

Democrat and Sentinel.

THE BLESSINGS OF GOVERNMENT, LIKE THE DEWS OF HEAVEN, SHOULD BE DISTRIBUTED ALIKE UPON THE HIGH AND THE LOW, THE RICH AND THE POOR.

NEW SERIES.

EBENSBURG, FRIDAY, FEBRUARY 17, 1854.

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Select Poetry.

ODE TO HAPPINESS.

On say where art thou to be found,
Whom all mankind alike pursue,
In dissipation's madd'ning round,
Or midst the proud exalted few;
Say dost thou with the courtier dwell,
Or in the hermit's lonely cell?

Resident thou, as Poets say,
Midst woods and lawns and purling rills;
Dost thou with nymphs and shepherds stray,
O'er flow'ry meads and sloping hills;
With wreaths of olive art thou crowned,
Or are thy brows with laurels bound?

Dost thou, with love-sick swains and maids,
Repose on banks of scented flowers,
Or seek with them the cooling shades
Of jasmine and myrtle bowers;
With roses fingers to prepare
A wreath to bind their flowing hair?

Or dost thou meet the Poet's gaze,
And as he lightly moves along
In Fancy's gay, bewildered maze,
Dost thou attend each raptur'd song;
Or dost thou while he wakes the lyre,
Each cord of extacy inspire?

Presid'nt thou o'er the sparkling bowl;
With ivy are thy vot'ries crown'd;
Dost thou expand each joyous soul,
While circulates the glass around;
Dost thou the midnight revel guide,
And share the goblet's purple tide?

Or dost thou midst the awful gloom
Of monasteries with holy maids,
E'er hallow'd round the living tomb,
To hold a cloister's pensive shades?
To what'st'er thou dost incline,
Oh let that state, sweet nymph, be mine!

For sure the peevish cynic feigns,
Who calls thee unsubstantial form,
That only in idea reigns.
While youth and health the bosom warm,
'Twas Happiness I thus addressed,
And scarce th' intruding tear suppressed.

Harmonious as the Syren's song,
In soothing accents she replied;
To none exclusive I belong.
To none exclusive am denied,
But if my dwelling you would find,
Oh seek a calm, contented mind!

'Tis not with Dissipation's sons,
Nor in the mansions of the proud;
Their thoughtless joy my presence shuns.
I mingle not amidst the crowd;
In courts my form is seldom seen,
I flee to bless the mind serene.

I dwell not with the gay and great,
I wait not on the Victor's car.
For kings may crouch beneath his feet,
While Happiness is distant far;
Delighting in the olive bough,
I weave no garlands for his brow.

Near some clear fount or myrtle grove,
With lovers when I deign to stray,
If o'er suspicion, foe to love,
Appears, I vanish far away;
Nor visit I the hermitage,
If virtue dwell not with the sage.

Arcadia was my lov'd retreat,
I tun'd each pipe, I bound each brook;
But ah! I left the blissful seat,
When innocence their breast forsook;
For never were my gifts bestowed,
If vice approached the sweet abode.

To me the Bards address their lays,
To me they pour the raptur'd strain,
Ev'n while a faded form betrays
The victim of disease and pain;
Or while pale Envy baleful breathes,
To wither all their blooming wreaths.

Gay Bacchus' sons o'er bowls of wine,
Pretend they are of me possessed,
That I, beneath the spreading vine,
Alone inspire each joyous breast;
But different far the madd'ning power,
That crows wild roes festive hour.

If then, thou wouldst my presence seek,
Be thine a heart correct and pure,
Be thine to dry affliction's check,
And comfort, if thou canst not cure;
Be thine the sacred bliss to know,
Religion only can bestow.

When age that chilling damp shall pour,
That mingles all the buds of spring,
Then Mem'ry from her treasured store,
The days of former years shall bring;
And e'en amidst thy closing scene,
Thine evening sun shall beam serene.

The Schoolmaster Abroad.

B July 8 | 53

Mr. mester — sur your gun [which happened to be an old cannon, procured to "help celebrate" the fourth of July,] proved to be a bad one we charge it. A Hole blowed threw the syde we Plug It up then Bust the one that tuch it off wars Aurt rousible be four he is able worke his wags will amonte To \$4,00 dollars if you will pay the above amonte we will Suttell if not we Shall be compelled to take sum and more desprute measures
Yours In haste

North Kingston October 7th 1853.

Mr. — sir i have not had chance to send after it but i shll send after it as soon as i can i wish you would see if theireny bunches inside the bards by heating ovthem if you please
Mr.

October the 23

Mr. — sir i want to new if you hav got pay for flicking my double gun and it you hav what is the reason you hav not sent it i hav ben up to the depot and was up there the 22 and could not here any thing of it i sent the money up to you by my bootheringlaw — the 15 i want you to send me the reason why you hav not sent it if you hav got your pay send it to night and direct it to wickford depot please send me word by Mr. —

A principal in one of our Public Schools, it appears from the "Ledger," has been sending around circulars to the parents of his pupils, which, when signed and returned, will authorize him to "inflict such punishment, corporally or otherwise," as may in his judgment be proper. — The following answer proves that some of the parents are quite pleased with the idea: —

Dear Mr. Rattan—Your floggin cirklar is duly received. I hopes as to my son John, you will flog him just as often as you kin! Hease a bad boy—is John. Although I've been in the habit of teachin him myself, it seams to me he will never learn anything—his spellin specially is ottragously deficient. Wallop him wel, sur, and you will receive my hearty thanks.
Yours truly,
MOSAS SPANKER.

P. S. Wat accounts fur John bein sich a bad scollered, is that hes my sun by my wif's first husband.

A CALL.

To the Teachers of Cambria County.

A Meeting of the Teachers of Cambria county, will be held in Ebensburg, on Friday evening 24th inst., and continued during the following day, in the Court House at 7 o'clock, for the purpose of organizing a Teachers Institute or Association. Addresses will be delivered on the occasion by the Rev. G. M. Pile, Principal of the Johnstown Gymnasium, Cyrus L. Pershing, R. L. Johnston, Charles Albright, Esqrs., and others. Whilst such Associations have long been in existence, not only in many of the counties of our own State, but also of the surrounding States, and the cause of Education thereby greatly promoted; no effort of the kind has yet been made in our own county, and this first attempt calls for the most unremitting exertions of its friends to ensure its complete success. That a lamentable want of interest in Education is manifested by the people of our county is, we think, apparent to all, and one of the principal objects of an Institute is to awaken that lively interest in the cause which is so necessary to the success of every movement whose aim is the public benefit. — As, then, its design is the promotion of General Education, the Institute will not be restricted to the Teachers of the Common Schools alone, we earnestly hope that all who are engaged in the arduous work of imparting instruction, in any manner whatever, will assist in forming a close and permanent union, in order to effect more fully the great object of our mission. The friends of the cause, who are not Teachers, are cordially invited to co-operate.

In order, however, to illustrate more clearly the nature and design of Teachers Institutes, we subjoin a condensed copy of a Circular issued by the Pennsylvania Teachers Association, in relation to the subject at a Pittsburg Meeting.

"The subject of Teachers' Institutes was deemed of the highest importance by the Convention that assembled at Harrisburg last winter, and the Executive Committee were then instructed by the following resolution in relation to them.

"Resolved, That the Executive Committee are hereby instructed to devise and put into operation, at the earliest date, such measures as will effect the organization of a Teachers' Institute in every county in the State.

Resolved, That the Ex. Com. be instructed to prepare and forward to the Teachers of the State, a Circular explanatory of the nature and advantages of Teachers' Institutes, and urging their immediate formation in its different counties. In accordance with these instructions the Committee has prepared the following statements.

I. The circumstances that require the organization of Teachers' Institutes.

It is already admitted that Teachers in every grade of a school occupy a responsible position. The Teacher's calling is one of labor and toil, whether he presides over the richly endowed University, or conducts the first lessons of instruction in the Primary Common Schools. Each alike has to deal with the unfolding powers, and to shape in a fearful degree the destinies, of an immortal being. The Teachers in the highest and lowest departments of the great American system of schools, that is working itself into notice, as well as in every intermediate grade, are co-laborers in one great work—the education of the future rulers and citizens of the American Republic. They are mutually dependent upon each other for the proper and efficient perform-

ance of the appropriate duties of each in his sphere. They ought to know each other; to appreciate each other; and to aid each other.

What are the facts in regard to this matter in the State of Pennsylvania? Has not every Teacher of Common Schools, and even the Teacher in every Academy and College hitherto moved in his own sphere; attracted by none of his fellows in other schools, but repelled by all? Are the members of any other class of laborers or professional men more jealous of each other's success in their pursuits? Has not the Professor in College thought himself to occupy a place above, perfectly distinct from, and wholly independent of the Common School Teacher? Has not the Principal of the Academy or the Seminary dreaded the success of the rising Schoolmaster, lest the liberal range of his instructions would aspire to the advantages of higher Institutions? Have not the patrons of these various classes of schools been led to feel that there is a clashing of their interests; and have they not too frequently acted upon this presumption in recommending their favorite Institutions to the exclusive attention of the public? Are not these things so? Why are they so? Is it because all these classes or grades of schools are not necessary to the advancement of the great general interests of Education? Is it because that each of these schools cannot be made to act upon the other, and be re-acted upon again, so as to harmoniously build up the interest of all. No, verily. — The very type in the History of the schools of the State knows better than this; the very novice in educational economy has learned otherwise. The impulses of patriotism and the life-giving faith of Christianity alike hurl back the aspersion made upon the fair fame of our flourishing schools and Seminaries of learning. They are necessary parts of a GREAT WHOLE; they are mutually dependent upon each other; and although they may not be fully developed in all their parts, or nicely adjusted in all their relations to each other, still they are progressive, and under the fostering care of an Association of all those who are interested in them, they will soon develop such a grand system of schools, as will command the confidence of all their patrons, and the admiration of the world.

Surrounded by these circumstances and implied by a desire to harmonize the action of Teachers of all grades of schools in such manner as the nature of their relations to each other dictates, is it not the imperative duty of friends of education, and especially the Teachers of these schools, to form TEACHERS' INSTITUTES for the speedy accomplishment of this great work to which the spirit of the times invites them.

II. The Nature and Advantages of Teachers' Institutes.

1. They are Associations of Teachers for mutual improvement in the art of Teaching. "Iron sharpeneth iron, so a man sharpeneth the countenance of his friend." "Indeed it has been observed that the most useful inventions have originated from the collision of men's thoughts when earnestly engaged in conversation." "One man is nobody; nor will poring upon a book in a corner accomplish a man so as reading and studying of men's will." No Teacher can sit and give attention for an hour to the exercises of an Institute properly conducted, without learning something that will fit him for the better performance of the duties of the schoolroom. No Teacher should think that he can plod his way along in his profession alone, and ever arrive at any great proficiency in Teaching. In every other department of business, men can instruct each other and they do instruct each other, and why should not Teachers, above all others, avail themselves of this means of promoting their own usefulness and happiness?

2. Teachers ought to be friends and co-workers. Who need friends more than the Teacher of a common school? In the discussions that arise in Teachers' Institutes, in regard to the duties, the responsibilities, the qualifications, the trials and the labors of the Teacher; the sphere of his influence and the field of his operations; the objects to be gained by him and the means to be used in gaining those objects; it becomes apparent, that in the very nature of things, there is a mutual and close relationship among Teachers of every grade, which is the duty of all to acknowledge, to recognise in their intercourse with each other, and to cherish at all times.

3. They lead to the establishment of the PROFESSION OF TEACHING, as a pursuit equal in honor to either of the other learned Professions. — This is a great desideratum. The character of our schools can never be greatly improved till young Teachers can feel at home in them. As it is at present, the business of Teaching occupies a medium ground, or stepping stone for one who is trying to work his way up to the honors of a professional life. In most parts of the State, it is not recognized as worthy of any previous special preparation to enter upon its duties. There has however always been one redeeming feature in the case; a successful Teacher has never, in this country, failed to have employment at advanced wages; and just so soon as Teachers shall organize under their own banner, and "magnify their own office," just so soon will the people confer upon it all the honors and emoluments which it so richly merits. Without such organizations, one here and there, may break the trammels of custom, of prejudice and of poverty, that have ever doomed this class of laborers to mediocrity, and rise up to assert his right to an equality with other professions; but by means of Teachers' Institutes, a host of individuals may be aroused and led on to noble and manly enterprise in their calling, whose efficient labors must else have been lost to the community forever.

4. Although Teachers of Common Schools may receive the immediate benefit of Institutes, they must eventually work to the advantage of high-

er schools. For one of the worst difficulties in the higher schools arises from the bad teaching in the Common School. It has been the habit to complain of this as a great grievance; but would it not be better and wiser to step forward in a manly way to correct this evil? The Teachers' Institute opens the widest door for the accomplishment of this object; and it is hoped that many of the finished scholars and accomplished Professors in our numerous Colleges, and the Principals of our flourishing Academies and Seminaries will accept the invitation, and come up to this noble work.

III.

The method of conducting the Exercises. 1. This must meet the wants of the Common School Teacher. It is he that needs Institutes. This fact must never be lost sight of. He wants to know how to use his Text-books in such way as to effectually impart elementary instruction. The careful investigation of this subject will insure no Teacher of any grade. Let everything be planned for this.

2. The session should not continue longer, probably, than two weeks. They usually last about one week and convene once in the fall and once in the spring. The organization should be in the simplest form; if a constitution is needed there are good forms on the 165 and 233 pp. of the Pennsylvania School Journal, Vol. I. Proceed at once to business.

3. The subjects for the daily instruction should be those taught in the Common Schools, and no others, for the first session. If the subjects are multiplied, the good effects of the Institutes will be diminished. It is sometimes better to take but one or two subjects for the week. The evening lectures may introduce the higher studies.

4. Let the Instructors draw up a programme of exercises for the day and evening. Say at 8:30 o'clock, Orthography, 30 minutes—after the lectures, 10 minutes for asking questions: 9:10, Arithmetic, 30m.—10m. for questions: 9:50, Reading, 30m.—10 minutes for questions: 10:30, Recess, 15m.: 10:45, Geography, 30m.—10m. for questions: 11:25, English Grammar, 30m.—intermission. In like manner divide the afternoon. One individual may conduct one or more of these exercises as he may feel able, or the circumstances of the case may require. He should not attempt it, however, if it can be avoided, without some previous preparation. The exact divisions of time, fixed upon, must be strictly observed, if it is expected to keep up the proper interest in the lectures. The object ought to be to enlist every member of the Institute, male or female, in the daily exercises, personally.

V. The necessity of immediate and decided action upon this subject.

"We must educate, we must educate, or we must perish by our own proslavery." The rising generation in this great Commonwealth must be educated better than they are now educated in the schools, or they will be unfitted for the trust about to be bequeathed to them. How can they be better Teachers? Where are the instrumentalities now at work competent to prepare better Teachers for our ten thousand Common Schools? We have nothing adequate to the work. TEACHERS' INSTITUTES present themselves as an available, practical means of doing much for the accomplishment of this work. Who can estimate their value, if they are entered into with the proper spirit? Who dares deny their necessity in order to the well-being and demanded progress of our noble Public School System? Can a true friend of these schools delay, for one hour, to take action in the case?

TEACHERS of Pennsylvania, will you allow another year to pass before a Teachers' Institute is organized in every county in the State? It is a work peculiarly your own. If it fails to be done you will be held accountable. What county will fail to come up to the work. Will it be that one in which the Teachers are true to every impulse to manly enterprise, or will it be that one in which the Teachers are satisfied with their present lot? We have now a School Journal, ably conducted, in which the passing school history of the State will be written. Teachers can no longer live in a corner, each to himself, if they would. Their doings must come to the light? Shall the history of your county, fellow Teacher, be written for your shame? Action is honorable, if it be rightly directed; lethargy and inaction in these matters, are no longer excusable.

CITIZENS of the Keystone State, will you leave this work to the poor, half-pay'd Teacher to tread along with as he can? The work proposed to be done, is a work for you and your children! Are you not interested in it? Do you not see the tide of improvement in these things, in the East, in the North and in the West, sweeping past you? Even the South challenges you to an emulation that you must accept or blush at your own stupidity.

Every sentiment of patriotism and every precept of Christianity urge you to second the efforts of Teachers to improve themselves; and when they fail to make an effort, to lead them on by every manly inducement to engage in so noble an enterprise.

WILLIAM TRAVIS,

Chairman of the Executive Committee.
New Castle, Pa., Sept. 7, 1853.

We have been requested to publish the above by a number of Teachers of this county; the subject is one of vast importance to the community, and we hope every well-wisher of the enterprise will exert himself so as to bring about a successful result.

"I say Bob, what have you got in your carpet bag—pelling eh?"

"I's nothin' shorter."

"Well, what have you got for sale?"

"Fools-kaps!" and Bob left with a brick-bat in hot pursuit.

LAFITTE.

So many arguments concerning this celebrated individual have lately been published, that perhaps the following article from the Philadelphia Ledger will be read with interest:

"Circumstances made us acquainted at one period of our life, with the real facts of Lafitte's history, verified in a manner that left no loopholes for falsehoods to creep in. Since then we have read most of the novels that have been written respecting him, and greater libels were probably never penned; for they represent Lafitte either as a romantic hero, or as a man who had been goaded by great wrongs to seek revenge, which he did in that wild Arab way so often characteristic of seamen, and which is marred in the blood partly by the loneliness of the sea, and partly from a life free from the conventionalities of civilization. For a true sailor or has, as Herman Melville says, a spice of the wild mortality of the desert, and is, as it were, the Bedouin of the great deep.

"Jean Lafitte was born on the Caronne, and not at Marseilles; and was, from his boyhood, accustomed to the ocean, for he belonged to a family which for many generations had furnished the most skillful and daring privateers men of Bayonne. In the great war of the French revolution, when the commerce of his native province was destroyed, he embarked as a lieutenant on board a private armed vessel, which, after running a brilliant career, was captured by a superior force, and carried into an English port. Here Lafitte with the other officers and the crew, was cast into prison. Time passed—his captain, his brother lieutenants, the common men even obtained their freedom; but Lafitte himself remained a prisoner. His friends, however, and relatives too, were active to procure his discharge. Several times were prisoners of equal rank sent into the English ports by the agency of his old captain, in order to be exchanged for him, but it was not till many long years had passed, that Lafitte had found himself free. This long detention raised in him an almost savage thirst for vengeance against England, and on his release he returned immediately to privateering, principally for the harm he thus might do English ships.

"The pacifications of Europe, after the treaty of Fontainebleau, deprived him of the means of legally carrying on his revenge. But long years of solitary brooding in prison, and night watches afterwards upon the lonely sea had destroyed to a great extent, his preference for human laws; he had, in a word, become an Arab at heart. He determined accordingly to continue his career. Yet he refrained from attacking any but English vessels, since it was only against England that he sought revenge. His relations in France heard of his course with inexpressible pain, and remonstrated with him earnestly, especially one who had been a sort of a guardian to his youth, and who now expostulated with him almost with tears. But Lafitte was inexorable. At last his early friend called in the aid of religion, and reminded the erring man of the awful destiny he was preparing for himself in eternity. The reply was characteristic. "If I go to h—," wrote Lafitte, savagely, "I will drag plenty of Englishmen along with me." His relative, aware how great had been the provocation, could say no more. But from that hour, for many long years, the name of the wandering outlaw ceased to be spoken in the household of his father; and the children, whose blood ran kindred to his own, grew up to manhood ignorant of his very existence.

"The subsequent career of Lafitte is well known. Though he committed acts of piracy only on British vessels, he paid no regard to the revenue laws of any nation. For a long time he had under him quite a considerable force at the island of Barataria. But his early education, which had been strict, asserted its power at last; old memories re-awakened, and he sighed to return again to civilized life, to lay down the brand of pirate, to pass his days in quiet. The volcano of passion, or insanity, for it was as much the one as the other, had burned out in that fiery heart. He made his peace with the United States, as is popularly known, just before the battle. — Subsequently, he returned to his native land, where he died not long ago. His wife, whom he married in America, is still living, or was at the time we heard the narration given above.

"We would have to violate the sanctity of private life if our authority was to be given. At the time we heard the history of Lafitte we were told the name of his old captain, who commanded the privateer in which he was captured; and other facts which we have since forgotten."

A Remarkable Manifestation.

When Queen Ulrike, of Sweden, was on her death-bed, her last moments were embittered by regret at the absence of her favorite, the Countess Steenbock, between whom and the queen there existed the most tender and affectionate attachment. Unfortunately, and by the most singular coincidence, the Countess Steenbock at the same moment lay dangerously ill, at Stockholm, and at too great a distance from the dying queen to be carried to her presence. After Ulrike had breathed her last, the royal corpse, as is customary in that country, was placed in an open coffin, upon an elevated frame in an apartment of the palace, brilliantly illuminated with wax candles.

A detachment of Royal Horse Guards was stationed in the ante-chamber as a funeral watch. During the afternoon, the outside door of the ante-chamber opened, and the Countess Steenbock appeared in deep grief. The soldiers of the guard immediately formed into two lines, and presented arms, as a respect to the first dame of that palace, who was received and escorted by the commander of the guard into the chamber where lay the body of her dearest friend. The officers were surprised at her unexpected arrival, and attributing her silence to the intensity of her grief, conducted her to the side of the corpse, and then retired, leaving her alone, not choosing to disturb the expression of her deep emotion. The officers waited outside for a considerable time and the Countess not yet returning, they feared some accident had befallen her. The highest officer in rank now opened the door, but immediately fell back in the utmost consternation. The other officers present then hastened into the room, and there they all beheld the queen standing upright in her coffin, and tenderly embracing the countess! This was observed by all the officers and soldiers of the guard. Presently the apparition seemed to waver and resolve itself into a dense mist. When this had disappeared, the corpse of the queen was seen reposing in its former position on the bed of state; but the countess was nowhere to be found. In vain they searched the chamber and the adjoining rooms—not a trace of her could be discovered.

A courier was at once despatched to Stockholm with an account of this extraordinary occurrence; and there it was learned that the Countess Steenbock had not left the capital, but that she had died at precisely the same moment when she was seen in the arms of the deceased queen! An extraordinary protocol of this occurrence was immediately ordered to be taken by the officers of the government, and which was countersigned by all present. This document is still preserved in the archives.

The doctor pushes off through the storm, meets with divers mishaps by the way, and at length arrives at the house of his poisoned patient. He finds all closed—not a light to be seen. I knocked at the door, but no answer. I knocked furiously, and at last a night-cap appeared from the chamber window, and a woman's voice squeaked out—"Who's there?"

"The Doctor, to be sure; you sent for him.—What the dogs is the matter?"

"Oh! it's no matter, doctor. Ephraim is better. We got a skered kind o'. Gin him laud-num, and he slept kind o' sound, but he's woke up now."

"How much laudanum did he swallow?"

"Only two drops. Taint hurt him none.—Wonderful bad storm to-night."

The doctor turns away, buttoning up his overcoat under his throat, to seek his home again and tries to whistle away mortification and anger when the voice calls:

"Doctor, Doctor!"

"What do you want?"

"You won't charge nothin' for this visit will you?"—N. Y. Mirror.

IMPRESSION AT FIRST SIGHT.—This subject being brought up at the supper table, was getting "talked over," when the lady who presided

"o'er the cups and tea," said "she always formed an idea of a person at first sight; and that idea she found was generally a correct one."

"Mamma," said her youngest son, in a shrill voice that attracted the attention of all present.

"Well my dear," said the fond mother; "what do you want?"

"I want to know," said Young America, "what you thought when you first saw me?"

There was no answer to this query; but we learn a general titter prevailed, and that "Charlie" was taken into the kitchen immediately by the servant.

The following incident was told by a neighbor, in relation to her little girl of four summers, which I think is worthy a place among the sayings of the "little ones" in your Table. Emma had been fretful and somewhat unruly during the day, and, as a punishment, had been sent to bed earlier than usual, with an injunction to say her prayers, as is her usual custom before retiring at night. Soon after she entered her room, her friends heard her at her devotions, in which she asked for sundry blessings on her parents, and closed as follows:

"O Lord! make me a good little girl, and do try and not let me be so spunky: if You'll try, I'll try!"

Here is something which we Hoosiers consider quite "tall" for a little girl of three years. Her Sunday-school teacher had told her that we were all made of dust: arrived at home, she looked up in her mother's face with an anxious, inquiring glance, and said:

"Ma, has Dad got any more dust left?"

"Why, my daughter? what makes you ask such a question?"

"Cause if he has, I want Him to make me a little brother!"

Gov. Reynolds, the "Old Ranger" in Illinois, when for the first time in his life he visited the seaboard, as a representative to Congress from the back settlements, rose early in the morning, at Baltimore, and paid a visit to the shipping at the docks, when the tide was full, and again at noon, when it was at ebb, and, not satisfied with the sudden change that had taken place, visited again in the evening, when the tide was in. Astonished, he returned to the hotel and remarked, "that this was the curiest country he ever seen in his life—two fresh in one day—and nary drop of rain."