## ADDRESS OF WELCOME.

[Delivered before the Oregon State Teschers' Institute, by Gov. S. F. CHADWICK, at Salem, Oregon, August 21st, 1877.]

Mr. President-Teachers, Ladies and Gentle

on Behalf of the Board of Elucation of this State, we hearthly welcome you to a participation in the duites and exercises of the present session of the State Teachers' Institute. We trust that what may be said and done here will increase your interest in the cause of education. And we trust also that you may feel that its proceedings will prove valuable to scholars as well to teachers and that they may be a joy and a piessure to all of you. And also on behalf of the good people of Salem we welcome you to our beautiful city, and to its hospitalities.

The honor of opening this Teachers' Institute rests upon one who, while he esteems it a great privilege to welcome so intelligent a

tute rests upon one who, while he esteems it a great privilege to welcome so intelligent a body of ladies and gentlemen as compose this assemblage, to their annual feast of reason and social repast, feels that he is not able to do full justice to the occasion. It the discharge of this pleasant duty, however, we shall not confine ourself to one theme, but depart from the usual path in the address line and recent such discursive thoughts a may depart from the usual path in the address line and present such discursive thoughts as may naturally arise in our mind as we look into the school room. This should be regarded and treated by the person making the opening address as an opportunity for toachers to receive suggestions, prepositions and subjects for discussion, and for the presentation of elementary and other facts connected with our system of public schools. The mode of teaching simply what there is now to be taught in these schools is coming to be regarded as insufficient, compared with what should be taught in them. We are able only to present some of the reasons for this conclusion, leaving the question whether they are correct or not for your consideration.

THE TEACHER.

At the outset we will give a thought to the teacher, who we may say is the occasion of this spirited convocation. Our school teacher this spirited convocation. Our school teacher has a very responsible task to perform. Justice to him requires that we acknowledge at once the value and importance of his vocation. It is indispensable. His service does not stop with the school work proper, but sometimes extends to that which belongs to parents. We feel that our estimate of him parents. We feel that our estimate of him is not too high, when we declare that of all the public offices we could mention there are none more important and responsible than that of the school teacher, and when the position is well filled, none more deserving of illural approxi-

of liberal support.
Without the slightest inquiry into the surroundings, we hand our child over at an early
and tender age to the school teacher, who is in roundings, we hand our child over at an early and tender age to the school teacher, who is in aimost every instance a stranger to both parents and child, and in most cases remains so to the parents. May we ask, who is this school teacher? When the child enters upon his school career, it is taken for granted by parents that his welfare is secured and that the needful instruction will follow. Why? Because all depends on the teacher. We now discover that the greatest confidence is centered in this teacher or stranger, and why is it? Could any other stranger take this child into his custody during the busy hours of the day, or at any other time and retain itin places parents seidom, if ever, visit? These schools are scattered all over our State, and there are but few families who do not reside within school districts. From the relation of parents and teachers, it is apparent that some kind of a contract exists between them, the consideration of which, on the part of parents is confidence, and on the part of teachers, responsibility, education being the inducement on both sides. Have we not heard of good mothers who longed for school days so that the little ones could be sent where they would be out of the way? Some singerded as a kind of nursery for infants. At first one might think that parents who place their children in the hands of these strangers at so early an age, are thoughtless and cruet. But such is not the fact. Parents at so early an age, are thoughtless and cruel. But such is not the fact. Parents may send their children to the school room, to be taught or to relieve themselves room, to be taught or to relieve themselves of a temporary annoyance. In either case we can see the unbounded confidence repos-ed in the teacher. When the almost helpiess infant can be made to sit patiently for six hou's daily on the traditional school bench, through fear of, or love for, the teacher, and when we are called on to send our children to school to study their books, confidence in to school to study their books, connected to the teacher, though a stranger, gives us ease and relieves us of all anxiety about our seemingly uneared for children. This teacher in whom we place this great confidence was at one time one of these little indocents. And no doubt from the present moment he can look back to the period when under discipline he could not "read his title clear." He was quite as contented with the teacher as at home. And he has since realized that school life should in all respects harmonize with life should in all respects harmonize with home life. According to our theory the au-thority of parents and teachers should be mutual. We have judicial authority on this

The Supreme Court of Maine has decided that either a teacher or parent may correct a child for misconduct on the way between home and school. In school the teacher's authority is absolute: at home, the parents; to and from school the jurisdiction is con-current and both teacher and parents must current and both teacher and parents must keep publishment within reasonable limits as verity.

To receive a strange child, to temper its disposition, elevate its standard of thought, discipline its mind and finally to turn it out on the world educated and litted for the reon the world educated and litted for the re-quirements of spelety devolves upon this too often unappreciated school teacher. There is something akin to gentus in the person who can retain this confidence of parents and the public. We do not mean by this that he is or should be poor in this world's goods—the fate of gentus, but that he should be right to quarties of middle recognitions. rich in quarities of miad, rare, generous and noble, in order to perfect him in the work of his profession. In welcouring you to this Institute we but buyle you to perform several days of hard labor. We may sak a several days of fiard labor, we may see a few questions or make some suggestions for your consideration. We may commence by saying that the bancher should possess a knowledge of physiology. No teacher can be competent in his calling without this knowledge. He should carefully study the power of endurance of the mental and physical apparatus of his scholars and their ability is according to the polymer. to perform the silotted tasks of the school room. A rule that would not well for one child neight destroy another.

As the commonwealth provides for the ed-

neation of her children by law, would it no the value of school laws by their profe sional experience? Is there nothing in these laws which should be amended or repealed; Is there not something that could be added to them? Should education be compulsory? Ignorance that is prevalent in the COUNTRY Ignorance that is, prevalent in the country impresses men of progress more and more seriously with the need of complete systems of education as a means of social and political safety. While it is the duty of the State or Nation to adopt a liberal measure of education, a plan of some kind is common to all civilized nations. And whatever that system is, or however popular, there will be found somewhere or somehow, defects from time to time that call for correction. Criti-

cisms on these subjects from teachers are always in order. You may think we are loading down the school teacher with heavy weights, and no doubt we are to a great extent. Atlas, with the world on his back, but person ated the school teacher in our opinion, as he struggles along the; road to the school room for the honor and glory of the State.

SCHOOLS AND COMMUNITY.

Whatever school system is adopted it proves itself on the race using it. Here is the test, whether the system is sufficient or not for the wants of scholars. When nations not for the wants of scholars. When nations were dead to the importance of this subject they were dead indeed. The monarch regarded his subject, "as a being untaught, uncomforted, iil fed, to pine dully in thick obsecration; in squallid destitution and obstruction," this, Carlyle says, "is the lot of the millions." And he instances the case in Brittany when the people rose in revoit at the introduction of jendulum clocks, thinking it had something to do with the "gabelle" or excise.

Common schools have produced a great change in this respect. The minister of Public Instruction in France concluded a valuable paper a few years since on free education as follows:

1st. Public Instruction is a great public

service.

2d. This service like all services which hencift the whole community. ought to be paid for by the whole community.

3d. The right of suffrage has for its corollary the duty of instruction and every citizen ought to know how to read, as he ought to hear arms and one tays tays. to bear arms and pay taxes.

These propositions are true, and in order to make them so appear under our system of education, we desire to go to the foundation of the whole question. All of this school work or plan of instruction emanates from assect ation, combination, community. This com-nunity should have a head; there should be harmony in its organization. It should possess virtue and intelligence. Its great ower is found in those elements. It is a oody having a common interest and purpose. For the protection and happiness of its mem For the protection and happiness of its members, civil and political codes of laws are enacted. It must act on the principle of mutual protection and advancement. The State is but a community, the town or city is no more and no less. To preserve and perpetuate this community, great responsibility rests on parents, who are members of it. Parents are the pillars on which it rests. And we may ask if they do not promise by virtue of this community of interest in and of which they are the life, to prepare their children for their succession in this compact; to qualify them for the discharge of those duties which they will have to assume whenever they shall arrive at their majority. This community or commonwealth has made provision by law for the education of its children rich or poor.

THE BOY CONSIDERED.

dren rich or poor.

THE BOY CONSIDERED.

The duty of the community and that of the parents of children are plain and should be well understood. The community in which the child lives owes it an education. Is not the child a part of the community in which the child a part of the community in which the child? We will consider the school boy in his relation to the community in which he lives. And it will be a source of some interest to see how differently the boy of the school room may be treated by men of learning. Professor Pickard, at the National Educational Association of Minnesota, gave a humorously scientific description of the boy, under the question "What shall we do with our boys?" He answers that the boy, "Is a member of the actimal kingdom, sub kingdom vertebrats, class mammalis, an animal with a backbone more or less flexible and deriving support from its mother, often far into manhood, and having two hands fitted for grasping, climbing, fighting, etc. He is endowed with a fickle disposition, permitting him to be good, bad and indifferent in the same day; an ambition and desire to go and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith, love and see as much as other boys; a faith of the faith of the faith of the faith of

munity, place the several scientific estimates upon him and see how he stands. Psychologically considered, the boy is re-

Psychologically considered, the boy is re-garded for study and culture, as a thinking. garded for study and culture, as a thinking, reflecting and reasoning animal, and by the psychologist it is decisred that the mental powers of attention, reception and labor of cogitation are limited by definite laws which cannot be broken without injury, and that they are often grossly violated in all our common schools. One of the most distinguished psychologists deciares that four hours of steady mental labor are as much as should be required of the bardest heads and hardest mental workers. If this is true the laws of mind are broken by the present requirements ofour common school system which call for six hours of daily mental work for the soft and tender heads of infants and growing children.

The physiologist regards the boy as an or-

The physiologist regards the boy as an or-ganism, subject to important laws for his rearing and conservation. One among the ablest physiologists declars that the length of sedentary constraint of young children to five or six hours of daily desk work—that culture of the mind without culture of the body is in violation of the laws of physicle gy, and that all over bodily work in the in-fantile stages, is, during the later stages in the adults lejurious to the organism, impair-ing its powers and durability. The economist might dwell somewhat on the production of the material means—the food and clothing o the pupil and the expenses of training and teaching him and the return for the outlay. The polical economist regards the young man as an intelligent productive force, "val-nable to the extent and quality of its yield." We are willing to assert out the boy is a peen mary investment for brofit, and is induty bound to return the highest advance over and above the cost of his nurture and rearing It man would study his force with a view to preserve it, in the light presented it would enhance his self-respect and others would think more highly of him. The economist asks for the common average expense of a boy from infancy to that age when he is fit ted by education and training to become of use to the community of which he is a mem-ber; at a time when he is competent to serve

very one.
Time does not permit as to speak his orically on this point to any extent. The historian informs us that there was little colonial action if any on behalf of education prior to the ravolutionary war, and but little interest manifested in England prior to the time of English immigration to these shores. But whenever and wherever we find an interest taken in these schools we discover that they taken in these schools we discover that they are the outgrowth of a community and were instituted for the salvation of the common wealth. In the Zesiard—(a province of Holiand, in the Netherlands,) school laws of 1583, education is called "the foundation of the commonwealth." In 1638, in the proposed articles for the colonization and trade of New Netherlands it was stated that "each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper to maintain school masters." In 1642, it was common in marriage contracts for the parties to promise to bring ters." In 1642, it was common in marriage contracts for the parties to promise to bring up their children decently, according to their ability to keep them a school; to let them learn reading, writing and a good trade. And in New Amsterdim in 1633, we have mention made of the first school master there. Thus the frugil Dutch brought this principle with them to the shores of America.

Having spoken of the duty of parents and community to the boy, we desire now to ask, what proportion of boys if any, at the age when they should dreend wholly upon themselves for a living are profitless? Have parents or the commonwealth tested the boy by the several branches of industry and prepared him with a knowledge of such as he desires to follow? Why is it that many appear to be unfitted rather than fitted by education, for what they wish to engage in for a livelihood? Have the wishes of these young men been understood by parents or by school officers? If community were morally and scientificately secund and if its system of education were in harmony with its obligations to the young, there would be no waste of this new and valuable stock. But there is a wrong somewhere; there are Having spoken of the duty of parents and its obligations to the young, there would be no waste of this new and valuable stock. But there is a wrong somewhere; there are profitless young men everywhere, and it is not their fault that it is so. Every young man would do something to secure an honorable living and become a pillar in community if he could. The exceptions, at least, would be very few. The question arises, are these young men properly educated? As it now stands there is such a rush of graduates into the liberal professions that we are reminded of the agent who solicited immigrants for Kansas, years since, and offered to exchange ten professional men for one farmer.

COMMON SCHOOLS AS CHARITABLE INSTITU

ten professional men for one farmer.

COMMON SCHOOLS AS CHARITABLE INSTITUTIONS.

There is an idea abroad that these schools, because free to all, are sustained by the charitable purse; that they are places where pareuts may send their children raber than have them run the streets. This is plainly and fore, biy stated. But it is not true. The idea has, however, had a bad influence on some parents and scholars, and the schools suffer therefrom. It is true the property of the many is taxed to sustain these schools. From this the impression goes out that the few comparatively who are taxed sustain the school. This is the superficial face of the system in the eyes of those who make this charge. Knowledge is all the power society has; all the commonwealth possesses. It is essential to the existence of the body politic. It is knowledge that harmonizes the elements of society and makes it a mighty agent in developing this wonderful man-power. We have stated that a boy is so much espital stock or productive force in society whether rich or poor. The means of that society are biedged by urtue of this fact to bring that stock or productive force in society whether rich or poor. The means of that society are biedged by urtue of this fact to bring that stock up to the highest standard of value. And it is the duty of community to bestow upon the boy, as it is his absolute right to demand a knowledge of every branch of industry necessary to qualify him to discharge his duty as a citizen, and thereby addirength and power to the commonwealth as it is designed he should. And whenever this productive force or capital stock in community is frittered away as an object of waste and charity, then woe unto the State or Nation that does it. A little reading and writing, the simple means of knowledge, available allke for good or evil are all that the pupils of these schools need in the eyes of those who look upon free schools as charitable institutions. Without this productive force there would be no commonwealth. As we have remarked t tion and perpetuation. Its wealth is in its

tion and perpetuation. Its wealth is in its stock.

The power and authority of parents within their own family province, in these matters, are no more sacred than those that are or should be exercised over children by the commonwealth. This government over the youth is the same in principle in the fam. the youth is the same in principle in the fam-ily as in community. It cannot be used ty-ranically, nor to the injury of others or for the benefit of rulers, but for the common good of all. Common schools are not only good of all. Common schools are not only the foundation, but an essential part of the workings of the government that provides them. And to day it is the study of men of culture and of science in the old world as well as in the new, how to impart education to the utmost extent to all classes and condi-tions of children. To provide for half-time schools where in over-crowded communities children have to earn their own subsistences children have to earn their own subsistence, and to extend the principle of compulsion. Public instruction is a great public services and like all services which benefit the whole community, ought to be paid for by the whole

mmunity.
Have our school systems anything to do
the question, "what shall we do with or water, There most. The time may come when too be small ask with much carnes been "what shall we do with the commonwealth?" In many we do with the commonwealth?" In many parts of our country great alarm is felt for the folure of young men. Too large a proportion go to over-crowded callings. Industrial pursuits are too much neglected. These are the foundation of the pyraudi of the social and political compact. From the neglect that industrial pursuits receive in our school system, it would seem that this pyramid stood on its apex. Our schools do not teach industries, hence the young cannot see the utility of such instruction. The ideas is quite common that a professional life is see the utility of such instruction. The idea is quite common that a professional life is more honorable and incrative than one of physical labor. A greater fallacy never found circulation. The idea should be driven out of every school room. The professional man stands on the same ground with the man of industrial pursuits. The honor to be gained from either, depends on the skill and integrity of the man. The fact is, this perfections notion about the superfority of a prointegrity of the man. The fact is, this per-nicious notion about the superiority of a pro-fessional life, so destructive of the usefulness of so many young men, society mands should be corrected.

And here is a proper place to speak of a

mainty. Involved in this expense are the support, moral training and education of the boy. Parents and community are equally responsible for his conduct and education. There is the family relation, parental and filial, but community always asserts he property in the boy. He is of the capsal stock of the great body politic and as such must ever be held valuable and should be that of interest of one member should be that of every one.

special duty of parents. They are too apt to ove fook their opportunities and neglect to the indifference to children. We seem invented in the ruled-off way in which it is taught now-a-days.

These tests of the eyes have been made in as they should, as a general thing, with their boys. Every father should keep the company of his con as much as possible. If the desires well of his son, there will be no difficulty in gratifying that desire if the step is taken early. A boy naturally looks to his father to lead in the way of life. And if the father has the welfare of the boy always before him, the character of the one will be desires well of his son, there will be no diffi-culty in gratifying that desire if the step is taken early. A boy naturally looks to his father to lead in the way of life. And if the father has the welfare of the boy always be-fore him, the character of the one will be-come that of the other to a great extent. Both father and son are benefitted by this intercourse. The associates of the father would be those only he would want his son to have, and his pastimes would be pru-dently selected and his example would be more elevated. Associate with your chil-dren and make much of them. We some-times hear of fathers who almost hate their sons or seem to do so, because they do not come up to their fathers' expectations. And yet these fathers, perhaps, have never spent yet these fathers, perhaps, have never spent a moment in studying the habits and dispo-sitions of the boys they condemn. If a father expects his son to grow up depending father expects his son to grow up depending on the promiscuous associates he is thrown among for his raising, he should hate himself instead of his boy. A boy wants special attention, society and influence of parents, and their advice on every valuable thing that relates to labor, mental and physical; on duty to parents, community and to himself; on everything that tends to narmonize parental care and affection, with an active, indissolublespirit of filial love. The mind of such a child will be found, as he grows up to be grounded in correct moral principles, habits of industry, respect for labor, the importance and necessity of social intercourse and value of home-life and authority. By this training the teachers would be benefitted because the child would carry this respect for authority and good order with him to the school room.

THE EYES-AND INPANT SCHOOL AGE. But to return to the teacher's department. A word on physical training; the use of the hands and the eyes. In some schools of higher grades, military testics are used. In others systemized gymnastics. These ex-In others systemized gymnastics. These ex-orcises are not common to free schools. Expe-perioce shows that mixed, bodily and mental training gives to the child a greater efficiency for all purposes of labor. Any kind of train-ing or exercise will answer, if it is nothing more than work about home. Dr. Putnam on school gymnastics says: "It is not nec-essary that very great muscular power should be developed, as that is not necessarily con-ducive to good health, nor does it accompany it. Good breathing is by no means common, singing is recommended to aid in this partic-ular, and to give increased power to healthy

it. Good breathing is by no means common, singing is recommended to aid in this particular, and to give increased power to healthy persons. It would save many affected with lung disorders, from early deaths. Passing over the subjects of ventilation and improper postures while at the desk, we offer a word in reference to the eyes of pupils.

The infant school age in this State is four years. What power the eye possesses for endurance at that age is a question of great importance. Hence we refer to it especially. We believe there is a difference in respect to the eye, beween those who do not go to school and those who do. If the eye is perfect in infancy, why should it not so remain? why should not the eye retain its power for three score years and ten? Would it not be sirange to see an Indian with eye glasses or spectacles on his nose? We have heard of Indians one hundred years old, and perhaps have seen them. But we never heard of one using any means to assist the eye. This custom we think belongs to civilized people. Is not the eye affected by our inablts, and so much so as to impair the sight at an early age? The power of descrying objects at vast distances appear to be hereditary. This is proven by two races of men, the Mongols of Northern Asis and the Hottentots of Southern Asis and the Hottentots of Southern Asis and the seem to stretch without limit in every direction. This power was acquired by habit in each case, and being kept up by use in successive generations it has become fixedly hereditary. And may not over taxation of these organs confined to school work, so imhereditary. And may not over taxation of these organs confined to school work, so im-pair the sight as in time to produce a race of

near-sighted people?

In the Cincinnati schools not long since In the Cincinnati schools not long since, the number of eyes examined was 1,264; in the district schools 13 27-199 per cent were near-sighted. The eyes of scholars of some of the Brooklyn schools and New York College, etc., were examined, and of 2,884 eyes examined 1886 had normal refraction, 538 were near-sighted, and 227 were over sighted. In these an occuliat, recently examined.

were near-sighted, and 227 were over-sighted. Dr. Howe an occulist, recently examined the eyes of the Buffalo, N. Y. school children, and he reports that of the one thousand and three pupils of various ages whose eyes he tested, no less than thirty-five per cent, had inherited or acquired defective vision. Of these about twenty per cent were near-sighted; nearly tweive per cent were far-sighted; and about three and a half per cent, had vision so defective as to be beyond the reach of help by glasses or any other mode of treatment. This impairment of the vision so far as near-sightedness is concerned, is a gradual result, corresponding generally to the age of the pupil and his or her attendance at school. pit and his or her attenuance at school.

Among children not over six years of age he found none that were near-sighted. By the time they are seven years old, however, five out of every one hundred have acquired short sight; when they are eleven years old, there are eleven out of every one hundred similarly troubled; when thirteen years of age, there are nineteen in a hundred, and at eighteen years, twenty six out of every one eighteen years. It wenty six out of every one age, there are nineteen in a hundred, and at eighteen years, twenty six out of every one bundred pupils have become near-sighted. Dr. Howe concludes that in the Buffalo schools, about one pupil out of every four that goes so far as to graduate at the high schools is made near sighted for life. He does not charge the whole of the injury upon the schools, but makes allowance for that proportion which may be due to inherited the feets of vision and that which results from defects of vision and that which results from over taxing the eve-sight at home.

Dr. Lincoln, of Buston, read a paper of great value before the American Social Sci-

ones Convention, he being the Secretary of the health department, at Detroit, in 1875, on ence Convention, he being the Secretary of the health department, at Detroit, in 1875, on the "care of the eyes in schools and elsewhere," and on "health in the public schools." It has not been our pleasure to procure a copy of this paper, we speak of it only from a brief notice that we obtained of it. His rules for the care of the eyes are summed up as follows: See that the room is comfortably cool and the feet warm; that there is nothing tight shout the mack; that there is plonty of light without dazzling the eyes; that the sim does not shine directly on yes: that the sun does not shine directly the object we are at work upon; that the light does not come from in front, it is best when it comes over the left shoulder; that the head is not very much bent over the work; that the page is nearly perpendicular to the line of sight; that the eve is nearly opposite the middle of the page, and is not

less than fifteen inches from it Dr. Spalding, of Portland, Maine, have nesting the vision of that city's school been testing the vision of that city's school children, and concludes that in every school there should be a rest every half hour, if even for a minute only, from reading, and especially from writing and drawing, the pursuit of which, for a steady hour, is wear-isome enough to a practiced eye, and much more so to all young beginners who atrain, as it were, at each point in a line, so as to make it as nearly like the copy as possible. To who

## CENTAUR LINIMENTS.

have been sold the last year, and not one complaint has reached us that they have not done all that is claimed for them. Indeed, scientific skill cannot go beyond the result reached in these wonderful preparations. Added to Carbolic, Arnica, Mentha, Seneca-Oil and Witch-Hazel, are other ingredients, which makes a family liniment that defies rivalry. Rhoumatic and bed ridden cripples have by it been enabled to throw away their crutches, and many who for years have been afflicted with Neuralgia, Sciatica, Caked Breasts, Weak Backs, &c., have found perma-

Mr. Josiah Westlake, of Marysville, O., writes: "For years my Rheumatism has been so bad that I have been unable to stir from the house. I have tried every remedy I could hear of. Finally, I learned of the Centaur Liniment. The first three bottles enabled me to walk without my crutches. I am mending rapidly. I think your Liniment simply a marvel.

This Liniment cures Burns and Scalds without a scar, extracts the noison from bites and stings. Cares Chillblains and Frosted-feet, and is very efficaclous for Ear-ache, Tooth-ache, Itch and Cutaneous

The Centaur Liniment, Yellow Wrapper, is intended for the tough fibres, muscles of horses, mules, and animals,

READ! READ!

Rev. Geo. W. Ferris, Manorkill, Schoharle Co., N

"My horse was lame for a year with a fetlock wrench. All remedies utterly tailed to care and I considered him worthless until I commenced to use Centaur Lindment, which rapidly cured him. I heart

It makes very little difference whether the case be wrench," sprain, spavin or lameness of any kind the effects are the same. The great power of the dniment is, however, shown in Poll-evil, Big-head, Sweeny, Spavin, Ring-bone, Galls and Scratches, Phis Liniment is worth millions of dollars yearly to the Stockgrowers, Livery-men, Farmers, and those having valuable animals to care for. We warrant its fects and refer to any Farrier who has ever used it.

Laboratory of J. B. Rose & Co., 46 DEY ST., NEW YORK.

## CHILDREN.

A complete substitute for Castor Oil, without its appleasant taste or recoil in the throat. The result of 20 years' practice by Dr. Sam'l Pitcher, of Massa

Pitcher's Castoria is particularly recomm for children. It dostroys worms, assimilates the for candren. It destroys worms, assimates the food, and allows natural sleep. Very efficacious in Oroup and for children Teetning. For Colds, Fever-ishness. Disorders of the Bowels, and Stomach Complaints, nothing is so effective. It is as pleasant to take as honey costs but 35 cents, and can be had of any Druggist. This is one of many testimonials:

This is one of many testimonias:

"Cornwall, Lebanon Co., Pa., March 17, 1874.

"Dear Sir:—I have used your Castoria in my practice for some time. I take great pleasure in recommending it to the profession as a sate, reliable, and agreeable medicine. It is particularly adapted to children where the repugnant tasts of Castor Oli renders it so difficult to administer.

E. A. ENDERS, M. D."

Mothers who try Castoria will find that they can leep nights and that their bables will be healthy. J. B. Ross & Co., New York.

LUCIUS BELL, cessor to J. M. KRELER & Co. 95 Liberty st., - - NEW YORK, Commission Agent

OR BUYING AND FORWARDING FROM New York via Isthmus, Pacific Bailroid, and pe Horn, all kinds of Morchandise, and for the sale Products from the Pacific coast, for the collection money, &c.



THAN ANY OTHER EFFECTUAL REMEDY FOR THE TREATMENT OF SHEEP. 17

Improves the Health OF THE ANIMAL AND THE QUALITY OF THE WOOL.

One gallon is enough for one hundred to two unified Shoep according to their age, strength, and It is put up in PIVE-GALLON CANS-Price, \$13 Send for circular, to

T. A. DAVIS & Co..

PORTLAND, OREGON. Wholesale Agents for the State. Or to your nearest Retail Druggist.

Mrs. Rohrer's New Remedy FOR THE LUNGS IS MEETING WITH WONDERFUL SUCCESS!

THIS PURELY VEGETABLE REMEDY H. To equal in the relief and cure of Coughs, Cold Ashma, Bronchitis, Croup, Whooping Cough, M. alee, &c. I has produced some remarkable cures. Sold by druggists generally. Prepared only by JOHN L. MURPHY, Monmouth, Or., To whom all letters of business should be address.