

that he was crammed more or less at school, as it is to find a teacher who owns to being a crammer. This is surely a singular phenomenon! But I need not press my question home upon you. The evidence required to prove my case is only too abundant. Here are two or three specimens.

A child about 11 years of age, in one of our primary schools, was told by an Inspector to write down the "Duty towards God," which he had learnt from the Church Catechism. He wrote down, "My duty toads God is to bleed in him to fering and to loaf withold your arts withold my sold and with my sernth to whirchp and to give thinks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life's end," &c.

A little girl at school was once reading, in the presence of a visitor, a passage in which the word *did* occurred, and was asked what it meant. To the surprise of the questioner, she replied "Little cubs at play;" and on inquiry it was found that she had been crammed with columns of meanings, as they are called, and among them this, "*Dice*, litt^{le} cubes used in gaming."

Another curious instance presents itself. In one of the western islands of Scotland a visitor to a primary school was requested to examine a particular scholar on the capitals of Europe. The boy named one after another with perfect correctness. It occurred to the visitor to ask the boy the name of the island in which he lived. He could not answer; and when at last the examiner said, "Now tell me what a capital is?" No answer. "Is it a man, or a beast?" "It's a beast," replied the boy, quite decisively.

A very short time ago, Mr. Meiklejohn, as the Examiner appointed by the Endowed Schools Commission for Scotland, asked a class of boys in English literature to state what they knew of Bacon's writings. They wrote respectively,—"*Lord Bacon's principal work is the Incompendium Organum;*" "*Lord Bacon wrote the Ovum Organum;*" "*Lord Bacon wrote the Instrationara Magna;*" "*His great work is Imstrantio Magna;*" and other answers to questions in English literature were of the same kind. In all these cases, the actual condition of the stomach shows, as plainly as if we

had been present at the feeding, what sort of feeding it was.

But it may be said that such instances as I have quoted are only to be found in inferior schools. If, however, we turn for a moment to the public schools, whose merits are eulogized by persons of authority (the late Bishop of Winchester, for instance), we find specimens of the same kind. The public tutors and examiners of Oxford and Cambridge declared in 1863 (at the time of the Public Schools Commission) that the average of youths entering the Universities from Public Schools were "badly grounded," "in knowledge, absolute ignoramuses," "had everything to learn and little desire to learn anything," "had very unawakened minds and habits of mental indolence and inaccuracy," "were deplorably ignorant of English literature, English history, and English composition," &c., &c. What sort of feeding must that have been which produced these wretched results? Do they not unmistakably testify to the flagrant cramming, which had not only failed to nourish the system, but had ruined the digestive powers?

The position, then, I now take is, that much—I might say most—of the teaching that goes on in our ordinary schools is of the nature of cramming.

I maintain, 1st, That there are foods which children receive with gladness and are able to digest, and by natural feeding on which their mental stomachs may gain, in time, healthy tone and power that will make them strong enough to attack, and with an appetite too, the very crudities against which they at first revolt, and obtain nourishment from them; and 2ndly, That children have not only a natural craving for *knowledge*, but also for *work*, and that cramming checks this natural instinct, and condemns it to inaction. A system of feeding, then, which takes no account of the suitability of the food for digestion, and actually injures the digestive powers, must be condemned, as defeating the very end of its existence.

"Cramming is the unlawful appropriation, by the learner, of the results of other people's labors," and the teacher who aids and abets in the transaction, and in proportion as he does, is a crammer.

This large proposition, which brings into the category of crammers hosts of teachers

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