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## SCHOOL WORK.

IT is admitted by all who are in a position to know that "Cramming" exists in many of our schools, but it is contended that it is cramming of a *useful kind*, that when teachers and pupils work together in preparing for written examinations that they are doing a first rate thing; that it is an *excellent moral and intellectual training*; and in support of this extraordinary statement we are told that the minister crams the two sermons which he is to preach on a Sunday; that the lawyer, too, when he has an important case on at Osgoode Hall, gets hold of his brief and sets to work to cram it, and that twenty four hours after he has delivered it he cannot tell one point in it, and that cramming in this sense of the word is one of the most useful faculties a man can possess, that by promoting the habit of *cram* in schools we are forming a good habit. Such trite imbecility as this would only be ridiculous were it not for the fact that the position of the man who enunciates these views gives them a degree of force they are certainly not entitled to. These opinions may be held by a few teachers in Ontario, but they cannot be held by any one who has given the subject any serious consideration, or observed closely the effects which over study has on the great majority of students. The comparison drawn between the minister who

crams his two sermons for Sundays, or the lawyer who crams his brief for delivery at Osgoode Hall, and the children attending our schools is manifestly absurd. Important cases are not given to lawyers who prepare their briefs to forget them in a few hours after they are delivered; nor do ministers prepare their sermons in the way stated above. Suppose, for the sake of argument, they do. Is there no difference between the matured minds of professional men and the growing intellects of children? Are the universally condemned expedients of over-worked ministers and lawyers to be regarded as the rule for the children of our schools?

Those who talk of cramming as a good thing do not comprehend the meaning of the word; it is a term used to denote the "fault of filling the mind with facts, without allowing it sufficient time to arrange and generalize them, to compare them with its previous acquisitions or to determine their real significance, as related to general principles." It is thus a kind of mental stuffing, and, consequently, is opposed to the true object of education. Cramming may be the result either of the ignorance of the teacher, or of circumstances which compel him to violate the correct principles of education for some special end, as the preparation of pupils for written