

if each is not so already it should be made so, and I do not for one moment doubt that they are prepared to make each, in their judgment, not less difficult than the Greek. It will not be their fault if students are bribed into the modern language option as the easier. All this is perfectly true (were it not true the controversy could hardly be as impersonal and friendly as it has been), but I contend that those who desire to make either French or German equivalent to Greek are confronted with a dilemma from one of the horns of which there is no escape: either French and German must be made as difficult as Greek by an unnecessary and mischievous elevation of the standard (in some such way as I shall afterwards discuss), in which case every pass student of these languages is sacrificed to this metaphysical subtlety called "equality"; or if a reasonable pass standard in those languages—a standard dictated by the students' interests, not by metaphysics—be exacted as heretofore, then the attempt to treat the pass French or pass German as either of them alone equivalent to the pass Greek must be finally abandoned and the present curriculum amended. It is possible, I repeat, to make pass French or pass German an equal to pass Greek, but it would be a mistake, for many reasons, any one of which is sufficient. In the first place, I can only repeat that the "stigma" in question is entirely imaginary and can be shown to be so. The department of English is one of the four necessary departments of our university course, and as such it takes its place with Latin, mathematics, and history at the head of our curriculum, and no one, I fancy, can discover a stigma attached to it. Yet conversely no one will dispute the proposition that pass English is infinitely easier than pass Greek. For precisely the same reason pass French

and German are easier than pass Greek, though not of course in the same degree as pass English, their general structure and usages of speech being akin to our own, and, in the case of French, the vocabulary also being largely similar. There is then no more serious a stigma attached to French and German when they are combined to form an equivalent to Greek, than is attached to English; or rather, the stigma attached to English must be branded more deeply, since no amount of English, however great, is accepted as equivalent to pass Greek. In the second place the university curriculum is designed for the students, not the students for the curriculum; to increase the difficulty of the pass course in any one department, not in the interests of the pass students of that department, but in the fancied interests of the department itself, that it may be considered "equal" to another department, is to betray the highest interest which the university exists to serve—the interests of education. The proposal is barely intelligible; it will not bear examination for five minutes; once apply this preposterous demand that the departments, if not already equal, be made equal, and we shall have the university conducting during one day at least of the May examination an elaborate spelling bee, in which it will be the business of the Professor of English to vindicate the "equality" of pass English with pass Hebrew by ransacking scientific dictionaries for the most portentous growths of English scientific terminology. As the students of Greek will suffer least from such an ordeal, I will not protest against it further.

But in the third place this scheme, unjust to all students, would be specially unjust to the honour men of all departments except moderns. The honour men of all these departments including classics want a pass know-