

would require to be daily made by the child. The clergyman can preach in many instances without lengthy preparation because he is full of his subject. The lawyer is already familiar with law, and he has merely to make the application of general principles to particular cases. The child on the contrary has nothing to assist him in the acquisition of new ideas or if he has something, is prevented from utilizing it by the pressure of cramming.

No athlete would ever think of training by subjecting himself to the constant overtaxing of his system. Nothing would more surely defeat the end he had in view. Yet it would be quite right in the opinion of some authorities to exact from the tender unformed mind of the child more work than it can properly perform, and that too for years.

We may consider more minutely the effects of cramming upon the pupils. We remark first, that accuracy and thoroughness are incompatible with cramming. Nothing could well be more destructive to accuracy than the pupil's being compelled to do more work than he has had time assimilate and master. Instead of having clear and definite ideas upon any subject, he will have only a chaos of things in his mind from his never having had time for reflection and arrangement.

Secondly, cramming stunts the reasoning powers of pupils. This is almost a self-evident proposition. The crammed pupil has to depend more upon his memory than his reason. All difficulties are smoothed away for him by the teacher anxious to distinguish himself at the examinations. All teachers in High Schools or Collegiate Institutes situated in towns or cities recognize the truth of this proposition at once. They have pupils from town and country. From the system of graded schools which have been introduced into all towns and cities, the facilities for cramming in city schools are superior to those of

country schools, where one teacher has to teach all classes and subjects, and where consequently a pupil can receive but a limited portion of his time and attention. The difference between country and city pupils is marked. The former are characterized by greater energy and greater thinking power, and their progress compared with city pupils seems marvellous. That this difference arises from the fact the former are uncrammed there seems no reason to dispute. It may be objected to this deduction that the country pupils who do attend city schools are for the most part the cleverest of all country pupils. This does not constitute a valid objection, for in proportion to population there should be as large a number of clever pupils in cities as in the country, and yet we find country pupils distinguishing themselves among those of equal natural ability and of presumed superior training.

Thirdly, cramming renders pupils listless in their work and superinduces a state of mental *coma*. School-work is made irksome to the large majority of children by the strenuous and incessant efforts they have to make in the preparation of their daily lessons. The stimulus of curiosity is lost and the teacher is deprived of a valuable auxiliary in his work. It is an impossibility to maintain the interest of children kept continually on the rack.

Fourthly, cramming has an injurious effect upon the health of children. Upon this point all physicians of note are agreed, and we do not require to expatiate at length upon this phase of the evil.

The evil of cramming is clearly then one that is subversive of all the true aims of education, and would not be resorted to were it not for the fictitious importance that is attached to the proficiency of pupils on paper. That this evil is one that permeates our whole public school system, is the testimony of impartial observers, and