

tion. Imagine for a moment a perfectly parallel case. Suppose a commission consisting of Professor Hutton and thirty-five other professors of similar training and predilections appointed to pronounce on the value of classics (especially Greek). I need not say what the decision would be. (2) The dissimilarity between Greek in Germany and Greek here. My readers must not suppose that the Greek training of the German gymnasium is a parallel case to the Greek training of the Toronto pass-men. A comparison between the two would be odious.

Professor Hutton says further, "it is noteworthy that the assertion itself of such a general superiority in the classical students is not disputed in Germany." But even in Germany, where old beliefs and prejudices die hard, all is not serene just now on the classical horizon. The pretensions of classics to form the basis as well as the apex of national higher education are not unchallenged. As the *Quarterly Review*, in a late article, says of the Greek question in England, "The *Zeitgeist* is walking again," and this time he has used the German Emperor to affirm in strong terms that the monastic Latin and Greek education of the Middle Ages will no longer suffice in Germany. He says in a recent speech (December last) before the German commission on reform in secondary education: "Wer selber auf dem Gymnasium gewesen ist und hinter die Coulissen gesehen hat, der weisz, wo es da fehlt . . . Wir müssen von der Basis abgehen, die Jahrhunderte bestanden hat, von der alten klösterlichen Erziehung des Mittelalters wo das Lateinisch maszgebend war und ein bischen Griechisch dazu." I commend special attention to the high sense of the educational value of Greek which is expressed in the phrase, "ein bischen Griechisch dazu."

What manifestations have we had in Ontario of this peculiar educational value of Greek, especially of pass Greek? And yet there has been every occasion for such manifestations. Until 1885, the University of Toronto demanded four years of Greek from every pass-man. The country round about should be swarming with intellectual athletes. Statistics regarding the more eminent of those who exemplify the educational magic of pass Greek, here in Ontario, would be more relevant to Professor Hutton's argument and much more convincing than the fact that, some ten years ago, certain eminent Berlin professors reaffirmed a certain set of educational theories and prejudices which they had acquired and assimilated much after the same fashion as we are told the infant Greek used to imbibe the "cruces" of the optative.

Professor Hutton would have us believe (p. 44) that "a strong *prima facie* case is made out in favour of classics" in an article of the *London Spectator* (27th December). As a matter of fact the article in question and the discussion which occasioned it are the strongest sort of support to the very position which modern language men in Ontario hold. In the *Conference of Head Masters of the English public schools* (Rugby, Eton, etc.), held 23rd December last, the head master of Harrow proposed the following resolution, which was lost on a vote of thirty-one to twenty-nine: "That, in the opinion of this Conference, it would be a gain to education if Greek were not a compulsory subject in the Universities of Oxford and Cambridge." The question here is simply that of pass Greek. It is a striking circumstance, and one not likely to afford much comfort to those who extol the educational value of pass Greek in Toronto, that at a conference of masters, all of whom are Greek scholars, the vote was almost a