-West Rebellion of 1885. This little work is, in a manner, a continuation of a publication, issued in 1848, called "Fasti of King's College," and will serve a good purpose, as preserving in a compact form a great deal of interesting memoranda concerning our own University men. It is published by Williamson & Co., of this city.

### COMMUNICATIONS.

The Editors are not responsible for the opinions of correspondents. No notice will be taken of unsigned contributions.

#### THE "DR. WILSON MEDAL."

To the Editors of THE VARSITY.

SIRS,—I wish to say a few words about the last letter of my opponent in this unprofitable discussion, which has already gone on too long. I hope I shall neither be misunderstood when I say that I am sorry for Mr. Logie's sake that he wrote that letter, nor be charged with "presumption" or something worse if I venture to give him a little advice.

A safe rule in all correspondence is to re-read one's letters before letting them out of one's hands. Had that been done in this case, I am sure a great many things that were said would not have been said.

It is well to use words in their proper sense, and to "call a spade a spade." I shall point out only one word that was mis-used: it was that to me sacred one—friend. If a man is an enemy or an acquaintance merely, let us honestly say so, and keep the word friend for one for whom we have some regard and in whom we take a kindly interest.

As regards imputing motives, I shall only say that a lover of justice will rarely indulge in this pastime lest he should be unjust.

I have dwelt too long already on this part of the subject, but shall before going on to deal with the real question, say that I have never looked upon myself as a rival of the gentleman who takes the other side in this discussion, nor have I any wish to be so regarded. My ambition has led me in a totally different direction from that in which he has set his face. Besides, I have had to work during term to help pay my expenses. These facts should have kept a man who has known me not more than sixteen months from making such an attack upon me as was made last week. My

views on the medal question have been little affected by the arguments set forth in last week's VARSITY. I hold (1) that the College Council has a right to offer a medal on any conditions and for any work that it chooses; and that students who disapprove of its action may either try by legitimate means to effect a change, or, failing that, refrain from entering the competition. (2) The medal takes the place, not of the old university medals, but rather of the college prizes for prose, etc., which a man might win and yet fail to gain first-class honours at the May examinations. No injustice was done, so far as I know, under that system. (3) It is not to be given as the result of examinations such as those held in May. College authorities have no right, owing to the present management of classes, to ask the university authorities for returns. These examinations, as they have been conducted, tend to crush out all originality and to foster cramming. (4) Nearly all the work for the medal is included in the university programme, which would almost seem to make philology too prominent for an undergraduate course, and actually does make students careless in the matter of composition. (5) The time for receiving theses is too short, all personal considerations aside. It would be well if all announcements of essay subjects were made in May, thus allowing a full year to competitors. (6) The name of the medal is not necessarily misleading. The Modern Language programme drawn up by the Senate does not include all known modern languages: that drawn up by the Council does not recognize Spanish, which does not find a place in the calendar but is taught gratuitously by the lecturer in French. No person is deceived by either of these programmes. Why should there be any misunderstanding because the medal requires a knowledge of only three? (7) The plan proposed by Mr. Logie of holding an examination at which Italian or Spanish may be taken by each student as he chooses would, I fear, be almost as unsatisfactory as the plan adopted some years ago with regard to Marmion and the school-readers.

This finishes the controversy so far as I am concerned.

A. H. YOUNG.

[This must close the correspondence on this subject.—Editors THE VARSITY.]

#### CURTIUS' GREEK GRAMMAR.

To the Editors of THE VARSITY.

SIRS,—Vandalism seems rampant. Things (e.g., hazing) which have been held sacred for ages are being neglected, and even despots tremble at the people's wrath, as democracy is demanded. Among other things, then, why cannot Curtius' Students' Greek Grammar be carried off and demolished by some troop of maddened freshmen? True, it has been held sacred; true, it has received great attention from many a burner of the midnight oil. True it is, also, that it has done much for the study of Greek. We must remember, however, that Greek, although it is supposed to be dead and decently buried, is playing a living part in our education, and the methods of studying this language have changed. The fact is becoming recognized that education is not simply a cramming of truths, and so in studying a language we are taught to master the construction of a sentence rather than to be able to decline all the irregular nouns that it may contain; and further, we are taught to understand the state of the author's mind, and analyze his motives; in fact, to get the circumstances, internal and external, rather than simply to understand his bare expression. To do this we must thoroughly understand the genius of the language, and, I think, few classical men will maintain that this can be done by the aid of any school grammar which we possess. Curtius seems too diffuse in the treatment of Etymology, and too concise in dealing with Syntax. The Syntax too, is not fully up to the light of the present day. It seems to me that there is room for a grammar which will deal with Etymology in such a way that there will be some order and precision about it. The long and wearisome discussion of the Verb in Curtius is too protracted for a school grammar.

In the Syntax, however, a little more diffuseness would be a virtue. If we had not Goodwin's Greek Moods and Tenses how much would we know about Syntax? We need a book which will have its matter better arranged and which will illustrate its points with more numerous and better selected quotations than we find in Curtius.

To have this work performed, some one, who is capable, should supply the deficiency. In our classical professor we have a scholar whose good judgement and profound learning united with a delicate critical perception, eminently qualify him for the task. The bulk of the "grammar" which an undergraduate knows is gained from Prof. Hutton's lectures in the first three years of the course. Why then could he not be induced to make a personal sacrifice and bestow an eternal boon on all lovers of Greek, the "noblest of languages?"

H.

Toronto, February 21st, 1887.