

literature teaching we owe chiefly to the old-fashioned classical master. To him we owe also our false conceptions of the proper mode of presenting English grammar."

The obvious inference to be drawn from these passages is that Mr. Seath is likely to attach far more importance to acquaintance with the texts than to wide reading when he makes out his questions and estimates the answers. The italics given above are his own; and if the elucidation of the meaning of a text should be the grand object kept in view by the teacher, it is safe to predict that the examiner's questions will be designed to test the extent to which this object has been kept in view by the student. It is safe to predict also that the questions on the history of literature will deal with prominent authors rather than those insignificant ones whose names are found so plentifully sprinkled over the examination papers of past years. The knowledge of this subject that is likely to be most useful is a critical rather than an encyclopedic knowledge. There may be differences of opinion as to the correctness of Mr. Seath's views, but there is little room for doubt that his papers will indicate a new departure in the methods of conducting examinations in English. Whatever others may think about the matter, we feel strongly convinced that the time for a somewhat radical change has fully come.

TORONTO UNIVERSITY AND THE SECONDARY SCHOOLS.

It is interesting to note the steady progress made by the University of Toronto in her influence on the secondary education of the Province. Year by year the head masterships of the High Schools and Collegiate Institutes have fallen more and more into the hands of Toronto graduates, until in 1885 they hold 49 head masterships out of a total of 106. The list includes Alexandria, Arnprior, Aylmer, Barrie, Beamsville, Belleville, Berlin, Bowmanville, Bradford, Brantford, Cayuga, Clinton, Colborne, Collingwood, Elora, Fergus, Galt, Gananoque, Goderich, Grimsby, Guelph, Hamilton, Harriston, Kemptville, Mitchell, Mount Forest, Napanee, Newburgh, Newcastle, Newmarket, Niagara Falls, Oakville, Orangeville, Orillia, Ottawa, Parkhill, Peterboro', Port Dover, Port Rowan, Prescott, Richmond Hill, Ridgetown, Sarnia, Seaforth, Simcoe, Stratford, Strathroy, St. Catharines, St. Mary's, St. Thomas, Toronto, Uxbridge, Vankleek Hill, Vienna, Walkerton, Wardsville, Waterdown, Welland, Whitby, Windsor, Woodstock. Of other universities, Victoria supplied 20 schools with head masters; Queen's, 11; Trinity, 7; Albert, 2; Aberdeen, 2; McGill, 1; Queen's (Ireland), 1; Dublin, 1, while two taught on unexpired certificates.

Scarcely less striking is the hold Toronto University has on the secondary schools through the assistant masters, a very large proportion of whom are graduates or undergraduates of this University. The total number of Head Masters and Assistants is 362. Of these, 150 are members of Toronto University; 57, of Victoria; 26, of Queen's; 13, of Trinity; 15, of universities outside of Ontario; one of Albert; and 100 of no university. In other words, while 150 of those who teach in the High Schools belong to Toronto University, 97 belong to other universities in Ontario, 15 to universities outside of Ontario, and 100 teach on certificates. Not being attached academically to any institution of learning, the latter class sympathise more with the Provincial University than with any other.

The bond between the teaching profession and the University of Toronto will soon be materially strengthened as the result of the recent action of the Senate in accepting *pro tanto* for junior matriculation the certificates of those second-class teachers who have passed a Provincial examination. All they have to do in order to matriculate is to pay the usual fee, pass in the subjects they have not already taken, and register with the proper officers. As they will be able, under the local examination system, to take these

subjects in their own counties, many of them will no doubt do so, and so far as sympathy is concerned, undergraduateship in a University is practically as important as graduateship. With the strong and increasing hold the University of the people has on the general public, its future is assured independently of all schemes of consolidation.

Literature.

TORONTO.

I see you in the dying day,
Your trees and turrets stretch away,
From this your distant island bay.

Half hidden in your cloud of smoke,
That wraps and folds you as a cloak,
The sun hath cleaved with single stroke.

When scarce the day is growing old,
And shadows thicken fo'd on fold,
Your turrets glimmer red and gold.

Here when the evening's voice is dumb,
Across the lake your murmurs come,
A never ceasing human hum;

The hurrying of a thousand feet,
Where joy and sorrow ever meet,
The mighty city's throb and beat.

For where evening slants and falls,
Against the sunset's lighted walls,
Rise in the gloom your college halls;

Lore battlements, grey, grim and towered,
Half shadowed and half sunset flowered,
Your student hives in trees embowered.

This side of roof and smoke and dome,
A single boatman roweth home,
Leaving behind a track of foam.

I see his shadow far away,
The flashing of his oars at play,
Dying in the evening grey.

I hear stray snatches of his song,
Now far away, now growing strong,
In echoes that the airs prolong.

Perchance, within your streets below,
Some loved home spirits wait him now,
To kiss him on his cheek and brow.

The night comes up, the sun goes down;
Across you, loved Canadian town,
The day is dim, the sky grows brown.

The sky grows brown, the day is dim,
And up Ontario's misty rim
The misty star is stealing in.

Your bells from out of roof and tower,
With rise and swell proclaim the hour,
And now the dusk is wheeling lower.

Now in your dusky streets uprise
Faint glimmers, like a million eyes,
Or stars down fallen from the skies.