

the Dominion in 1871, when for the first time responsible government was fully conceded, he continued to act as Principal of the Victoria Public School. During the first session of the Local Assembly the school system now in force was adopted, the then Provincial Secretary, A. Rock Robertson, Q.C., being the framer of the measure. Under it, Mr. Jessop became Provincial Superintendent of Education, and he discharged the laborious duties of his office unaided until he was supplied last year with a Deputy, in the person of Mr. Robert M. Clementson. It should be added that he married, in 1868, a Miss Faussotte, who at the time kept a private school in Victoria.

Mr Jessop made an unsuccessful attempt to enter public life in 1870. In that year he contested the District of Vancouver as a candidate for a seat in the House of Commons, but was defeated by a narrow majority.

Cleanings.

EDUCATIONAL APHORISMS.

From the *Cyclopædia of Education*, E. Steiger, New York.

LANGUAGE.

Things and words should be studied together, but things especially, as being the object both of the understanding and of language.—*Comenius*.

He who has no knowledge of things will not be helped by a knowledge of words.—*Luther*.

The signs of thoughts are so intimately associated with thought itself, that the study of language, in its highest form, is the study of the processes of pure intellect.—*Everett*.

Speech and knowledge should proceed with equal steps.—*Comenius*.

We cannot express in words the thousandth part of what we actually think, but only a few points of the rapid stream of thought, from the crests of its highest waves.—*Zschokke*.

Language is the sheath in which is kept the sword of the mind; the casket in which we preserve our jewel; the vessel in which we secure our drink; the store-house where we lay up our food.—*Luther*.

Thinking is aided by language, and, to a great extent, is dependent upon it as its most efficient instrument and auxiliary.—*Potter*.

SELF-EDUCATION.

The primary principle of education is the determination of the pupil to self-activity—the doing nothing for him which he is able to do for himself.—*Hamilton*.

The peculiar importance of the education of childhood lies in the consideration, that it prepares the way for the subsequent self-education of manhood.—*Currie*.

Self-activity is the indispensable condition of improvement; and education is only education—that is, accomplishes its purposes, only by affording objects and supplying materials to this spontaneous exertion. Strictly speaking, every man must educate himself.—*Hamilton*.

The child learns more by his fourth year, than the philosopher at any subsequent period of his life; he learns to fix an intelligent sign to every outward object and inward emotion, by a single impulse imparted by his lips to the air.—*Everett*.

If all the means of education which are scattered over the world, and if the philosophers and teachers of ancient and modern times were to be called together, and made to bring their combined efforts to bear upon an individual, all they could do would be to afford the opportunity of improvement.—*Degerando*.

HINTS IN TEACHING.

1. *Never attempt to conduct a recitation without special preparation.* Always decide before beginning, what to do, how to do it, and what to do next. Aim at something. The bow drawn at a venture seldom does much execution. Don't allow yourself to be diverted from your aim by chance remarks or incidents. Even a faulty plan, if adhered to, is better than none at all. When the recitation is finished, if your children cannot state clearly what they have learned, consider the exercise a failure.

2. *As a rule, stand when conducting a recitation.* You are more likely to be alive yourself, and to infuse spirit and animation into

your pupils. If they see you "taking it easy," they will be apt to do the same. Children are great imitators; and enthusiasm, like yawning, is wonderfully contagious. Of the two, a noisy recitation is decidedly preferable to a sleepy one; and remember that the hum of business is not, necessarily, disorder.

3. *Never break in upon a recitation to attend to matters of discipline.* I refer not simply to formal punishments, but to the numberless little interruptions that some teachers subject themselves to. "Mary, sit round in your seat." "John, put that knife away, and attend to your geography," etc. If the mischief is not very serious, take no, or little, notice of it till you have finished your exercise. You will thus be able to make your teaching more interesting, and so cure the disease, may be, without a local application.

4. *Never raise your voice above the common conversational tone.* If you do, you will be likely to get angry, and then make a fool of yourself in public. The wise teacher who sees an evil, will do one of two things: if the evil can be cured, he sets himself quietly and persistently at work to do it; if it cannot be cured, but must be endured, he makes the best of it, and devotes his time and strength to more promising subjects. In no case does he fume and fret and scold about it.

5. *Never whip, or resort to any severe punishment till the day after the offence was committed.* By so doing you will generally avoid punishing at all. You may find you were mistaken in the pupil, the act, or the intent. You will be able to reflect, and act calmly and justly. Put yourself in the pupil's place. Remember children are not vipers or devils, and most of their troublesome pranks are the outcome, not of malicious premeditation, but of fun—comparatively innocent,—combined with a thoughtlessness not unreasonable when their youth and inexperience are considered. Reformation can generally be brought about in a better way than by scolding and flogging.

6. *Teach your pupils habits of personal neatness.* See to it, in a kindly way, that no child will be willing to enter the school-room in the morning without first having washed his face and hands, brushed his hair, clothing, and shoes, and cleaned his teeth and finger-nails. Do it very kindly and discreetly, by speaking in a general way to the whole school, and, as occasion requires, to the pupil privately. However, I may as well say that the only effectual way to do this is by example, and no teacher whose own finger-nails are habitually in mourning need hope for much success in this department.—*New England Journal of Education*.

WHY SHOULD TEACHERS BE TRAINED?

Dr. Armstrong in the *Teachers' Monthly*, says:

If learning a subject be all that is needed in order to teach it successfully, then, having teeth extracted should be enough to make the patient a practitioner in this department of dentistry. But, before any one would submit his eye-teeth to the forceps of such a graduate, would he not require that a little professional education in the art of handling his instrument of torture be added to the sympathy which his own experience may have taught him to feel for his patient? It is cruel to the teacher as well as to his pupils to send him to do his difficult and important work of teaching with so little idea of the nature and objects of his labors as he has been able to obtain in his preliminary studies.

Before the sculptor began his work upon the block of marble, he had an angel in it. He had a clear idea of what he wanted to form. He studied the capabilities of the block, and discovered what it would make. Now he can apply his instruments understandingly. The rough angles are carefully and tenderly hewn off. The figure takes shape by degrees. The limbs are soon free, and the arms and hands relieved from durance. At length the features begin to beam with intelligence and love—the angel stands before him. How often the teacher, intent on making his work a success, commences his operations on the human being under his hand, without much thought of what he ought to develop, or any sufficient knowledge of the delicate and sensitive material awaiting his skill. He sees no angel in it. He has no ideal before him, toward the development of which his labors tend, and has little thought of what will be the result of his work. Should he succeed in teaching certain facts and principles which he himself has been taught, he, in all honesty, considers that he has done his whole duty to his class, faithfully and well.