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OL. XIX.

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ALBANY, OREGON, FRIDAY, APRIL 11, 1884.

NO 37

Prof. H. L. Benson, Principal

the Drain Academy was introduced

and spoke on the subject "The study

of English Literature," which we

will publish in full in our next Issue

so much to the point did we consider

Rev. J. W. Spriggs, of Salem, then

delivered an address on the subject

"Education, its Methods and influ

or right direction. He told the his-

tory of education, how in the early

ages it had been in the hands of the

priest hood, together with the early

history in nearly all of the ancient

nations. Afterwards the scripture:

were taught in the school, but this

was entirely oral. In Greece and Al-

exandria though many sciences were

taught In the time of King Alfred

les there was another revival of letters.

distinct schools. Now education is

ments, the bulwark of the peoples lib-

erty. Still the amount of illiterary is

great, the speaker giving many inter-

esting statistics on the subject. Here

letters were revived, followed by

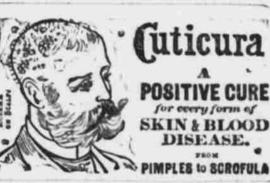
ences." Education may be in a wrong

Music by the band followed.

FINHE UNDERSIGNED WISHES TO pared to do all kinds of stone and marble ROYAL FOWERS and examine my prices before purchasing elsewhere as I will not be undersold. Shop on west side of Ferry street oppo-

Absolutely Pure.

his powder never varies. A marvel of puriet ith the multitude on law test, short weight, alum hosphate powders. Sold only in cans. Laking Powders Co. 105 Wall Street, N. Y.



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Chas. Roughton, Esq., lawyer, 28 State street vation for ten years, which covered the patient ody and limbs, and to which all known methods was completely oured somy by the Cutleura Remedia eaving a clean and healthy skin.

Mrs. and Mrs. Everett Stebbius, Beicher own, Mass, write; Our little boy was terribly af-licted with Scrofula, Salt Rhouse, and Eryspelas er since he was born, and nothing we could in belped him until we tried Cuticura Remedies, ch gradually cured him, until he is non as fair as

B. E. Carpenter, Henderson, N. Y., cured of soriasis or Leptosy, of twenty years standing, uticura Remedies. The most wonderful cure Pysicians and his friends thought he must die. Cu worn to before a justice of the peace and Hend

Mrs. S. E. Whippie, Decator, Mich., writes h, paying us \$3.50 you will receive for one year hat her face, head, and some parts of her body were our home paper with the "Courier-Journal," the p resentative newspaper of the South, Democratic dingst raw Head covered with makes and cores suffered fearfully and tried everything. Permanent for a tariff for revenue only, and the best, brighcured by the Cutlenra Remedies from a Skin Hu and ablest family weekly in the United States ew he desire to examine a sample copy of the urier-Journal" can do so at this office. Sold by all danggists, Cutleurs, 50 cents; Resolu st, 81 : Soap, 25 cents, Porris Dino and Ungarean send for "flow to Cure Skin Diseases."

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las, Eczema, Blotches, Ringworm, Tumors, Carbuncies, Boils, and Eruptions of the Skin, are the direct result of an

impure state of the blood. To cure these diseases the blood must be purified, and restored to a healthy and natural condition. AYER'S SARSAFARILLA has for over forty years been recognized by eminent medical authorities as the most powerful blood purifier in existence. It frees the system from all foul humors, enriches and strengthens the blood, removes all traces of mercurial treatment, and proves itself a

complete master of all scrofulous diseases. A Recent Cure of Scrofulous Sores. "Some months ago i was troubled with scrofulous sores (nicero on my legs. The itimbs were badly strongs and inflamed, and the sores discharged large quantities of offensive matter. Every remedy I tried falled, until I used AYER'S SARSAPARILLA, of which I have now taken three bottles, with the result that the sores are healed,

and my general health greatly improved.

I feel very grateful for the good your medicine has done me.

Yours respectfully, Mrs. Ann O'BRIAN."

148 Sullivan St., New York, June 24, 1882. All persons interested are invited to call on Mrs. O'Brian; also upon the Rev. Z. P. Wilds of 78 East 54th Street, New York City, who will take pleasure in testifying to the wonderful efficacy of Ayer's Sarsaparilla, not only in the cure of this lady, but in his own case and many others within his knowledge.

The well-known writer on the Boston Herald B. W. BALL, of Rochester, N.H., writes, June "Having suffered severely for some years with Eczema, and having failed to find relief from other remedies, I have made use, during the past three months, of AYER'S SARSAPA-BILLA, which has effected a complete cure. I consider it a magnificent remedy for all

Ayer's Sarsaparilla digestive and assimilative organs, renews and strengthens the vital forces, and speedily cures Rheumatism, Neuralgia, Rheumatic Gout, Catarrh, General Debility, and all diseases arising from an impoverished or corrupted condition of the blood, and a weak-It is incomparably the cheapest blood medicine, on account of its concentrated strength,

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TEACHER'S INSTITUTE.

WEDNESDAY MORNING SESSION. Continued from last week. Prof. D. V. S. Reid introduced subject of how to secure punctuality. The teacher should show the necessity to the scholar of being punctual. He should enforce the laws which the state has passed on the subject, but should be governed by circumstances, for there are cases where the rule can not be enforce ed. The teacher should be in harmony with the parents if possible. He should act promptly and with Judgment. He what was right. The teacher should be

Miss Ella McBride said it was wrong have a pubil out of school, but the question with her was what punishment was necessary, if any.

Prof. Reid thought it depended on circumstances. If the boy did it on his own account, truantly, he would punish him with a whip. If kept out by a parent who refused to send the excuse. owing the pupil to return ; but would

AFTERNOON SESSION.

mar or punctuation.

F. P. Nutting and T. L. Dugger, took the subject of flowers, taking a spoke on the same subject.

good morals. Prof. Noffsinger favored good litera- terest which he had excited in the menity. ture in our public schools, but would subject leave out sectarian, partizan and sensa-

Sup't Moses favored using a moral paper or one published particularly for schools, or one adapted to school rooms.

ing the right kind of papers in school, used the newspaper in her schools and favored them. Should teach the chilto make proper selection. The child gives us a problem. They come here should read articles from both party papers. The teacher should know how to discriminate between proper and im-

to select his own article. interesting essay on "the Dull Papil" which elicited deserved applause.

and enrolling committee.

geography. We should only teach the that sees no use in such studies as tend Institutes. As a people we will amount of geography a student will re- grammar or history. There is a correct never again fall into the old ruts. member. In topical teaching he would mean between the two. Districts Prof. Sellwood read a very carefulput it in this order : Position-extent seeking to build new school houses ly prepared article on the subject of contour; natural features-land water, should be careful about having their 'How to teach Morals and Manners.' climate; products -natural, artificial; projects knocked in the head by tech- Prof. Rigler treated of the subject cure a happy home is a failure in life, 1st, Formation of classes, determined ligion. Would devote most time to the tendent. Superintendents do United States and Europe, countries we the work necessary, and it is need to know most about, and would they cannot. We need good teachers teach the above facts well on the topical for they really are the important ele-

success for the whole state to say nothnot believe in the questions and an-Miss Howard said we have too much text book. Thought topical geography could be taught to children as well as Misses Barnwell and Reed. older children. Take for instance, the subject of dates, North America, impor- subject "Some of the Reasons tant cities, etc., and here she would in- Educating the People." He is an utili-

city for instance, learn its industries, Education is to eliminate error and Would learn about the people, habits, effect distinct. The speaker gave many etc. This he illustrated by an esqui- examples of public errors, which showed

Prof. J. F. Hill introduced the sub- them were of much interest. False ject, "Do the public schools educate beliefs produce false practice, and hence the children above the position which education is needed to eliminate them. they occupy, in life." He considered Then the speaker gave numerous exthat there could be but one side of the amples of the truths which education question among thinking people. One's establishes. Higher schools should no education must go on through life, so scorn the lower schools, the latter are it can not raise one above their posi- a stepping stone to the former, and the tion, what ever the calling ones father speaker showed the proper relations may be, farmer or mechanic.

Rev. C. H. Carson, said the tower support the public schools. and the hill had stolen his thunder, re-

erring to the absence of thunder in the Valley on account of our hills and evenings entertainment. peaks, It cannot be determined that

above his position in life. This is settled. Even if it is above the position he chooses to occupy, it will be to benefit, at least not against it. It cannot be a detriment to him. As simply a citizen, whatever, the occupation, no degree of education can raise him so that he will lose sight of his true interest. In any position in life a common school education must be a benefit to one.

any degree of education will raise one

Rev. J. F. Floyd spoke on the same should remember that he is the servant subject. He was followed by Rev. I. of the people ; but should always do H. Candit. There are cases where education will make a young man seek a higher position than he is capable of following, inducing too many to seek the professoions; but this is not a fault of education ; but of the person. person can not have too good an educa-

Supt McElroy thought considerable

rested with the teacher. Prof. E. N. Condit of the College opened the subject of "The Importance he would require the excuse, before al- of Essay Writing, Means to Secure it." From examination papers, as an incident, et an understanding with the directors he showed the necessity of careful essay before suspending or expelling the pupil, writing, and a student was not thought Prof. Rigler thought corporal punish. fit to leave a school until he had masment was allowed in this state, but be- tered essay writing, to a certain extent, leved teacher should be reasonable. No part of school work is more impor-Would teach punctuality as a matter tant than this. Creat attention is paid f business and would have it at both to other studies but little to this. There ends of the session. Keep your clock is some reason for it, there is a prejudice among many, making it unpopular, best you can. some thinking it a mere ornament; but the letter writing alone of those among er's success in government depended would be practical in the matter; Prof. Jarvis, of Polk county, opened us, shows us the necessity of composition the subject of what parctical use can writing in school. The topics for com- teacher's manner and spirit will have fices, &c., &c.,; would not set up a be made of newspapers in the puplic positions should be commonplace ones. schools. Would use newspapers in con- Definite knowledge, simplicity of style, nection with the subject of geography, regularity in writing are good rules. with Prof. Elworthy. Thought calm, teach morality, at school, at home and to learn the general run of evests, Educate the puril up to it in all stuand not because newspapers teach gram- dies. Here he gave an object lesson

with ten of his pupils as subjects. He flower, and giving each pupil a part, and organizations and school work and gave Helena Holman, of Salem was well Many in the country are denied even P of J. L. Hill opposed reading then analyzed it, using the blackboard, an interesting analysis of the subject. rendered. newspapers in schools, because there Here the speaker read several short The teacher should make himself well was more evil than good in the news compositions which the pupils had acquainted with parents before opening Minnville College, was then intropaper. School rooms should teach only written in the morning, which were school. Become familiar with prefer- duced and spoke on the general subexcellent. He credited this to the in- ence, habits and prejudices of the com- ject of Education. The training that we educated children in the common

EVENING SESSION.

A solo by Miss Jennie Wilson, of Halsey, opened the evenings entertain-

gives something new every day. Prof. McElroy was in favor of hav-Miss Estella Howard said she had

system. Would have frequent reviews, ment. The influence of the ministry is er outlined at great length his manand would associate it with the history infinitely small compared with that of ner of teaching this subject. of the country. Make them understand the teacher. Better teachers and greatthe zones, latitude, longitude, and does er educational facilities means financial

troduce the newspaper. Prof. Noffsinger agreed with views people, that is a reason for building of Miss Howard. Would take up a school houses and educating the masses manufacturing interests, would put a establish truth. The object of educamap on the board, locating the city, tion is to render our ideas of cause and

Solos by Miss Mary Wheeler and

ing of other advantages.

Rev. M. Judy favored the audience

with a solo, followed by a duet by

Prof. B. L. Arnold spoke on th

the necessity of education; many of

Mrs. George E. Chamberlain closed the excellent music by the Albany Me chanic's Band, which added considerable life to the Institute.

THURSDAY MORNING SESSION. Institute called to order by Prof.

Prof. Reid, of Harrisburg, introduced the subject of "Organization and Government in Schools." Thought contract between directors and teachers should be full and plain. Teachers should have definate plans in school room Claimed that rules adopted by State Board of Education should be used and enforced in all public schools as they have the force of law, and are sufficient teaching to the teacher, and under them the teacher shall prescribe the studies to be pursued by pupils. They will prevent truancy. These rules should e read in the schools at least once a month as required by them. The spirit of disebedience is very prevalent among young Americans, and a change must take place in that respect or our country will not be safe. Prof. Dugger thought we live in a free country and that when disobedience prodominates as

it did with the thirteen colonies it be- In the 18th Century there arose four comes respectable. Prof. Gilbert agreed mainly with considered a licading force in govern-Prof. Reid in reference to the rules as laid down by the Board, but some teachers of experience have organized schools and conducted them upon their own rule of "Do Right." The teacher the speater took up the general scope lieve it is the duty of every one to obmust reach the will of the pupil. No of education and spoke of the respon- tain a good education. It is foelishteacher can tell another how to govern sibility of teachers, and as well of a school. The only safe rule is, go the parents. He gave his ideas of how

Prof. Elworthy thought that a teach- such as numerals, geography &c., upon government of himself. The Would teach the duties of public ofmuch to do in governing schools.

Prof. Sellwood agreed in the main there could be no appeal; would quiet words in the school room the and in the press; would teach indusbest. Enforce the Board rules. try; would have our public schools

Prof. Stanley gave an extensive and teach religion not dominationalism complicated disgram representing school

taining and instructive manner. To ditions of a happy home, the combi- mon schools. President D. T. Stanley, of Monmouth, was introduced and spoke on the subject of the "Elucational Outavoided, and all healthy conditions particularly of the advantages from they think no one else does. look." We see the power of mind over should be rigidly insisted upon.

matter on every hand. This great tide Adjourned to I o'clock p. m. of immigration of about 10,000 a month AFTERNOON SESSION. Institute called to order by Prof. with a wonderful diversity of aims, but people that goes to make up a prosper- stitute Work," Education has but two Works, we are prepared to manufacture proper matter. Would allow the pupil out state. The question of political definite objects in view. One is to eddetriment of the state. Second, he took compel the payment of higher wages D. W. Jarvis opened the subject of up the physical elements in the subject. to teachers. There is great prejudice "Topical Methods of Teaching Geogra- This development should be of the among the masses to normal and other phy." After the student has learned the correct kind. Third, he considered the Institutes. Normal Institutes never local method, we would teach the ana- mental element. One class you meet make good teachers. They develop lytical method. Topical method is pur- seem to want culture, so that there will the latent powers of those who attend sued by those studying elementary be nothing but thinking, and another them. All young teachers should at-

people-appearance, customs, pursuits; nicalities. We need better superinten- of Physical Geography. Believed it and everything should be done which by examination and by mental and institutions, government, education, re- dence, and an assistant State Superin- should be taught in I cetures and pu- will produce it, and education is cer- physical ability. There should not be pils should be required to make notes and at the end of the course should be required to write out a full account of what has been learned. The speak -

tainly a great factor.

FRIDAY MORNING SESSION.

be educated in the fundamental princi-

and in the next place talent, we need

derson's address.

Prof. Wyckoff presented the subject of Physical Culture in schools The air we breathe is made up of Oxygen, Hydrogen and Carbonic acid the latter of which is poison. Oxygen will assist combustion while carbonic acid will put out fire. Each person wants 2000 feet of cubic air per hour Many experiments were made by the Prof. by apparatus to show how ox ygen assists combustion. The vital tarian. If education is of use to the importance of ventilation in our school room was fully and plainly demonstrated by a number of chemic-

al experiments. No teacher, pupil or parent after witnessing the experiments but would condemn the manner in which nearly every school room in the country is ventilated. The lecture was of the most interesting kind and held the interest of the large audience to the

Solo rendered by miss Clara An drews of Eugene. An interesting article was read

Rev. W. S. Young of Turners, on the subject of the "Use and abuse of the between them. He exhorted all to English language."

This session was opened with some teachers of sufficient education. In or-

EVENING SESSION

STATE RIGHTS DEMOCRAT.

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der to induce one to seek a good education for the purpose of teaching there must be a prospect for obtaining a ressonable salary. Few can live on less than \$480 a year, or \$60 a month for eight months, which is some inducement; but in the country they have not the money to hire competent teachers. Those who haven't the money want the school, but these who have it do not want the school, many of them sending their children to the city. We want the money spread out through the country, and not centered in the city for the support of Colleges and high schools until we are sufficiently wealthy for that. Do not believe anyone should be allowed to have higher education at public expense. Send a young man through college and when he comes out he is good for nothing. He needs

something practical. Prof. Selwood favored giving a person a good business education and then going no farther. Had been through college but now could not say the Greek stupor. In the 14th and 15th Centural alphabet. A common school education

Sup't. Riggler was glad to learn that the Cincinnati riot was caused by the high school system. Am in favor of the high school. The object of education is to make a good citizen. How much is necessary, is the question. Beness to say anyone was ever swindled by obtaining a good education. We can

different branches should be taught, not be educated too well. Prof. A. F. Hirschner believed in the high school system. We need a good education to make good citizens. The common school does not educate one text book as authority from and which sufficiently to make good business men.

Prof. Courtney was in favor of both if we could support them, but if we had to dispense with one it should be the high school. Believed the common school fitted one for life. We can not offord a higher school in Oregon. A solo entitled "Charity," by Miss the common school education, because

President E. C. Anderson, of Mc- there is not the money. Prof. W. A. Egan, of Jefferson agreed with all the speakers. Believed that if is essential to make happy homes schools it would be an incentive for Dr. Cole, of Albany, presented the ought to be the greatest aim in edu them to go higher. Every effort of the subject, "School Hygiene," in an enter- cation. The Speaker showed the con- state should be thrown into our com-

preserve the health of pupils is of vital nationst hat go to make it up. In the Prof. Moses thought the evil of adimportance. If this be not done all objects country the greatest number of fea- vanced education grows out of the of school will fail. Laws of health tures that go to make up such a nome wealth and not the education. The should be taught as fully as grammar are found, drawing a pretty picture trouble of college graduates is not that and arithmetic. Bad water should be of the country home, and speaking they do not know anything but that

the variety of scencry in the Willam- Miss Lizzie Cornelius, of Turners. ette Valley, for a home to be sought opened the subject, "Daily Duties of after, and nearest the ideal standard ' Teachers." In the first place the but there seems to be an inclination teacher should be competent. The among young men, and even young teacher should be at school at a certain we are expected to make out of them a Gilbert, Supt. Moses presented "In- women, to leave these homes to be- hour, close at a certain hour, have a come carpet baggers, bachelor book- program before the papils. The teacher agents or spinster seamstresses, and should explain a lesson to the point. economy comes up to some, but with ucate man morally, physically, and say unothing is impossible to him Do not preach too much. Would have Miss Ollie Kirkpatrick read a very us the question is, how shall they be intellectually so that he may be a who wills," and too many young men the class do as much of the work as posmade one people ? First, he considered useful factor in Society. The second and women think they can become sible, not working an example herself, the moral element in the matter. Every is to enlarge his capacity to render Presidents and Harriet Beecher The teacher should simply direct. There Prof. Hill and lady assistants were increase of power must be based on this good in Society. It is no part of the Stowes. One kind of honest employ- must be order. While one class is appointed committee on introduction moral element, or it will work to the objects of Institutes to combine to ment is just as honorable as another marching to their seat another should Real superiority is nowhere more 1- be going to its lesson. Do not grumble. lustrious than in retired homes and it Arrange work systematical. The teachis the duty of the teacher to properly or should be moral. Respect the feelinstruct the pupils on this point, logs of the pupils. Make few promises There should be less engineering to and keep all. Do not perpetually growl get out of private into public life, so at your scholars. Love your scholars, for that office will seek the man. Farm- children love those who love them, naters need an education as much as oth- urally. Do not become so amiable as to er men, and they should not allow a be good for nothing.

monopoly of it by lawyers, &c., If Prot. H. B. Elworthy, of Salein, any position requires education it is opened the subject of "Class Managethat of the farmer. A failure to se- ment." His system was as follows: too many classes. 2nd, the movement A solo by Miss Clara Andrews, of of classes, directed by signals, there Eugene City followed President Au- should be perfect order in calling and dismissing classes. 3rd, objects of redaily progress of pupils, to enable pupils to tell what they know, to assist pupils

Music by the band closed the ses- citation to enable pupils to estimate Prof. Noffsinger opened the subject, in acquiring self considence, to enable 'Advancement and Support of our Com- pupils to fix their minds on what they mon Schools." Would have a rate bill learn, to enable the teacher to explain for the support of the free schools by lessons and add new matter, to enable the State, allowing a certain amount for the teacher to give incentive to study, each scholar. Am in favor of routine to enable teacher in imparting moral work, if not carried too far. It might instruction. 4th, Requisites of the lo better in the city than in the coun- recitation. There should be a proper try. Parents should understand the place, suitable apparatus, and everything laws of physical hygiene, and this should should be quiet, sufficient time, undiviome first in the school curriculum. ded attention of class. 5th, Methods We need agricultural schools where of conducting class. Imparting knowlchemistry may be studied, and the edge-lectures, text books, dialogues, student should obtain a knowlege of catechization. Testing knowledgemechanism. Schools should be ad- matter of questions, form of questions, vanced so that we may have the advan- mode of questioning, teacher in questages of commerce and railroads. Would tioning. Proving knowledge-matter devote more time to musical education. of answers, forms of answers, mode of Prof. Gilbert said it was an actual answering, pupil in answering, correctnecessity that the state must educate, ing errors by teacher. 6th, Preparain some manner, but how far, is a ques- tion for recitation, by pupil, by teacher, tion that is raised. A person should general and special.

W. R. Privett, of Jefferson, opened pals and that is as far as any one has a subject, "Means or Expedients Found right to ack the state to go, whatever | Helpful in Daily School Life." Mans. business one may purpose to follow. | charts, globes, etc., are useful. Maps Sup't. Gregg, of Marion county, said, are important helps for pupils, in the first place we must have money, and blackboards still more profitable.

(Concluded on 4th page.)

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