

ling-book, or to get an intelligent conception of the contents of that "horrid" geography eh? How many times?

How often have you had patience enough to hear poor Will plod through that piece of reading for next day's lesson? Did you ever in all your life spend ten minutes in helping these two little heroes to grasp the things that lie behind the mere words in their lessons? This is not a commodity sold by weight and measure, my dear friends; you can not buy and sell education. Fifteen minutes or less each day properly spent in showing your children practically that you consider their education a matter of exceedingly great importance would do more towards exciting in them a laudable desire to be well educated than all your blistering reproaches, or hysterical jeremiads.

How many times have you in the presence of these pupils weakened the influence and authority of their teacher by hostile criticism and unkind remarks? How many times have you fostered that passionate, petulant, fault finding disposition, which is occasionally to be expected from those undergoing the moulding discipline of school life? Have you ever taught your children the exact meaning of prompt, graceful obedience; or has it been too much trouble to be undertaken? How many times have you privately in confidential conversation with your children endeavored to make them comprehend the necessity of struggling for a liberal education at all? Do you think they will strive for what they are not taught to value highly? Have you convinced them of the immense importance of making their mark during these golden unreturning schooldays? Take the advice of Miles Standish—"If you want a thing well done you must do it yourself; you must not leave it to others.

Who are the associates and companions of these pupils? Do they spend their leisure hours with those vulgar little arabs who attend no school, and are preparing for scenes in the grog shop, the gambling hell, and the penitentiary? How do they spend it? Do you know? Are there any Dime Novels intercalated between their school books? How many story books did they ransack last term, exclusive of those crisp little narratives brought home from Sunday School? What motives do you use? Did you practise a reign of yielding indifference? How many hours a week did that all important music lesson occupy? How much interest did you take in the late election of Trustees? Did you vote at all, and for a man who will pursue the sound policy of judicious extravagance and enlightened views on education? Or did you vote for some Judas who will carry the bag for the sake of plunder, and betray the interests of our children for the sake of jobs and contracts, and commissions, and other delicate "casual advantages"? I respectfully request candid straightforward answers, and pause for your replies before I endorse any censure whatever on the teachers.

Biographical Sketches.

BY C. H. ASHDOWN, SANDWICH, ONT.

An outline of the life and writings of those Authors from whose works are taken the selections of the Third, Fourth, and Fifth Readers of our Public Schools.

AKENSIDE, MARK, M. D. Born, 1721; died, 1770. Selection:—

Extract from his principal poem, "The Pleasures of Imagination," p. 427, Fifth Reader.

Dr. Mark Akenside, the son of a butcher, was born at Newcastle-on-Tyne. His father wishing him to be a Dissenting Minister, sent him to Edinburgh, to be educated for that position, but having a strong liking for medicine, he soon after went to Leyden, and in 1744 took his degree of Doctor of Medicine.

In the same year he published his poem, "The Pleasures of Imagination," "a performance," remarked Dr. Johnson, "which, produced as it was at the age of twenty-three, raised expectations that were not very amply satisfied in after years."

Of this poem upon which Akenside's fame as an author rests—the main fault may be said to consist in many of its passages being too high flown in sentiment and too rhapsodical in diction. This poem was followed by a collection of odes, and during his life he published a number of medical essays and lectures. In the prosecution of his profession he first settled in Northampton, but after a time removed to London, where, practising for years, at last his ability as a medical man was recognised by his being appointed physician to St. Thomas' Hospital, and ultimately to the honorable position of physician to Queen Charlotte, wife of George III., which place he held to the time of his death.

ALBERT THE GOOD. Born, 1819; died, 1861.

Selection:—

From a speech upon "Science," delivered at Birmingham, in 1855, p. 347, Fifth Reader.

Prince Albert was descended from the Ernestine, or elder branch of the great Saxon family, and was the second son of Ernest I. Duke of Saxe-Coburg-and-Gotha, and Louise of Saxe-Gotha-Altenburg. He was born on the 26th of August, 1819, at the Rosenau, a charming summer residence belonging to the Duke, and situated about four miles from Coburg. In 1837 he, with his brother Ernest, were entered as students at the University of Bonn, where he remained until the end of 1838. During his academical course, his tutor, M. Florschütz, writes: "He maintains the early promise of his youth, by the eagerness with which he applied himself to his work, and by the rapid progress which he made, especially in the natural sciences, political economy, and philosophy. Music, also, of which he was passionately fond, was not neglected, and he had already shown considerable talent as a composer." In 1840 Prince Albert was married to his cousin Queen Victoria, daughter of his father's youngest sister, and Edward, Duke of Kent. From the time of his marriage to the day of his death, his one aim was to identify himself with the British people, ever taking the liveliest interest in whatever tended to the nation's welfare, and the amelioration of the condition of the masses. Apart altogether from his position as the Consort of the Ruler of a great Empire—his integrity—his kindness of disposition—his love of learning—his respect for the social relations of husband and father—his veneration, as a Christian man, for things sacred—preeminently entitled him to be remembered by us, and those who shall come after, as that—

"Sweet nature gilded by the gracious gleam
Of letters dear to Science, dear to Art,

A Prince indeed,
Beyond all titles, and a household name,
Hereafter, thro' all times, Albert the Good."