The Democratic Times.

Published every Friday morning by
CHARLES NICKELL,
EDITOR AND PROPRIETOR.

Office—Corner Third and C Streets
NEW TIMES BUILDING.

Rates of Subscription:

One copy, per annum	$3 00
" six months	2 00
" three months	1 00

The Democratic Times.

VOL. XV. JACKSONVILLE, OREGON, FRIDAY, JANUARY 9, 1885. NO. 2.

The Democratic Times.

ADVERTISING AND JOB WORK

Advertisements will be inserted in the TIMES at the following rates:

Ten lines, one insertion	$2 50
" each subsequent insertion	1 00

☞ Legal advertisements inserted reasonably. A fair reduction from the above rates made to yearly and time advertisers.

THE TIMES JOB OFFICE

is more complete by far than any other in South ern Oregon, and compares favorably with any in the State. Job Printing of every imaginable description done at San Francisco rates, and in a prompt and first-class manner.

OFFICIAL DIRECTORY.

STATE OF OREGON.

U. S. Senators, J. H. Slater, I. N. Dolph; Congressman, M. C. George; Governor, Z. F. Moody; State Treasurer, E. Hirsch; State Printer, W. H. Byars; Supt. Public Instruction, E. B. McElroy; Supreme Judges, J. B. Waldo, Chief Justice, W. W. Page, W. P. Lord.

FIRST JUDICIAL DISTRICT.

Comprising Jackson, Josephine, Lake and Klamath counties: Circuit Judge, L. R. Webster; District Attorney, T. H. Cornell.

JACKSON COUNTY.

Senator, P. P. Prim; Representatives, Thos. F. Bull, Chas. Smith; County Judge, E. DePratt; Commissioners, C. H. Pickens, W. J. Rodgers; Clerk, W. H. Price; Sheriff, A. S. Lindsay; Treasurer, S. Sears; Assessor, J. Aspinwall; School Superintendent, W. H. Colvig; Surveyor, Jas. Jeffrey; Coroner, H. T. Idlow.

JOSEPHINE COUNTY.

Senator, H. B. Hubbard; Representative, A. Porter; County Judge, G. Sox; County Commissioners, A. H. Carter, I. H. Payne; Clerk, Chas. Hughes; Sheriff, A. Henry; Treasurer, Wm. Naucke; Assessor, J. C. Bryan; School Superintendent, A. J. Cameron.

KLAMATH COUNTY.

Joint Senator, C. H. Cartwright of Crook; Representative, U. F. Adams; County Judge, A. Fitts; Commissioners, C. O. Blair, W. H. Applegate; Clerk, A. J. Trelling; Sheriff, A. J. Cavitt; Treasurer, A. McMillen; School Superintendent, W. J. Moore.

LAKE COUNTY.

Senator, C. H. Cartwright of Crook; Representative, U. F. Adams; County Judge, A. Fitts; Commissioners, C. O. Blair, W. H. Applegate; Clerk, A. J. Trelling; Sheriff, A. J. Cavitt; Treasurer, A. McMillen; School Superintendent, W. J. Moore.

TERMS OF COURTS, ETC.

The Supreme Court of Oregon meets at Salem regular terms commencing on the first Mondays in March and October.

Circuit Court for Jackson county meets the second Monday in February, June and November; for Josephine, second Monday in April and fourth Monday in October; for Klamath, fourth Monday in May and August; for Lake, first Monday in May and November.

For Jackson county the County, Probate and Commissioners' courts meet every month, commencing with the first Monday; for Josephine county, the first Monday in January, April, July and September; for Lake county, every alternate month, commencing the first Monday in January. For Klamath county the first Wednesday in March, June, September and November.

PROFESSIONAL CARDS.

A. P. HAMMOND.
Attorney-at-Law & Real Estate Agent.
Ashland, Oregon.
All business placed in my hands will receive prompt attention. Special attention given to collecting.

P. P. PRIM,
ATTORNEY & COUNSELOR AT LAW.
JACKSONVILLE, OGN.,
Will practice in all the Courts of the State. Office in the Court House, first door to the left of entrance.

J. R. NEIL,
ATTORNEY & COUNSELOR AT LAW.
Jacksonville Ogn.
Will practice in all the Courts of the State. Office in building opposite Court House, corner C and Fifth streets.

W. F. WILLIAMSON,
ATTORNEY & COUNSELOR-AT-LAW,
Medford, Oregon.
All business in my line will receive prompt attention.

H. K. HANNA,
ATTORNEY & COUNSELOR AT-LAW,
Jacksonville, Oregon.
Will practice in all the Courts of the State. Office up stairs in Orth's brick.

C. LEMPERT, M. D.
Graduate of the University of Leipsic, Germany.
Calls responded to at all hours, day or night. Office in U. S. Hotel, Jacksonville.

F. S. STERLING, M. D.,
PHYSICIAN AND SURGEON,
Phœnix, Oregon.

E. P. GEARY, M. D.,
PHYSICIAN AND SURGEON,
MEDFORD, OREGON.
Office in A. L. Johnson's building.

G. A. ALDEN, M. D.,
PHYSICIAN AND SURGEON
JACKSONVILLE, OREGON.
Office on California street, opposite Union Livery Stable.

A. L. WHITNEY, M. D.,
PHYSICIAN AND SURGEON,
Eagle Point, Oregon.
Having located at this place I ask a share of the patronage of this section. Calls attended to at any time.

T. R. YOUNG, M. D.
PHYSICIAN AND SURGEON,
Central Point Oregon
Graduate of the Medical University of Louisville, Kentucky. Calls promptly attended to day or night.

DR. GEO. KAHLER,
PHYSICIAN & SURGEON,
Phœnix, Oregon.
Diseases of women and children a specialty. Calls promptly attended to, day or night. Office at Drug Store.

DR. W. LL. JACKSON,
SURGEON DENTIST,
Jacksonville, Oregon.
Office corner California and Fifth streets. ☞ Laughing Gas administered.

J. W. ROBINSON, M. D.
PHYSICIAN AND SURGEON,
Jacksonville, Oregon.
Office hereafter at City Drug Store. Residence on Fourth street, opposite M. E. Church. Calls promptly attended to, day or night.

W. H. FANAGAN, M. D.,
PHYSICIAN AND SURGEON,
Has returned to his old home at
Grant's Pass, - - - Oregon.
And is now prepared to practice his profession. Calls promptly responded to at all hours, day or night. Office at the drug store.

DR. J. BROWN,
DEUTSCHER ARZT,
Will practice in all Chronic Diseases, also Typhoid Pneumonia, Lung Fever, Diphtheria, Consumption, Catarrh, etc. Time and doctor's bills will be saved by coming to me at once. Dr. Brown will guarantee to forfeit $500 for every case of Seminal Weakness or private disease of any kind or character which he undertakes and fails to cure. His medicine is purely vegetable and he has all the power and efficacy of calomel or quinine, without any of the injurious after effects. Office in Jacksonville.

PARKER'S SAW-MILL
Big Butte, Or.,
C. C. PARKER & CO., Props.
This steam sawmill is running on full time and turning out superior lumber of all kinds. We have on hand a large assortment of seasoned
RUSTIC, CEILING, FLOORING,
FINISHING AND ROUGH LUMBER,
Which will be sold in quantities to suit at very reasonable rates.
Orders promptly filled and satisfaction guaranteed.
C. C. PARKER & CO.

Fine Farm for Sale.
The undersigned, living on Applegate, offers for sale his farm, consisting of 160 acres of land, 120 acres of which is first-class bottom land. Nearly the entire tract is enclosed by a good rail fence. There is a good house and outbuildings on it and plenty of water. This desirable farm will be sold cheap and on very easy terms, only part payment being required at time of sale. Horses and cattle will be taken on the balance. For further particulars, enquire of
N. S. DREW, at the Drake place.

BEST SPORTING BLASTING AND GIANT POWDER Fuse, Caps and Work at
JOHN MILLER'S

MISCELLANEOUS.

THE FARMER'S STORE!
[Colman's old stand.]
A. G. COLVIN
Hereby informs the public that he is displaying at the above stand a first-class stock of
GENERAL MERCHANDISE,
Which he will sell
At Very Low Prices
His stock consists of
DRY GOODS,
CLOTHING,
Groceries, Provisions, Etc., Etc.
Everything is fresh and of good quality, and prices are put down to
The Lowest Notch!
☞ Country Produce bought and sold.
Remember Colman's old stand, and give me a call when in town.
A. G. COLVIN.

NEW CASH STORE
CARO BROS.
Have just opened a fine stock of
GENERAL MERCHANDISE
—AT—
PHŒNIX.
Their motto is
Quick Sales and Small Profits.
And he feels assured that all who favor him with their patronage will be satisfied with his prices and the quality of his goods. He keeps
DRY GOODS,
GROCERIES,
PROVISIONS,
CLOTHING,
FURNISHING GOODS,
HATS AND CAPS,
BOOTS AND SHOES,
And everything usually found in a first-class general Merchandise Store.
They will give their customers the benefit of the reduced freights caused by the advent of the railroad, and will not be undersold by anybody.
M. A. BRENTANO, Manager.
Phœnix, Oregon, Feb. 25, 1884.

Business Notice.
This is to notify the public that I have opened an office in Jacksonville at the southeast corner of California and Fifth streets, where I will be ready at all times to transact business, such as the drawing up of
DEEDS, MORTGAGES, BONDS, AGREEMENTS
Leases, Powers of Attorney, Bills of Sale, etc.
ABSTRACTS OF LAND TITLES,
Sell Real Estate, assist in making out Homestead and Preemption papers, also draw up all papers pertaining to the settlement of estates. Collector of Accounts, prompt remittances made. Investment Securities a specialty; Jackson County Scrip bought and sold.
Prompt reply made to all letters.
Charges in accordance with the times.
Refers, by permission, to C. C. Beekman, Esq. Banker; to Hon. L. R. Webster, Judge of judicial district, and to any business house in Jacksonville.
J. T. SLACKMAN.
Notary Public for Oregon.

NINETEENTH YEAR.
ST. MARY'S ACADEMY.
CONDUCTED BY
THE SISTERS OF THE HOLY NAMES.
The Scholastic year of this school will commence about the end of August, and is divided in four sessions of eleven weeks each.

Board and tuition, per term	$40 00
Music	15 00
Drawing and Painting	8 00
Bed and Bedding	3 00
DAY SCHOOL.	
Primary Department	8 50
Junior "	6 00
Preparatory "	8 00
Senior "	10 00

Pupils are received at any time, and special attention is paid to particular studies in behalf of children who have but limited time. For further particulars apply at the Academy.

THE COMMERCIAL HOTEL,
JAS. JORDAN, Prop'r,
GRANT'S PASS.....OREGON.
The Commercial is the Largest and Best Hotel in this part of Southern Oregon. Guests will always find the tables supplied with
THE BEST IN THE MARKET,
And the Rooms are fitted up with a view to cleanliness and comfort.
TERMS REASONABLE.
When you come to Grant's Pass, stop at the Commercial Hotel and your wants will be properly attended.
JAS. JORDAN.

FRED. GROB,
PROPRIETOR OF
The City Saloon.
JUDGE'S BUILDING.
California St., Jacksonville
THE UNDERSIGNED HEREBY DESIRES TO inform the public that he is prepared to fill all orders for wines, liquors, cigars, etc., of the finest quality.
FRED GROB.
Jacksonville, Jan. 1, 1884.

BUNSOW.
SIGN PAINTER,
Jacksonville, Oregon.
I take pleasure in informing the public that I have established myself in business at this place, and propose filling all orders in my line with promptness and at very reasonable rates. Only first-class work will be turned out, and I guarantee satisfaction.
L. BUENSOW.
Jacksonville, March 28, 1884.

LILGHORN BROS. & GILROY,
Manufacturers of
DOORS, SASH & BLINDS.
Factory and Salesroom at
MARSH'S PLANING MILL, ASHLAND, OR
Orders promptly attended to
AT PORTLAND RATES.

FARM FOR SALE
I OFFER FOR SALE ON REASONABLE terms my Farm containing 500 acres, situated on Grave Creek in Josephine county. A portion of the farm is under cultivation, and a large part of the remainder can be reformed. It is well watered and in every way suitable for stock of all kinds.
For particulars apply at the TIMES office, Jacksonville, or to the subscriber on the premises.
F. M. HARKNESS.
Leland, Oct. 25, 1884.

WANTED
AT ALL TIMES, LIVE, ENERGETIC MEN to sell TUNSON'S CELEBRATED MAPS and CHARTS. ONE HUNDRED DOLLARS PER month guaranteed to agents following our instructions. For particulars address JOHN DEAN
Sacramento, Cal.

BUSINESS CARDS.

A NEW DEAL
AND
A FRESH STOCK
AT THE SAN FRANCISCO
VARIETY STORE!
J. R. LITTLE, Proprietor.
CALIFORNIA ST., JACKSONVILLE.
This is the place to get your
GROCERIES,
CIGARS,
JEWELRY,
CANDIES, NUTS,
PIPES, CARDS,
NOTIONS, CUTLERY,
STATIONERY, ALBUMS,
TOBACCOS, CIGARETTES.
Gent's Furnishing Goods
And everything usually found in a first-class variety store. Also,
CHOICE FRUITS IN SEASON.
My goods are the best and guaranteed as represented. Prices low, as I do not propose to be undersold.
Give me a call. J. R. LITTLE.

FALL OPENING
—AT—
MRS. P. P. PRIM'S
MILLINERY STORE.
I have just received a new and complete stock of Millinery goods, consisting of
HATS OF ALL STYLES,
RIBBONS,
FEATHERS,
FLOWERS,
COLLARS
AND CUFFS.
VEILING.
ORNAMENTS, SILKS, LACES,
Gentlemens' and Ladies' Handkerchiefs
Call and see them at the building formerly occupied by Dr. Robinson on California street.
MRS. P. P. PRIM.

NEUSTADTER BROS.,
Manufacturers of
THE STANDARD SHIRTS,
BOSS OF THE ROAD
OVERALLS,
AND
GENTS' FURNISHING GOODS
67 and 69 Front Street,
PORTLAND, OGN.

FURNITURE WARE ROOMS,
Cor. Cal. & Oregon Sts.,
JACKSONVILLE. - - OREGON
DAVID LINN
Keeps constantly on hand a full assortment of furniture, consisting of
BEDSTEADS,
BUREAUS, TABLES,
GUILD MOULDINGS,
STANDS, SOFAS LOUNGES,
CHAIRS OF ALL KINDS
PARLOR & BEDROOM SUITS,
ETC., ETC.
Also Doors, Sash and Blinds always on hand and made to order. Planing done on reasonable terms.
☞ Undertaking a specialty.

CHANGE IN MANAGEMENT
OF THE
U. S. HOTEL,
Cor. Third and California Sts.,
JACKSONVILLE.....OREGON
Having taken charge of this hotel, the undersigned takes pleasure in announcing to the public that a complete change has been made.
The table is supplied with everything the market affords.
The Rooms and Beds
Have been thoroughly renovated and put in
FIRST-CLASS ORDER.
And everything will be done to insure the comfort of guests.
The traveling public who favor this house with their patronage will always receive the utmost attention, and everything will be done to make the U. S. Hotel the most popular public house in Southern Oregon.
JOHN DEROBOAM.

New Saddler Shop,
Jacksonville, Oregon.
Thos. J. Kenney, Proprietor.
HAVING OPENED OUT A NEW SADDLER Shop in Largell's building, opposite Masonic hall, I am fully prepared to do any work in my line with promptness and dispatch. Will keep on hand a good assortment of
SADDLES, BRIDLES, HARNESS, BITS, SPURS,
Etc. None but the best California leather used. Job work a specialty and prices to suit the times. Give me a trial.
THOS. J. KENNEY

FRUIT TREES
By the Thousand!
THE UNDERSIGNED IS NOW TAKING ORders through Jackson and Josephine counties for
FRUIT TREES & SHRUBBERY,
Any kind raised in a first-class Nursery.
Those wanting Trees this fall will do well to give me their orders, as I will guarantee satisfaction.
I warrant all my trees if properly cared for.
Terms of payment easy. Produce taken at market price. 1600 lbs. of Peach Seed wanted.
A. S. JOHNSON.
Jacksonville, Oregon, Aug. 1, 1883.

DRUGS, MEDICINES, ETC.

Cuticura
Mrs. Smith's Case, and what the Rev. Mr. McKinstry has to say about it.
TO THE PUBLIC: I have been a fearful sufferer for fifteen years, most of the time with what has been called Eczema or Salt Rheum, Psoriasis or Lepra, and the like, and have always been told that there was no cure for me, and have been so discouraged that "I had as soon die as live." I have been so badly afflicted sometimes that there was not the sma lest spot from the crown of my head to the soles of my feet that was not diseased and as red as crimson. It would commence in small white spots, which had a silvery appearance, but we not deep, but if I attempted to heal them, or soon after their first appearance, they would burn and run together until there was a complete dry, red scale, which would become so inflamed as to crack and look fiery and angry, and the burning sensation would be almost insupable.
I was at times so lame that I could scarcely get about, and could not dress myself without assistance. I have tried many remedies, and have paid $100 in a single instance to a physician, but have ever obtained only temporary relief. Although relieved for a time, I soon relapsed again to be as badly troubled as ever, and during the winter of 1881 and 1882 I suffered so much as to be entirely discouraged. Last June, however, I was advised by Elder and Mrs. L. C. McKinstry, who are well known in these regions, to try your CUTICURA REMEDIES, and I felt somehow a little courage, from their favorable opinion of them, to try their virtue. About the second week of July las' I commenced taking the remedies, and within six weeks I been to me a permanent improvement, until now (Oct. 1) I am about as good as new, and my flesh is as the flesh of a child.
MRS. BENJ. SMITH.
I certify that the above statement of my wife is correct, and I join with her in expressing my gratitude for the great benefit she has received.
B. SMITH.
Mr. Smith is a prominent man in this community, where he lives. He is a well-known dealer in stock, and his testimony with that of his wife, is fully entitled to credit.
Dunc at Stanbrook, Province of Quebec, this twenty-seventh day of Octo er, 1882.
L. C. McKINSTRY,
Minister of the Gospel.
LATER.—I have seen Mrs. Smith recently and believe her to be thoroughly and permanently cured.
L. C. McKINSTRY.
Sec'y Advent Ch. Conf., P. Q., No. Vt. and No. N. H. Boston, Sept. 9, 1884.
CUTICURA RESOLVENT, the new blood purifier, and Cuticura, and Cuticura Soap, the great skin cures and beautifiers, are sold everywhere. Price, Cuticura, 50c. Soap, 25c.; Resolvent $1.00.
Potter Drug and Chemical Company,
Boston.

J. W. MERRITT. DR. J. W. ROBINSON.
CITY DRUG STORE
CALIFORNIA STREET.
MERRITT & ROBINSON
PROPRIETORS.
Will keep on hand the largest and most complete assortment of
DRUGS,
Patent Medicines & Chemicals.
PURE WINES & LIQUORS.
PAINTS, OILS, ETC.,
To be found in Southern Oregon. Also a full stock of
STATIONERY,
SCHOOL BOOKS,
FINE CIGARS AND CONFECTIONERY,
TOILET SETS,
And a great variety of Perfumery, common and Toilet So
☞ Prescriptions carefully prepared by
Dr. J. W. ROBINSON.
Dr. Robinson's Office in Drug Store.

MISCELLANEOUS.

PATRONIZE
HOME INDUSTRY!
The Phœnix Jelly Factory
Has now on hand a large quantity of superior Jellies which are offered for sale at
Very Low Figures.
These Jellies are manufactured from
CHOICE APPLES
AND NATIVE GRAPES,
And are unsurpassed for
PURITY and FLAVOR.
They are put up in neat and convenient packages and sold at
FACTORY PRICES
by the following authorized Agents:
F. J. KING, Yreka, California.
VAN DUNLAP, Lonkville, Oregon.
WIMER & FARLOW, Ashland, Oregon.
PLYMALE & ANGLE, Medford, Oregon.
J. NUNAN, Jacksonville, Oregon.
SAM. COLVER, General Agent, Phœnix, Or.

GRANT'S PASS
Livery & Feed Stables
H. THORNTON & SON, Prop's.
Having assumed the sole management of this stable, the proprietor takes pleasure in informing the public that he will always be prepared to furnish the best accommodations for horses.
Turnouts furnished on short notice for all occasions. Give me a trial and I will prove what I say.
H. THORNTON & SON
Grant's Pass, Aug. 8, 1884.

PROF. E. T. KUGLER
Takes pleasure in announcing to the public that he has determined to
TEACH MUSIC
By terms consisting of twenty lessons per term, each lesson occupying half an hour. This time schedule has been highly recommended and recently endorsed by the best musical conservatories, and has already become customary with the best musical instructors of the large cities both in the United States and Europe.
Rooms at the U. S. Hotel, Jacksonville

BUSINESS FOR SALE.
Owing to ill health, I offer for sale the property in Ashland known as Marsh's Planing Mill, also the Keen creek sawmill property. I will sell the whole or one half of either or both properties, at a bargain, to the right kind of a business man. This is a rare chance for an active man to secure the best business in southern Oregon. For particulars apply to the undersigned at Ashland, Oregon.
L. S. F. MARSH.

CITY BARBER SHOP.
CALIFORNIA STREET
Jacksonville, - - - Oregon.
THE UNDERSIGNED IS FULLY PREPARED to do all work in his line in the best manner and at reasonable prices.
GEORGE SCHUMPF.

PUBLIC NOTICE.
NOTICE IS HEREBY GIVEN THAT WHEREas my wife, Eliza Hawk, has left my bed and board without just cause or provocation, I will not be responsible for any debts of her contraction.
SILAS HAWK.
Dated Dec. 20, 1884.

THE EDUCATION DEMANDED BY THE AGE.

LECTURE DELIVERED AT THE LATE TEACHER'S INSTITUTE BY PROF. W. J. DEAN OF THE WAGNER CREEK SCHOOL.

I am to speak on the subject of education, and ask you to grant me the privilege of exploring any and many of the avenues which lead to an education and to place my own interpretation upon that much abused term. You will not indorse all my views; probably but few; but if I utter only those sentiments that would call forth an approving response from the audience, if I tell you those things only that you already know and believe and perhaps advocate with as much zeal as could I, I might as well stay at home and read the *Texas Siftings*. It would be more agreeable to me and equally as profitable to you. A public speaker must not expect that hitherances will make a responsive chord in every breast. In candor I acknowledge to you my fatal facility of being on the off side of many questions; and whether it is my fault or merit is a quest on that has given me no little trouble. At all events, on this occasion I shall not bore you with those long, dry, inspired platitudes, found in most sermons, lectures and editorials on education; and whether you give me credit for originality or not, you will hardly charge me with stealing the thunder of old-time college professors.

This is a progressive age; it is the age of discovery, the age of invention, the age of thought. A few generations ago people were taught that they should do as their forefathers did—should adopt the same habits and customs—innovations showed disrespect to their ancestors. But the world has progressed and such slavish and superstitious adherence to the ways of our forefathers is not consistent with the advanced state of the times. The spirit of the age demands that we should improve upon the old interests; that we show respect rather than disrespect to our ancestors in so doing, and if they could they would rise up and call us blessed for departing from their ways, or even their counsel when we find it to be for both defective. Yet, not all keep peace with the progress of the times. How often do we hear some old timer, away back in the rear ranks, declare that his father's ways were good enough for him; that his mother or his maiden aunt was a good woman and what she believed and taught is good enough for him.

Well, your father cut his grass with a scythe, and raked his hay with a hand rake; why don't you? Your mother used to spin, and weave and make your garments. Does your wife do the same for you and your children? But few young women can be found now that can spin and weave or knit. Two generations ago there were but few that could not. Why the change? In the progress of the age you will find the answer.

But I shall claim to night that education instead of leaning the way, as properly it should, lags far behind. And, when I speak of education in this connection, I mean the education preparable in most of our schools, both high and low. I shall insist that a large majority of our schools and colleges are in the hands of those who are not, practically, progressionists. A little while ago some English commissioners were sent over to the United States to inquire into our educational system. They reported that our high schools and colleges tend to unfit pupils for the active duties of American life. By the way, I cannot resist the inquiry if English public schools are any better in this respect, and let no less an Englishman than Herbert Spencer answer. He says: "Had there been no teaching but such as is given in our public schools, England would now be what it was in feudal times. * * *" The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence—is a knowledge that has got itself taught in nooks and corners, while the ordained agencies for teaching have been mumbling little else but dead formulas. Is not the report of the commissioners above mentioned correct? And is not Herbert Spencer's severe criticisms of English schools applicable to ours?

Let us examine the intellectual qualifications of a recent graduate from some one of our great universities. He is puffed up with a consciousness of his intellectual greatness. He is wonderfully proficient in the ancient languages. He can discourse glibly on German and Roman topics of 2,000 years ago. His countenance lights up with enthusiasm as he learnedly and with the customary pompous gesturing recounts the heroic deeds of a Leonidas, a Cæsar, or an Alexander—the wonderful statesmanship of a Pericles, a Solon, or a Lycurgus. With magic style of delivery he repeats to us the most brilliant passages of Homer, Virgil, Sappho, Alcæus, Sophocles and Pindar, and audible sighs that no subsequent age has yielded such poetry. Do you wish for examples of art, he points you at once to the life like statues that immortalize the myths of Greece. For oratory, who greater than Cicero or Demosthenes? For examples to illustrate any topic he invariably takes you back to ancient times. His education is considered finished and he starts out to seek a business for life. Here he meets a difficulty. He finds many of the old friends of his boyhood, and who never went beyond the district school, filling positions of trust, and honor, and profit—positions that he, with all his fine classical talents, cannot enter. He is astonished at this and is sure to conclude that his college learning is not appreciated. He concludes right. The busy business world knows that a young man fresh from college (such as most of the colleges in our country) is poorly fitted to enter practical life. Indeed, my observations have led me to believe that the poorer the communication a young man can carry in his pocket, when he starts out to seek and maintain a position in practical life, is a certificate that he is a fresh graduate from college, and no matter with what high honors. Were I such a young man and aware as I now am of the way the business world views such talents, I should migrate into another State and not divulge the secret until I had struggled into a position. Of course, his university learning can in time be brought into play and contribute in no small degree to his happiness; but for immediate use in practical life in this busy age it is to a great extent unavailable, and the young graduate will soon come to envy those who, with little or no classical education, are outstripping him in the race of life, and it will slowly dawn upon his mind that our institutions of learning do not attain sufficient importance to that kind of instruction and training which will fit a student to take a position in the front ranks of the thinkers and workers of to day. If he must have immediate employment, there are only two vocations he can enter—teaching school and the ministry—though it will be reasonably objected that he is poorly fitted for the former; for if there is any calling that requires a practical knowledge of human nature, of parents and of children, it is teaching public school. These objections are not so applicable to this coast, for a large proportion of the students in this new country experience something of practical matters before graduating. A large number—perhaps the majority—are obliged to work their way through with great apparent sacrifice and require longer time to complete the course; but then education proper—the useful knowledge they have acquired is generally in proportion to the severity of the struggle—the greater the work the greater the reward. But in the older settled and wealthier portions of our country a student is likely to spend four to six years within the college walls, almost effectually isolated from the practical world as he would be in a Catholic nunnery, so that when he does emerge from the classic surroundings his ignorance of what he needs most to know is embarrassing in the extreme. He is old enough—humiliating though it be—to enter the primary department of the world's practical school, and the fact will soon be disclosed to him that, in this grand school, from the a, b, c's onward is a long and tortuous course. Indeed, our great scholars, deepest thinkers and teaching men owe comparatively little to their *alma mater*. They are what they are by reason of their nature, powers and habits of industry. Not a few of our foremost thinkers and actors upon the world's great stage have been forced to admit that their college training was a drawback rather than a help. Much of it they were obliged to virtually unlearn or ignore before the desired progress could be made.

These are apparently wild assertions; but let us see if there is not at least a modicum of truth in them. In most of our universities only two branches are taught with thoroughness, viz: mathematics and the dead languages. I shall claim that the value of the higher mathematics for the general people is overestimated. In a recent number of an eastern journal I find the following sensible advice to a boy: "Don't throw away an hour's time on algebra unless you are studying to become a teacher or a civil engineer. Without being obligated by the same reason do not weary your brain over intricate mathematics. There isn't a lawyer, doctor, editor or clergyman in the country who has any use for mathematics beyond the long simple tables once in ten years. Retail merchants and bankers have their printed tables showing rates of interest and the quotient of all figures in fractions likely to ever be called for, and the head of a wholesale house never meets with anything harder than finding how much 15,430 yards of sheeting would come to at 6¾ cents per yard." More strongly I insist that too much attention is paid to higher mathematics in lower schools. A pupil's general advancement is often measured by his advancement in algebra. One old professor admitted that the main value of algebra lies in the mental discipline which the study of this branch gives; that a knowledge of algebra is not likely to be used in practical life by the non-professional; neither is it likely to be used largely in the common professions, i. e., in the sense in which arithmetic is used. I concluded that he was correct and I expected to experience an astonishing increase in my reasoning powers as a result of the study of algebra. I have learned since, however, that there are many other subjects, the study of which contributes far more to mental discipline, and which are intrinsically valuable—useful in every day life. Analytical mental arithmetic, as a branch of mathematics, is a far better drill than algebra and is not, like the latter easily forgotten. Indeed, it comes in play in nearly every department of human industry, and in fact is resorted to in nine cases in ten by those who are fresh in algebra. You will say that algebra is a short method of solving intricate problems. Very true; and it is equally true that the method is as intricate as the problems it is intended to solve. I dare say you could not find in Oregon, or in any other State, one person in ten (not a teacher), who has been out of school five years, that can work, off hand, a problem in equations of the second degree. I have taken some pains to ascertain the truth in regard to this matter, and my observations most fully confirm the statement here made. No non-professional would care to keep up a knowledge of algebra for the very infrequent use he would have for it. It would not pay any more than it would for a man who has but half an acre of grass to cut each year to buy and keep an expensive mowing machine will, which to do the work. He would use a dollar and a half scythe instead, even if it did take a little longer to do his haying.

In our common schools, or common high schools, many pupils enter algebra inspired by the notion that it is a tony study and will give a correspondingly tony standing in the community. I dare say that many teachers can testify to this fact. The other branches of higher mathematics do not so often find a place in the common schools, and could with profit largely give way to some more practical studies even in higher schools. The older I grow the less importance I attach to facts that cannot be used in daily life. There are so many things that lie in the memory as dead facts, that cannot be turned to account; and that it requires as much time and expense to obtain these as practical truths is also true.

"Will it pay?" is a good question to ask when about to take up any new study. Of course, I do not mean will it give a money dividend, only, for money comes far short of making up the whole sum of human happiness; but will it pay, morally, intellectually and socially as well? Will the knowledge I am about to acquire contribute to the welfare and happiness of those around me and to myself? Can it be used so as to make me a better citizen, neighbor, parent, brother, sister or friend? In this busy age there is no time to learn facts that are of no practical use to us. Have you not been oftentimes in the society of those who were accounted scholars, yet who could give you no information worth having, nor an idea worth entertaining? Note the puerile twaddle so often poured forth for an evening at a time, even by so called educated young ladies and gentlemen. Such conversation is kept up, I suppose, because man is a talking animal and considers it necessary to keep his talking organs in practice; but I would as soon listen to a parrot as to conversations of such a nature, and would rather, for listening to a parrot often sets me into a train of deep thought.

But what is the relative value of different kinds of knowledge? What is the most important for the great majority of men and women to learn? This may be more easily answered in the negative than in the affirmative. It is evident to my mind that the two chief branches taught in our colleges and many high schools, and which studies require great expense and years of time, are not the most important; but what are? There are thousands of things we would like to know, and had we the time—could we live long enough—we could dip into every department of knowledge:

"Could a man be secure
That his days would endure,
As of old, for a thousand long years;
What things might he know!
What things might he do!
And all without hurry or care."

But it would not be wise to expect to live as long as did Methuselah. We should plan for about 60 years and should ask ourselves, "What knowledge of the most relative worth?" A common sense answer would be that we should learn the most important and useful things first; then, in time permits, the next in importance, etc.

Now, the question naturally arises, what should a child be taught first? I would say: How to talk and write its own language correctly; to read well; to compute readily and accurately and to understand what his duties will be as a citizen. These, together with the proper moral training, are the fundamental features of an education.

What next? A few hundred years ago the universal answer would have been Latin and Greek. College professors of the present would say Latin and Greek and the higher mathematics. One hundred years ago education was measured by classical knowledge. If only who was proficient in the dead languages was counted a scholar. Adding the higher mathematics to this is the opinion of fossil educators now, but this opinion is not in accordance with the spirit of the age. The works of nature appeal to us and demand recognition. The active, thinking, practical world is beginning to recognize the fact that a knowledge of nature and nature's laws is by far the most useful knowledge within the grasp of man.

Science is coming to the front and will in time crowd the so called classics into the background. Scientific knowledge is more practical; it harmonizes more with our everyday wants and necessities. It can be used in the struggle of life. To ignore science now is to ignore the world's progress. "Modern civilization," says Huxley, "rests upon physical science; take away her gifts to our own country and our position among the leading nations of the world is gone to-morrow; for it is physical science only that makes intelligence and moral energy stronger than brute force." He says further that "the whole of modern thought is steeped in science. I believe that the greatest intellectual revolution mankind has yet seen is taking place by her agency. She is teaching the world that the ultimate court of appeal is observation and experiment and not authority." And Huxley is right.

Indeed, were it not for the benefits the ignorant unknowingly and the non progressive unthankfully receive from scientific knowledge, they might as well have lived in the dark ages. Science trains the student to observe, to note the beauties and wonders in nature. It is entertaining—a never exhausted source of pleasure. There is poetry in it. A scientist, wandering along a seashore, sees a thousand interesting things that wholly escape the notice of an unscientific companion. The telescope and microscope each opens to our view a new world of marvelous beauty and interest. The study of science gives us power of expression, particularly descriptive power. It enlarges our vocabulary to a remarkable degree. It bears directly upon almost every industrial success, so that other things being equal, the greater the knowledge of science the greater the success. Old-time educators are wont, however, to denounce science in the most unmeasured terms—not mindful that they are indebted to it for many of the pleasures and privileges they enjoy. Imagine one of those old-time college fossils walking fearlessly through the deadly gases in the subterranean depths of a coal mine, trusting in the Davy safety lamp that he derrics in his hand, and at the same time denouncing men of science.

So, in harmony with the spirit of the age, I would place scientific study next in importance; indeed, I would make the elements of science a part of primary education. Do our great institutions of learning teach science? If science is necessary to an American education, the best facilities should be furnished for its acquirement by all our high schools. Is this the case? You need not reply that you find science studies listed in the "courses;" but are they taught, and taught with any degree of thoroughness? I would answer that in the majority of cases these studies are pursued without the necessary apparatus for illustration—a mere memorizing of facts and theories, with no adequate conception of their nature. Such knowledge is soon forgotten and is so confusing to the mind as to be of but little avail. What would be the result of teaching agriculture, analyzing and propagating plants and learning the use of different implements, with soil, plants and implements represented only on paper? Why, the most unlettered farmers' boy would be found far more proficient in the art of farming than a graduate from such an "institution." Suppose you locate an agricultural college in the center of a large city with not even a 7x8 flower garden as a means for practical illustration—have city boys for pupils; then introduce a graduate to a farm and turn him loose in a corral to milk a cow. Or, as he would likely say it, to extract, by means of alternate compression and relaxation, the lacteal fluid from the elongated excrescences that depend from the udder of the feminine bovine. He knows all about it in theory, but he may find himself kicked into the corner of the fence a few times before he gets theory and practice to combine. Agricultural colleges are supposed to turn out practical agriculturists, and they do. Large, well equipped farms are connected with these institutions, on which students are required to perform daily labor and thus acquire a practical knowledge of what they study. But in many of our miscalled "universities" the sciences are taught solely from the text-books—with not even an air pump to illustrate. The student may go through chemistry and not be able to tell six months afterward whether chloride of sodium is white or green, a solid or liquid—wouldn't recognize it by the scientific name as the stuff that makes his potato taste bad when he don't put any on, as a boy would describe it. Physiology, geology, astronomy from text-books alone! The class to which I belonged took up botany in the winter—an excellent time to study flowers and leaves—from the wood cuts. You will conclude that I am not proficient in that branch. Your conclusion is correct; but there is an institution down in Washington county that should have part of the blame.

In nine common schools in ten geography is taught with out a globe—geography, where everything is spherical, represented to children on a flat surface. Can ideas thus acquired be anything but confusing? As a student I went through the text-books, and as a teacher I taught (or attempted to teach) natural philosophy and chemistry before I had seen an air-pump or a retort, and was even deluded with the idea that I knew something about these sciences. I soon learned my mistake and was obliged to procure apparatus at my own expense, and, with little or no aid from others, learn the elements (and want of time and opportunity, I am sorry to say, has prevented my learning more) of these branches. Now, a practical knowledge of the elements of the most useful branches of science should be possessed by teachers and taught, at least to advanced grades, in our common schools. Not a bewildering jumble of facts, theories and moonshiny ideas, but useful, available knowledge. Of course I would not be understood as insisting that every teacher should be proficient in all these branches. In common schools I should insist on a knowledge of the rudiments only. Neither would I have it understood that most of the time be occupied in the study of physical sciences; but much more than now and more effectually. The time, little though it be, spent over the dry text-books on natural science, in some of our schools, if put in with the necessary apparatus—with the proper tools to work with—in a practical way, would give the students a thousand-fold more knowledge of these subjects than can be obtained without such facilities. This will be the mode of the future practical teacher.

OBJECT TEACHING.

A teacher may talk as learnedly as it is possible for him to do about the properties of the atmosphere, and if he can long hold the individual attention of the class he is indeed a skillful teacher. In 99 cases in a hundred the class gives an audible sigh of relief when he is through. But let him bring forth an air-pump and perform a few experiments and I can ass