

Library and Museum are simply inadequate, while the establishment of chairs in Jurisprudence, Political Economy, Constitutional History and Philology, cannot be much longer safely delayed.

What, then, is to be done? It has long since been concluded that private beneficence towards the University is a dream; we can look only to the Provincial Legislature to endow a state institution. For this purpose some advocate the abolition of Upper Canada College in its present form, and the transfer of its endowment to the University, a scheme feasible enough, but unpopular with not a few of our own graduates. Others assert that the direct appropriation of a sufficient portion of the provincial surplus would not meet with so strong an opposition from denominational institutions as is generally supposed. This plan has at least the merit of being the straightforward and courageous course. An appropriation of the waste lands of the Province is, in view of the unsettled state of the portentous Boundary Question, uncertain if not impossible. However, whatever scheme may be most advisable, it is obvious that the Ontario Government is unlikely to act in the matter unless the question is energetically taken up with a view to its final solution. Never has the moment for the attack been so propitious as the present. A large increase in the number of undergraduates and a greater devotion to their interests by the teaching faculty, never so strong as now, have established the University on a firm and recognized basis. We must insist, however, on the danger of any longer postponing decisive action. Let us have, then, on the part of all the graduates and undergraduates of the University and its friends, a united and persistent effort. With a sufficiently generous endowment, the University of Toronto can be made second to none on the continent. Is not such an object worthy at least of an attempt at its attainment?

SUGGESTIONS FOR A REVISION OF THE CLASSICAL CURRICULUM.

1. The work of the First Year may, I think, be left unaltered.
2. In the Second Year, I would venture to suggest two changes.
 - (1.) That the list of books prescribed for Honors should be lengthened by the addition of part of the work at present taken up in the Third Year. Experience seems to show that the course of reading laid down for the Second Year is but an inadequate preparation for the much longer course of the year following; and students are first tempted to be idle, and then expected to overwork themselves. The addition of the Satires (Book I.) and Epistles (Book II.) of Horace to the Second Year's course would obviate this evil.
 - (2.) That the Epodes of Horace should be omitted for the future from the Second Year's course. So long as the best works of authors like Catullus and Propertius are wholly omitted from the curriculum, or are left over till the Fourth Year, to swell the list of books which "never are but always to be" read—so long as much of Virgil experiences the same fate—it seems mere superstition to retain the most youthful and most worthless production of Horace, simply because it is his.
3. With reference to the Third Year, the following books might with advantage be replaced by others:
 - (1.) Plato's Philebus; the difficulty of this dialogue, and the comparative mediocrity of its literary form, render it a work most unsuited to students who are now reading Plato for the first time. The most obvious substitute would be two books of the Republic; in this way there would be some chance of the masterpiece of Plato being read from end to end, instead of being dipped into, and thereby rendered uninteresting if not unintelligible.
 - (2.) Xenophon's Hellenics, I. II.; these books, though not equally open to criticism, cannot claim, either in virtue of their literary excellence or their matter, the preference given to them. An equivalent amount of the Memorabilia would give students quite as good an acquaintance with classical Greek, and would help them far more in their reading of Plato and Aristotle.
 - (3.) Cicero—De Legibus, I. The case against the De Legibus is stronger than that against any other book. The chief feature of the work, from a literary point of view, is the uncertainty of the text; and such interest as the matter possesses is calculated to attract antiquarians rather than undergraduates of the Third Year. A selection from Cicero's Letters—almost unread at present in this University—would be a substitute most welcome to all.
 4. The Fourth Year's course seems more unsatisfactory than that of any of the other years.

- (a) In the the first place, the list of books is very long, and the most hardworking undergraduates complain that they cannot avoid scamping the work.
- (b) In the second place, the selection of odd books (I. IV. VII. X.) from the Republic, as has been said already, makes a real knowledge of this dialogue impossible. It should either be replaced by a shorter dialogue, or, what would be better, read in its entirety. To cancel the extra labor which this would involve, the name of Pindar might be struck out of the list. In any case the great difficulty and obscurity of the latter's odes render them unsatisfactory reading for any but the mature scholar.
- (c) The three books of the De Legibus might with great advantage be omitted.
- (d) The same may be said of the Epodes of Horace.
- (e) Greek and Latin Epigraphy serves no useful purpose whilst it is studied—necessarily—in the present superficial manner. The Greek becomes simply a sight translation, with the additional difficulty that there are no stops, whilst the Latin repays still less the ingenuity which must be expended upon it, in so far as most of the symbols employed are used—if competent authorities may be believed—in many different senses, and which sense is to be attached to any particular passage is often quite uncertain.

MAURICE HUTTON.

UNIVERSITY EXAMINATION RETURNS.

ARTS.

Fourth Year.

CLASSICS.

CLASS I.—1, Milner, W. S.; 2, Armour, D.; 3, Gwynne, W. D.; 4, Quance, N.

CLASS II.—1, Levan, I. M.; 2, Passmore, S. F.; 3, Lapp, L.; 4, Hanna, W. G.

J. H. Brown obtained an ægrotat standing in the Fourth Year with Honors in classics.

MATHEMATICS.

CLASS I.—Reid, A. W.

CLASS II.—Lawrence, A. G. F.

ENGLISH.

CLASS I.—1, Laidlaw, W.; 2, Shepherd, W. G.; 3, MacCallum, J. M.; 4, Mickle, C. J.; 5, Campbell, A. G.

CLASS II.—1, Donovan, C.

HISTORY AND ETHNOLOGY.

CLASS I.—1, Jackson, J. B., and Mickle equal; 3, Huston, W. H.; 4, Laidlaw and Shepherd, equal.

CLASS II.—1, Campbell; 2, MacCallum; 3, Donovan.

FRENCH.

CLASS I.—1, Shepherd; 2, Mickle; 3, MacCallum; 4, Laidlaw.

GERMAN.

CLASS I.—1, MacCallum; 2, Shepherd; 3, Laidlaw; 4, Mickle.

ITALIAN.

CLASS I.—1, MacCallum; 2, Laidlaw and Shepherd equal.

CLASS II.—Mickle.

CHEMISTRY.

CLASS I.—1, Carveth, G. H.; 2, Ruttan, R. F.; 3, Nason, J.

CLASS II.—1, Stewart, S.; 2, McKenzie, T.; 3, McBride, J.

BIOLOGY.

CLASS I.—1, Ruttan; 2, Carveth; 3, McKenzie.

CLASS II.—1, Nason. 2, McBride; 3, Stewart.

MINERALOGY AND GEOLOGY.

CLASS I.—1, Ruttan; 2, Nason; 3, McBride; 4, Carveth.

CLASS II.—1, McKenzie; 2, Stewart.

LOGIC.

CLASS I.—1, McAndrew, J. A.; 2, Collier, H. H., and Milligan, T. C., equal; 3, Peart, A. W.; 4, McKay, J. S., 5, McGregor, D. A.