

lege; it is endorsed by Professor Campbell, of McMaster University, who, as a first class man in moderns as well as a well-known classical scholar, ought to be able to estimate the relative exertion required by the modern and classical languages. In conversation with me during the past fortnight he remarked that in his university course he could satisfy myself in his modern work in half the time necessary for classics, and that even now—after he has been a singularly successful classical teacher for years—he would find it not more difficult to do justice to a French than he does to a Greek professorship. So, again, I am informed by the Chancellor of Victoria that in his experience one year is sufficient at a pinch to prepare the French with German for matriculation; from two years to three years for Greek. To turn to the testimony of one of the best known recent graduates, one who took first-class honours in moderns as well as classics for half his course, and who has derived an additional right to be heard on the question from his experience as a master at Bishop Ridley College, Mr. H. J. Cody says: "It seems to me almost the ultima Thule of absurdity to make Greek an equivalent for French. . . . I found that the amount of time required for preparing my pass French stood to the time required for the pass Greek as about one to four. . . . I always had to spend much more time at German than at French. . . . Roughly speaking, my time spent at Greek, German and French might be represented as 4 :  $2\frac{1}{2}$  : 1, or even 4 : 3 : 1. The preparation of French merely demanded time—there was hardly

any difficulty. The German demanded time and patience in looking up words . . . but it required as much time and much more mental effort to do the Greek than to do the French and German together. The French pass course simply cannot be made hard; the amount of work to be read may be increased, but it is a mere matter of time to accomplish it. The German course is considerably more difficult, though by no means comparable with the Greek. In regard to the unfairness of the new position of Greek several instances have come under my notice lately: three or four new boys this term are beginning language-study for matriculation. Their time is not unlimited. They each ask the question, 'Can I get through the university with Latin and Greek?' . . . If they are told that they must take French or German in addition after matriculation they naturally ask, 'Can I get through by Latin, French and German without Greek at all?' and if they are told that they can do so, they of course will choose French and German. Boys are shrewd enough to see that this would be far the easier course; they have an unerring intuition that Greek is infinitely harder than French and German. The virtual result is to prevent all pass men from taking Greek. Greek is not merely not given a fair field and favour but it is positively discriminated against. No one in his senses would say that French was an equivalent. In a word, the new position of Greek seems to me unfair, paradoxical and absurd—a serious reflection on the common sense of the University."

*(To be continued.)*