

the pupil when taken beyond the region of his text book and the scope of memory is completely at sea, hence the small practical benefit of many a pupil's school studies, and were it not for the education which he gets beyond the school walls he would be a sorry creature to begin the discharge of life's duties. The teacher has simply to choose between educating without cramming, or cramming without educating. One cannot both surfeit a person and aid his digestion at the same time. If he preferred to educate, his pupils would not do very well at the examinations now in fashion; as a result his school would not receive so large a grant, nor rank so high in comparison with others. The average trustee and parent would vote the teacher a failure, and he would either have to give up educating or give up his profession as a teacher. If he gives up the attempt to educate, studies carefully the peculiarities of examiners, calculates judiciously the portions of the text books upon which questions are likely to be asked, also the kinds of questions, takes up a good deal of time in telling the pupils how to proceed at examinations, how to answer such and such questions, in short makes the object of his instruction the preparation of his pupils for certain examinations, they will soon recognize, as nine tenths of them do, that the real object of education is the passing of examinations, and anything which does not conduce to that is a waste of time. If the teacher really understands the science of cramming, his pupils will pass the examinations in a comparatively short time, his school will rank well, parents and trustees will be delighted, those who desire to teach, or rather to make money by teaching, and who wish to obtain certificates in the shortest possible time, will flock to his school from all parts of the country, he will be desired in all schools, and to him will belong the rewards of the profession. Such teach-

ers are not lacking in ability, and are not like a great many in the profession who can neither cram well nor educate well, in fact they might have made good educators under different conditions, but the authorities have determined, and what can they do? Notwithstanding the vigorous protest of some of the more enlightened among our teachers against the prevailing slavery and drudgery the Education Department grows daily more enamoured of its system, and adds rule after rule and form after form narrowing down into the deadest uniformity that which should be the freest of all processes—the education of the youth. The effect of such a system upon the student before entering college is precisely what we might have expected. Those who have received all their training in the government mills exhibit, notwithstanding their widely differing capacities, a remarkable uniformity in the lack of education, even though their information be considerable. Thus a good deal of the work of the university, if it be not of the same nature as the schools, must consist in undoing what the schools have done. The tendency to memorize everything, and the aversion to rational processes, and the tacit assumption that when examinations are passed the object of study has been secured, have to be broken up, a tedious process and not appreciated by the students at the time. How long must this melancholy condition in educational matters remain, and how much further would the Education Department have the country sink before it could be induced to alter its tactics? The system which the Department is elaborating is no new one, it has been in practice in China and the East for a thousand years and more. It destroyed the intellectual life of Greece and Italy, brought on and maintained the dark ages in Europe, and is capable of accomplishing much in the same direction still.