

ent, E. L. B., writes to us inclosing a few figures, the results of some calculations. According to the latter it would require 4,000 years for the waters from the Mediterranean to fill the valley of the Jordan, which is 1,000 feet below the former, the water to flow through a passage 100 ft. wide by 25 ft. deep with a velocity of 4 miles an hour. With a channel 100 times this capacity it is possible, he says, to limit the period of filling to 40 years. At the same rate it would take 40,000 years to fill up the Caspian sea to the sea level, and thousands of years to fill up the Sahara.

WORKING AND THINKING.—It is a no less fatal error to despise labor, when regulated by intellect, than to value it for its own sake. We are always in these days trying to separate the two; we want one man to be always thinking and another to be always working, and we call one a gentleman and the other, an operative; whereas the workman ought often to be thinking and the thinker often to be working and both should be gentlemen in the best sense. As it is, we make both ungentle, the one envying, the other despising his brother, and the mass of society is made up of morbid thinkers and miserable workers. Now, it is only by labor that thought can be made healthy, and only by thought that labor can be made happy; and the professions should be liberal, and there should be less pride felt in peculiarity of employment and more in excellence of achievement.—*Ruskin.*


**Educational Department.**

CONDUCTED BY PROF. J. D. HAWES.

All matter intended for this department should be handed or sent to Prof. J. D. Hawes, Monmouth, Oregon.

**The Canada School Journal.**

We have received the first two numbers of the *Canada School Journal*, the first we have seen since coming to Oregon. We used to be a subscriber to it when back in the snows of Ontario doing our best at the "delightful task." And we were well pleased to see it again with its much improved appearance, and still under the management of our old friend, W. J. Gage, or who is now, W. J. Gage & Co., we believe, as he has taken a life partner to share his joys and sorrows, since we last saw him. The C. S. J. is one of the very best edu-

cational papers we have ever seen published anywhere. We hope to give the readers of the HERALD some excellent scissor editorials from its columns. Friend G., here is our  across the continent. We are glad to see and hear of your success. An intelligent, industrious "Kanuck" can get along anywhere. We were also well pleased to read of the success of the schools of Ontario. We have still a love for the land of our birth, though the snowdrifts do get to be 10 feet deep in winter sometimes.

**The Study of the English.**

The educational problem is one of deep concern to every one. Mr. Charles Francis Adams has made some criticisms against the study of the classics. On the other side Lord Coleridge stoutly maintains that we can not afford to dispense with them. Prof. Huxley's son is pursuing a classical course, which shows that Prof. H. favors the study of the classics. There can be no definite, general decision in the case. The ability of the student must decide. Some students who succeed well in mathematics make poor progress in reading Virgil and Homer. Their efforts in this direction are futile; yet they comprehend and apply the principles of Euclid and Davy without great effort; such pupils should not study the classics, at least they should not begin the study too early.

My own experience teaches me that maturity may fit one for studies in which one took no interest in former years. I read Xenophon and Ovid long before I had any special interest in Algebra. Now I find that my taste for mathematics grows while my taste for languages has not diminished. On the other hand, pupils who have a taste for the classics are not likely to begin their study too early. I was talking with a Scotchman today who read Caesar at ten intelligently.

More time should be given to the acquirement of English in our schools, and less attention given to the classics. It is well enough to be able to conjugate "amo" and to decline "rex" but this should not be acquired at the expense of useful knowledge of our mother tongue. Our methods of teaching English are deficient; we rely too much on the grammar; a child is to be taught to read and write correctly by exercise and training.

Take a class of pupils ten years old, let each have pencil and slate; you write a plain sentence on the board, the pupils are required to copy; the teacher explains the use of capitals, points, &c.; thus write several sentences, then read or dictate several sentences to be written; then the teacher writes the sentences correctly, on the board, and the pupils correct; then write a number of sentences, each one containing an error, and have the pupils to correct. In addition to this they should have frequent exercise in reproduction. The teacher should not neglect to point out the several parts of speech in each sentence.

J. W. C.

**Witness my Hand and Seal.**

In the year 800 after Christ, what was the state of Europe? The Goths, the Vandals, the Franks, the Huns, the Normans, the Turks, and other barbarian hordes had invaded and overthrown the Roman empire, and had established various kingdoms on its ruins. In the then so-called Christian nations, there existed no science worthy of the name, no schools whatever. Reading, writing and ciphering were separate and distinct trades. The masses, the nobility, the poor, and the rich, were wholly unacquainted with the mysteries of the alphabet and the pen. A few men, known as clerks, who generally belonged to the priesthood, monopolized them as a special class of artists. They taught their business only to their seminarists, apprentices; and beyond themselves and their few pupils no one knew how to read and write; nor was it expected of the generality, any more than it would be now a-days that everybody should be a shoemaker or a lawyer. Kings did not even know how to sign their names, so that when they wanted to subscribe to a written contract, law, or treaty, which some clerk had drawn up for them, they would smear their right hand with ink and slap it down on the parchment, saying, "Witness my hand." At a later day some genius devised the substitute of the seal, which was impressed instead of the hand, but oftener besides the hand. Every gentleman had a seal with a peculiar device thereon. Hence the sacramental words now in use, "Witness my hand and seal," affixed to modern deeds, at least serve the purpose of reminding us of the ignorance of the Middle Ages.—*Sel.*

The following story from the *Illinois School Journal* shows how a little good humoured tact enables a teacher not only to overcome difficulties but to make people laugh with him and enter into sympathy with his work:

"A certain teacher, who is well known in at least one county in the State, was troubled by the overcrowded condition of his school-room. Appeals for additional seats were disregarded by his directors. He at last determined to accomplish by indirect what he had been unable to effect by ordinary means, so one day, when all the available seating facilities were in use, and a boy was ensconced in the teacher's chair and a few more, on the floor, he sent for his Board. Mr. A. came in and was warmly received by the teacher. He looked about somewhat hesitatingly and said, 'Well, Mr. A., I should be glad to give you a chair, if I had one, but I am just out. Make yourself at home; sit down on the stove.' Mr. A., to the amusement of the pupils, awkwardly bestrode the warmer, which the favorable weather had not yet brought into active operations. Shortly after, director number two appeared. He was received with equal cordiality by the teacher, and, from necessity, took his position with number one. Number three put in an appearance a little later, and was offered a place by the side of his official colleagues. But about that time it began to dawn upon the minds of the triumvirate that the teacher was less innocent than his 'childlike and blank' countenance indicated. The president called him one side with, 'Mr. R., I am a little busy, and will call again. How many do you need?' It is needless to say that an adequate supply of desks, with all the modern improvements, were on hand in the shortest possible time."—*C. S. Journal.*

A good story is told concerning the first nomination of Col. Pickett as State Supt. of Schools of Kentucky, near the close of a long nominating convention for State officers. Gen. Breckenridge, a leader in State politics, rose, under the five-minute rule, and said: "During the late war, there was a chaplain in one of our regiments who distinguished himself by great self-sacrifice and self-forgetfulness. I have seen him with my own eyes care for the wounded, administer medicines and comforts to the sick and suffering, and consolations to