

ages; that the rich granaries stored with the philosophical and scientific wealth of centuries open their portals to the sesame key of reading, and that a true estimate of knowledge is not measured by its bulk in the individual, but by the number of minds it reaches, the number of persons to whom it is communicated. It should also be borne in mind that it is the application of knowledge, not the possession of it, which constitutes the true end of education. He whose mind is stored with wise and noble thoughts is indebted to the world, nor does the world cease to be his creditor until he has communicated those noble thoughts to others. A man is estimated for what he gives, not for what he receives. But if there be no avenue of communication, no outlet from the soul, no passage for thought, how can man apply his knowledge, how can he flash glowing thoughts into the mind of others through the electric current of speech? We hold then it is of paramount importance that the subject of reading should receive very great attention in our schools—not as jewelry of the mind for special occasions, nor lip accomplishment for trivial thought, but as a means of developing in the fullest extent the faculty of speech which binds man to man with the cineture of knowledge, allies mind to mind with the current of thought, and throws upon canvas every color, every hue that lights up, as with a heavenly torch, the inward chamber of the soul.

#### CRAMMING.

A term used in regard to education, 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, which, as the word etymologically considered implies, is not to pour something into the mind, but to bring out, by appropriate exercise, its latent faculties. In college phrase, students are said to *exam* for an examination, when they make preparation with undue haste, impressing upon their memory by repetition a mass of things about which they expect to be questioned, but which, when the examination is over, they immediately forget. Such a process is exceedingly injurious to the mind, since it is a misdirection of its powers, wasting them at a time when they should be all steadily employed in the formation of those habits of acquisition and thought, which constitute the basis of a sound intellectual character.

In elementary education, cramming is, therefore, especially pernicious; and it is at this stage, that it is the most likely to occur. It may assume various forms, but chiefly the following: (1) Crowding the memory with verbal *formulae*—definitions, rules, statements of facts, names in geography, dates in history, etc.; (2) Overtasking the powers of the mind with a multiplicity of studies, or with such as are not adapted to its immature condition, and, therefore, cannot be comprehended; (3) Undue haste in instruction, so that the pupils are compelled to commit to memory what they have had no time properly to digest in their minds. 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 a public exhibition in which they may make an imposing display of their superficial acquirements. Such a sad

perversion of the teacher's work as this implies is of too frequent occurrence; for parents and patrons are too fond of witnessing such displays, and there are teachers whose eagerness for praise or patronage is sufficient to overcome their sense of the true object of their vocation.—*Blackie*

WINTYR, Dec. 9th., 1881.

To the Editor of the SHIELD.

DEAR SIR,

Any Journal which professes to forward the cause of Catholic Education must be welcome to all interested in that great object.

The SHIELD supplies a want long felt by Catholic teachers, and surely merits the generous support of all.

I notice with pleasure the intention of discussing in its pages all school subjects. Such a course will make it a very valuable aid to those engaged in teaching.

Wishing the SHIELD a very prosperous career,

I remain,

Yours respectfully.

E. DORR.

Teacher Separate School.

The Sisters of Loretto have eight convents in Ontario, all of which are well attended.

Rev. D. O'Connor is Superior of Assumption College, Sandwich Ontario.

The last issue of the *Harp* is bright, instructive and entertaining. Mr. Donovan deserves credit for his able management of this excellent monthly.

Rev. Father Teedy, M. A., is Professor of Mathematics in St. Michael's College, Toronto.

Brother Joseph is Director of the St. Catherines Separate Schools, which have an attendance of 580 pupils.

Rev. Dr. Kilroy is Chairman of the Stratford Separate School Board. The Separate School buildings of Stratford are a credit to Dr. Kilroy and his people.

There are 100 pupils registered in the Port Dalhousie Separate School.

There are 1100 pupils registered in the Hamilton Separate Schools of which C. Donovan, Esq., B. A., is Principal and Rev. J. S. O'Leary, Superintendent. Very Rev. E. J. Heenan, V. G., is Chairman of the Separate School Board.

Mr. Phelan, formerly Headmaster of the Parkhill Public School, has succeeded Mr. O'Hagan as Principal of the Belleville Separate Schools.

Mr. C. J. Mahoney of the Law Office of O'Sullivan & Perdue, Toronto, was the winner of a scholarship at the recent Law examination at Osgoode Hall. We congratulate our young friend and admire the mettle of his pasture.

Rev. Father Tiernan is Chairman of the London Separate School Board.

Rev. Father O'Connor is Chairman of Perth Separate School Board.