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THE PARISH SCHOOL ADVOCATE

And Family Instructor,

FOR NOVA SCOTIA, NEW BRUNSWICK, AND PRINCE EDWARD ISLAND.

EDITED BY - - - - ALEXANDER MUNRO,

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Vol. 2.

FEBRUARY, 1859.

No. 2.

Educational Advantages—Sackville, Amherst, etc.

There are few, if any places in the Lower Provinces, better supplied with the advantages of procuring a good education, than the country around the head of the Bay of Fundy.

Sackville Academies.—These institutions were erected, the Male Academy, now a College, in 1843; and the Female Academy, in 1854, principally through the munificence of the late much lamented Charles F. Allison, Esq. Mr. Allison has left in these two institutions, and the Lecture Hall connected therewith, a memorial, that will remain in history's keeping, when the names of other men among us, with much larger means, will be forgotten. The average attendance of students at each of these institutions numbers generally about one hundred;—thus affording education for two hundred at a time of the youth of our country.

Sackville may be said to be one extended village, ten miles in length;

the uplands and extensive marshes are very fertile; the private and public buildings, including the academies, present the appearance of neatness, design and taste.

Leaving Sackville, and crossing over ten miles of the richest country, variegated with rich uplands, extensive marshes stretching on the one side, with Cumberland and Chignecto Bays on the other, both extending beyond the eye's embrace, we arrive at Amherst, the Shire Town of Cumberland, in Nova-Scotia. Here also, we enter a large village with two *Female Academies*; the one, under the able management of *Mrs. Batchford*. This institution has, among its list of patrons, some of the first men in Nova-Scotia; and it is considered by the general public, to be in a very efficient condition, and well qualified to give instruction in all the branches of Female education.

The other is under the manage-

ment of Mrs. Carratt, and is also prepared to give instruction in the different branches of modern education, especially in French, which is Mrs. Carratt's native language.

Returning half way towards Sackville, to Point De Bute and vicinity, we find this intermediate spot, also, not far behind its neighbouring villages, Sackville and Amherst, in the march of educational improvement.

The Misses Buckerfield have been for a number of years engaged in giving instruction to a number of young Ladies, in various languages, music, drawing, and the elementary branches of English education.

Truman's Academy, recently opened for the reception of Female students, is also being fitted up with the necessary educational outfits. The Preceptress, Miss Cymitha Foss, comes with an unblemished character, and a diploma from an United States Seminary. She engages to teach, in addition to the elementary

branches of English education, Algebra, Geometry, Astronomy, Natural Philosophy, Chemistry, Physiology, Moral Science, Rhetoric, French, Drawing and Painting, ect.

Here, then, we are presented with five Female institutions of education, all claiming to be of an academical order, and one Male Academy, within the short space of ten miles; besides, the whole country is dotted with District Schools, many of them of a high order. Who in a healthy and picturesque country, and surrounded by all these educational facilities, would dare to be ignorant? Certainly, if the rising generation of this section of America is allowed to grow up in ignorance, it will be a great disgrace.

We hope a sound practical education will be given,—such an education as will best fit our youth to act well their part in all the various relations of life, in which they may be placed.

The Late Robert King.

While we have been engaged in setting before the public a synoptical statement of existing educational institutions, and the chief actors belonging thereto; it may not be amiss, —in fact it is our duty, to lay before the public a programme of the doings of one, who did not, it is true, take his stand as a Principal at the head of an Academy, but who did certainly far supercede in real, practical usefulness, many of the high-sounding assumptions, incident to many of the educational institutions of the day.

Mr. King arrived in Bay Verte about twenty years ago, from Windsor, N. S., where he had been engaged as practical land surveyor. He taught the district school at this village for ten years; then removed to Fort Cumberland, about half way between Sackville and Amherst, where he remained till his death, two years ago. Mr. King was an excellent English scholar, and well acquainted with Algebra, Geometry, Plain and Spherical Trigonometry, Land Surveying, Navigation, Fluxions, and many other branches of useful knowledge.

He was a very practical man, and well acquainted with the use of different mathematical instruments—the Theodolite, and many of the more complicated instruments used both on sea and land. He excelled in Mathematics, and had a happy way of applying his knowledge to the multitudinous affairs of life. He had a good faculty, and without ostentation, of inspiring the minds of his students with a love for the acquisition of knowledge.

His school might, with a great degree of propriety, be called a Model and Training School; for a large number of the youth of the surrounding country resorted thereto, in order to their preparation to take a stand in the teachers' ranks,—even many of those who had spent years in teaching district schools left for a time, and were taught by him. We can look around this section of the country and point to a large number of persons, filling various stations of life, as well as many who are conducting first class schools, who obtained their education with him.

Here, then, is one who filled the teachers' ranks with honour to himself, and conferred a lasting benefit upon Society. The good done by such a man should be acknowledged and not lost sight of by us, who are

reaping the benefit of his devoted labours.

Mr. King has left a son, who is a first class teacher, and though young, is making a bold effort to walk in the educational footsteps of his father.

Scottish Universities.

The *Illustrated London News* has recently devoted a portion of its space to the state of the Universities of Scotland, and while speaking of their superiority over similar institutions in England, shows their inadequacy to the wants of the country.

As the subject of University education will no doubt, ere long, engage the attention of the Legislatures of these Lower Colonies, we glean the leading defects in the present state of the Scottish University system, which we lay before our readers.

The first complaint made is, that there are no intermediate Schools of a high order between the elementary; and University classes—so that the academical classes are made up, principally direct from the elementary Schools,—the professors having to do the work properly pertaining to the elementary Schools.

"A second great defect of the Scottish Universities is that, while within a certain well-marked domain this teaching is, though elementary," still far behind the requirements of the age; in many of the most important departments, for instance, the study of the original languages, and comparative philology, "generally present a perfect blank;" and "even the most common subjects of university prelection, such as civil history and English literature, are," with a few remarkable exceptions unknown. It would appear from the published reports of the state of University education in Great Britain generally, that it is very defective. The Professors do not get sufficient remuneration for labour, and their time is too much occupied in giving instruction in the elementary branches,—branches which should be taught in intermediate Schools.

It is strange, that Scotland, which only a few years ago was held up to the admiration of the intelligent world,

as the seat of learning,—where high scholastic attainments were of course at her Universities; and in past times she has been foremost among countries, according to her population, in sending forth men of high literary qualifications; and the mass of her people have been famed for their attainments in elementary knowledge; that now her fine gold has become changed,—her once high standard of literature has fallen, and her Universities have lost, it would appear, their former greatness.

However, it is to be hoped that when the new University will come into operation, and the agitation, now running so high on the subject of University education, subsides, that a thorough remodeling of these institutions will be the result.

Here, it may not be out of place to observe, that these defects in the educational status of old and long experienced countries, are lessons for us, of the British Provinces, to study, in order, when the time comes, that efforts will be made to establish a University in each of the Lower Provinces, that the public will understand what should be the best course to pursue; what means to adopt in order to secure a sound education for the youth of the country, without being brought under the trammels of sectarianism.

The following extract from the *London News* shows the state of University education in Scotland to be on the back ground:—

All schemes for the improvement of the university education in Scotland must necessarily fail if high scholarship shall continue to be, as it has hitherto been for the most part in that country, the high road to starvation. Let us look at the life of a scholar as it at present exists in Scotland. The degree of M. A., which in Oxford, Dublin, and Cambridge is often the

first step of a series which leads to the highest civil and ecclesiastical honours, in Scotland leads to nothing. Fellowships—those admirable provisions of our English forefathers in favour of that small section of our academical youth who may not be destined to rush immediately into the tug and turmoil of active life—do not exist in the northern universities. What are called bursaries are only certain paltry scholarships, and bible clerkships (as some of our colleges call them), which operate mainly in withdrawing a large portion of the Scottish population from the middle schools (such as they are), and forcing them prematurely into the independent responsibilities of a university life. By means of these bursaries the university course, in the case of a few poor and talented students, may be gone through gratis; but it leads to nothing. As soon as an ambitious student—generally at the early age of nineteen or twenty—has completed his university course, he is a beggar; and, if he means to continue his profounder studies, sees no prospect but pure beggary before him. The consequence is that, in order to keep soul and body together, he is forced to betake himself to some ill-paid employment—teaching, public or private, generally—which renders all study impossible. Anything like a thorough basis of historical research, as a matter of course, is never laid. Then in the learned professions, so called, a man is nothing the better for any academical distinctions, such as they are, which he may have gained. Lawyers are advanced chiefly by personal and by party connections, or by the mere power of talk; theologians by popular eloquence, or by business talent displayed in the Church courts; doctors by smooth manners, by knowledge of drugs, or by anything rather than a knowledge of the history of the human mind and the philosophy of his-

tory. What remains, therefore, for the poor student? The rectorships of the middle schools, which in Germany are respectable, and in England wealthy, situations, are in Scotland, as a rule, underpaid and overworked in a degree which only the force of fact could make credible. While subordinate local Judges in the principal country towns are paid by the nation a salary varying from five to eight hundred a year, the rector of a burgh school only in one or two rare instances enjoys in emolument—fees and all—above two hundred pounds sterling a year! And not only so, but the few professorships which exist in the country, as the sole reward to the ambitious scholar, are generally paid in such a way as to make it difficult for a professor (unless he contrives to marry a rich wife) to maintain his position in society. In Marischal College, Aberdeen, for instance, there is not one among a dozen of professors whose academical income amounts to £400 a year! In Edinburgh the Professor of Hebrew and all other Oriental languages, earns a wage of not more than £220, or at the very outside, in a very favourable year, £250 annually. No person, after looking into a few arithmetical facts of this kind (of which the Blue Books are full), will have any difficulty in comprehending why all the higher kinds of academical learning, properly so called, have utterly died out in Scotland. They have died very naturally, because they have been starved by the vulgar utilitarian market. In Scotland the plain truth is, that no man can afford to be a scholar. If he learns anything beyond calls for he will soon find that no place remains for him in that quarter. The sooner he makes his escape from so ungrateful a region, and learns to write smart leading articles for the "Times" or the "Daily News," in London, so much the better.

Lord Brougham.

Among the great ones of the present age, probably there are few, if any, who possess such varied ability as the man whose name heads this article. There are many men now living, whose knowledge of some sub-

jects, is very remarkable; but where on the broad earth, will we find a man who excels in so many different subjects—who excels as a statesman, political economist, legislator, jurist, advocate, orator, philosopher, letters,

critic, and in it, equal to Lord Brougham? He has certainly a vast and comprehensive intellect, and a mental organization finely strung. Last year he came forward as the champion of the society for the promotion of social science; under whose presidency this association is doing great service to the advancement of social science—science among the mass of the people, and when the time came for the inauguration of the monument, recently erected, in memory of one of the greatest men, Sir Isaac Newton, of a past age; Lord Brougham passed a eulogy on this great man, which was gigantic for mental and physical effort.

In the extension of popular education, among the mass of the British people, he stands prominently forth; in a word, Lord Brougham, has ever stood forth as a man of the people, always aiming at the education of the mass.

The following epitome of his career, from the *Illustrated London News*, is well worthy of a careful perusal:—

“At a time when Lord Brougham has just occupied so large a space in the public eye it is not inappropriate to accompany the Portrait which we give in this week’s impression with a brief sketch of his life. Although always priding himself on being a man of the people, Lord Brougham is of ancient descent. His ancestors were Saxon, and held their castle of Burgham (since corrupted to Brougham), near Penrith, from very early times till the reign of John, when it was alienated by Gilbert de Burgham, but was repurchased in the reign of Charles II. by John Brougham, and, being duly entailed, has descended to the present Lord Brougham. He was the son of Henry Brougham, who espoused Eleanor Syne, daughter of a Scottish clergyman, and niece of Robertson the historian. He received his education at the High School and University of Edinburgh, where he devoted himself with great ardour to the study of mathematics, and, about a year after his matriculation in the latter, transmitted a paper to the Royal Society on the subject of optics, which that body thought wor-

thy of a place in its “Transactions.” After leaving the University he travelled in Holland and Prussia, and on his return settled down for some time in Edinburgh, practising until 1809 at the Scottish Bar, and enlivening his leisure by debating at the Speculative Society. At the time he was engaged before the House of Lords as counsel for Lady Essex Ker, in a claim to the dukedom of Roxburgh. Shortly after he left Edinburgh permanently, and was called to the English Bar by the Society of Lincoln’s Inn. It should be stated that during his residence in Scotland he was a regular contributor to the *Edinburgh Review*; and it is related of him, how truly we know not, that when that work had been published about five years he wrote to its proprietor, asking for a thousand pounds, which he would repay by writing for the *Review*; and it is said that in the performance of this engagement he actually wrote and excepting two articles in Volume XVII. One of his papers in that volume dealt with the subject of “lithotomy.” In 1810 he was counsel before the House of Lords for a body of English merchants who were aggrieved by the orders in Council issued in retaliation of Napoleon’s Berlin and Milan decrees. On this occasion he spoke for two days—that is, from eleven to four o’clock on two consecutive days—perhaps not so great an effort as his famous speech of nine hours in the House of Commons on the subject of law reform. In 1810 he entered Parliament as member for the borough of Camelford, and attached himself to the Whig Opposition. Here his energies were chiefly directed to the slavery question, in conjunction with Clarkson and Wilberforce. In 1812 he contested Liverpool with Mr. Canning at the general election, but failed to obtain a seat and was consequently absent from Parliament for four years. In 1816 he was elected member for Winchelsea, and signalized himself by his opposition to the passing of the measures known as the Six Acts. In 1820 he espoused the cause of Queen Caroline; and in his capacity of her Attorney-General conducted her defence, and, as is well known,

obtained unbounded popularity at that time. From that period until the Reform crisis of 1830 Mr. Brougham was the practical leader of the opposition in the House of Commons, and distinguished himself as a debater, and as the constant advocate of legal and social improvement. He at the same time followed his profession as a barrister, having a large practice, and leading numerous remarkable cases against Sir James Scarlett, both in London and on the Northern Circuit, and that for a considerable time without the professional advantage of a silk gown, which was denied him by George IV. on account of his adherence to Queen Caroline. In the struggle for Catholic Emancipation he bore a distinguished part. On the death of George IV. he was member for Knaresborough; and at the general election which ensued he was returned to Parliament as one of the members for the county of York. On the resignation of the Duke of Wellington—being then the acknowledged, and, so to speak, official, leader of the Opposition in the House of Commons—he was, in the course of the formation of Lord Grey's Government, first offered the subordinate office of Attorney-General, which he indignantly refused, and then that of Master of the Rolls, which was to be vacated by the promotion of Sir John Leach to the Chancellorship. At last, however, it was deemed advisable to give Mr. Brougham the Great Seal and a peerage. From that time to 1834 he continued in the office of Lord Chancellor, signaling himself by his energy and ability in the passing of the Reform Bill, the Poor-law Bill, and making vigorous efforts at law reform. In that year, on the resignation of Lord Grey, and the reconstruction of the Whig Government under Lord Melbourne, he was—for some cause still involved in the impenetrable mysteries of political intrigue—not included in the Ministerial arrangements, although it was believed that he would not have objected to have followed the example of Lord Camden and other ex-Chancellors and taken a nominal office in the Cabinet like that of Lord Privy Seal. From that time it cannot be

denied that Lord Brougham has been little better than a free lance in politics. A very Ishmaelite in the Legislature, his hand has been against every man at times; but it is equally true that of late years he has rather adopted an adulatory tone, and, beginning with his famous oration in praise of the Duke of Wellington at a banquet given to that noble Duke, some years ago at Dover, he has found opportunities of panegyrising most of the public men of the day of all parties. His power of labour and of production in all the various departments of knowledge and action in which he has been engaged have been immense. As an orator he could speak longer, louder, more energetically, and more vigorously than any man of his time. As a working politician member of Parliament, and lawyer, he could do more work than three other men put together. He has been known to go without sleep for several nights, and to possess the happy faculty of choosing the fitting time to sleep without a check for as many consecutive hours as were sufficient to restore his strength. As a Judge in the Court of Chancery, by his enduring and protracted sittings, he wore out the best-trained and most drudge-like practitioners before him. His faculty for composition has been enormous. There are few subjects in ethics, politics, and science on which he has not written. Again, he took a prominent part in the movement originated by Dr. Birkbeck for establishing mechanics' institutes; he was the principal founder of the Society for the Diffusion of Useful Knowledge, composed several treatises for the series of works published by the society, as well as articles in the "Penny Magazine," and "Penny Cyclopaedia." He edited and expanded Paley's "Natural Theology," has published "The Lives of the Statesmen of the Reign of George III.," three or four volumes on political philosophy, besides a volume of "Speeches at the Bar and in the Senate." In short, in attempting to sketch with necessary brevity and conciseness his varied life and multifarious acquirements and character, one is literally bewildered with the abundance of the

material, and one toils in vain after the devious but brilliant career of

A man so various that he seems to be Not all mankind, but their epitome.

For the present, those who are desirous of studying a complete biography so interesting and so suggestive as that of Lord Brougham must be content to wait for the period, still far remote we anxiously and sincerely hope, when his memoirs—all but the last chapters of which, no doubt,

are already written—shall be added to the "Lives of the Chancellors."

Although, having been some years childless, no son of his succeeds to his ancestral estate, or to his own hard won honours, no one can doubt that in the imperishable records of fame, and in the world's history, few men's names will be more idely inscribed than that of him who still is pleased to be designated as Henry Brougham.

Pleasures of Literature.

If literature were not its own "exceeding great reward," it would not be cultivated under the tremendous difficulties which have beset some of its votaries. If it did not bestow an ample harvest of joy to its lovers, we should not behold a Burritt wielding a blacksmith's hammer in one hand, and holding a Latin grammar in the other; a Richardson, bound apprentice to a printer, and stealing time from his hours of rest to study by the light of a candle scrupulously purchased with his own money; a Morrison, making lasts and boot-trees, while his eyes and mind were devouring a learned page. Wordsworth tells us that "books are a substantial world;" and there is a world of philosophy in the brief remark. They are indeed a world.

A man thoroughly imbued with the love of letters may live in this world of books heedless of the jar and strife and roar of what is going on in the busy world about him. Authors may quarrel with each other—the reader will recall Hogarth's "Battle of the Books"—but they never quarrel with us. Of our early friends, some grow cold as time steals on, some forsake us, some prove false, others are swept from us by the hand of death; but books never forsake us, nor can ever grow cold to our early literary loves.

* * * * *
Who can forget the copy of the play or poem read by stealth in school hours between an Ainsworth dictionary on one hand, and a Gould's Virgil on the other? The gay tales of romance, the songs of poets conned in early youth, have a perpetual

abiding place in the memory, filling the mind with visions of brightness, as the light itself grows dim to our time-worn vision.

On his return voyage from Asia to Greece the poet Simonides suffered shipwreck; yet while his fellow passengers were bewailing over the disaster of the loss of their property, he alone was calm, unmoved and serene. When he was asked the reason of his stoical indifference, he answered, "All that is mine is with me." So it is, that, in the shipwreck of our fortunes literature takes us to its bosom with a closer and fonder embrace. In the morning of life it comes to us arrayed in the beauty of hope; in the evening, in the beauty of recollection. The common evils of the world are dispossessed of all their injurious influence by the gladness of its smiles and the power of its charms. If it heightened the joys, or rocked asleep the sorrows of our childhood, how much greater is its power of solace in the winter of life, in the serene and yellow leaf of existence.

Literature has this two fold charm—it is a solitary or a social pleasure. The lonely student revels in the pages of his favorite author in the solitude of his chamber, a crowd of a thousand persons is enchanted with the recitation of a favorite poet in the hall of a lyceum. It is not alone in the study that books delight; in journeying, in danger, in exile, they give us solace. It will be remembered that Wolfe, when gliding along the waves of the St. Lawrence to that exploit which gave him death and immortality, repeated the whole of

"Gray's Elegy in a Country Church-yard."

It is not enough to read books; to derive any true advantage from them we must read them systematically and understandingly. Voltaire always read with a pencil in his hand to mark and to comment on passages of interest. The profound Ruhnken always read pen in hand, and under-

lined every difficult passage, that he might recur to it again. A famous scholar advises students to proportion an hour's meditation to each hour's reading. The mind requires—like the body—time to digest its food. Too many people learn only words, and not ideas; for them the field of literature is barren—its pleasures unknown.—*Gleason.*

A Desperate Conflict between a Lion and an Antelope.

Dr. Livingstone gives a very interesting description of a fight we witnessed in Africa between a lion and an antelope. The Dr. and his guides had just emerged from a narrow defile between two rocky hills, when they heard an angry growl, which they knew to be that of the "monarch of the forest." At the distance of not more than forty yards in advance of them, a gemsbok stood at bay, while a huge tawny lion was crouched on a rocky platform, above the level of the plain, evidently meditating an attack on the antelope; only a space of about twenty feet separated the two animals. The lion appeared to be animated with the greatest fury,—the gemsbok was apparently calm and resolute,—presenting his well fortified head to the enemy. The lion cautiously changed his position, descended to the plain and made a circuit, obviously for the purpose of attacking the gemsbok in the rear, but the latter was on the alert and still turned his head towards his antagonist.

This manoeuvring lasted about half an hour, when it appeared to the observers that the gemsbok used a stratagem to induce the lion to make his assault. The flank of the antelope was for a moment turned to his fierce assailant. As quick as lightning the lion made a spring, but while he was yet in the air, the gemsbok turned his head bending his neck so as to present one of his spearlike horns at the lion's breast.

A terrible laceration was the consequence; the lion fell back on his

haunches, showing a ghastly wound in the lower part of his neck. He uttered a howl of rage and anguish, and backed off to the distance of fifty yards, seeming half disposed to give up the contest, but hunger, fury, or revenge once more impelled him forward. His second assault was more furious and headlong; he rushed at the gemsbok, and attempted to leap over the formidable horns in order to alight on his back.

The gemsbok, still standing on the defensive, elevated his head, speared the lion in his side, and inflicted what the inspectors believed to be a mortal wound, as the horns penetrated to the depth of six or eight inches. Again the lion retreated groaning and limping in a manner that showed that he had been severely hurt, but he soon collected all his energies for another attack. At the instant of collision, the gemsbok presented a horn so as to strike the lion immediately between his two fore legs, and so forcible was the stroke that the whole length of the horn was buried in the lion's body. For nearly a minute, the two beasts stood motionless; then the gemsbok slowly backing, withdrew his horn, and the lion tottered and fell on his side, his limbs quivering in the agonies of death. The victor made a triumphant flourish of his heels, and trotted off apparently without having received the least injury in the conflict.—*Dr. Livingstone's travels in Africa, an Unpublished Work.—Michigan Journal of Education.*

MISCELLANEOUS PARAGRAPHS.

New Brunswick—Revenue, etc.

It is said by some political economists that "a large revenue is a curse to a country;" such no doubt is the case, when the mass of society is kept in poverty and distress, in order to raise a large amount for a favoured few to live sumptuously upon every day, and squander. Though the importer pays direct into the revenue, still it is the consumer that has to bear the burthen at last,—he has also, to pay an extra per centage to the importer, just because the latter has to pay a duty on his imports.—So the consumer has to bear, in an indirect way, almost a double burthen. Hence, no more revenues should be raised than is necessary to advance the real interests of the country, and without distressing the consumer.

The revenue of New Brunswick rose gradually from £83,713 in 1848, to the maximum sum of £203,000 in 1854. Since the latter period it has declined more rapidly than it rose. It is said that the revenue of 1858, will not far exceed £100,000—the half of that of 1854. This state of things is somewhat strange; and the population is certainly on the increase; public works are being carried on, increasing importations; however, there must be a great decrease in the importations in other respects, or the people must have come to the conclusion to live upon their own resources—the productions of the country,—if so, a very good resolution. But what about sustaining the public interests of the country! We are largely engaged in building railroads, the interest of which has to be paid semi-annually.

We much fear in the face of these facts, than an attempt will be made to reduce the school teacher's salary, already small enough. We have no objection to reduction and retrenchment; in fact believe it absolutely necessary, but the spread of education; the advancement of knowledge, which is power of development, should ever be encouraged, consistent with the revenue of the country. It is by the spread of intelligence that the public interests of a country advance,

and new channels of commerce become opened up. It is not by ignorance that the resources of a country become developed, and rendered serviceable to society at large.

Let retrenchment begin at the public departments—reduce the number of heads of departments.—Let the *Board of Works* embrace, the offices of Surveyor General, and Railway Board; and abolish the office of Post Master General, and Solicitor General, which would save over £3,000 annually to the Province, and the work would be equally as well done. A Provincial College might be established in some central part of the Province, and the large sums now paid to sectarian institutions withdrawn, which would save annually over £2,000. There are also a large number of other cases, in which a little honest retrenchment would be very commendable, and consistent with the public interests of the country.

LUMBERING AND SHIPBUILDING.—According to recent accounts from abroad, these branches of industry are likely to be more remunerative in future. So long as we do continue manufacturing lumber, and building ships for sale in other countries, it is a great satisfaction to be paid for our labour. But we hope that the time is not far distant when the energies of our people, will be turned to the more safe calling—the cultivation of the soil. These provinces are able to maintain a much larger population than at present without importing so much foreign flour as at present, by turning the attention to a more general and systematic cultivation of the rich arable lands every where to be met with throughout their vast extent.

PICTOU ACADEMY.—The different departments of this institution has recently passed through a very creditable examination, in presence of a large concourse of the friends of education. The students in the English department under Mr. Jack, and those of the Classical department under Mr. Castley, showed marked progress. In

mathematics, natural philosophy, and various branches of metaphysics, the students are said to have made great advances. The Pictonians are a reading people, perhaps more so than those of any other county in Nova Scotia; hence, educational institutions, placed in their midst, can hardly fail to progress. This country stands foremost in its supply of men, useful in Literature and other useful departments of life.

THE SAINT ANDREWS RAILWAY.—Through the indomitable perseverance of the inhabitants of the County of Charlotte, N. B., this line of railway is now in working order, to within a short distance of Woodstock, Carleton County. The trade of the upper St. John, intended for shipment, along with much of the travelling, has already begun to shape its course to the seaboard at St. Andrews, a harbour open at all seasons of the year.

The British North American Provinces have for the last fifteen years been sending delegates and dispatches to the British Government, asking assistance towards the construction of a trunk line of railway from Halifax to Quebec; and how near we are to its consumation is a problem still unsolved; while the energetic people of the Counties of Charlotte, Carleton, and Victoria, are pushing their railway through towards a Canadian terminus; and will no doubt, ere long, be in a position to draw a large portion of the trade of Canada to the frontier at St. Andrews. And all this progress is being made quietly, and without a word about delegations to England; while all the delegations consisting of Attorney Generals, Provincial Secretaries, along with the other Honourables, sent to confer about the Grand Trunk Railway, has turned out to be a total failure. We suggest that the next delegation proposed, whether the next year or the year after, may be sent to St. Andrews, in the County of Charlotte; there to confer with the St. Andrews and Quebec Railway Company, as to the secret of their success. It certainly will not cost so much as it does to send delegations to Downing Street, and we have no

doubt with much better results to the public.

GRAND FALLS BRIDGE.—The new Suspension Bridge over the St. John River at the Grand Falls, recently opened to the travelling public, fell on the night of the 21st of December last, killing one man and injuring another. This bridge was erected at a cost of £5000 to the Province; the cause of the disaster was in consequence of the breaking of the chains, through the operation of the frost,—contracting the iron.

MONUMENT TO HUGH MILLER.—A Doric column and Statue, of the Grecian order, is about to be erected at Coventry, Scotland, to the memory of that great man and brilliant writer, Hugh Miller.

ANOTHER SUBMARINE TELEGRAPH, has been laid, connecting the Island of Tasmania with Victoria, Australia, distance 240 miles. The conductor, is covered with gutta percha, and the gutta percha serving with Russian hemp, saturated with a mixture of Stockholm tar, linseed oil, and Russian tallow. The outer covering spun round this serving of hemp consists of ten solid iron wires. The weight of the cable is two tons to the statute mile.

SEEING OBJECTS.—In consequence of the globular form of the earth, we cannot see objects placed on its surface at a great distance, though our vision can reach much farther. At 600 yards an object one inch high cannot be seen in a straight line; at 900 yards two inches; at one mile, eight inches; three miles six feet. In levelings for railways, canals, &c. this convexity is taken into account.

UNITED STATES CONGRESS.—The Congress of this nation is now in session. The returns show the expenditure for the past year to be \$74,065,896,99, and the receipt at \$62,000,000; and the public debt \$23,155,977,67, the Post Office receipts were less than the expenditure by about \$4,000,000. The total number of Indian Tribes, as reported to Congress, within the union is 175, and the number of Indians is set down at 350,000. The American army numbers 17,500.

The Slighted Scholar.

Cases like the one I am about to relate are much too frequent in our country, and they are such, too, as should be guarded against by all who have an interest in education. The incident was brought to mind by hearing a complaint made by the parent of the poor boy, who had been grossly neglected by the teacher of the village school,—neglected simply because he was poor and comparatively friendless.

Many years ago, when I was a small boy, I attended a school in the town of—

Among the scholars there was a boy named George Henry. His father was a poor drinking man, and the unfortunate boy had to suffer in consequence. George came to school habited in ragged garments—but they were the best he had; he was rough and uncouth in his manners, for he had been brought up in that manner; he was very ignorant, for he never had an opportunity for education.

Season after season, poor George Henry occupied the same seat in the school room,—it was a back corner seat, away from the other scholars,—and there he thumbed his tattered primer. The ragged condition of his garb gave a homely cast to his whole appearance, and what of intelligence there might have been in his countenance was beclouded by the “outer covering” of the boy. He seldom played with other children, for they seemed to shun him; but when he did, for a while, join with them in their sports, he was so rough that he was soon shoved out of the way.

The teacher passed the poor boy coldly in the street, while the other boys, in better garbs, were kindly noticed. In the school young Henry was coldly treated. The teacher neglected him, and then called him an “idle brockhead,” because he did not learn.

The boy received no incentive to study, and consequently he was most of the time idle, and this idleness begat a disposition to while away the time in mischief. For this he was whipped, and the more idle he became. He knew he was neglected by the teacher and simply because he was

poor and ragged, and with a sort of sullen indifference, sharpened at times by feelings of bitterness, plodded on in his dark, and thankless way.

Thus matters went on for several years. Most of the scholars who were of George Henry's age had passed on to the higher branches of study, while he, poor fellow, still spelled out words of one and two syllables, and still kept his distant seat in the corner. His father had sunk into the pit of inebriation, and the unfortunate boy was more wretched than ever.

The look of clownish indifference which had marked his countenance, was now giving way to a shade of unhappy thought and feeling, and it was evident that the great turning point of his life was at hand. He stood upon the step in life from which the fate of after years must take its cast.

At this time a man by the name of Kelly took charge of the school. He was an old teacher, a careful observer of human nature and a really good man. Long years of guardianship over wild youths had given him a bluff authoritative way, and in his discipline he was strict and unwavering.

The first day he passed in the teacher's desk of our school was mostly devoted to watching the movements of the Scholars, and studying the dispositions with which he had to deal. Upon George Henry his eyes rested with a keen searching glance. But he evidently made little of him during the first day; yet on the second he did more.

It was during the afternoon of the second day that Mr. Kelly observed young Henry engaged in impaling flies upon the point of a large pin. He went to the boy's seat, and after reprimanding him for his idleness, he took up the dirty, tattered primer from the desk.

“Have you never learned more than is in this book?” asked the teacher.

“No sir,” drawled George.

“How long have you attended school?”

“I don't know, sir. It's ever since I can remember.”

“Then you must be an idle, reckless boy,” said the teacher with much

severity. "Do you realize how many years you have thrown away? Do you know how much you have lost? What sort of a man do you think of making, in this way? One of these days you will be too old to go to school, and then while your companions are seeking some honourable employment, you will be good for nothing. Have you parents?"

"Yes sir," answered the boy, in a hoarse voice.

"And do they wish you to grow up to be an ignorant worthless man?"

The boy hung down his head and was silent, but Mr. Kelly saw two great tears roll down his cheeks. In an instant, the teacher saw that he had something besides an idle, stubborn mind to deal with, in the ragged scholar before him. He laid his hand on the boy's head, and in a kind tone he said:

"I wish you to stop after school is dismissed.—Do not be afraid, for I wish to assist you if I can."

George looked wonderingly into the master's face, for there was something in the tone of his voice which fell upon his ear that sounded strangely to him, and he thought, too, as he looked around, that the rest of the scholars regarded him with kinder countenances than usual. A dim thought broke in upon his mind, that, from some cause, he was going to be happier than before.

After the school was dismissed, George Henry remained in his seat till the teacher called him to the desk:

"Now," said Mr. Kelly, "I wish to know why it is that you have never learned any more. You look bright, and you look as though you might make a smart man. Why is it that I find you so ignorant?"

"Because nobody never helps me," replied the boy. "Nobody cares for me, sir, for I am poor."

By degrees the kind hearted teacher

got the poor boy's whole history, and while generous tears bedewed his eyes he said:

"You have been wrongly treated, George—very wrongly; but there is yet time for redemption, I will try to teach you, if you will try to learn?"

"Yes—O yes," quickly uttered the boy in earnest tones. "Yes—I should love to learn. I don't want to be a bad boy," he thrillingly added, while his countenance glowed with unwonted animation.

Mr. Kelly promised to purchase books for the boy as fast as he could learn to read them, and when George Henry left the school room, his face was wet with tears. We scholars, who had remained in the entry, saw him come out, and our hearts were warmed towards him. We spoke kindly to him, and walked with him to his house, and his heart was too full for utterance.

On the next day George commenced studying in good earnest, and the teacher helped him faithfully.

As soon as the teacher treated him with kindness and respect, the scholars followed the example, and the result was, that they found in the unfortunate youth, one of the most noble-hearted, generous, accommodating and truthful companions in the world.

Long years have passed since those school-boy days. George Henry has become a man of middle age, and in all the country there is not a man more beloved and respected than he. And all is the result of one teacher's having done his duty.

You who are school teachers, remember the responsibility that devolves upon you. In this country of free schools, there should be no distinction between classes. All are alike entitled to your care and counsel, and the more weak the child, the more earnest should be your endeavour to lift him up and aid him.—*Ch. Mirror.*

Tobacco and Cigars.

A French Chemist has recently been trying some experiment on the smoking of tobacco and cigars, to discover the reason why a cigar, when partially smoked, extinguished for a short time, and lighted again, has such an unpleasant flavor in com-

parison with what it had when first smoked. His intention also was to ascertain the quantity of nicotine absorbed by constant tobacco smokers. The apparatus used consisted of a stone jar, in which the tobacco was made to burn, connected with a se-

ries of bottles communicating by tubes. The bottles were either empty, or contained some water mixed with a little sulphuric acid. From a few experiments, it was found that in the smoke of the tobacco extracted by inspiration, there is ten per cent. nicotin. Thus a man who smokes a cigar of the weight of twenty grains, receives in his mouth seven grains of nicotin mixed with a little watery vapor, tar, empyreumatic oil, &c. Although a large portion of this nicotin is rejected, both by the smoke puffed from the mouth, and by the saliva, a portion of it is, nevertheless, taken up by the vessels of the buccal and laryngeal mucous membrane, circulated with the blood, and acts upon the brain. With those unaccustomed to the use of tobacco, and nicotin, when in contact with the latter, produces vertigo, nausea, headache,

and somnolence. From further investigation, it was found that the drier the tobacco, the less nicotin reaches the mouth. A very dry cigar, while burning, yields a very small amount of watery vapor, the smoking of it therefore cools rapidly in the cigar while passing from the point of ignition to the mouth; hence it is that the first half of a cigar smoked is more milky than the second, in which a certain amount of watery vapor and nicotin, freed by the first half, are deposited. Smoking through water, or with long tubes and small bowls, after the manner of the Turks, prevents, in a great measure, the nicotin from reaching the mouth, and being absorbed. Our advice, young men, is to shun the vile weed as you would a poisonous serpent. The use of tobacco is the great evil of the age. —*Exchange.*

Parental Discipline.

For many years I have observed with much interest, the modes in which parents govern their children; and I have thought that some general hints, based upon my observations, might be serviceable to fathers and mothers. I present, for their consideration, the following suggestive generalizations:

If a child be cross and peevish, scold him,—on the homœopathic principle, that “like cures like.”

If he be boisterous, reprimand him in such a manner as to make more noise than he does; by observing how others speak, he will thus be able to modify his own manner.

If he be disposed to cry at trifles, whip him; it will bring the disorder to a crisis.

If he be dull of intellect, tell him he is a “fool,” a “scamp,” a “block-head,” or a “ninny,”—praise is a great encouragement.

If he lack self-respect, announce to him, emphatically, that he is a “good-for-nothing fellow,” or a “little rascal,” or “scoundrel?” it will help him to place a just estimate on his own character.

If he be indolent, permit him to rove about at pleasure; it will give him a knowledge of the world; and assign him no disagreeable task, lest he be-

come incorrigibly disgusted with all labour.

If he indulge in coarse language, accustom him to the use of elegant expressions, by politely requesting him to “shut up his head,” or “stop his noise,” or “clear out,” *et cetera ad infinitum*; the experience of numberless parents testifies to the efficacy of this method.

If he be naturally timid, confine him in a dark closet, or threaten to put him down cellar, or discourse to him about, the “old man,” or “bears,” or “ghosts,” the remedy will produce its effect.

If he be disobedient, be sure to compel him to obey occasionally, inasmuch as he has the privilege of doing generally as he pleases.

If he manifest a selfish spirit, forbid him giving away any of his “things” to his playmates; and when an extra eatable has been bestowed on him, direct him not to let his brothers and sisters see it; this will lead him to compare his own with others’ interests.

If he be prone to pilfering, suffer him to explore every box and jar, in closet and pantry, to appropriate to his use every thing that falls in his way without being questioned as to

where it was obtained. satiety may remove excessive desire.

If he be untruthful, assure him that the very next time he tells a falsehood, you will certainly "cut off his ears," or "take every particle of his skin off;" or promise him, conditionally, a cake or a cuffing, sugar or a shaking, a whip or a whipping; and then forget or disregard your promise: example has a potent influence.

If, in fine, he exhibits, as years increase, a want of high aspirations in life, and but a feeble consciousness of his duties to God and man, affectionately and impressively inform that you expect he will "come to the house of correction," or "the State prison," or "the gallows," and you will have done all you can to—*RUIN HIM.*—*Massachusetts Teacher.*

Right Use of Questioning while Teaching.

Important as the preparation and arrangement of lessons are, the method of presenting them to the children is not less so, and requires equal care and study. Information may be nicely put together, the lesson may be well arranged, but more is needed to make it effective;—the manner in which the youthful mind is to be exercised upon it. In considering the science, character, and object of questioning, it is not my intention to enter into a critical disquisition on the various modes of systems of questioning; every teacher has in a great measure, a system of his own, adapting some method of his own peculiar views and circumstances: my object will be fully accomplished, if I confine my few observations exclusively to the above-named divisions. A blind adherence to any system of questioning, however good, cannot be productive of permanent benefit. There is no doubt that many of the systems at present used possess good points, and also many defects, and it should be the teacher's object to select those parts best adapted to his own capacities, and the circumstances of his school. The term Education is compounded of two Latin words, *e* "out of," and *duco*, "I lead or draw," and consequently should, in its intellectual signification, refer to some such process of drawing out some latent qualities, and extending and expanding them.

Now, if we connect to this the science of questioning, we shall see that the human mind is as it were a huge storehouse containing vast accumulations of ideas and facts, capable of being brought into operation by catechising, which may very ap-

propriately be considered as the key for unlocking this storehouse. It will at once be apparent that this subject affects most closely both the school and the teacher. Its ramifications extend into every branch, both religious and secular; and on the use or abuse of this invaluable element of instruction, the success of the school, and the reputation of the teacher depends. It appeals to the mind and brings into exercise the reflecting faculties, testing the capacities of children, and supplying their wants. This is pre-eminently the teacher's vocation, not to state facts to passive minds, but by questioning and explanation to allure the mind of each scholar to unfold itself and display its hidden powers. The plan which Dr. Arnold adopted explains the science of questioning so clearly, and is so admirable in its character, that it is worthy of being carried out by every one engaged in the education of the young. "His method was founded on the principle of awakening the intellect of every individual boy. Hence arose his practice of teaching by questioning."

His explanations were as short as possible, as much as would dispose of the difficulty, and no more; and his questions were of a kind at once to call the attention of the boys to the real point of every subject, to disclose to them the exact bounds of their knowledge, and their ignorance, and to cultivate in them a habit, not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. You come here, not to read, but to learn *how* to read, and thus, the greater part of his in-

structions were interwoven with the process of their own minds; there was a continual reference to their thoughts, an acknowledgement that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own, a working, not for, but with the form, as if they were equally interested with himself in making out the meaning of the passage before them, a constant endeavour to set them right, either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instructions might be communicated to the less advanced part."

Such was the system which this eminent schoolmaster practised; he lived to see the superiority of his methods of teaching in the successful management of a large public school, and they may be followed as far as practicable in our National Schools with certainty of success. Without digressing from the subject under consideration, the following hints will, it is hoped, prove useful. In giving a collective or an object les-

son, the plan generally recommended is, to present to the children a correct and perspicuous description or account of the subject under consideration, in the form of a short lecture, embracing as concisely as possible every particular connected with it, after which they are to be questioned on it, in order to show the real extent of what they have acquired. In Reading Lessons the following method will, I think, present many advantages. While the class is reading, the teacher will pay attention to the tone, punctuation, accent, and correct expression of the text, and will also put such inferential or suggestive questions as the lesson supplies, together with the explanation of any difficult words or passages which may occur. Then, when the reading is finished and the books are closed, questions may be put of a self-evident character from the lesson. The former will furnish the children with fresh information, and test their general knowledge, while the latter will afford the teacher a fair criterion of what they have really remembered.—*From Notes of Lessons.*

Books.

Boston is certainly a bookish city, and there is no affectation in calling it the modern Athens, at least in Athens, beyond a few scrolls of papyrus, there were no books—only a host of lecturers. But neither lecturers, with whom we abound, nor newspapers, of which we have our full complement, keep our intellectual aspirants from books, those "dearest sweetest, as well as wisest companions of our solitude." For the constant war of ambition with ignorance newspapers are the light infantry and books the siege artillery. Each is important to the other: combined, they carry all before them.

How well Bostonians combine the love of books and business is well illustrated in the success of the Mercantile Library Association. Our young business men and merchants' clerks have certainly made many a stride beyond the mercer in Beaumont and Fletcher's *Woman-Hater*, who

says: "We that are shopkeepers in good trade are so pestered that we can scarce find an hour for our morning's meditation; and howsoever we are accounted dull and common jesting-stocks for your gallants, there are some of us do not deserve it: for my own part I do begin to be given to my book."

Is it not Wordsworth who says, "Books are a substantial world?" But the motives which make man collect books vary much. They are not all readers who have extensive libraries. Lord Poppington bound his books so richly, and "ranged 'em so prettily," that it was a pleasure to him to sit and look at them, but he never troubled his head with the contents—reading was so fatiguing! Plutarch, who was not only a poet but a philosopher, though little known as the latter, says, there are some who employ books only as furniture to adorn their apartments, not their minds; who use

them like Corinthian vases, pictures, statues and jewels, which are gazed upon without being used. There are others who esteem books not according to their utility, but their current value, like merchandise. Let no poor scholar despair who surveys the meagre dimensions of his library. Even if there were no splendid public libraries thrown open to him freely, he would find consolation in the golden maxim, "not many but good books."

Dives often suffers from indigestion in the midst of plenty; Pauper thrives upon a few crusts. So the man who has an unlimited credit

with his bookseller may fare worse than his humble brother whose mind feeds upon the crumbs that fall from the bookstall. "Certain minds, like weak stomachs, in reading like more nourishment than they can digest; a great number of books embarrass those who learn; a few books are enough for those who know."

Are these trite maxims? We often see their spirit violated. Books, like all good things, should be used temperately: though we would not advise them to be taken in homeopathic doses.—*Verbum sap.*

CLIMATE.—The institutions of a country depend, in a great measure on the nature of its soil and situation. Many of the wants of man are awakened or supplied by these circumstances. To these, wants, manners, laws and religion must shape and accommodate themselves. The division of land, and the rights attached to it alter with the soil; the laws relating to its produce, with its fertility. The manners of its inhabitants are in various ways modified by its position. The religion of a miner is not the same as the faith of a shepherd, nor is the character of the ploughman so warlike as that of the hunter. The observant legislator follows the direction of all these various circumstances. The knowledge of the natural advantages or defects of a country thus forms an essential part of political science and history.—*Justus Moser.*

ALWAYS BUSY.—The more a man accomplishes the more he may. An active tool never grows rusty. You always find those men the most forward to do good or to improve the times and manners, always busy. Who start our railroads, our steamboats, our machine shops and our manufactories? Men of industry and

enterprize. As long as they live they keep at work, doing something to benefit themselves and others. It is just so with a man who is benevolent—the more he gives the more he feels like giving. We go for activity—in body, in mind, in everything. Let the gold grow not dim, nor the thoughts become stale. Keep all things in motion. We should rather that death should find us scaling a mountain than sinking in a mire—breasting a whirlwind than sneaking from a cloud.—*Newburyport Herald.*

A REMARKABLE DWARF.—A dwarf named Richebourg, recently died in Paris, France, aged ninety years. He was only twenty-three and a half inches high, and when young, was in the service of the Duchess of Orleans, mother of King Louis Philippe, with the title of "Butler," but he performed none of the duties of the office. The Orleans family allowed him a pension of three thousand francs. After the first revolution broke out, he was employed to carry dispatches abroad, and for that purpose was dressed as a baby, the dispatches being concealed in his cap, and a nurse being made to carry him.