

to know about the kernel, whether it is any good.

Well I should, in the first place, appeal to experience. I should say: Ask any man who has acquired some familiarity with this language whether he regrets the time spent on it. I do not think that one man out of a hundred would say he did. For the most part you will find that the most ener-

getic opponents of Greek are just those who have too little acquaintance with the object of their resentment to have sustained any serious injury from it. It is a case of mistrust of the unknown. They belong mostly to the class whom the Greeks themselves would have called "barbarians," a name which they applied to all who knew no Greek.

(To be continued.)

THE PROPOSED ENGLISH CURRICULUM FOR MATRICULATION.

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IN the CANADA EDUCATIONAL MONTHLY for February appears the last instalment of the paper on English, read by Prof. Cappon at the Modern Language Teachers' Association. Though I find many things in the paper that I cannot approve of, I would not ask the privilege of a rejoinder were it not that the occasion seems a good one for explaining some of the objects kept in view by the committee that prepared the draft criticised by Prof. Cappon. I do not propose to comment on his estimates of the works of Blackmore and Scott, not because I agree with them—for I do not—but because they are entirely beside the questions raised by the draft, as Prof. Cappon would have seen for himself if he had happened to approach his self-imposed task from the proper point of view. "Lorna Doone" was put on to be read by matriculants, not because it is a work of high artistic merit, but because it combines a fair amount of literary excellence with other qualities that are in this connection of more importance. The reason for selecting it and other historical romances must be plain to every one who reads attentively the preliminary announce-

ments, that at the matriculation examination nothing will be required under the head of "Composition" but an essay, that the examiner will allow a choice of subjects, and that some of these subjects will be based on the prose works prescribed for reading. The suitability of "Lorna Doone" for this purpose will be admitted by any one who has read it, and the "framers of this part of the curriculum" did not trouble themselves about its "ethical value" further than to make reasonably sure that there are in the novel no passages that even a fastidious moralist would object to. The qualities they were in search of were: (1) moral purity, (2) availability for the special purpose in view, and (3) cheapness, and they decline to be judged in their work solely by the artistic or literary merits of the novels selected as repertoires of subjects for essay writing in the examination hall. They do not presume to say that they have made the best selections possible. They made no effort to do so, knowing that under the system of a complete change of work every year the field of available English literature will in future years be re-surveyed.