

the study of the easier language and literature should be devoted to another language and literature or to other subjects, and no endeavour should be made to "cook the accounts," so to speak, of these lighter departments, in order that the capital of time and labour which must be invested in them, if they are to pay the desired dividend, may appear greater than it really is. Least of all should this be done for no reason better than because a rival speculation requires a larger outlay of time and labour.

It only remains, I think, that I should explain why, granting the practical injustice of the new curriculum in this respect, an amendment is necessary. Cannot Greek, with its educational and intrinsic value, take care of itself without the Senate's vigilant impartiality to protect it? Can it not put up with injustice? I confess my opinion last summer was that it could, and that no substantial injury to it could ever proceed from changes such as this. But the Classical Association, the members of which are in touch with the schools, took more or less strongly a different view. After collating their opinions, I arrived at the conclusion that I had not made sufficient allowance for the difficulties with which many of our students and a proportion even of our very best students are confronted when they begin to work for matriculation.

In an English public school or a good grammar school the boy of good intelligence who is looking forward to a university course is never tempted for a moment to shape his school work with the university curriculum in front of him; he is never tempted to examine what are the options permitted, and what subjects promise the "softest" course at the university, and to frame his matriculation options accordingly. He selects his course to suit his own tastes or for similar reasons, and it is ten to one

whether he has ever heard or will hear how other departments compare with his in difficulty, or at least, if he hears, that he will pay any attention to the subject.

But I am told by classical teachers who have the best means of judging that numbers of our students and a few of the very best, owing to the difficulties under which they pursue their education, are compelled to consider the character of the university curriculum rather than their own tastes or aspirations, and often to give at matriculation the preference to those options which promise the smoothest course afterwards. And looking back more carefully to my own experience in Canada, the years of which have now reached double figures, I can recollect at least two instances where men who turned out in the end accomplished classical scholars, as good or better than any other members of the class, began their matriculation work in Greek under circumstances of so great discouragement and difficulty that a little additional "bonus" * to modern languages, such as the present curriculum affords, would have tempted them in sheer desponding prudence to choose the unwelcome but gilded alternative. I will not, if I can help it, lose such men to classics. Greek has no bonus and wants none; all that is wanted is that the curriculum be so framed that the matriculant shall choose between Greek and moderns (if he cannot unfortunately take both), influenced only by legitimate motives; the educational and intrinsic value, and the usefulness of the two departments respectively; that he shall not be tempted to decide on the strength of sordid considerations, such as the present curriculum puts before him, when it shows him that if he take Greek, then, even though he confine

* I am indebted to the *Mail* for this phrase; but the *Mail* to me for its correct application.