

—and we cannot blame him, for his success is generally reckoned by the number of pupils who pass from his school or department—will be tempted to drill them on questions in line with those asked on the subject, and thus make them expert at guessing. We write thus because we believe that the paper here mentioned is an aggravated type of a large class of examination papers with which the present generation of Canadians is afflicted. An examination paper which deals fairly with the subject, which confines itself within the limits of the subject and is unmistakable in its meaning, subserves the aim for which it was intended; but a paper of any other nature, while it is an injustice to pupils at the same time shows either the ignorance or conceit of the examiner.

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“In addressing partisan meetings of this kind (public political meetings,) men who are themselves actively engaged in the war of parties and deeply interested in its results, are under a strong temptation to use all possible means to raise themselves and to damage their opponents in the opinion of their hearers. Accordingly, in most of the speeches delivered on these occasions, whether by Conservatives, Liberal Unionists, or Home Rulers, there is seldom to be found much of fairness to opponents, or of calm reasoning on the political questions of the day, but a great deal of skilful misrepresentation, and of telling appeals to men's feelings and passions for or against measures which the speakers desire to recommend or to disparage.” This quotation from an article by the Right Hon. Earl Grey, in the *Nineteenth Century* for December, seems to us so particularly appropriate to Canadian politics (by simply making the necessary change in the names of political parties) that we desire to call special attention to it. No one can seriously deny the correctness of the characterization as applied to campaign speeches in Canada, and we think all will agree with the author when he continues—“Public meetings thus conducted can hardly fail to exercise a bad moral influence over both the speakers and the hearers.” No doubt the appeal to “feelings and passions” appears to secure the end quicker and easier than an appeal to reason; but we should see that the only way to secure permanent convictions is by an appeal to reason. In such a case it is certain that “the longest way round is the quickest way home.”

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The Senate of Toronto University has at length come to the conclusion that the plan brought forward some years ago by Professor Dupuis, and urged repeatedly by Principal Grant, of a leaving High School examination in lieu of the matriculation examination, will promote the best interests of education in Ontario, and in connection with the Department of Education has adopted a method to bring this plan into immediate operation. A board of eight members, four appointed by the Senate of Toronto and four by the Minister of Education, controls the examination and has power to select sub-examiners. This step will be hailed as a boon by the over-wrought High School teacher who frequently has had almost double work to perform in preparing pupils for matriculation to

different colleges. In lessening the extent of work to be done a much better quality may be expected. It is to be hoped then that the standard of the leaving examination will be made much higher than the existing standard of matriculation in either Toronto, Queen's, or any of the Ontario Universities. The leaving examination will no doubt be accepted by all the other Universities besides Toronto. The direct benefit to colleges will be relief from the work of examining matriculants. The greatest advantage, however, will come indirectly through the High Schools. A much better quality of work may be expected from them, and as a consequence pupils will be better prepared to take up University work, and Universities, instead of devoting much time and energy to work that ought to be done in the High School, will devote themselves purely to work that only a University can do. This ideal may not be reached for some years to come, yet by the means adopted we shall certainly move towards it more rapidly than before.

LITERATURE.

SONG.

BY A GRADUATE OF QUEEN'S.

O college days, sweet college days,
How oft my saddened spirit prays
In tangled maze, in sorrow sore
For your return, sweet days of yore!

Bright days of youth so full of fire,
When hope and joy did life inspire—
Light days when time ran glad and free,
When earth seemed but to bloom for me.

Sweet, balmy days when rest was mine,
When love was clinging as a vine—
When music's flow my soul did thrill,
When sweet ambition led my will.

Proud days when honor crowned my brow,
Past days which seem so dreamy now,
When all was love, when all gave praise,
Oh happy days, sweet happy days!

Days when my genius seemed to soar,
When fame unlocked her treasure store—
Blithe fleeting days whose gladsome glee,
Such charm, such comfort lent to me.

Glad days forever gone from earth,
Fond days of fellowship and mirth—
Sweet days when friends so true and dear,
From distant land were gathered near.

Sweet days when youth and beauty met,
Whose subtle charm enchants me yet—
O sunny days that knew no sigh,
Too happy far, to fair to die—

Departed days, for whose return
So oft I sigh, so oft I yearn,
So well I loved, where'er I be,
Your blithesome beams will follow me.

HELOISE.