

extended to the third and fourth years, making Greek equal to French or German in all years of the course instead of in the first two only—a very trifling change, when it is considered that a student who had availed himself of the option in the first and second years would almost infallibly continue to do so in the third and fourth.

The 1890 revision was made with great care. The curriculum, as passed by the Senate, was the result of numerous conferences between the Board of Arts Studies and the Faculty of Arts. The relations of the foreign languages were fully discussed and adjusted with the unanimous assent of all parties concerned, and it was hoped that a satisfactory and simple solution of a troublesome problem had been found. This curriculum, however, had been in force but a few months when in March, 1891, on the eve of the annual examinations, a change was passed by the Senate declaring in effect that Greek should be considered equal to French and German, and not equal to French or German, as in the 1890 curriculum.

This change had been urged by the Ontario Classical Association, acting under the influence of the fear that the new curriculum would be fatal to Greek in the schools. Now, it is a fact that Greek has declined in the schools. According to the statistics of the Report of the Minister of Education for 1891 it has declined from 10 per cent. of the whole number of pupils in 1877 to 5.5 + in 1890, but surely only the most complete disregard of the facts would lead to the inference from them that this decline depended upon the prescriptions of the University curriculum. For example, between 1880 and 1885, when Greek was still required throughout the whole University course, it declined from 8.6 + of the whole number of pupils in 1880 to 6.4 + in 1885, whereas from 1885 to 1890, when the curriculum was in its effects precisely what was contemplated in the 1890 curriculum, Greek declined only from 6.4 + to 5.5 +—less absolutely, and less relatively. The causes for the decline of pass Greek are evidently to be sought elsewhere. Latin, also, declined from 50 per cent. in 1877 to 36 per cent. in 1890. French and German simply held their own. The total number of pupils in the schools working directly for matriculation is about 1,000, or 3 per