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GENERAL

OUTFITTERS

And - IMPORTERS - of

GENTLEMEN'S AND BOYS'

CLOTHING,

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MERCHANT TAILORS,

NO. 304 GOVERNMENT STREET,
VICTORIA, B. C.

Clergy Suits A Specialty.

A curious story has been going the round of the papers which looks uncommonly like a hoax. A London curate, both popular and of "interesting appearance," received a visit from a young lady, who was clothed in melancholy garb and in a profoundly despondent state of mind. She was unable, however, to unbosom her grief except at her own abode, to which in piteous strains she besought the clergyman to pay her a visit. This he did, when she revealed to the clergyman, whom she knew to be a celibate, the hopeless passion she had conceived for himself. She was aware because of his dedication to a single life, that she could not become his wife, but she asked as one little solace, which alone would keep her from the gulf of despair, that before they parted he would imprint one kiss upon her cheek. This the curate, somewhat agitated, yet touched with pity, at last granted, and left the house. However, to his amazement he received a few days after a photograph of himself in the amorous act of kissing the lady, with the information, couched in tender terms, that there were a dozen taken by the instantaneous method, and that they were 20*l.* apiece. Should he not require them the lady would dispose of them in another quarter. The adventure appears to us to be a little too romantic. But whether the curate be a real or imaginary person, there is a moral to the story which is, avoid "fair creatures" who can only unburden themselves at a particular place of their own choice, and always act with the remembrance that "there is nothing hid, which shall not be manifested."

PRINCIPLES OF EDUCATION.

BY J. CURRIE.

Education comprises all the influences which go to form the character. In early infancy, the child is educated by the experience he acquires through the natural activity of his instincts. In childhood and youth, his education proceeds under the superintendence of the family circle and the school. In mature years, he is again thrown upon the resources of self-education, now with the power of controlling these for definite ends; and he finds in the intercourse of society, in his own reading and reflection, and in the ministrations of the Christian Church, the means by which his nature is to reach its destined measure of perfection. The peculiar importance of the education of childhood lies in the consideration, that it prepares the way for the subsequent self-education of manhood. It brings the man into command of his faculties, and enables him to use his opportunities of progress; it equips him with intellectual, moral, and practical principles, but for which he would pass through life without any self-improvement, and without the power of profiting by its experience. The family circle and the school share between them the responsibility of providing for the education of childhood. The duty of the family in this matter is neither optional, nor, within a certain degree, transferable; no plea can be sustained for neglect. It is as bound to educate the child, as to provide

for its bodily sustenance. The function of the school, when properly ordered, is to support and supplement the education of the family. Equally with the family, the school is bound to maintain the pupil's bodily health; it must foster the growth of the morality and religion which the family implants, so far as its opportunities admit; it must educate his mind, on the one hand, in the acquisition of certain instrumental branches which are required in all conditions of life, and on the other, into the love of knowledge in general, and the mode of acquiring it; it must accustom him to habits of steady and strenuous application. The public judgement is formed of a school generally by witnessing a few brilliant results of a sort not difficult to be obtained by anyone who will condescend to labour for them. Its applause is quite within the reach of the most undignified mechanical drudgery. And this accordingly is the teacher's temptation, that he shall content himself with appearance, instead of seeking, by a higher and more self-denying labour, to cultivate in his pupils good intellectual and moral habits, which pass for little or nothing in the vulgar judgement, because beyond its appreciation.

SCOPE OF SCHOOL EDUCATION.

School education, like education in general, has to deal with man in all the aspects of his nature, as a physical, moral, and intellectual agent. From the influence which it exerts on his moral and intellectual nature it is highly necessary to preserve the well being of his physical nature. No exertion of mind can be carried on efficiently or permanently with a languid or indis-