

the gourd withered the next day when the sun rose, and education which is acquired in a day, will wither when tested by the strong light of the sun.

Our contention, therefore, is plain. We must, in the process of education, have at least two factors—*application* and *time*.

But as we are, in this paper, dealing with the last one, let us briefly indicate why it is necessary.

The neglect of the factor, time, leads to rashness and difficulty. The proper observance of it, to stability and soundness. Had the Stuarts taken time to deliberate, Charles I would likely have had his head longer than he had it; Charles. II would not have ended his life in sorrow; James II would not have been compelled by the strain of circumstances to leave the throne; the pretenders would have foreseen the uselessness of attempting to recover the throne from sovereigns so firmly settled on it. Even the modern Grover Cleveland, had he taken more time to think, would hardly have led his country into the ridiculous position in which we at present find it. Yes, it is psychologically true that reason can be developed only by *time*, and as reason is the end of education, it logically follows that in the process of education there is every necessity for *time*.

And, again, if we neglect this factor we are going to fail in another respect; for by so doing we give no time for reflection and at best can only teach facts and words, whereas we should be teaching ideas. A teacher who was cramming his pupils for examination told his Latin class that "Nihil praetermise" meant "I have left nothing undone." A few days after, one of the pupils came to the sentence, "I have left no stone unturned," and instead of catching the idea of "Nihil praetermise" he wrote "nullum lapidem reliqui" and

looked in the dictionary for the word for "unturned." This one example will serve to teach us the absurdity of educating our pupils in anything except ideas, and if we teach our pupils ideas, no pupil will want to give up Latin, algebra, etc., because he cannot see the use of such subjects.

It is absolutely necessary to demand that our pupils *reproduce* what they have learned. For no man knows a thing until he has reproduced it, and, in fact, until he has reproduced it in his own natural way. For as soon as a man can make clothing for his thought, that thought becomes his own. But to *reproduce* means to take *time*. It also means to *reflect* and also to *master*, and this is the end for which we are fitting our pupils.

It may be that, up to this point, I have said little that is new. But whether this attack upon the cram system be old or new this one fact remains: that cramming is to-day frightfully common among the educators of Ontario, and with its evils so apparent, why do we not stamp it out? A true teacher is the truest kind of a patriot. But a teacher who hastily feeds his pupils with the unripe facts which may be hastily plucked from the school text-books is committing a worse crime than feeding green apples to young children, and when the summer time of life dawns upon them he will, with horror, behold the offspring of his teaching die of a more dread disease than cholera morbus.

"The heights by great men reached
and kept,
Were not attained by sudden flight,
But they while their companions slept,
Were toiling upward in the night."

Be thou the first true merit to befriend;
His praise is lost, who waits till all
commend.—*Pope.*