

work. The artist who would prove a workman of no mean repute will practise any amount of self-denial in order to become the possessor of volumes treating upon his employment. And if they who work on inanimate material are thus interested to increase their knowledge and skill, should they not be equally so who are called upon to fashion and develop that living material which will exist throughout the endless ages of eternity? It is sad, indeed, to reflect that so many engage in teaching who never manifest the least interest in reading."

We might fill this journal with anecdotes from this work, but shall confine ourselves to one or two:—

"A country schoolmaster, who found it rather difficult to make his pupils observe the difference in reading between a comma and a full-point, adopted a plan of his own, which, he flattered himself, would make them proficient in the art of punctuation; thus, in reading, when they came to a comma, they were to say *tick*, and read on to a semicolon, and say *tick, tick*, to a colon, and say *tick, tick, tick*, and when a full-point, *tick, tick, tick*. Now, it so happened that the worthy Dominic received notice that the parish minister was to pay a visit of examination to his school, and, as he was desirous that his pupils should show to the best advantage, he gave them an extra drill the day before the examination. 'Now,' said he, addressing his pupils, 'when you read before the minister to-morrow, you may leave out the *ticks*, though you must think them as you go along, for the sake of elocution.' So far, so good. Next day came, and with it the minister, ushered into the school-room by the Dominic, who, with smiles and bows, hoped that the training of the scholars would meet his approval. Now it so happened, that the first boy called up by the minister had been absent the preceding day, and, in the hurry, the master had forgotten to give him his instructions how to act. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began to read: 'And the Lord spake unto Moses, saying *tick*. Speak unto the children of Israel, saying *tick, tick*; and thus shalt thou say unto them *tick, tick, tick, tick*.' This unfortunate sally, in his own style, acted like a shower-bath on the poor Dominic, whilst the minister and his friends almost died of laughter."

"I have somewhere read that Napoleon, on his departure for Belgium, thought it prudent to guard with extra care against the dangers which threatened, having all Europe leagued against him. He therefore sent for a skilful and accomplished workman, between whom and himself the following conversation was held.

Napoleon. "Do you consider yourself competent to make a coat of mail of such texture and strength that no weapon whatever can penetrate it?"

Workman. "I think I am."

Napoleon. "I wish you to make one with as little delay as possible, and for the same you shall receive eighteen thousand francs."

Workman. "The article shall be ready in the shortest possible time, —and the compensation you offer will well reward me for doing the work thoroughly."

The work was speedily performed, and on an appointed day the artificer took it to the palace. Bonaparte examined it with much care, and then requested the maker to put the armor on. The man obeyed, when the Emperor, taking a pistol, said, "We shall now see if this work is of the texture and strength you promised." He then fired at his breast and at his back, time and again; but the armor proved sure proof against such attacks. Next a long fowling-piece was used, but still the armor proved effectual, and its maker stood unmoved, full of confidence in the completeness of his work.

The delighted Emperor, instead of paying the stipulated price, presented the man with a check for thirty-six thousand francs, saying, "You are one of the few men whose works verify their words."

And so let teachers go forth to their daily labors with armor bright, and sure proof against the attacks of the ignorant and self-conceited, —ever bearing clear proof that they are thoroughly furnished for the great work before them, —and they will not only receive their stipulated reward, but a twofold greater, from the consciousness of having labored faithfully and successfully; and ever will their well-rendered efforts be held in grateful remembrance in the hearts of those whom they have led to right thought and action."

HODGINS: Lovell's General Geography for the use of schools.—4to 100 pages. 51 colored maps, 113 engravings, with a chronometric plate. John Lovell, Montreal, 1861.

This new Geography combines the atlas and text book in one. The illustrations represent views of cities, and notable places, with animals and plants from divers parts of the world. Cosmography and the elementary principles in the natural philosophy of the globe take up eleven pages in the commencement; and of the forty pages that follow containing a description of America, twenty are devoted to British North America; Europe occupies seventeen pages more, and Asia ten, Oceania four and Africa six respectively; a short account of sacred and ancient geography completing the volume. The work contains many tables of statistics. The greatest care has been bestowed upon the typography; and the illustrations, —nearly all designed and executed in the country—reflect much credit on the enterprising publisher. The author, Mr. Hodgins, Deputy Superintendent of Education in Canada West, is already known by his treatise on the geography of British America, —

got up nearly on the same plan as that under notice; —and two other elementary books from the same pen are now advertised, "Easy Lessons in General Geography for younger pupils" and "A School History of Canada and the other Provinces."

There are also annexed to the geography twelve pages of certificates and favorable appreciations, signed by many of the most notable men in the Province. The publisher informs the public that the absence of certificates from members of the Council of Public Instruction is due to the disability on their part to recommend any work before it has been submitted to the Council.

TRANSLATIONS.—London 1861. 1 vol. 8 vo. 151 pages.

We are indebted to the pen of the Hon. William Gladstone and to that of his brother-in-law, Lord Littleton, for this charming volume. The last translates the poetry of Milton, Dryden, and Tennyson into Greek verse, and Gray's Elegy, a part of Goldsmith's Deserted Village and two short poems of Tennyson's into Latin stanzas, while the first translates into English from the Greek of Æschyles and of Homer, from the Latin of Horace and of Catullus, from the Italian of Dante and of Manzoni, and from the German of Schiller, also some English poetry into Latin. It is well that Mr. Gladstone has not withheld his name, for had the following lines been found among some old collection of M. S. S. at a future period, Bishop Heber might have been put down as a plagiarist who had drawn upon some of Horace's contemporaries:

Tu modo dux, tu comes, Uxor eses,
Quam daret ketos Philomela cantus,
Palmeâ ut felix moreretur hora
Vesperis umbrâ!

Tu modo, ac tecum soboles, paterno
Pendula complexu, latus assideres;
Suaviter Gungæ scaphus auream de-
scenderet undam.

Mane surgenti relevandus aurâ,
Dum super cymbæ tabulas recumbo
Te reluctanti, licet otiosus
Corde requiram.

Mr. Gladstone has rendered the lines below, from Augustus Toplady, in the same rhyme as that so much in use among the monastic Latinists of the middle ages:

Jesus pro me perforatus,
Condar intra Tuum latus.
Tu per lympham profusentem,
Tu per sanguinem tepentem,
In peccata mi redunda,
Tolle culpam, sordes munda.

Coram Te, nec justus forem
Quamvis totâ vi laborem,
Nec si fide nunquam cesso
Fletu stillans indefesso
Tibi soli tantum munus;
Salva me, Salvator unus!

Nil in manu mecum fero,
Sed me versus Crucem gero;
Vestimenta nudas oro,
Opem debilis imploro;
Fontem Christi quero immundus,
Nisi laves, moribundus.

Dum hos artus Vita regit;
Quando nox sepulchro tegit;
Mortuos cum stare jubes,
Sedens Judex inter nubes;
Jesus pro me perforatus,
Condar intra Tuum latus.

Each translation is accompanied by the original text, the whole forming a very interesting poliglot.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—Petitions praying that elementary instruction be made compulsory have been presented to the French Senate by a number of the inhabitants of Strasburg, Department of Doubs, and by members of the society