

shows that Queen Victoria had the throne "broad based upon her people's will," and that each citizen was ready to fight the tyranny of Paul Kruger, who has been as unreasonable as an Egyptian taskmaster.

We have reason to believe that Queen Victoria the Good was a peace-maker, and that she hated war. One of her last admonitions to King Edward VII. was, "Promote peace."

From childhood she was the incarnation of the Cristian virtues, and thus the "girl became the mother of the woman." After a fitting funeral service on the 4th of February, 1901, her body was placed beside her husband, Prince Albert, in Frogmore, (*Requiescat in Pace*), to await, as our hope is, the resurrection of the just, when the Angel Gabriel shall blow the trumpet.

THE TEACHING OF MODERN LANGUAGES.

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I WAS very much surprised this evening, in glancing over the *Kingston Whig*, to observe a notice of a recent speech in which Dr. Watson, of Queen's University, expressed himself as greatly opposed to the teaching of French and German conversation in the High Schools.

Dr. Watson is a scholar of very superior attainments, and one of the most acute thinkers in the domain of ethics and moral philosophy which this century has produced. We are therefore forced to the conclusion that he has very cogent reasons for his disgust at the unsatisfactory results obtained in the High Schools in teaching French and German conversation. But yet we think he has overlooked the worst evils of modern language instruction in our High Schools, namely, *the vicious pronunciation* of those languages, which there prevails, and *the inefficient teaching* of a general knowledge of those subjects, and has thrust his weapon into the breast of only an imagined and innocent offender when he should have slain outright the two guilty wretches above referred to.

We think it would be a great injustice to ruthlessly banish the study and exercise of any useful art from our institutions of learning, especially any legitimate part of instruction in languages, for many reasons. For example, if a good system of linguistic teaching were followed in our High Schools many a poor boy and girl could obtain in them considerable ability to converse in one or both of those languages, and thus fit themselves to earn a livelihood in some employment where a knowledge of conversation in those languages would be required, when their circumstances would prevent them from living abroad. Indeed, even in Sweden, the seeds of indigent and worthy youth, are provided for in this respect, for according to the Report of the Bureau of Education (page 246, vol. 1), of the United States, for the years 1898-99, in the Royal Normal School of the city of Stockholm, considerable time is devoted every week to the training of the pupils in French and English conversation.

But we will defer the consideration of this part of our bill of complaints for a few moments