

Resources of British Columbia.

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HIGH SCHOOL.

This useful and popular institution is situated at Victoria, and stands at the head of the public schools of this Province. Established by law in 1866, its portals are open without fee to all who are able to pass the necessary entrance examination. The school recruits its ranks chiefly from Victoria, but pupils from all sections of the Province avail themselves of its privileges. Already, within this short space of seven years, the High School has more than realized the expectations of its firmest friends, and those legislators, who in wisdom and liberality anticipated the desires of the people and formed a natural outlet for the growth of popular education. Here then, the settler may be assured that education—that resource of all resources—which enables us to utilize the materials of civilization, that nature throws into our hands, is recognized as a motive power, promoting the progress and happiness of our people. The High School programme of studies is varied and extensive embracing languages, ancient and modern, and mathematics. Fully one-half the teaching staff of this Province, has been drawn from its graduates, and young men from its ranks are to be seen entering on almost every walk in life—in trade and commerce, in the army, in law and in the church—hewing out for themselves honorable distinction and forcing the world to acknowledge their abilities. Within the precincts of this school, sectarian differences are unheard, and the low mutterings of denominational jealousies are happily hushed in the calm atmosphere of peculiar pursuits. Social distinctions too, are unrecognized. Each *individual* being known by his merits, *nomen clarum et venerabile*.

Two newspapers, the *Leisure Hour* prepared by the boys, and the *Hyacinth* by the girls, are occasionally issued. The editors are not persons of mature years and experience as journalists, but youthful scholars, who amid the toils of translations and triangles, find a leisure hour to employ their pen for the two-fold purpose of pleasure and instruction. Subjoined are extracts from the Christmas numbers of the *Leisure Hour* and *Hyacinth*:

EDUCATION.

Education is that development of the human powers, that formation of character, which fits us to fill properly our place in society. It embraces a knowledge of the different branches of learning and is regarded by all civilized nations as the best method of raising the inhabitants of a country to that position where they shall be most useful to themselves and society. Therefore, to accomplish this object and to impart the needed instruction, there are schools supported by government, as well as private schools, and schools in connection with religious denominations. Under the enlightening influence of instruction which is readily obtained by a good public school system, much of the superstition and religious prejudices which held sway in past ages, and which indeed still reigns in those countries where learning is neglected, have been swept away as mist before the sun, and a new and better state of affairs has taken their place. It is a true saying:—"There is no royal road to learning," for it is only by diligent study that we can reach the exalted summit on which an educated person stands. Fortunes may be left to us by our parents or relatives; but education we must acquire for ourselves or forever lack it—fortune may be gained at an advanced time of life, but if our education is neglected in youth it is almost impossible to acquire it in after years. Our education should vary to a certain extent to suit the profession or pursuit which we intend to follow; but a thorough knowledge of all branches taught in public schools should be mastered if possible. As some professions call for an acquaintance with the higher branches of learning, it therefore becomes a necessity to have colleges where such branches can be studied to their fullest extent, and where young men can complete their course of studies and fit themselves for positions of honor and trust. By education and natural ability men have risen to fill the highest positions which it is within the power of nations to bestow. The lives of such men show, that by study and the improvement of each fleeting hour of our lives, we may win for ourselves the honor of a name that shall live when in this world we cease to exist.

Lives of great men all remind us,
We can make our lives sublime.

A. H. GILLANDERS.

[FROM THE "HYACINTH."]

HONESTY.

Honesty has been defined as being the conformity to justice and correct principles. So a common error is here corrected. I refer to the prevailing idea that to steadily adhere to and unflinchingly maintain one's principles is to be honest, not so, unless those principles in themselves are just, right and true.

Every good has a counterfeit. Acknowledging the inestimable worth of genuine honesty, we must not be blinded by spurious imitations; for to gain his selfish ends, a man will make a stalking horse of honesty. Such a one is loud and ostentatious. He is obstinate, but calls it firmness. He glories in his stubbornness, as if it were uncompromising justice. Beware of such a man; his specious show of honesty covers deep designs. This hypocrisy can always be detected by its being an over-acted part; for true honesty's unblushing face is ever covered with the veil of humility. But in a world like this it would be