

we may therefore enquire into its origin. We have not far to seek for explanation of its rise. It is undoubtedly the natural result of the school legislation of the last few years.

One great cause has been the multiplicity of subjects prescribed by the Education Department. Our educational authorities, fired by a noble zeal to emulate the school system of the United States and to surpass the systems of the effete and worn out monarchies of Europe, have inserted on the school programme such a variety of subjects as would, if thoroughly mastered, turn out a nation of admirable Crichtons. Some of the chief advisers of the Minister of Education were no doubt sincere in advocating such a multiplicity of subjects as they have felt the want of some such comprehensive course of study in youth. The truth seems to be that with a view to effect, characteristic of its exhibition displays, the Education Department has tried to be brilliant at the expense of the unfortunate school children. The child, distracted by the great variety of subjects, makes no permanent progress in any. It is true that the number of compulsory subjects has been recently limited, but ample scope is still left for the enterprising teacher or inspector to insist

on the teaching of all the subjects mentioned in the curriculum.

Cramming has also been fostered, if not chiefly caused, by the various departmental examinations. The examination for entrance into High Schools, placed as it is practically at the end of the public school course, serves as a perpetual incentive to cramming. The examinations for second class teachers' certificates and for intermediate have a similar effect in High Schools. The inducement to cramming is thus present in both public and High Schools, and the unfortunate pupils are subjected to it during their whole school life.

Another movement which promises fair to promote cramming is the introduction of uniform promotion examinations in county public schools. This system already exists in cities, and with what general results we have already seen. The danger of cramming would form a strong argument against the introduction of this scheme, and it would be an insuperable one if no means could be devised to prevent cramming. We have thus hastily demonstrated the cause and the evil effects of cramming in the present paper, and in our next we intend to devote some attention to the evils of examinations as at present conducted.

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