

Provinces Maritimes, last November, said the same thing: "The majority of our French teachers speak and write French only after a miserable fashion." He adds: "How can we blame them, when they are not given time and opportunity to learn it thoroughly?" That is, to learn the natural mother tongue; that is, therefore, to learn, thoroughly, anything at all.

"It is time," the writer goes on, "to submit to the Board of Education the difficulties met with in teaching French under the existing conditions."

As to learning English; of course the French wish to learn it. Would that the English wished as much to learn French. The question is simply as to how best to learn English.

A teacher at a High School in this Province lately spoke of three French pupils who came, not knowing any English, and who were shortly at the head of the school. That is a good illustration. They had learnt naturally and well. They were not dazed and disgusted by an unnatural method of being taught through a confusing medium—a method unjust and cruel.

No doubt, we here at this "English" meeting, are not the sufferers. And of course each set of our people has its own leader. And each set is half suspicious of gifts from old opponents, or from those it does not know.

Still, all words expressive of just dealing do some good. And certainly teachers, who are not dependent on the loud-voiced world, may fitly speak among themselves words which we hope will find an echo, where they may strike upon the ear of some lover of his kind, who also is a leader among men of action. Will not the leaders of our French-speaking fellow-citizens make the best of our Union, and its present conditions, and force the best terms they can for themselves; and for us? Because we are all interested. We cannot stand alone. For our generation, any way, we are boarding together; and that our conversation should be kindly and mutually instructive, is the desire, surely, of all who sit at the common table.

Then, when we pass out, we shall have prepared, I hope, better times for those entering; while now we

"Scatter our words among mankind."

IN MEMORIAM, QUEEN VICTORIA THE GOOD.

SAMUEL MOORE, M.A.*

FOR the past few months our newspapers and magazines have had their columns filled with glowing panegyrics on the life and character of Queen Victoria "the Good," and each and every eulogium expresses in spirit and letter the moral maxim of the Latin poet, *Nil de mortuis, nisi bonum*. This aphorism is in striking contrast to that of Mark Anthony on the death

of Cæsar. "The evil that men do lives after them, the good is oft interred with their bones."

The career and life history of Victoria has been unique. Queen Victoria held the esteem and confidence of many millions of people while she lived, and as many demonstrated their profound sorrow and sympathy for the bereaved family on her demise. She was specially privileged to enjoy the praise of her subjects

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