

They afterwards measured the school-room and found the cost of plastering that.

If the examples we give came from things they can be applied to things again; if they did not, of what value are they?

Too much of our school work is the study of *words* rather than of *things*; we teach in arithmetic *figures*, not the *reality*. We worship the *language*, or the *answer*, not the *thought* behind the words.—*The School Room*.

EDUCATIONAL INTELLIGENCE.

THE PROTESTANT TEACHERS' ASSOCIATION OF QUEBEC.

(Continued from November Number.)

Hon. G. Ouimet, Superintendent of Education, who expressed his full sympathy with these annual conventions of teachers, which were most valuable aids to the cause of education, through the enthusiasm and instruction derived from them by the teachers. As a French Canadian, he assured them that in their efforts to disseminate knowledge they had the full sympathy of the French Canadian population. Both the English and French-speaking citizens of the Province could unite with all their hearts in the cause of education, and he hoped a firm union would be instituted between the two races, who were alike concerned in the welfare of the Province. With regard to the Protestant committee of the Council of Public Instruction, the slowness of whose action had been complained of by a gentleman in his paper during the afternoon, they of course had held many sessions, and they did the work perhaps very slowly, but they did it very surely.

Chancellor Heneker, of the University of Bishop's College, was then called upon. He said:—Your worthy president has been somewhat unmerciful to you in naming me as one of the speakers of the evening. His own powers of oratory make him forget that all are not equally gifted, and the only consolation I can offer you is to be as brief as possible. I acknowledge without hesitation that I have a deep sympathy with those who are engaged in the noble work of education. The profession of the teacher in these modern times is somewhat different from what it was in the old days, when our ancestors, nobles of the land, had, many of them, to fix their seal or to make their mark to an agreement. If memory serves me rightly, even Magna Charta will prove that literary education was not one of the necessary conditions of a man's fitness for the council board of the nation. We now know, of course, that something more than mere book education is required if a man is to fill any of the more important

duties of life. The scholar is not necessarily a statesman, nor a successful lawyer, nor a physician, nor a good parish clergyman, any more than he is a successful carpenter, or mason, or farmer. It becomes therefore an important consideration to weigh carefully the wide question of education, and to understand what we mean by it. No nation can remain great which does not secure to itself the whole powers of its citizens; not their intellect alone, but their physical strength as well. And their minds and bodies must be trained on a basis of moral qualities if permanence and the respect of other nations are to be secured. How many of you teachers have thought over the education system of which you are a part? Believe me it is a subject well worthy your deepest attention. But I do not wish to alarm you. I can assure you I have no intention of entering on so wide a field of discussion. All I wish to say on this point is that as teachers, trainers of the mind, you are not merely fulfilling a duty to yourselves, not merely acting as workers in a hive of industry, but you are doing something more. You are in your vocations, preparing your pupils so far as mental training goes, to fulfill the duties which will devolve on them hereafter as men and women in regard to their common country, and that your vocation in this respect being of a public nature tends to the welfare of the state, your calling is the more honourable. Although like too many such callings, the public is content with giving you the bare honour without that recompense of the purse which falls to the lot of those occupations which are more selfish in their aims. I value these meetings, these conventions, as of inestimable importance to you as a body, because they create an *esprit de corps*, and because they enable you to consult as to many of the difficulties which must surround you in your daily work. Assembled here with the great body of elementary teachers and representatives of the government of the country, of the