

and are proving to be an important agency in the advancement of the schools. The development of the public school system in the southern states prove conclusively the recuperation possible, not only in material wealth, but in intellectual wealth as well, and we bid the noble men and women who are laboring for the development and upbuilding of the sunny south Godspeed. While we are happy in this development and progress in our sister states, we are more immediately concerned in our own educational advancement as a State, judicial district and county. Some people are continually looking abroad for missionary fields of labor and their "eagle gaze" oftentimes penetrates to the utmost isles of the sea in search of ignorant humanity, forgetting, in their philanthropic zeal, that there may be a small field nearer home, and this brings us again to our subject, the institute and its purposes. Before institutes and teachers' associations came into vogue, every teacher taught his own school and confined himself to his own plans and ideas, so if that might be (Squeers like) the one only school in the world. Perhaps, unless a "spelling bee" or a "corn husking" chanced to bring them together, he never met his fellow-teacher in the adjacent district, and when they occasionally did meet, it was only to exchange a surly salutation and then they immediately retired to their respective burrows, where, under the seductive influence of a corn-cob-pipe siesta, they meditated in peace and quietude upon the hermetical bachelorism of Mr. Pickwick. Left to the cogitations of his own mind, he wrapped himself up in his own ideas, beyond the sacred confines of which he never attempted to venture. Did his ideas chance to be right, so much the better for the school; did they not, so much the worse. Such as they were he intended that they should remain, and, therefore, guarded them with zealous care. No one dared to molest him in his citadel of self-opinion or ventured to inquire into the methods he had adopted, so he was left alone in his glory. Institutes were expected to entice him from his den, to lead him out into the field of investigation, into the open air of thought and action, to introduce him to other members of his profession, and to excite between them that feeling and sympathy and common interest that should never be found lacking between co-labor-

ers in the same cause. The first and primary purpose of the institute then is to bring teachers together, and cultivate a spirit of friendly criticism and investigation of their several methods.

But again, something more than a mere meeting is intended. There will be plenty of good solid work for the teachers to do after they come together, and care should be taken to inform each teacher of the topic assigned to him some time before the meeting, in order to give him an opportunity to review it. There is no one that does not prefer the pleasure of success to the mortification consequent upon failure, and a desire to excel should prompt every teacher to study his part closely, that he might be able to use it to the best advantage when the day arrives. This will cause research on his part, and his boundaries of knowledge will be proportionately extended. Subjects he had entirely neglected will come before him for examination, while others that he had passed over lightly would be more apt to receive the proper amount of attention. The point here is, that teachers should be duly informed of their subjects, and then they should make thorough preparation.

Again, in teaching, as in architecture, the stronger parts should sustain the weaker, and the teacher just assuming the responsibilities of his first school should have some means of availing himself of those who have been longer at the work. There are numerous byroads liable to lead him astray, and errors and mistakes without number ready to creep into his methods of instruction whenever he is disposed to be careless or lacks the information necessary to distinguish the right from the wrong. We admit that he might by constant reading, gain a good knowledge of the theory and practice of teaching, by reading school journals and paying close attention to educational literature generally, but then will still be left a work for the institute to do, and one which nothing else is capable of performing. Young teachers especially, then, should be present at each and every session of the institute, and with note-book and pencil in hand, be diligent in taking notes of the best thoughts and choicest methods presented by experienced teachers who will be present. We have named some of the more prominent functions of the institute, and their value will depend

upon the manner in which they are carried out. All rests upon the interest manifested by the teachers, school officers and our citizens generally. The coming institute promises to be an epoch in our local educational history and we sincerely hope to see every *live* teacher in Linn county present, and not only this, but in order that the greatest good may be done for the greatest number, we will be glad to chronicle a large attendance of school directors and clerks.

Youths' Department.

LABOR AND PAIN.

BY THE REV. SAMUEL W. DUFFIELD.

Labor is living, and pain is living;
And labor and pain go hand in hand,
And peer in the windows across the land;

And so, wherever love is giving
Labor for pain, or pain for labor,
Each to the other is nearly neighbor.
Yea, these are the millstones of the heart,
Upper and nether, but never apart;
And the grist of the grinded grain goes down
In flaky showers from the kernels brown.

And labor is living, and pain is living;
And love goes onward, striving and giving;
And the wheels go round, and the sheaves are bound,
And the grist of the mill is grimly ground;—
But therefrom cometh, when all is said,
The hope of the heart and the world's white bread!

—S. S. Times.

Mrs. Gladstone.

Mr Gladstone's modest manner of living and his earnest efforts for the public welfare have made his neighbors love and respect him. His wife also comes in for a share of their affection; both account of her personal qualities and her devotion to her husband.

A correspondent of the Worcester *Spy*, who visited the country-house of Mr. Gladstone, thus speaks of the people's admiration for his wife:

For fifty years they have been familiar with his abounding physical and mental activity, but at the last general election he performed such feats of physical endurance and mental prowess that the people, in astonishment, said he never could have done such things at his age had he not had Mrs. Gladstone to care for him.

They will tell you how, at the last general election, he left Hawarden one winter's morning, in company with his noble wife, for a politi-

cal campaign in Scotland.

Day after day he delivered daily three or four political speeches of great vigor and power. These orations were not merely the repetition of the same addresses, but each one dealt with a new subject, or with a new phase of the same subject.

They were printed in every newspaper in Great Britain, and created such enthusiasm for his party, and such distrust of the conservative party, that the election resulted in the complete overthrow of Beaconsfield's government.

He set the cold heart of the Scots on fire by his fervid eloquence, and Lord Beaconsfield wittily termed his campaign "a pilgrimage of passion."

Many of his speeches were delivered to vast crowds in the open air, but during the whole campaign Mrs. Gladstone remained by his side.

At the close of each address she took charge of him, saw that he was kept out of draughts of air, and properly robed him with her own hands.

In this way she kept him in splendid working condition, and at the close of about twenty days she brought him back to their Hawarden home in good health and the virtual prime minister of Great Britain.

Gladstone's incomparable industry is shown in his manner of life in Hawarden. Soon after eight o'clock each morning, he walks to his son's church and attends morning prayers.

It is said that when he is at home the attendance in Hawarden Church is doubled, and it is presumed that many go to see him and to hear the lessons read in the sonorous tones of the premier of England.

After breakfast, until two P. M., he applies himself with all the ardor of youth to intellectual work. After luncheon he spends some time in conversation with family and friends, and when the weather is favorable he takes long walks or chops wood.

He can toil terribly, and with him no moment is allowed to pass unoccupied. Most people consider idleness one of the beautitudes, of heaven, but I think he would rather place it among the tortures of hell. *Youth's Companion.*

The Vagabond Sage.

An old man of active physiognomy, answering to the name of John Wilmot, was brought to the police court. His clothes looked as if they