

son, "That the report of Committee on Public Schools, as amended, be adopted."

In connection with the above, the following resolution was adopted:—

Moved by Mr. D. Johnstone, seconded by Mr. William Macintosh, "That while approving of the majority of the changes introduced by the Act of 1870-71 into our educational system, we entirely disagree with the clause relating to the 'Superannuated Teachers' Fund,' and that the Executive Committee of the Provincial Association be authorized to have petitions printed and circulated throughout the Province for the signatures of teachers, asking the Legislature at its next Session to repeal the obnoxious clause."

Topic number 4 on the annual circular was introduced by G. D. Platt, Esq., Inspector Public Schools, Prince Edward, who thought very many teachers were guilty of the charge of proceeding too rapidly in the education of the young. Not that a good education could be obtained any too soon, but that haste in this important matter was often calculated to prevent altogether the attainment of the end in view. As a proof of the widespread existence of this evil, he referred to the very early age at which many children are sent to school, as well as their too rapid advancement from class to class in obedience to the anxious desires of mistaken parents. The great importance attached to home lessons, by many parents and teachers, and the very general disposition to show off as much as possible, at the quarterly examinations, are other indications in the same direction. Indeed, so great is the haste on the part of many teachers that it seems as if they ought to apply for a patent for the shortest method of giving instruction in certain branches! If the human mind were merely to be filled with general information as a mow is to be filled with hay, this anxious and inconsiderate haste might be very proper; but since its chief requirement is the right development and training of its immortal powers, such stuffing as many call education, will result in evil rather than good.

The causes of this great evil are manifold. The wrong ideas respecting education which are still very prevalent; the characteristics of the age and haste and activity, and the general disposition to over-estimate money, has each its full share of influence upon the minds of those responsible for the proper education of the young: while the system of mechanical teaching, still far too common, and the destruction of the mental appetite of the young for sound, wholesome and useful learning, by the floods of comic and sensational literature overflowing every youth's path, are to be considered only less effective in promoting a hasty and superficial education.

The effect of rapid and careless instruction, cannot but be to defeat the true object in view, and to destroy everything like symmetry in education. Such a course is calculated to fill the mind with other men's ideas rather than to enable it to form ideas of its own—to render it passive, rather than active—to overburden, rather than cultivate and develop. Education has a resemblance to vegetation. The seed