

examinations. The advocates of cram seem to think more of their own petty ambition, or pecuniary gain, than for the true welfare of the pupils attending our schools. There is a danger that education will sink into the mere work of preparing pupils to pass examinations.

Prof. Seelye says of his University (Cambridge): "The examinations produce what may be called a universal suspension of the work of education. Cambridge is like a country invaded by the sphinx. To answer the monster conundrums has become the one absorbing occupation."

Prof. Huxley says regarding written examinations: "The educational abomination of desolation is in the stimulation of young people to work at high pressure by incessant competitive examinations. Some wise man (who probably was not an early riser), has said of early risers in general, that they are conceited all the forenoon and stupid all the afternoon. Now, whether this is true of early risers in the common acceptation of the word or not, I will not pretend to say; but it is often too true of the unhappy children who are forced to rise too early in their classes. They are conceited all the forenoon of life and stupid all its afternoons.

The vigor and freshness which should have been stored up for the purposes of the hard struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book gluttony and lesson bibbing."

Their faculties are worn out by the strain put upon their callow brains, and they are demoralized by worthless childish triumphs before the real work of life begins.

Dr. Richardson, the eminent physiologist, of London, repeats Prof. Huxley's protests against subjecting young people to the unnatural strain which preparation for many of the examinations involves. He says, "The present modes of education are not compatible with healthy life. Young men and young women who are presenting themselves for the higher class examinations are crushed by the insanity of the effort."

When we are thus warned of these dangers by men of the highest competence and authority, it might be well for our educational authorities to pause and enquire whether there is not some better way than that now in vogue of securing a sound and generous education, and thus preparing for the real work of life.

THE SCIENTIFIC COLLECTIONS AT THE COLLEGIATE INSTITUTE.

FIRST, as being largest, let the Geological and Mineralogical Collection be noticed. In it there are more than 2,000 specimens and many duplicates, most of which have been collected by Dr. Spencer, F. G. S., Science Master, during his many geographical tours.

This collection is divided into two parts; the first consists of nearly 600 specimens of minerals rocks and metallogical products. Here are to be found ores of all the economic metals, and many other beautiful and rare minerals; types of all the groups of rocks, espe-

cially those that are represented in Ontario and Quebec, and the leading products of the smelting of ores. The second part of the collection consists of fossils, representing all the geological formations of this Province, and almost all the formations of Eastern America; together with many from Europe, among which is a choice collection of the German Triassic and Jurassic, (including a specimen of the rare and elegant *Encrinurus lilliformis*), presented to Dr. S. by Prof. Von Seebach, of Gottingen, in Germany.

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