

cradle she was taught to speak three languages—English, German and French. In her fifth year, her mother chose as preceptor for the Princess, the Rev. George Davys, now, through the gratitude of his pupil, Bishop of Peterboro'. In the co-operation afforded by this gentleman with the wise plans of the Duchess for her daughter's instruction, he evinced great excellence of moral character, and his faithfulness was well rewarded. The Duchess confided in him fully. When the Princess became heir-presumptive to the throne, and it was intimated to her mother that some distinguished prelate should be appointed instructor, and Earl Grey named the Bishop of Lincoln, then was the conscientious and truly noble mind of the Duchess displayed. She expressed her perfect approval of Dr. Davys as her daughter's tutor, and declined any change; but hinted that, if a dignified clergyman were indispensable to fill this important office, there would be no objection if Dr. Davys received the preferment he had always well merited. He was soon afterwards made Dean of Chester. Such traits deserve notice, because illustrative of the good influences which surrounded the young Princess, and also because they exhibit a constancy of woman's esteem when gained by worthy conduct.

Besides her preceptor, Victoria had an excellent instructress, the Baroness Lehzen, whose services were likewise retained through the whole term of her education; and the long harmony so happily maintained between the mother and her auxiliaries in this important work of preparing a Sovereign to be worthy of a throne, is an example worth consideration by those who would seek the best models for private education.

It has been stated repeatedly and never contradicted, that the Princess Victoria was not aware of her claims on the succession till a little before the death of her uncle, George IV. The Duchess had thus carefully guarded her child from the pernicious flattery of inferiors, and kept her young heart free from hopes or wishes which the future might have disappointed. When the accession of King William placed her next the throne, she had completed her eleventh year, "and evinced abilities and possessed accomplishments very rare for that tender age in any rank of life," says an English author. "She spoke French and German with fluency, and was acquainted with Italian; she had made some progress in Latin, being able to read Virgil and Horace with ease; she had commenced Greek, and studied mathematics, and evinced peculiar aptness for that science of reality; indeed, in all the sciences connected with numbers, the royal pupil showed great skill and powers of reason." She had also made good proficiency in music and drawing; in both of which arts she afterwards became accomplished. Thus happily engaged in acquiring knowledge of every kind necessary for her royal station—among which the knowledge of the people was not neglected, nor the arts, sciences, and employments which most conduce to the prosperity and advancement of a nation—his young Princess passed the intervening years till her majority, May 24, 1837. The day was kept as a general holiday throughout the kingdom. The city of London voted addresses of congratulation to the Princess Victoria and the Duchess of Kent on that occasion, which we notice in order to give a few sentiments from the reply of the Duchess. She said: "The Princess has arrived at that age which justifies me in expressing my confident expectation that she will be found competent to execute the sacred trust which may be reposed in her; for, communicating as she does, with all classes of society, she cannot but perceive that the greater the diffusion of religious knowledge and the love of freedom in a country, the more orderly, industrious, and wealthy is its population; and that the desire to preserve the constitutional prerogatives of the crown ought to be co-ordinate with the protection of the liberties of the people."

In four weeks from that day, the sudden death of William IV. gave the sovereignty of the British Empire to this young maiden of eighteen. Beautifully has she fulfilled the expectations of her mother, and the hopes of the nation. The manner in which the Duchess relinquished her power over her daughter, was a fitting sequel to the faithfulness with which she had exercised it. The great officers of State and privy councillors, a hundred or more of the nobles of the land, assembled on the morning of June 20, at Kensington Palace. They were ushered into the grand saloon. Soon Victoria appeared, accompanied by the officers of her household. After the Duchess had seen her royal Daughter enthroned on a seat of state prepared for the occasion, she withdrew and left the young Queen with her Council. From that hour the Duchess treated her august daughter with the respectful observance which her station, according to court etiquette, demands. No more advice, no further instructions, not even suggestions, were ever offered. Doubtless, if the Queen seeks her mother's council in private, it is always given in love and truth; but the good seed had been sown at the right time; it put forth, by the blessing of God, spontaneously. The soul, like the soil, must bear its own harvest.

On the 17th of June, 1837, the young Queen made her first public appearance as sovereign over her realm; she prorogued Parliament in person; never was the act done more royally.

On the 28th July, 1838, she was crowned in Westminster Abbey.

Never were the long and tedious ceremonies more gracefully endured. From that time onward there has been no diminution in her zeal. Every duty devolving on her, every form prescribed, every custom held important in the old and cumbrous British Government, Victoria has performed, observed, and cherished. She has been the model of female royalty. But this is a trifling matter, compared with the salutary influence her high principles, refined taste, and graceful propriety of manners have wielded over those who gave the tone to fashionable society in England. Vice and folly retire abashed from her presence.

Great Britain is governed by laws, but the ruler is not amenable to these laws. Hence the importance that the sovereign should show obedience to the laws of God, from which the morality of all Christian codes is deduced. With wickedness on the throne, pollution in the palace, infidelity at the head of the Church, how can the nation increase in piety, virtue and goodness? The great blessing of a female reign is in its purity of court morals, and in its decorum of manners. These strengthen the religious elements of human nature, and give the soul the supremacy over sense.

This example of strict virtue on the British throne was imperatively needed; hence the great blessing conferred by the reign of Victoria, who is, in her private life, a model for her people. She was married on the 10th of February, 1840, to her cousin, Prince Albert, of Saxe-Coburg, who had been for a time, her associate in childhood; and whose development of character and talents has fully justified the wisdom of her choice and the worth of her influence. The union was one of mutual affection, and has been remarkably happy and fortunate. The royal pair have eight children:—Victoria Adelaide, Princess Royal, born November 21, 1840; Albert Edward, Prince of Wales, born November 9, 1841; Alice Maud Mary, born April 25, 1843; Alfred Ernest, born August 6, 1844; Helena Augusta, born May 5, 1846; Louisa Coroline, born March 5, 1848; Arthur Patrick, born May 1, 1850; and another son, born April 9, 1853. All these children are carefully trained under the supervision of their royal parents, and the family of the Queen is one of the best governed and guided in England.—*Morning Star*.

#### THE CLASSICS AS A GROUNDWORK.

The study of Latin and Greek has been objected to because it is a mere study of words. A study of words! and what study could possibly be more important? That the classics force us to study them is one of the principal things to be urged in their favour. A distinct conception of the force and meaning of individual words must be at the root of all mental acquisitions. What exercise, what habit better than that of not resting without a precise idea of their first origin, and of their full value! The world has been filled with errors from the want of this: an indistinct conception of words, says Reid, has been a far more common source of mistake and misunderstanding among men than wrong judgment or incorrect deduction. No one who has marked the sad waste of time and reasoning caused by misconception, or an ambiguous use of terms—no one who is accustomed to read carefully, or to observe the progress of false opinions, and the immense and often political importance of a single word, will deny this. Bacon has devoted an important section of his great work to the evils that arise from a misapplication and misapprehension of language; and Plato, with an eye to these errors, has even said, "I will account him a god who can properly divide and define." No pains that we can take are too great to check the loose, careless, and vague applications and understanding of words. *To ascertain their meaning as a business, and as a habit, by reference to sure authority, and not to pick it up by the imperfect and chance inductions of a limited experience, is surely an object worthy of our most anxious care.* To seek as far as he can the primary meaning of a word, and to see how it runs into its other significations, is at first a necessity, and then becomes a habit, with the young student of Latin and Greek. He begins at first with no notion of the meaning of his words at all—to ascertain them must be a distinct business, and to this he is forced to apply himself before he can advance a step. On turning to his dictionary he finds, probably, first the usual signification of the word, then its various deviations, and as a key to all, its root—thus putting the associating principle on a good track. At the same time he will be making in most cases an advance to the understanding of forms of the same word in three at least of the Modern European languages. No one ever yet met with an intelligent teacher of the languages of Modern Europe, who did not most gladly and eagerly appeal to any knowledge which his pupils had previously acquired of the Greek and Latin.

But not only is the habit most important, of not resting till the right meaning of individual words is discovered—there is another habit which is equally so—that of giving a distinct attention to *every word* in a sentence. This is done literally when we commence learning a new language, and though the closeness of attention may be diminished as progress is made, still the discipline is kept up far more than would be the case with our own language, to which, nevertheless, we may fairly anticipate that the habit will be in a measure transferred.