

of their salaries. The discussion was continued by Messrs. Walton, Alexander, Rowell and Hewton, the final issue, however, being that the matter was put off for further consideration at the next meeting of the Convention.

The President, in the evening, read his inaugural address—an excellent record of the history of later educational movements in the Province of Quebec, and one which will appear in a future issue of the RECORD. Mr. Rexford first spoke of the problems the educationist had to deal with. There were questions that would tax the combined energies and wisdom of all interested in education. The vital interests of the rising generation of this province were visibly affected by some of the defects in the teaching system. Many had been working faithfully for the improvement of the system for ten and fifteen years, and some for twice or thrice that period, but the state of the work could not now be examined without impressing upon one the thought of the difference between what it now was and what it ought to be. After the address, Mr. Rexford introduced the delegate from the Teachers' Association of Ontario, William Houston, Esq., M.A.

Mr. Houston, on being enthusiastically received by the large audience, said that he would address the Convention on a subject which ought to commend itself especially to teachers. Referring to Matthew Arnold's definition of culture, "to know the best that has been thought in the world," and to Sir Morel Mackenzie's remark, that "culture is not knowledge but a condition of intellect," he proceeded to say that even such a description is inadequate unless "intellect" is interpreted with a meaning broad enough to include the moral and æsthetic as well as the purely intellectual side of human nature. As thus defined, culture is an absolute necessity to progress in civilization, and want of culture means barbarism. There can never be any real advancement until something is done to secure this kind of culture, to some extent, for the masses. The means relied on for this purpose are at present chiefly university and collegiate institutions on the one hand and elementary and advanced public schools on the other. But they are quite inadequate to the demands made upon them. The university is, and must always be, for the few who are able to give up several years of life and spend a considerable amount of money in getting what is called a liberal education. This education is given only within the walls of the university, as a rule, and only within certain hours of the day. Even if a university education, therefore, were a more effective means of culture