

Frank Tandy is expected out this fall from Mo. We are glad to see the brethren turning their faces toward our sunny vales. Here is a grand field for work, and we may not expect such a bountiful harvest at the first sowing, for there is much need of summer fallow work before the glorious fruitage of the laborer can "come rejoicing bringing in the golden sheaves." We rejoice that much of both kinds of work is being done.

Bro. A. W. Sanford who will teach near Butte City, has engaged to preach one-fourth of his time in Glen valley, about eighteen miles west of Colusa. This is Bro. Sanford's first engagement in the work. He must not expect to have always a full moon and a high tide, but with confiding faith and a heart of hope and prayer, a readiness and promptness to duty, and always "Be instant," he may expect all will be well. I well remember many years ago, with others, being in the company of the venerable veterans Bros. D. S. Burnett and Livy Hatchett. We were at Bro. Butler's, at Abingdon, and greatly pleased at the reminiscences of the first years of their ministerial life. Bro. Hatchett remarked that for his first year's labor he only received three dollars. Bro. Burnett in reply said that when he first began to preach he felt like paying the people for coming to listen to him, besides for the first year's labor he only received a pair of socks. There is little need of young preachers being discouraged. If we all would often read the trials of the pioneer preachers, it would mollify our feelings, and give a new lustre to every phase of the question.

Promises and threatenings, cursings and blessings go together. There is no act but carries its fruit with it. The young should be taught that God's law is strict and curses and blesses. It is God's law in Nature as well as Revelation. One who eats proper food is nourished; one who eats poison must die. Human law protects those who obey it and sets the alternative of punishment before those who disobey. It will not do to resist the threatenings. They are for our good. They cannot be escaped except by obedience. In that way they can be escaped, and in that only true liberty and happiness.

Educational Department.

CONDUCTED BY PROF. W. E. YATES, A. M.

All matter intended for this department should be handed or sent to Prof. W. E. Yates, Monmouth, Oregon.

The Sciences.

As these subjects are taught in nearly all of our best schools to day, it may be well to ask a few questions concerning the advantages and disadvantages of their introduction to a place in the curriculum of schools.

What is intended to be accomplished by this dry rehearsal of facts? to the average student who only intends being an intelligent citizen and a business man of strict integrity. Will going over the technical terms of philosophy, learning dry principles without any method of knowing how to apply them to any practical use, ever produce any benefit to after life? We must certainly answer no! Yet we find this method of teaching nearly all the sciences everywhere prevalent. Just here I will add that our tex-books are greatly at fault. I especially notice this in our text-books on Natural philosophy.

Too much ground is gone over and the student expected to know a smattering of all the theories of light, heat, sound, the Molecular theory, the Atomic theory and the Darwinian theory, with the hundred and one other theories advocated by scientific cranks, who try to teach to others that of which they know nothing, or next to nothing themselves. One person has as much right to form opinions on these questions as another, if he is able to think about them in a logical manner.

I would say let us have less of abstract theories in this most interesting subject especially in Natural Philosophy. Let the student study what he can get at to an exact truth, enlarge the subjects of Statics, and Hydrostatics so as to comprehend all the more practical points, and let the student take care of these abstract theories himself, he will probably be as able to form opinions as those whose opinions he may happen to read or to which he may listen, and, by the way, this would take a great deal of lumber out of our educational work. I have met numbers of students, intelligent, bright, able and who had all other faculties necessary to make excellent men and women, who could re-

cite all the above mentioned theories to a nicety, yet could not solve any of the practical applications of the laws of Mechanics, nor even keep the common business accounts of life. This is one of the great lacks of our higher system of education, and it is decidedly Anti-American.

I hope to see the day when all the education of our land will be relieved of this trash and stand on a sound practical basis. And that our youth will be able to meet all emergencies in the affairs of life.

H. D. J.

Influences of High-School Training.

The assertion that high-school training unfits young people for the ordinary business of life, is as common as the educational sophist who utters it, and quite as misleading in its tendency. It is the cant shibboleth of all enemies of high-schools and of liberal education, but is no more in accord with the truth than would be the assertion that education is the source of all crime. There may be isolated cases of even college graduates of such a character as to lend a showing of plausibility to this statement, but this proves nothing. Show me a high-school pupil unfitted for business because of an undue appreciation of his own acquirements, and I will show you a score of others so innocent of high-school training, as to render their cases still more hopeless. If a lad is rendered incapable of gaining a livelihood by receiving high-school instruction, we may safely conclude that the composition of his nature is such as to make him unfit without it; but of course sending a young man to a high-school will not, of itself, make him capable and efficient, any more than getting a man into a church will, of itself, make him good. In either case there must be underlying qualities, or the basis for development is wanting. Again, if thirty years ago there was comparative ignorance in a community, one child was as well off as another; but the children of to-day live where education is general and of a high standard, and hence they need more of it than was formerly necessary. Progress is the watchword of the times, and must continue. Educational pigmies may contest the way, but the cause of education is too close to the people to render the result uncertain.—*National Journal of Education.*

VESPERTINE SOCIETY.—The young ladies Literary Society consisting of 23 members met promptly at 4 o'clock last Friday afternoon. The meeting was called to order and conducted throughout according to Parliamentary usage. The members were very orderly, and gave close attention to all the exercises. The ladies certainly intend to improve their minds. The methods chosen, through which they mutually assist one another in self-culture, are indeed good ones. After reading the minutes of the previous meeting and calling up the different orders of business the members on duty well carried out the following programme: Essay, Lillie Powell; Recitation, Jennie Bushnell; Life of Longfellow, Millie Doughty; Essay, Jennie McMullen; Questions answered; Selection from Byron, Vona Peek; Comic Recitation, Esther Goodman; Origin of Evangenline, Maggie Butler; Select Reading, Belle Ebbert; Parody on Poe's Raven, Mattie Mitchell; Report of Critic; adjournment. The exercises bespeak a prosperous and profitable time in the society during the year.

MY MOTHER.

My first and truest friend is mother,
She has no equal in another;
No father, son, or any other,
Can vie with any faithful mother.
Nor friend, nor wife, nor loving brother,
Could near hand match a lady mother,
PHILO.

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