

inspired by no other hope, cherished no other ambition. He carried continually about his person a piece of India rubber, and into the ears of all who would listen he poured incessantly the story of his experiments and the glowing language of his prophecies. He was, according to the witnesses, completely absorbed by it, both by day and night, pursuing it with untiring energy and with almost superhuman perseverance.

"Not only were the powers of his mind and body thus ardently devoted to the invention and to its introduction into use, but every dollar he had or could command through the resources of his credit or the influences of friendship, was uncalculatingly cast into that seething caldron of experiment, which was allowed to know no repose. The very bed on which his wife slept, and the linen that covered his table, were seized and sold to pay his board, and we see him with his stricken household following in the funeral of his child on foot, because he had no means with which to hire a carriage. His family had to endure privations almost surpassing belief, being frequently without an article of food in their house, or fuel in the coldest weather—and, indeed, it is said that they could not have lived through the winter of 1839 but for the kind offices of a few charitable friends. They are represented as gathering sticks in the woods and on the edges of the highways, with which to cook their meals, and digging the potatoes of their little garden before they were half grown, while one of his hungry children, in a spirit worthy of his father, is heard expressing his thanks that this much had been spared to them.

"We often find him arrested and incarcerated in the debtors' prison, but even amid its gloom his vision of the future never grew dim, his faith in his ultimate triumph never faltered. Undismayed by discomfitures and sorrows which might well have broken the stoutest spirit, his language everywhere and under all circumstances, was that of encouragement and of a profound conviction of final success. Not only in the United States did he thus exert himself to establish and apply to every possible use his invention, but in England, France and other countries of Europe, he zealously pursued the same career. In 1855 he appeared at the World's Fair in Paris, and the Golden Medal and the Grand Cross of the Legion of Honor were awarded to him as the representative of his country's inventive genius. Fortune, however, while thus caressing him with one hand, was at the same moment smiting him with the other; for we learn from the testimony that these brilliant memorials passed from the Emperor and reached their honored recipient, then the occupant of a debtor's prison, among strangers and in a foreign land—thus adding yet another to that long sad catalogue of public benefactors who have stood neglected and impoverished in the midst of the waving harvest of blessings they had bestowed upon their race."

#### 4. THE WONDERFUL KEY.

Jane was the most tiresome and wayward child in her school. She quarrelled with her companions, disobeyed her teachers, and behaved improperly. No one could manage her. The more she was scolded and punished, the worse she became. At length the master decided that she must be expelled. She got no good herself, and her bad example injured the others; it would be better that she should be dismissed. He called Jane to him one afternoon, and gravely told her his intention of sending her away.

"I don't care," said Jane, angrily. "I hate the school, and I shall be glad to go!"

He endeavoured to reason with her upon the ingratitude and sinfulness of her conduct. As he was speaking, one of the teachers, whom we shall designate Miss Gray, came very near them to fetch a book which she wanted. Of course she did not pass without Jane's quick eyes seeing her. The girls sullen demeanor instantly changed. A fresh thought seemed to strike her, and looking up at the master she said, hastily, "Well, I'll promise to be a better girl if you'll put me into Miss Gray's class."

"How will that make you a better girl, Jane?"

"I don't know, sir. But I like her, and I'll do what she tells me."

"And why do you like Miss Gray, Jane?"

"Because she's the first teacher that's ever spoke kind to me. She helped me to get my bonnet-strings out of a knot this morning, when I wanted to undo them because it was so hot; and she was so pleasant over it. She smiled and said, 'It only wants a little patience, Jane.' Oh, she is such a nice lady! If you would only let me get into her class!"

The result was that Jane went into Miss Gray's class, where she soon fulfilled the promise she had made of becoming a better girl. She grew so tractable, and industrious, and obliging, that every body in the school, the grave master not excepted, was perfectly astonished. "We must learn your secret," they said to Miss Gray.

"I have no secret but love," was her reply. And that "love" was the key which had opened Jane's heart. She loved her teacher; and from loving her teacher, she learned to love her Saviour. Years have rolled away since then; Miss Gray has finished her labors, and entered into her rest; and Jane—the once troublesome, self-willed, unman-

ageable school-girl—is now the active and devoted wife of a faithful home missionary, winning the affections of children by the same irresistible charm which early attracted her own.

Take encouragement, dear teacher, and resolve to make use of this magic key. Cultivate an affectionate attractiveness of manner. Strive to "be gentle unto all, apt to teach, patient; in meekness instructing those that oppose themselves;" for in a world like ours, where sin has planted not only sadness but suspicion in the mind, and natural pride and independence guard with careful jealousy the portals of the heart, it needs a tender and considerate touch to elicit another's confidence and sympathy. "He that winneth souls is wise." Let your children feel that you really love them, and they will soon reciprocate your love; and when you have secured their warm affections, you have accomplished much. For there is little hope of our doing the young any permanent good, unless we have first found out the way to reach their hearts; and this is one reason, we are inclined to think, why our teaching so often fails—it emanates rather from a mind imbued with a sense of duty, than gushes forth from a heart overflowing with love. Our pupils recognise us as their teachers: but do they look upon us as their friends?

"Mother," said a Sunday scholar one day to his mother, "I don't like my new teacher half so well as my old one."

"Why not, Robert? Isn't he as clever?"

"Oh, yes, mother; he talks much grander than Mr. B— used to do, and he seems to know all that is in the Bible; but some how I don't get so interested in what he teaches us, and I don't feel so inclined to mind it."

"How is that, Robert?"

"Why, mother, he never looks a bit pleasant at us, and he never says a word to us except about our lessons. I'm sure I could never tell him if I was in any sort of trouble, for I don't think he understands just how boys like us feel; but I could have gone to Mr. B— if I had wanted to, as easy as I could go to you, mother: he was a real gentleman, Mr. B— was, mother; but for all that, he was the best friend I ever had. I wish he would come back again."

It is very evident that Robert's old teacher had got hold of the right key.—*Christian Treasury.*

## VII. Educational Intelligence.

### CANADA.

#### — GRAMMAR SCHOOL PRIZE SCHOLARSHIP. —

To the Editor of the Northern Advance.

SIR,—Will you allow me to give publicity, through the *Advance*, to the following plan, which I think will be ultimately productive of considerable good:—It seems to me that as the scholarships of our University serve at once to point out and to promote the improvement of the Grammar Schools by giving rise to an honorable rivalry between pupils and masters, so the Grammar Schools, occupying an intermediate place, might be made to produce a like good effect upon those in the grade below them. With the double object, therefore, of causing a healthy emulation to spring up among the Common Schools of this County, and of placing the Grammar School over which I have charge in its proper position as a County Institution, I would propose the following prizes for competition, namely:—Gratuitous Board and Education for one year, at the Grammar School, to that boy who shall answer best from among the candidates who may offer at the annual examinations in December, on the annexed conditions.

Candidates must be at least twelve years of age.

They must have been in regular attendance at one or more of the Common Schools of this County for at least twelve months previous to the examination.

They must bring satisfactory testimonials of good conduct from the masters under whom they have been instructed.

They must give notice of their intention to compete at least one fortnight before the day of examination.

They must be willing to submit to the regulations established for boarders in every other respect than that of payment.

The first examination will take place in December next, at the Grammar School, and sufficient notice will be given of the day in the Barrie papers.

The subjects for examination will be: Sullivan's English Grammar and Geography; Arithmetic, to Vulgar and Decimal Fractions, Simple and Compound Proportion, inclusive; Reading; Writing, from dictation.

I have purposely made the standard for this year very low, as the notice given is but short. In addition to the above, a knowledge of Euclid, Book I, and the first four rules of Algebra, will be required for 1859.

I remain, your obedient servant,

W. F. CHECKLEY, Head Master, Barrie Grammar School.