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THE EQUALITY OF GREEK WITH FRENCH AND GERMAN—
A REPLY.

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IN the nineteenth chapter of the Book of Acts we read of a certain Ephesian Demetrius, whose craft was endangered by the increasing influence of the true Gospel, and who cried out with his followers for about the space of two hours, "Great is Diana of the Ephesians." In the last two numbers of this magazine Professor Hutton and others of his fellow-craftsmen have with like vigour and reason attempted to stay the progress of more enlightened educational methods, and have uttered a prolonged and plaintive Ephesian cry over the waning power and influence of Greek. Now that the uproar has subsided, I shall try to discover and discuss whatever has accompanied it in the shape of argument or alleged fact. I am sorry that I cannot consider the article in question in chronological order. Its writer has, I fear, so sacrificed logical sequence to rhetoric, and clearness to the beauties of style, that he will, I hope, pardon me if, in the interests of my readers and in the hope of being intelligible, I take the liberty of making my own re-classification of the contents of the articles

and of presenting the matter under the following heads:—

1. The intrinsic, academic, and educational superiority of Greek.

The reader will please note here, at the outset, that this is not one of the topics which Professor Hutton proposed to discuss in his article. Ostensibly, he proposed to narrow the discussion down to the question of whether pass Greek in the curriculum of the University of Toronto is more or less difficult than the French and German, and by how much. In clearing his ground he says, for example: "When it is said therefore that Greek is equal to French with German, nothing whatever is said or assumed regarding the intrinsic superiority of Greek literature to either French or German literature, still less regarding the intrinsic superiority in university standing of the teacher of Greek to the teacher of French or of German . . . nothing is said or necessarily assumed regarding the inferiority, even from the mere educational point of view of either French or German to Greek." The rhetorical device is an ingenious and ele-