School legislation is progressing slowly, but, upon the whole, encouragingly in the Michigan Legislature. We have received printed bills now pending, and shall publish a synopsis of them in this number of The Weekly or the next. The bill for the purpose of securing greater uniformity of text-books is an important measure, which should engage the immediate consideration of everybody who is at all concerned in the proper management of the schools. In fact, everybody is concerned, whether he realizes it or not, but few manifest any considerable concern. There is a good opportunity for an exception to the ordinary apathy. Make up your minds whether you want uniformity of text-books; and, if so, whether you want it on these terms. Having decided these questions, remember that you have employed representatives to go to Lansing and legislate for you; and, remembering this, let these gentlemen understand what you want them to do.

The Institute bill now pending in the Illinois Legislature is one of those measures which commend themselves to the approval of every well-informed mind as axiomatical wise, so that it is perplexing to conceive why they still await enactment, instead of being law already. This law proposes to require teachers to undergo an examination in certain branches and obtain a certificate of qualification before they can draw public money as teachers in our common schools. This is nothing new. It is a requirement of the present school law. True; but the next proposition is that each applicant for a certificate shall pay a small fee, and that this fee shall go into a county fund to help to support teachers’ institutes. A similar law in this regard exists in several other States and has been found to work well. County boards may appropriate additional amounts to foster institutes. Now, just so long as the people see fit to tax themselves to sustain public schools, it will be thoroughly consistent with the principle upon which they levy and collect such taxes for the school, to appropriate public money to render these schools effective for the purpose for which they were created, a thing impossible without good teachers. Institutes are, or should be, itinerant normal schools. Not more than one in a hundred of the teachers of Illinois is a normal school graduate. It is a pity this is true, but it is so. However, it is possible to supply the lack of such training to a very considerable degree through a proper institute system, in which systematic instruction is given in each county of the State to the teachers and candidates for teachers’ licenses. This law will collect a part of the expenses of such institutes from those who are in the work of teaching, or who are striving to get into it. If any one can suggest a single sound objection to such a law, our columns are open to him.

We are glad to learn that there is reason to hope that this bill will become a law; but, in the meantime, superintendents and teachers should write to their representatives at Springfield urging them to vote for it.

We call attention to the decision of the Supreme Court of Michigan, given in our School Law Department, showing that the position taken by The Weekly last week is correct. In case a school board orders a school closed as a reasonable means of checking the spread of an epidemic in the locality, the teacher’s salary does not cease during such a vacation. The act of the board is not “an act of God,” within the legal meaning of that term, and does not release them from their obligation to pay the teacher for the time covered by his contract with them. They cannot visit their misfortune on the teacher, who, in case of his own sickness must bear the loss it entails, even to the sacrifice of his entire salary if he is unable to perform his contract. This would be a badly balanced world, indeed, if one party to a contract were required to suffer all the misfortunes of both.

Even in the midst of heaps of journals and books fresh from the prolific press of our day, I can now and then turn with great pleasure to the old authors, whose acquaintance was made in youth with no little difficulty and tribulation. One of the most enjoyable of these is the Golden Book of Erasmius’ Colloquies (Colloquarium Familiarium Erasmi Opus Aureum.) It has over 500 pages on 60 or 70 different subjects, and being written when men were but here and there emerging from the brutalities of the dark ages, it is a wonderful mixture of wisdom, propriety, and what we now regard as shocking impropriety; above all Erasmius seems to have studied affability of address. He had such agreeable manners, and such skill in language that he was chosen as tutor for an English Prince and was a favorite of grim Henry VIII. A Frenchman could not contrive greater variety of neat phrase than he gets out of stiff Latin. He was of Rotterdam by birth, son of a clergyman’s daughter without an acknowledged father; but his excellent Latin was then a passport through all Europe, and he traveled much. He was a supporter of Luther’s opinions in his bland, courtier way, and from under the strong wing of the burly English King. The Colloquies are educational, they are dedicated to a pupil, and the first chapter, on urbane salutation, and how to make oneself agreeable, takes a modern reader all aback, here and there, with outspoken directions and namings of things that are by no means far-
fetched, but that in our circumlocutory days are never put into print. The second paragraph which tells us when to salute, includes cases of sneezing and hiccupping, in obedience to the old superstition, not yet quite lost.

Erasmus had a fine sense of propriety, the whole book gives evidence of it, but he exemplified it according to the rude habits of his age. A single example of his excellent rules for composition will show how practical they were. In a copious compendium—a chapter on synonymous modes of expression—he takes the sentence, "Your letter gave me great pleasure" and gives three pages of variations, first by synonymous words, then by changes of arrangement, use of the passive verb, negative forms, amplification, metaphor, comparison, etc. A number of his chapters would be richly serviceable to teachers of to-day. Human nature is still the same, and amiable Erasmus had an intimate acquaintance with it.

The exercise of the supreme power in a school is generally vested in the teacher, subject to the supervision of those from whom he receives his appointment. We know that in our system of civil government there are three departments, the legislative, judicial and executive. These, in the school, are usually united in the person of the teacher, making his duties sometimes trying and always responsible. He frames the rules of action for the pupils while they are entrusted to his care; he is master to direct, friend to advise, teacher to instruct and execute to enforce his rules. It is his duty to look after the health, secure the comfort, protect the rights, and preserve the morals of his pupils. As he assumes to be a teacher, there are those who expect him to be learned, wise, careful, prudent, amiable, gentle, sociable, forbearing, long-suffering, impartial, charitable, diligent, attentive, studious, energetic, polite, commanding, healthy, omniscient and omnipresent. Such expectations are never realized, and consequently it will not be surprising that he does not give full satisfaction to all his pupils and their parents. Still it may be safely asserted, that as a class, teachers do possess at least a desire to do right.—Ex.

Having opened so magnificently, it is a pity that the writer ran out of ink so soon. Charity impels us to conjecture that had his inkhorn contained one drop more, he would have added: "And, considering all things, it may be safely averred that no other class of men and women, so numerous, and of equal training and experience, perform their duties more wisely and conscientiously."

The Nation, in commenting upon remarks by the London Spectator on the marvelous growth, power, and riches of the United States, and their declining to employ their strength for the relief of oppressed nationalities, as Armenia, for example—says that America is doing a better service to all countries, including even Armenia, by showing the example of an armed Nation, in which the million of men who would be required as soldiers, if she went to war, "for delivering the oppressed," are in the fields and workshops, producers for all nations. They are married to as many women, with an average of two children to each pair, making four millions left free in the pursuit of happiness for themselves and others. No nation, in all the world's history has ever before presented such a spectacle, taught such a lesson, or so developed all the powers of all its people to making provision for human subsistence and enjoyment.

It is quite certain that before many years the example and effect of America, overflowing with an abundance of food, and steadily offering it to Europe at rates with which its heavily burdened agriculturists cannot hope to compete, will render the maintenance of its enormous armed hosts and for-tresses unendurable. As The Weekly published the article from the London Spectator, here referred to, its readers will understand and enjoy the observations of The Nation, the substance of which we have here given.

**INDIVIDUAL INSTRUCTION SYSTEMATIZED.**

What is a "school of individual instruction?" This question is growing in frequency and gathering importance every day. The term is a comparatively new one. Indeed, the first school of this name, so far as the writer is informed, was organized at Evanston in the winter of 1876. Beginning with eight pupils in December, it increased to over sixty before the close of the year, and during the following year enrolled over eighty students. The studies pursued embraced everything usually taught in a first-class high school and in the Freshman and Sophomore classes of a college course, although there were few students who had got beyond Freshman studies at the time the school closed. The institution occupied rented premises which were involved in a law suit. Application was made for a lease for a term of years. This could not be obtained from either party to the suit, owing to the unsettled condition of the title; there were no other buildings of sufficient capacity in the town procurable, and removal became inevitable. In the meantime, the founder was urged to enter the editorial field. He accepted the invitation, and the school was suspended; not, however, before it had awakened a lively interest in the scheme of individual instruction, and introduced the term into use all over the country. A very general idea got abroad that this method of instruction aimed at adapting itself to individual wants and capacities, in distinction from the method of class and graded school instruction. It promised, therefore, to meet a popular demand. But how? This was, and still is, an interesting question. Letters of inquiry poured in from all parts of the country, from New England to California; from private school teachers, from city superintendents, and from college presidents. Very many of these sympathized with the purpose of the institution, to adapt instruction, to the natural and circumstantial differences which every educator knows exists among the members of every grade in our public schools and colleges, but how this aim could be reached without an entire revolution in existing methods, and how that revolution could be brought about, struck most men as an enigma. Nevertheless, in "ungraded rooms" in our cities and larger towns, and by multiplication of classes and other modifications of old regulations, as at the State University of Michigan, the idea made progress; and the term "individual instruction," as conveying this idea, came into well authorized use. Select schools sprang up in all parts of the country, professing in name to be schools of individual instruction, and this addition was made to the old names of not less than a score of academies, and commercial schools in various places. Few of these seem to have had any clear conception of what the term meant, beyond a vague notion that, any kind of a school which permitted each student to begin his studies where he last left them, to take one or more studies, as his interests or tastes dictated, and to advance as rapidly as his health and natural and acquired capabilities would enable him to do, getting assistance from his teacher whenever he wanted it, was a school of individual instruction. Now, it is true that much, if not all, of this conception of such a school is involved in the correct plan of a school of this name. But, there is this in the true model which few of the teachers of the schools last described seemed to comprehend,
A system by which one teacher can take care of from twenty to twenty-five students an hour, and lead them all along at the same time, and at independent rates of progress; adapting his instruction to the wants of each, without consuming the time of others, or in any way hindering them. A hint of the true method, the only system of individual instruction yet devised, will be a sufficient clue for any skillful teacher to enable him to solve the mystery in this term, and will put him in the way of establishing a school of this kind for himself, or of using the new method to modify the worst features of rigid class system. Suppose that a teacher sets aside a given hour to attend to scholars in arithmetic. At the appointed hour, each day, fifteen or twenty pupils may come together for instruction in this branch; but instead of their all being required to recite a given number of pages and perform the same number of examples, as in the class method, some such method as the following would be pursued. The teacher, prepared with written or printed sets of questions covering the entire book, would learn, as he called the roll, upon what pages each student was prepared to be examined, and would pass out to him a complete set of questions covering the subject matter of those as completely as would be done in any ordinary class recitation. The first person on the roll might be prepared on five pages in decimal fractions, the next on three pages in ratio and proportion, and a third on a single page in geometrical progression. Questions suited to the progress of each would be handed to him, and at his desk or at the board, as the examination papers would direct, each student would proceed to answer in writing. While calling the roll the teacher could also check the names of all students in any kind of difficulty, and wishing his help to overcome it. As soon as the recitation papers were distributed, so that all could be at work, the first student whose name was checked at roll call would be asked to make known his wants. If he alone needed help at that point, the teacher would instruct him alone, but if others had the same difficulty to overcome, all such would be instructed at once, while everybody else went on with his written examination work. This course would be pursued with all whose names were checked, as needing aid. Then the teacher would inspect the examination papers, as fast as they were returned to his desk, every question incorrectly answered would be marked, and the student would be required to go over the ground until he understood it. Instead of answering one question out of twenty, each person in a company of twenty students taught on this plan would be required to answer in writing every question; thus securing a degree of thoroughness not assured by the oral class recitations now in vogue. The stimulus of emulation, which in ordinary classes appears only among a few leaders, would by the individual method exist all along the line, between students nearly equally matched in talents and opportunities. Those who are usually dragged along by a large class faster than their abilities enable them to travel without distress and superficially, and those who are fitted to outstrip any ordinary class, would fall into squads, matching themselves fairly, and contending with zeal for places reasonably within their reach. According to this plan a given number of students, beginning arithmetic at the same time, would not all complete it at the same moment, but, in accordance with nature and reasonable expectations, would reach the goal at intervals of several days, weeks, or even months apart.

The last fifteen minutes of each recitation, or, better, instruction hour, would be devoted to the discussion of topics by the whole class, in which all the members who were sufficiently advanced would be required to participate.

The above conveys a partial conception of the system of individual instruction, as distinguished from a mere, vague notion, and as distinguished from the rural school practice with advanced pupils, who are taught one by one.

By such a method as is above outlined, carried into all recitations, it is plain that it is entirely possible to avoid asking students to do what is impossible, to keep even pace in all studies, irrespective of natural talents, previous training, good or ill health, interruptions, or other elements of difference, such as exist in every class and grade.

How far this system could be carried into our public schools, is a subject worthy of the intent study of superintendents and teachers. That it is well adapted to the majority of country schools, in dealing with the more advanced pupils, seems plainly evident.

WALK IN THE LIGHT.

Walk in it, sit in it, work in it. Light is life, nothing living, vegetable or animal, can live without it. One of the gravest defects of our school-rooms is that they are so imperfectly lighted. In all the buildings constructed for large schools the most of the rooms within have windows on but one side. The consequence of this is that while the row of desks nearest the window have a good light, no others have, and the children farthest from the window, stooping over their desks, trying to make out the words of the book in the imperfect shadow that envelopes them, are sure to ruin their eyesight and injure their spines. Probably there are few instances where the personal exertion of teachers can overcome so radical a defect as this, but they may do something by insisting that the windows shall be kept clean, and by changing the seats of the dark corner pupils on cloudy days. After three or four generations fall hopeless victims to myopia there will probably be an improvement in the mode of constructing and lighting our school-houses.

HISTORY AND SCIENCE OF EDUCATION.

Special Correspondence of The Educational Weekly.

WASHINGTON, April 9, 1881.

Which are the most approved works in Germany on the history and science of education? This question is asked so often by visitors to the Board of Education, that the following answer, which is usually given to visitors, may be useful to a still larger number of educators or friends of education in this country. The German works on the history of pedagogy, the encyclopedias of education, and the works on the science of education are, without doubt, the best in existence. Young educators will be amply repaid for their trouble, if they study German, in order to utilize those inexhaustible resources of information.

The most valuable work, comprising the whole field of pedagogy, is the "Encyclopädie des gesammten Erziehungs und Unterrichtswesens," edited by Dr. K. A. Schmidt. The first edition of this gigantic work, which numbers among its contributors the most distinguished educators and other specialists in Germany, is now complete in ten large octavo volumes covering 1,000 pages each. A second edition was begun in 1878, and has already reached several volumes.

A smaller, but exceedingly useful work is the "Encyclopädie, Methodologie und Literatur der Pädagogik," by Dr. K. V. Story, of the University of Jena. This work, which covers only 478
England; for instance, it was at that time that the world of books was absolutely beyond his imagination, and he could not conceive what people found in it.

THE RELATIVE VALUE OF COLLEGE ENDOWEMENTS EAST AND WEST.

By Prof. Geo. Huntington.

This is a very different problem from that of the relative amounts of endowment, although the two are, of course, incidentally connected. The inquiry here proposed is, where will a given amount be worth most, dollar for dollar, for purposes of education?—a question which the intelligent donor is presumed to ask in advance of every gift, and by the answer to which the direction of his gift is presumed to be determined. The main problem is: what is the quantity and quality of the educational work performed, and the value of the work to important personal and public interests. The inquiry is restricted to that kind of education called Christian, and the point of view is that of the Western college. Where, then, let us ask, is the greatest amount of student patronage actually offered? In proportion to the surrounding population, no doubt at the East. A larger proportion of the youth there have liberally educated parents; a larger proportion have the necessary wealth and leisure; and the very presence of long-established and well-endowed colleges creates and perpetuates a demand, which can only be produced here by similar causes. But each item of this disparity, in wealth, in opportunities, is an argument for supplying to the West those means and motives to culture with which the East is already abundantly furnished. Moreover, when we make our comparison upon the basis of educational facilities, which is obviously the only just one to be assumed, the ratio is reversed. New England, for instance, has eight times the number of colleges which the most favored States of the West have in proportion to territory. That is, she has an advantage over us of eight to one as to the accessibility of her colleges. She has more colleges than the West has in proportion to population, notwithstanding all that is said of the multiplication of such institutions here. She has invested in her colleges at the average rate of one and a quarter million dollars each, while an equal number of the best endowed colleges of the West average but $87,000, an advantage in her favor of six to one. Did our institutions, therefore, receive but a meager fraction of the number of students received by hers, it would be our full share. But not only is the number of our students out of all proportion to the facilities offered, but it is increasing far more rapidly than our resources. In some of the best-known of our colleges the increase is almost in geometrical ratio.

As to quality, opinions might differ. To a certain extent Eastern and Western constituencies are much alike. Our colleges are planted in the New England zone, and no small proportion of their students are of the choicest New England stock. Along with these migrated Yankees, come the representatives of remoter nations and migrations, Anglo-Saxon, Celt, Teutonic, etc., among whom we often find our brightest and most cultivable intellects. On the whole, the average Western student compares favorably with his Eastern contemporary. If in any respect, he appears at a disadvantage, it is for reasons for which he is not accountable, and which themselves emphasize the demand for the institutions that tend to remove the inequalities between him and his New England classmates.

When we extend our comparison to the quantity and quality of educational work performed, our discussion is more embarrassing. It is a question of the relative ability of teachers, of the resources of institutions, and of methods of instruction. Of
the last it is enough to say that our methods are essentially alike. The requisites for admission, the course of study pursued, the standard of scholarship maintained, are nearly identical in the two sections. The mere effort to harmonize the preparatory department and co-education. The former is necessitated by the lack of suitable fitting-schools, but is an economical feature of our system, inasmuch as the same recitation rooms are used for both departments, and nearly the entire work of the preparatory school is performed by the college faculty, in addition to full work in their own department. Co-education we hold to be right in principle; and it, too, is clearly the more economical plan. We thus do with one set of buildings and one corps of instructors what upon the older plan would require three.

Concerning the comparative ability of teachers it is hardly becoming in one of the number, East or West, to express an opinion. We are for the most part educated at the same institutions—at the East of course, for the newer colleges have not yet had time to produce their own teachers. Our college record would probably not differ much. At any rate, the facility with which professors, and even presidents, are called from one section to the other, and perhaps as often against the sun as with it, seems to show that the disparity is not generally regarded as serious. The Western professor does more work than his Eastern brother, and you have a much smaller salary. Here again the disparity furnishes an argument for us from the economic point of view. It is quite within bounds to say that the same amount of endowment furnishes twice as much instruction at the West as at the East.

The disparity of endowments has been already alluded to, and is a cogent reason for sending educational gifts this way. A million dollars, distributed among the New England colleges, at one day, would doubt render them more ornamental, furnish them with some desirable conveniences, and a doubtful advantage—raise some of them a step or two nearer to the rank of universals. In any case the disparity furnishes an argument for us from the economic point of view. It is quite within bounds to say that the same amount of endowment furnishes twice as much instruction at the West as at the East.

It now remains to inquire what is the relative value of college training in the two sections to those directly or indirectly affected by it. The personal benefit to the student is not easily computed, as it is equal to his attainments at graduation, minus those the highest bidder. He proposes also, to call in maturing bonds of the State University, the course of study pursued, the requisites for admission, the department inasmuch as the same recitation rooms are used for both departments, and nearly the entire work of the preparatory school is performed by the college faculty, in addition to full work in their own department. Co-education we hold to be right in principle; and it, too, is clearly the more economical plan. We thus do with one set of buildings and one corps of instructors what upon the older plan would require three.

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The grading for the Northern Pacific, up the valley of the Yellowstone, is being pushed with great energy. Three thousand men will be employed as soon as the frost is out of the ground, preference being given to persons who intend to settle in the country.

The last woman of Des Moines was visited by Dr. Peck, Dean of the medical faculty of the State University of Iowa, who declares that any attempt to force her to eat would be likely to make her a raging maniac. She passed the 46th day of her fast on Saturday.

There was a snowfall throughout western Iowa, on Friday, of eight to fifteen inches. It extended far back into the cattle ranges of Dakota, carrying distress to the cattle, which have to paw it from the buffalo and bush grass as their only means of subsistence.

At the last meeting held in San Francisco by Messrs. Moody & Sankey, $82,000 was raised to cancel the debt on the building of the Young Men's Christian Association.

Secretary Wilson's refunding scheme has been approved by the Cabinet. He proposes to issue $24,000,000 in new bonds at 3½ per cent, and sell them to the highest bidder. He proposes also, to call in maturing bonds and allow holders to retain them at a reduced rate of interest.

The Missouri river rose entirely out of its banks last week, reaching more than twenty feet above low water mark at Omaha. The river was four miles wide at this point on Saturday, and still rising. Fifteen hundred men were thrown out of employment by the flooding of the Omaha sliver and gold smelting works, and the Union Pacific car shops. The Missouri Valley opposite and above Sioux City is all under water. The destruction of property is enormous. Many lives have been lost, fields submerged, and houses, barns, stacks, and stock swept away. The mayor of Yankton appeals to the country for aid for the drowned out families collected in that city.

Weary of the dead lock, Senators Fair and Jones, of Nevada, Teller of Colorado, and Masey, of Texas, have paired for the remainder of the session and gone home. Senator Davis, of Illinois, threatens to follow their example.

The receipts of gold at New York alone, on Saturday last, from European countries amounted to $5,900,000.

Both houses of the Illinois Legislature have voted appropriations of $3,000 each to the Lincoln and Douglas monuments at Springfield and Chicago.

Pedestrianism grew into a mania in Chicago last week. The West side car conductors and drivers struck for higher wages. All day, Thursday and Friday, no cars were running, and denizens from the sun-set side of the city were compelled to walk, or pay double rates to ride in express wagons, on extemporized seats of rough boards. The press and citizens generally sympathized with the strikers, who have been kept for years past on the wages forced upon them in the worst times of the business depression from which the country began to emerge more than two years ago. In the mean time rents and provisions of all kinds have been advancing. The severe winter, which has rendered the men's duties all the more trying, has also increased the price of fuel, and now rents for the coming year have risen fully 15 per
STATE NEWS.

ILLINOIS.

Decatur high school has at a very small expense carried the city water to the natural science room on the third floor. This improvement has shown itself so valuable in the making of experiments and the management of apparatus that we have asked the science teacher, Mr. Henderson, to give our readers a brief account of some of the contrivances he has been using.

Supt. T. N. Fixmore, of Macoupin county, has been called to the state capital by the chancellor of the University. The chancellor has presented his resignation and has been succeeded by a third substitute. The third substitute is Mr. E. E. Marshall, of McLean county. He has been connected with the University for five years and has been very busy for several weeks, and last Friday started for Valparaiso, Ind., to rest awhile. Do not know when he will return. Mrs. Baker has been engaged as assistant in the high school.

The trustees of the Soldiers' Orphans' Home, have appointed Miss Mollie Potter, of Eureka, as teacher, and Miss Florence Ohr, resigned. Miss Potter is the former an inmate of the Home and has taught three or four years with success at Sear, Woodford county.

A sleigh load of little school children at Lockport was brought down to, John Yoder, president of their public schools as far as has been yet received. Miss Wedgewood, of Atlantic, Iowa; Compton, of Keokuk, Iowa; Russell, of Kewanee, and Southwell, of Milan.

The winter term of the Rossville schools closed on Wednesday, 2nd inst.

The principal exercises in the different rooms are very interesting, and the scholars did credit to themselves and their teachers.

The schools at Lexington, McLean county, have resumed work, the small-pox being having subsided.

We learn from a Damascus news item, that John Yoder intends soon to go seeking his fortune in the far West. Can it be that our fellow pedagogue, John F., thinks of taking his departure? Illinois cannot afford to lose him.

The Normal school bond issue has been compromised, and there will be peace.

We have the circular for the Normal special term for teachers, and we make a few quotations.

It will begin Monday, Aug. 1, and continue four weeks.

It is intended that the work this year shall be of the same kind, in general, as last year; but it is hoped that our added experience may enable us to make it more efficient.

It is our purpose to give to each member an opportunity to study anything among the many, published curricula, provided that the preparation has fitted him to study it with profit. Special attention will be given to both the philosophy and the methods of teaching each study, at the same time the study is pursued in the two.

As far as possible, we shall give those who attended last year an opportunity to advance in the subjects pursued at that time.

Students will be free to all who attend the special term. Students who work in the laboratories, however, will pay for chemicals and other materials actually consumed.

No persons who have taught less than three terms are wanted as students at this session. It is expected, also, that all who enter will remain during the whole term.

Persons attending the University for this special term should bring with them such text-books as they may have. Few or no new text-books will be required.

The names of all members for the special session will appear in the annual catalogue of the University.

Last year the railroads centering in Bloomington gave reduced rates to our students. It is expected that they will do the same this year; but all who wish to avail themselves of such reduction should write to E. C. Hewitt, as early as July 15th, telling him from what station they wish the reduction to be made.

Rock Island high school closed the winter term, with literary exercises. The new principal, Mr. S. S. Kembie, is very popular and successful.

Moline schools have had an exhibit of written work, to which the patrons and friends of the schools gave very encouraging attention.

The teachers of Gibson city recently made a visit of inspection to Bloomington schools.

We dip the following report of the prize declaration at Princeton high school. We shall not list in the chapter. The prizes were given as follows: Miss Minnie Colesbury, "A Court Lady;" Miss Mary Milligan, "Joan of Arc at Rouen;" Miss Jehlinger, "The Rising in 1776;" A. C. B. Bals, "The Sleeping Sentinel;" William Jordan, Lemerick, "Union and Liberty;" Miss Minnie Holstrom, "Herve Riel;" Miss Cora Stone, "The Life of Pas d'Elm;" Miss Jennie Eckes, "After the Battle;" John Young, Dover, "Every man the Architect of his own Fortune;" Miss Ida Carpenter, Sheffeld, "The Peril of the Mine;" Miss Mollie Crossley, "Zenobia's Ambition;" The first prize, $10 was offered by Hon. Chas. Baldwin; the second prize, $5 by Prof. McDougall. The judges were Rev. James Baun, S. G. Paddock and H. B. Hubbell.

The Knox and Monmouth students are arranging a joint excursion to the Inter-State Contest at Jacksonville, May 8th. Round trip tickets will cost $5 each, and more than $2 can be saved. The students of the Springfield high school are also arranging to attend.

At the annual prize oratorical contest between the seniors and juniors of Knox college, the first prize was awarded to Fred. A. Bancroft, the second to Nelse F. Anderson. The other speakers were Ed. S. Carr, Robert, Mathi, G. F. Pierron, and Jno. S. Phillips. Their respective subjects were: "The History of Free Thought;" "Nature the Prototype of Character," and "Robespierre."

Kenosha, Edgar county, has closed its public schools for the year, and Principal Jacob will begin his usual normal or select class, April 1st. The completion of a township high school in the same town is becoming extensively agitated.

W. H. Chamberlin and R. L. Barton are announced to hold a summer institute, at the high school.

The editor of this column would be glad to have information of all summer institutes, to be held in the State. He desires to publish a table of the institutions of Illinois. He is able to suggest the names of some good insti-
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tute instructors to any who wish to secure the services of such. Communications on this subject may be addressed Educational Weekly, Decatur, Illinois.

Scheridan schools had designed an entertainment at the close of the winter term, but deferred it to the spring on account of bad weather and the ill health of Principal Hamilton.

The teachers of the Woodstock public school have voted to purchase Johnson's Encyclopedia, Lippincott's Biographical Dictionary, Lippincott's Gazetteer of the United States, Dictionary of Dates, and Steiger's Encyclopedia of Education, with the proceeds of their entertainment. That will be an excellent start towards a useful working library.—Sentinel.

There are exciting times at Knox College, Galesburg, caused by the suspension of the Thompson paper. It has been charged with having been under the influence of liquor at a party given by a lady of their class. The faculty saw fit to suspend the boys without giving them what their class, the Sophomore, considered their right to defend themselves. The Sophomore class, accordingly, knowing the charge to be false, insisted that the demand of the two students for a trial, be granted; declaring that until this was done they would sever their connection with the institution. The faculty ordered the secessionists back to duty and threatened one of the suspended students with expulsion, unless he left town within twenty-four hours. The result is that the entire Sophomore class has sent in a request for honorable dismissal from college.—Exchange.

The pupils of Rock Falls schools were announced to give a public entertainment at the Congregational church, in Rock Falls, on Friday evening, April 1.

Miss Dowthitt brought suit against the school directors of district seven, in Bloomington township, to recover wages according to the contract. Miss Dowthitt taught first grade school in that district, for a term of five years. She was dismissed from her position a year and a half ago. Miss Dowthitt charged that a local newspaper, which is in favor of her opponent, Mr. Stanely, the director of the district, had defamed her for about one year, by publications which she said were of a character to injure the repute of the director, and that she was a suitable person to teach the school. The suit was brought to recover the wages of one year and a half, or $1.50 per week. (March 28.)

This same suit was tried before Judge Rockford, at Bloomington, last winter. The case was adjourned, and the suit was again called for hearing this morning. The case is now in charge of the Superior Court. (March 28.)

A Morrison youth who lately succeeded in making much ado by inducing his mamma to get his papa to cause the arrest of his teacher for encouraging him in Sabbath-breaking, has been allowed by the court to have the former's name stricken from the record, on the condition that he will use no language in the school that will be likely to injure the repute of the teacher, or to cause the latter to be excused from his duty. It is understood that the cause has been compromised, and that the young man has promised to leave the school. The young man's mother is a scene painter in a local theater. (March 28.)

The candidates who failed last year in any of the branches of the state normal college, are to be given the opportunity of being re-examined for the limited certificate, for any of the branches, within one year; and for the unlimited certificate, once within two years. (March 28.)

The candidates who failed in any of the branches required, may present themselves for an examination in the branches for which they were the best of the branches in which they passed. The candidates who failed in any of the branches for the limited certificate, or did not complete their examination therein, and those who failed the previous year in any of the branches for the unlimited certificate, are solicited to be present with the new applicants this year.

All stationery needed will be furnished by the Examiners.

W. C. WHITFORD,
State Superintendent.

IOWA.

The Jasper County Agricultural Society offers premiums for the best and soonest school exhibits and demonstrations, to be held the second Saturday night of the term, nearly a failure, because of the snow. It was proposed to hold another, and then the trouble began. After three days of hard fighting, it has been decided that the Wrightsvillians have a short story meeting at the usual time. The Declaration of independence will have a "union" society. The fight has created considerable excitement in school. It has not been a matter between the two societies, and the best of feeling has prevailed. Thursday night a meeting was held in the high school assembly room. The session was opened after President Davis was called to the chair. The now joint rules have endured a severe strain, but each society has taken in about ten dollars in dues, and every one is happy.

The Illinois normal school at Monticello, took its spring vacation the last week in March.

Misses Scott, Baird, and Brown spent the time in Normal.

Misses Trosper and Myrtle Hubbard spent part of their vacation in Normal.

Professor James has been out of school part of a week, suffering from nervœusness.

All the pupils in the Normal Public School, are to be vaccinated.

President Booth, of the Indiana State Normal School, visited us a few days ago.

A. W. Miller, Principal of the Chonos schools, visited this week.

John Keeterman spent a day or two here at the end of his winter term. He will work at his trade this summer, and expects to come back and graduate next year.

MINNESOTA.

The State Normal School at Winona State Normal School this spring commences on Monday, the 25th inst., and will continue four weeks. The indications are favorable for a very large attendance.

The public interest in the schools is determined among other things, whether St. Paul is to have a high school that will be an honor to the city, grows more widespread and intense every day. It is observed by those who will have to pay the high salaries in case it is sustained, are the very ones who are most intent upon maintaining the school and giving it suitable buildings.

WISCONSIN.

The annual examinations of applicants for Teachers' Certificates will be held this year at Madison, Eau Claire, and Oshkosh, beginning at each place at 9 a.m. and continuing for five days. (March 25.)

The examination at Madison will be conducted by Supt. James T. Lunn, in the Senate Chamber of the State Capitol; that at Eau Claire, by Prof. Jesse B. Thayer, in the East Side school house; and that at Oshkosh, by Prof. James Montgomery, in the Normal school. (March 25.)

Certificates for the following branches: Scientific School, Grammar, English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.


The limited certificate will be issued only to those who furnish satisfactory evidence of having passed, for at least five terms, and the unlimited certificate, to those who have taught successfully for at least nine terms. (March 25.)

The limited certificate is fixed as the minimum standing in any of the branches for the unlimited certificate. Seventy-five per cent is fixed as the minimum standing in any of the following branches: Reading, Orthoepy, Orthography, Writing, Grammar, Arithmetic, Geology, United States History, Civil Government, Theory of Teaching, and Physiology; and fifty per cent as the minimum standing in the following branches: Geography, Natural Philosophy, English Literature, Mental Philosophy, Botany, Zoology, Geology, Political Economy, and General History.

The applicants who fail in any of the branches required, may present themselves for re-examination in the branches for the limited certificate, once within two years. The candidates who failed last year in any of the branches for the limited certificate, or did not complete their examination therein, and those who failed the previous year in any of the branches for the unlimited certificate, are solicited to be present with the new applicants this year.

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W. C. WHITFORD,
ADRIAN, Ill. — The education department of the city superintendent, a school manual.

Here are lists of all the officers and teachers; the revised courses of study; rules and regulations; a description of the grammar school buildings; five in number, including diagrams of internal arrangement; and sundry other matters; all indicating a lively, intelligent school organisation, moving in the direction of genuine school progress. Upon the walls of the interior of the Central School it appears that there are at least three middle rooms on the first floor and two on the second which are poorly lighted. Otherwise the school buildings of Adrian please us.

A Russian traveler, M. Gregoneff, states that it was wonderful how people of all ages were able to read and write.

The prestige of her wealth in the precious metals, and of her galleons and armadas on the sea, has departed; the daring spirit of Columbus and other American discoverers is now a thing of the past; no new Cervantes, no new Shakespeare, and no new Voltaire appear; but her literature is rank, and her intellectual activity is suppressed.

Superintendent W. J. Cocker's report shows that the total cost of superintendence and instruction last amounted to $1,909,272, and the cost of Incidental expenses, $822,935, or $1,442,837 per annum per capita for instruction, $1,442,837 per annum per capita for superintendence and $2.75 for incendents. The salaries range from $1,600 per annum for superintendent, and $1,000 for principal down to $340 for primary teachers.

The number of pupils enrolled was 1,933, or 95 less than last year, which is attributed to the prevalence of contagious diseases.

The average cost of education in the primary schools was $2.17 per annum, as against $2.40 in the grammar department, and $2.12 in the high school.

The average number of pupils to each teacher, based on the average number belonging, was 41 in the primary department, 40 in the grammar, and 50 in the high school.

OHIO.

The growing mining interests of this country have developed a great demand for mining chemists and engineers. The Columbia College school of mines, New York, and the Stevens' Institute, Hoboken, N.J., and other Eastern institutions have sent out a large number of young men trained for this work. Western colleges are wakening to the importance of schools of this kind, and several of them have such departments well organized and equipped. Illinois State University, Illinois Institute of Technology, and Indiana University, and all others, are others. Cincinnati University has just opened an assay department with five furnaces, and will give prominence to this subject hereafter.

SOUTHERN STATES.

The North Carolina Educational Journal says:

"We think the educational outlook for our State is decidedly encouraging. From collegiate institutions to common schools a year of increased gratifying patronage and interest, and private primary schools are growing more numerous. The report of the Superintendent of Public Instruction indicates an increase in the number and attendance of public schools, and also an enrollment of teachers, and the year closes with sixty-five hundred dollars more than Mahaska, which stood second by its outlay for this purpose. We rejoice at the amount for examination and registration fees, $905,650 of the expenditures was for "instruction."

Pottawatomie county had the largest amount on hand to the credit of its school house fund, last fall, of $25,775.55.

MICHIGAN.

It looks as if senate bill No. 215, reported by the committee on education, Mar. 4, as a substitute for the bill introduced by senator McGurk, Feb. 18, to provide for uniform and cheaper school text-books, may become a law.

It provides that a commission to be composed of the Superintendent of Public Instruction, the president and secretary of the board, and five members of the Michigan State Board of Education be appointed, to hold their office from year to year, and they are to select and purchase for the use of the common schools of the state, not more than 50,000 volumes of text books, not to exceed the value of $6,000.

The report of the President of the Board of Education of the State of Michigan, for the year ending on or before the first day of January, 1889, a list of text-books, non-sectarian in character, to be used in the grammar and primary departments of the union and graded schools of the State, and to contract for the purchase of such books at the lowest price obtainable.

The Adrian schools have made an excellent reputation throughout the State, and attracted attention from beyond the Michigan borders. One cannot fail to discover some of the reasons for this in looking through the Annual Report of the Board of Education of Adrian, for 1886. This pamphlet contains the reports of the secretary of the city superintendent, a school manual.

Here are lists of all the officers and teachers; the revised courses of study; rules and regulations; a description of the grammar school buildings, five in number, including diagrams of internal arrangement; and sundry other matters; all indicating a lively, intelligent school organization, moving in the direction of genuine school progress.

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SCHOOL LEGISLATION IN ILLINOIS.

The following is the text of a bill to create an institute fund in this State, which was introduced by Mr. Wright, of Du Page County, Feb. 14, and referred to the Committee on Education. It was reported back, passage recommended, report concurred in, and ordered to first reading, March 1. First reading was had March 7, and second reading ordered. An impression got abroad last week that this bill had been put upon its passage in the House and Senate, and that theOne wishes to learn, was not the one to which the enacting clause was struck out at one time, but this vote was reconsidered, and it is gratifying to hear that there is now a strong probability that this bill will become a law.

SECTION 1. Be it enacted by the people of the State of Illinois, represented in the General Assembly, That section fifty-one (51) as amended, of the aforesaid act, be amended to read as follows:

SEC. 51. It shall be the duty of the County Superintendents to hold meeting at least quarterly, and oftener if necessary, for the examination of teachers, on such days and at such places as the respective counties shall, in their opinion, accommodate the greatest number of persons desiring such examination. Notice of such meetings shall be published a sufficient length of time, in at least one newspaper of general circulation, the expense of such publication to be paid by the County Superintendents, who shall, in all cases, require the payment of a fee of one dollar from every applicant for examination for a teacher's certificate; and for each renewal of such a certificate, the applicant shall pay the same annual fee, provided, all moneys so received and the registration fees hereinafter provided for, he shall transmit monthly to the County Treasurer, to be by him held and designated as the institute fund, and be entered in a register kept by the County Superintendents, and in the book of the County Treasurer a list of the names of the persons paying such fees. Said fund shall be paid out by the County Treasurer only upon the order of the County Superintendent, and in such manner as he shall, in his opinion, best accommodate the respective counties, and shall be held for the purpose of paying the expenses of the Teachers' Institutes which the County Superintendent is by this section authorized to hold. The County Board of every county may appropriate such additional sum as may be deemed necessary for the support of such institutes. The County Superintendent shall require all the County Treasurers to hold in their counties, a list of the names of all those having certificates, and he shall render an account of such disbursements with vouchers for the same to the County Board at their regular meeting in September, annually.

The County Superintendent shall hold annually a teachers' institute, continuing in session not less than five days, for the instruction of teachers and those who may desire to have any of the expenses of the State Superintendent of Public Instruction procure such assistance as may be necessary to conduct the same at such time as the schools in the county are generally closed: Provided, that two or more adjoining counties may hold an institute together. At every such institute examination shall be held by such a board of examiners as the County Superintendent shall designate. All moneys so received and registration fees hereinafter provided for, the treasurer shall transmit monthly to the County Treasurer, to be by him held and designated as the institute fund, and he shall render an account of such disbursements with vouchers for the same to the County Board at their regular meeting in September, annually.

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We are able, also, to give the text of the bill for the improvement of the County Superintendency. It will be observed that it aims first of all to elevate the personnel of this arm of the public service by requiring certain qualifications; second, to exact a more careful inspection of the accounts of township treasurers; and, third, to enjoin upon the Superintendent the visiting of every school in the county at least once, and provide suitable compensation for his services.

At present there are no qualifications demanded for a County Superintendent. The law requires all persons, except such as hold State certificates, to go before the County Superintendent and undergo an examination in certain branches; but, absurdly enough, it treats the qualifications of the Superintendent to examine teachers in these branches with utter indifference. It provides for the inspection of schools by the County Superintendent, but it does not demand that the Superintendent shall be competent to inspect a school. It does not even require that he shall know how to read, spell or write; and as a matter of fact there are county superintendents in Illinois who can do neither of these things in conformity with any laws of the English language, known or unknown.

As regards the visiting of schools, this is left by the existing law to the option of the Superintendent, just as his compensation is left to the pleasure of the County Board. The new law would make it his duty to visit schools and require the County Treasurer to pay him for it.

SECTION 2. Be it enacted by the people of the State of Illinois, represented in the General Assembly, That section seventy-one (71), of the aforesaid act, be amended to read as follows:

SEC. 71. On the Tuesday next after the first Monday in November, one thousand and fifty dollars shall be paid, by the Deputy County Treasurer of every county, to the County Superintendent of Schools, who shall perform the duties required by law. No person shall be eligible to the said office of County Superintendent of Schools who is not twenty-five years of age, and who has had three years' practical work, either as a teacher or a Superintendent of Schools, or unless he shall be the holder of (1) a State certificate of qualifications granted in accordance with the provisions of this law, of the school of a chartered college to such as have completed the regular course of academic or scientific study; or (2) the diploma of some State normal school granted in accordance with the provisions of the said law, and of such a school, to such as have completed the regular course and professional study; or (3) of a certificate to be obtained as follows: The State Superintendent of Public Instruction shall, during the month of July, in the year eighteen and fifty-five, and thereafter during the month of May in the year of the election of successors, issue a call to the superintendents of Schools to which thirty days' notice shall be given, at not less than six places in the State, so chosen as to accommodate those who wish to attend. And the State Superintendent shall require that the examinations be held at large examinations, to be held at the first week of October in each year. At said examination the State Superintendent shall examine all applicants according to a uniform plan in those branches in which applicants believe they have had the training for a first grade teacher's certificate are now, or may hereafter be, required by law to be examined; and, in addition thereto, in physical geography, elementary algebra, the law of Illinois, the say and practice of teaching, and the principles of civil government; and to those who pass the examination satisfactorily, the State Superintendent shall grant a certificate stating the fact.
THE SCHOOL ROOM.

BE PATIENT WITH YOURSELF.

Many teachers impair their usefulness by a lack of patience with themselves. This may not be at first sight regarded as an impertinent or obnoxious fault toward others, but it will result in this, for its inevitable consequence is a tendency to inscrutability, which will certainly become chronic in time.

Note how it works. The persons most given to want of patience with themselves are the younger teachers, especially those who have a burning desire to excel. They begin by laying down for themselves impossible tasks, by setting up for themselves impracticable standards. If the tasks are not done, or the standards are not reached, they are not content to take their own case calmly and patientiy. No, they goad themselves on to still greater efforts. They wear out the flesh in attempting to do and endure what they really have not strength for, and are querulous and disappointed, because they cannot achieve the impossible. Consequently, they really accomplish less than they might have done had they attempted less, and forfeited one of the best rewards of work, the pleasure in doing it well.

Could we reach every young teacher about to enter upon the arduous duties of his profession with a word of advice, that word would be, be patient, not only with others, but with yourself also; to use reason and self-control, to be patient with your own limitations and imperfections. Don't attempt too much, and don't expect too much of yourself. Be good to yourself—a piece of advice often given, but by no means always wisely followed.

CALISTHENICS IN SCHOOLS.

Some years ago the advisability of teaching calisthenics to a certain extent in all schools, was extensively agitated, and the plan very generally adopted by professional teachers. We are led to believe that these exercises have now fallen largely into disuse from the fact that few teachers have learned the art of teaching them, and institutes have quite dropped the idea of remedying the lack of training in schools by some comprehensive plan of instruction. We think that some training in calisthenics should form a part of the work in every school-room, in the primary and secondary grades, at least. It is so conducive to the physical well-being of the children, and adds so much to their happiness, that it ought to be encouraged, advised, nay, insisted upon. It is as natural for children to exercise their limbs freely as it is to breathe, and the use of physical exercises would somewhat counteract the ill effects of the confinement of the school-room. Many teachers regard training of this kind as useless, more parents, we are sorry to say, who ought to be especially interested in the well-being of their little ones, scoff at physical training in the school-room, and regard time spent in it as so much thrown away when it should be spent in pouring knowledge into the already over-awed and belittled minds of the little ones; but we are convinced, from actual trial, that a half hour or so per diem spent in physical exercise is a great help to the teacher, and a great advantage to the school, both individually and collectively.

ORAL INSTRUCTION.

What is it place in the common school? and to what extent shall we require it of our teachers? Shall the text-book be used and how far? It may be said that a question of this character should be left to the discretion of the experts. But unfortunately the testimony of educators is divided on the question, and, where the testimony is discordant, it is at least safe to conclude that the extreme of no books is as bad as that of books only. All concede, that the living voice is a most effective way of imparting instruction. But the child is to be educated as well as instructed, and the first is not less important than the last. One attainment that every pupil should make is to be able to read, to understand, and to derive the pleasure in doing it. 'Read as to grasp and retain the thought of the sentences before him. Clearly the text-book is an important agent in this work. The problem in arithmetics, the paragraph or definition in geography, must be so read by the child that he can state their meaning clearly in his own language. He is to be taught to study as well as hear, to begin, in a small way, to use reason and analysis in self-culture, and must not be allowed to sit before the teacher as a mere absorbent. In the mental system of Germany the lecture comes in the university, not in the primary school, nor yet in the gymnasium—comes after the powers have been disciplined by study, and the pupil has been trained to appropriate what he has a need for. In the mental system of the United States, the text-book is the basis of instruction. The text-book is the basis of instruction, but the teacher is to be Prof, the text-book is the basis of instruction, but the teacher is to be Prof, the text-book is the basis of instruction, but the teacher is to be the director, the director, the director, and each item of the subject in question is to be considered as a part of the instruction. No, he has no hesitation in recommending it especially for schools; in fact I believe it is a duty for the parent of the child to attend to themselves of such an importance, as for correcting the evils arising from vicious speech.

Truly yours,

STEWART FEELIING.
of the times to a questionable extreme. In deprecating the old abuse of the

of the text-book we are in some danger of swinging to the opposite pole, and of

making our teachers mere talking-machines, and our pupils empty buckets to

be filled. Shall we not be safest midway between the two?

— REN. A. E. LAWRENCE.

PRIMARY DEPARTMENT.

EDUCATE THE FEELINGS.

I think that the principal mistake of our present civilization is the dwarfing

of the sensibilities. After early childhood the cultivation of the sensibilities

begins to give place to intellectual training, and soon ceases entirely, and the

young mind is left to train its own sensibilities. It is also taught to smother

and conceal the impressions and sensibilities, and eventually hardens into a

spirit of indifference. Mental acuteness is the great good; insensibility to

feeling is the condition. But it is necessary to any high spiritual attain-

ment that the sensibilities be pure and delicate. Women are more finely

adapted and conceal the impressions of the heart than men.

WOMEN ARE MORE FINELY

ADAPTED AND CONCEAL THE IMPRESSIONS OF THE

HEART THAN MEN.

... chis is probably due to the growth of the sensibilities and to an over-

development of the spiritual powers which make up the soul of man. The

sensibilities are the foundation stones of character and leading to the

development of such virtues as honesty, truth, and justice.

BENEDICT.

LOVE YOUR PUPILS.

Perhaps you may plead that love is something which can not be furnished

to order, and that you cannot love your pupils if they are not lovable. But

this is quite a mistaken view of the matter. The beginnings of love, a

kindly feeling toward your pupil, is something which is entirely under the

control of your will, and besides, it is imperfectly due to you from these

young spirits, that your influence is, it may be, destined to greatly modify.

Begin with a kind and friendly feeling toward the little ones placed in

your care, a sincere desire to benefit them, to bring out the good of their

natures, and to help them to overcome the evil, and you will be amazed at the

number of good qualities that they will develop. Look for the good, and

you will find it. Try to love the children, and they will grow lovable. For

love is a wonderful civilizing influence, and in a schoolroom is the most

beautiful and efficient aid to discipline known. Love your pupils and they

will love you. Loving them, they will strive to please you; and your rules,

which would seem to them intolerably irksome did things make you, will be-

come to them a source of pleasure in the fulfillment. If you want to have an

orderly school, if you want to be happy yourself, if you want your

children to obey and love you, love them. These three words, rightly used,

would have prevented many a failure—love your pupils!

PUBLISHER’S NOTES.

SHERWDNESS AND ABILITY.—Hop Bitters so freely advertised in all the

papers, secular and religious, are having a large sale, and are substituting all

other medicines. There is no denying the virtues of the Hop plant, and

the proprietors of these Bitters have shown great shrewdness and ability in

compounding a Bitter, whose virtues are so palpable to every one’s observa-

tion.—Examiner and Chronicle.

HORSEFORD’S ACID PHOSPHATE IN NEUROUS DISEASES.—W. A. Ham-

mond, M. D., late Surgeon General U. S. Army, said that under the use of

arsenic and Horseford’s Acid Phosphate, a young lady recovered her reason,

who had been rendered insane by a dream.

—MAINE NEWS.—Hop Bitters, which we advertise in our columns, are a

sure cure forague, biliousness and kidney complaints. Those who use them

say they cannot be too highly recommended. Those afflicted should give

them a May trial, and will become thereby enthusiastic in the praise of their

curative qualities.—Portland Argus.

Dr. L. C. Loomis, who is preparing to take his seventh summer party to

Europe, will be at the Palmer House, Chicago, on the 16th and 25th, and will

be happy to confer with any who are contemplating visiting Europe.

By putting forth a little effort, young men can improve themselves greatly

during the Winter by joining the classes at H. B. Bryan’s Chicago Business

College.

GOOD READING.

AFTER LONG YEARS.

FROM THE GERMAN OF EM. GRIEBEL DROWN, BY MRS. N. T. GASSETTE.

Ah! once again I hear those notes
Which are the wings on which thought floats
Back to youth’s enchantments wild;
Let them swell full—sweet psalmody!
This melody
Your mother sang me once, my child!
In the niche, at the piano there,
She sat; just where the evening air
Could come in through that window long;
Her locks like golden halo shone;
Like bells in tone,
Her voice swelled forth in song!

Ah! that was years ago, and long
Before I joined Life’s struggling throng.
My heart beat high and stormy
But with her song would come success
Profound of peace,
To woes of youth that bound me!

Now, gray, back home once more I flee;
My arid gone! Those dear to me
Are nearly every one at rest;
She, too, now sleeps, the lovely rose,
Beneath the moon
Of her thou art the image blest!

Sing child! and in those eyes of blue
I’ll deeply gaze; see her anew!
My mind to youthful dreams returns;
And from long vanished spring today,
Came brightest ray
That through my tired breast now burns.

—INTER OCEAN.

THE LATE EMPEROR OF RUSSIA.

Alexander II, Czar of Russia, was born April 19, 1818. His father was
Nicholas, who became Czar by the death of Alexander I, and the refusal
of his older brother Constantine to accept the crown. His mother was a sister
of the present Emperor William of Germany. Alexander’s education was
very carefully attended to by his father. His immediate tutors were Generals
Frederic and Kavdlin. Nicholas was a man of stern and warlike nature.
His accession to the throne was resented by a part of the army, and the revolt
was extinguished in a sea of blood. This event intensified the stern and
merciless character of Nicholas, who ruled Russia with a rod of iron.
Practically he kept the empire throughout his reign under martial law. He
made every effort to bind the army to his person, and sought only to make the
nation one vast army. But from his mother Alexander II inherited a very
different disposition. In childhood he was conspicuous for his gentleness, his
good temper, and for his freedom from the outbursts of violent passion
which were characteristic of his paternal family.

In early manhood Alexander traveled through Germany, Italy and Eng-

land, but his father’s dislike for Louis Philippe prevented his visiting France.
His majority was declared May 8, 1844, and from the age of eighteen
he participated in the state councils and assisted his father in the manage-
ment of the empire. He married Maria Alexandrovna, daughter of the duke of
Hesse-Darmstadt, April 25, 1847. This was reported to be not a state alli-
ance, but a genuine love-match.

Nicholas died early in 1855, after having formally made over his empire to

Alexander and exalted from him and Constantine a promise of friendship
and harmony toward each other. Alexander became Czar March 2, 1855, in
the midst of the Crimean war, when Russia was engaged in hostilities with
England, France, Sardinia and Turkey. Immediately on ascending the throne
he announced that no change would be made in the conduct of the
war. Sebastopol was taken by the allies in September, 1855. Negotiations
for peace were begun early in 1856, through the mediation of Prussia and
Saxony, and a treaty of peace was concluded on March 30, 1856. The cer-
emony of Alexander’s coronation, which had been postponed on account of
the war, was performed at Moscow September 7, 1856.

Peace and sovereignty afforded the opportunity he had desired to relax the military despotism of his father. He materially reduced the
army, and took steps to place the national finances on a sound basis. He
emancipated the nation from the military service which had for twenty years
perpetrated every department of administration. He dissolved the greater
part of the military colonies, relieved the schools of military discipline, and
substituted the nation’s civil servants, as the heads of the professions.
He
relaxed and limited the censorship, abolished espionage, and endeavored
to correct the too prevalent official corruption. He retired officials whose
merit was long service and fidelity, and made the school a machinery of
mechanical routine, and advanced to important places young men of capacity and inexperience. He encouraged
industry, and promoted the commercial interests of the empire, removed the obstacles in the way of Russians visiting foreign lands, granted a gen-

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er al amnesty to political offenders, both Poles and Russians, recalling the
exiles from Siberia and allowing fugitives to return to their homes, and began
to build railroads, for which several wealthy Americans have abundant
reason to remember him with gratitude.

The great event of the year was the emancipation of 23,000-
000 serfs. He conceived of the idea of doing this before his father's death,
and he was assisted in the arrangement of the preliminaries by Nicholas
Miliutin and the Czar's favorite, the parochial clergy, and was inaugu-
rated March 3, 1861, and the programme of emancipation was mainly carried
out during the next two years, though on account of the unwillingness or
inability of some of the serfs to perform their part of the compromise with
the landlords the condition of many of the serfs is yet practically un-
changed. When the landlords protested against emancipation the Czar
remained inflexible. The emancipation was greater than it had better be
ten from below. Whether the emancipation be regarded as an act of hu-
manity or as an act of far-seeing statesmanship, it does infinite credit to
the heart or to the head of Alexander.

When Germany had placed France hors du combat in 1870, Alexander
declared that he considered himself no longer bound to respect that part of
the treaty which concluded the Crimean war, by which he agreed to maintain
no war vessels on the Black Sea.

When this declaration was made the signatory powers went through
the form of modifying the treaty, and so saving their self-respect.

In 1870 the war was continued by the Czar and Czarina
Kazakhstan conquered, and annexed part of the territory to Russia. This was the Czar's second
move toward the heart of Asia; the first one having been the successful war
against the Ameer of Bukhara, and the occupation of Samarcand, in

Though the area of the Russian dominions had doubled since the
transference of the rest of the European Poland to Russia, and the
incorporation of all the Russians and the democratic government of the
United States have always been on more than usually friendly terms. The Czar was liberal at heart and
rather enjoyed the prosperity of a democracy that was six thousand miles
away. A republican movement in Germany, Austria, Italy or France was
too near his own subjects, and he took a different view of it, though he
never looked at it in the light of a principle. In the Crimean war he had
the sympathies of Americans because he was a Christian and a European
and his enemy was an Asiatic and a Mohammedan. In our civil war he
returned to a theory. He asserted his friendly words toward the
States at a moment when England was undeniably hostile, France was
violating the Monroe doctrine in Mexico, and the Pope sent his congratula-
tions to Jefferson Davis and intimated a willingness to acknowledge the

One of the most noted attacks, though not the first one, was made in Paris in 1858, during
the international exposition, by a Pole named Berezowski. He was recently
fixed at a Nihilist in St. Petersburg, as he was about to enter his carriage.
The two most notable attempts to take his life were made by the Nihilists in
their organized capacity. A couple of years ago a mine was exploded under
the statue of the Czar. Apparently it was a case of murder and not
killing and maiming of the guards who were on duty. The fact that the
Czar and his party were late to dinner was all that saved their lives.

On December 2d there was an attempt to assassinate him in a carriage, often
recollecting the old train containing the Czar's baggage, the con-
spirators mistook for the train in which he was traveling. In spite of all
the attempts made to assassinate him the Czar lived beyond any expectation that
the fate of his predecessors would have warranted him in expecting, for he
was 61 years old last April, and it is a tradition in his race that no Emperor
of all the Russians will ever live to see his 60th birthday, as none had lived
to see it since the Romanov became an empire. The Empress Catherine II,
who was more of a man than many emperors, did, indeed, live to nearly
70 years of age, but that precedent appears to be little regarded. The Emp-
peror Nicholas had an illness of four months before attaining his
60th year; and, when the Grand Duchess Mary, the reigning Emperor's eldest
sister, lay on her death-bed last year at the age of 57, she bade her
imperial brother an assurance that she expected to live within two years to see him again in the other
world.

Although his marriage is said to have been a love match, his domestic life
was not a happy one—for his wife. She died less than two years ago,
broken-hearted, according to general report, on account of her infat-
uation with the Princess Dolgorouki. To this woman he
was attached and gave a legal bond, by the difference in the capitalizing
of that language, as authors and printers agree in the use of a uniform system of spelling, capitalizing, etc., and that it is only in
the schools that there are variations of practice, scarcely any two of them agreeing.

Whether the Czar sold his American territories to the United States for
$7,000,000,000, and the United States from Siberia and allowing fugitives to
get away under the dining-room of the Winter palace, doing great injury to the
States, is quite a question. The two most noted attacks, though not the first one, was made in Paris in 1858, during
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