facts and principles; or if it is to require him occasionally to summon all his intellectual forces for one great and not unduly prolonged effort, an effort adapted to strengthen the will, and to inure every faculty to endurance an subordination, then cramming is not necessarily bad. His after life, if it is worth living, will often put him thus upon his mettle.

The cramming that is "evil, only evil, and that continually," and that is therefore to be deprecated, appears to me to be the result of two causes, neither of which is a necessary adjunct of Examinations.

The first of these is to be found in the character of the questions put. The preparation of Examination questions is a work requiring the broadest culture and the soundest judgment. The examiner should have no pet questions, no favourite hobbies and, may I not add, no petty vanity capable of the faintest gratification from "catching" or puzzling the student. It is, I hold, quite within the power of the Examiner to so frame his questions as utterly to discourage any cramming in the bad sense, by rendering it useless and hopeless. It is in his power to beget the conviction that the student who has mastered the subject by grasping and making his own its broad truths and underlying principles, cannot fail, and no other can succeed. It would be easy, but I fear presumptuous, to select illustrations, both of success and of failure, in this fundamental matter, from the published examination papers of our public institutions, from the University downward. It is pleasing to note a gradual improvement in the character of the papers set in various quarters, though it is worthy of careful inquiry, whether there may not still be much room for improvement. The admirable expedient of varying, as far as practicable, authors and subjects from year to year, cannot fail to be very helpful in the right direction.

The other and still more fruitful source of bad cramming is to be found in the insufficiency of the time usually allotted for preparation for the examinations at the various stages. This has its origin to a large extent in circumstances inseparable from the conditions of life in a comparatively new and by no means wealthy country. Many, whose earlier years have been mainly and necessarily devoted to manual toil, set to work after reaching manhood or womanhood, to fit themselves for professional pursuits, or to gratify the thirst for knowledge which has hitherto been as a consuming fire in their bones. Their ambition and resolve, and frequently their ardour and perseverance, are beyond all praise. But they evidently set out in the race under very unfavourable conditions for rapid progress, and, too often, feel themselves compelled by want of both time and means to cover the course in the shortest possible space. The policy is no doubt unwise, as even in these cases one, or at most two additional years, would generally make all the difference between a hasty half-superficial and wholly unsatisfactory training, accompanied too often with permanent injury to health, and a thorough, deliberate digestive mastery of the subjects undertaken, with precious margins for general reading and culture.

But the evil of undue haste is by no means confined to self-dependent students of mature years. The same feverish rush is no less painfully manifest in the case of the great majority of the younger pupils in our High-Schools, Collegiate Institutes, and Colleges, even when both time and means are ample for a deliberate course. This is due largely to the injudicious impatience of thoughtless parents, and largely to the restless spirit of the age and country infecting