

of a dressing-room—American fashion—I thought, for full ten awful minutes, that I had made a mistake, and was not expected.”

SCHOOL TEACHERS' CERTIFICATES

To the Editor of THE HOME JOURNAL:

SIR—I notice in the *Colonist* a special reference to some thirty-six candidates from the Victoria High School who obtained certificates entitling them to teach. It may be all very well for the principal and teachers and pupils under him to receive credit for these “successes,” but for my part I regard the business as an exhibition of so much wasted energy, inasmuch as these “children,” for many of them are little more than that, had been crammed to pass an examination which in the majority of cases would not be of the slightest practical use to them, its only object being to gratify Principal Paul, his teachers and pupils. In your paper, you have on numerous occasions deprecated the tendency to “show business.” Why, I should like to know, at the present time when to all appearances there is an over supply of teachers, should school children be brought—if not into the actual competition, for many of them will not be eligible to teach for several years to come—into the examinations? Is it to give Principal Paul and his staff the opportunity of contrasting their superior methods of teaching—not to mention of course the special facilities with which the school trustees have endowed them—and to enable them to make some sort of a claim to the distinction that has been bestowed on their school of “a Collegiate Institute?” I must confess that I am surprised that the educational authorities should have allowed these ineligible candidates to have entered among practical people who underwent examination because it was with them a matter of bread and butter, when it was apparent that no practical object was to be subserved.

There is far too much useless instruction given in our schools; it does not amount to education, for in the greater number of cases it neither leads up to anything nor is calculated to be of advantage hereafter. All that the public should be called upon to pay for is a good, ordinary English education. If the country affords that, nothing more can be expected. As it is, we have Mr. or Miss So and So coming from Heaven knows where, with almost as many letters following their names as there are letters in the alphabet. Many of them have but the smallest acquaintance with the English language, which they never pronounce without accentuations and intonations that are offensive to the native ear and show how little the parties really know or care about what we are, most of us, proud to boast of as our native tongue.

B. D.

Written for THE HOME JOURNAL, by Samuel Moore, B. A.

ESSAY ON EDUCATION.

EDUCATION, HISTORY AND IDEALS.

The word education is of Latin origin, and means the drawing out or developing the prominent faculties of the mind by various activities. The term education is slightly different from instruction, which means the systematizing the elements of knowledge.

When we study the history of civilization we notice that many systems of education have been in use, notably three: National, Theocratic, and Humanitarian.

The national system of education is the most primitive, and had the family as the organic starting point, out of which the nation grew. For example we have the systems of education in China, Persia and Greece.

The Chinese system was passive and non-progressive in methods and character, while the Persian was active and progressive. The system in Greece aimed at individual education. The objects of this system were in many respects praiseworthy, as each individual was taught to set a value on his own personality, resembling the teachings of the Puritans in modern history.

In the theocratic system, as represented by the ancient Jews, education is at first patriarchal, because the family is the link that connects the individual with the chosen nation.

The humanitarian system of education arose in the Roman Empire and was founded on the Christian idea. The Christian ideal in education embraced the brotherhood of man. In this new ideal art, science, politics, morality and industry are included and harmonized.

In the history of Christian civilization we notice that the goal of progress is reached by the community through the education of the individual.

The chief aim of the humanitarian system in education is to fit and train young people for civil life so that they may perform their duties intelligently and observe the moral obligations of society. The above conception represents the aims of the public school system in the several provinces of Canada, and also in the states of the neighboring republic. The best authorities on educational work show that education is both a science and an art, and that it is divided into three parts, viz: Physical, intellectual and moral.

THE COLLEGIATE SCHOOL.

On Saturday last, in the presence of a large audience of friends of the School, the prizes of the above institution were presented by the Bishop of Columbia,

On the platform were, with the Bishop, the Rev. C. E. Sharp, M. A., the master, Rev. Canon Beanlands, M. A., Rev. J. B. Haslam, M. A., (examiner) and Mr. C. S. Skene, first assistant master.

Mr. Sharp was first called upon to read his report for the year. He stated that the school had undoubtedly grown since last Christmas, there being more on the roll than at that time. He had one boy, who he was glad to have had passed with honors the McGill college matriculation examination. Next term he would be obliged, having accepted the curacy of St. Paul's, Esquimalt, to move the school to the Esquimalt barracks where he had already found suitable quarters. He had been told that to move to that place would practically be to deal the death-warrant of his school. But he trusted that such would not be the case, as the cars ran right by the door of the future schoolroom. In conclusion, Mr. Sharp said that he had every reason to be satisfied with the progress that the boys had made during the year, and thought that it was highly probable that one or more of his pupils would make his mark in the world.

The Bishop then asked Rev. Canon Beanlands to read his report. That gentleman said that he had before examined these boys and found them to be much improved in every way. In the algebra papers, Dewdney, major, having particularly distinguished himself. In the Euclid papers, Dewdney had again done excellently, as had also Aspland, major. The Latin and French papers were very well done, no boy being, however, particularly worthy of remark. As a whole, the examination was highly satisfactory, and he trusted that in future might have the pleasure of again examining the pupils of the institution. (Praise.)

Mr. Haslam, who had examined the junior boys, said that if he had erred at all in the setting of the papers, it was most certainly not on the side of leniency. Some of the boys had shown evidence of decided talent, notably Aspland, major, whose percentage in the grand total was upwards of 60 per cent., a most satisfactory result in so young a lad. His Geography and English History papers were likewise excellently done. In the Divinity, one boy, Lipscombe, particularly distinguished himself, having made 75 per cent., with Aspland second with 70 per cent.

The Bishop then delivered a short congratulatory address.

SOCIAL AND PERSONAL.

Mr. C. A. Phillips has returned from his visit to Vancouver.

A pleasant garden party was given by Mrs. Teague, Wednesday afternoon.

Mr. W. C. Pope will shortly leave for the East, and purposes reading for his professional vocation.

A meeting of bachelors was held Friday afternoon with the object of giving a party to their lady friends early this month.