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DEVOTED TO THE POLITICAL AND GENERAL INTERESTS OF THE PEOPLE.

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THE STATE REPUBLICAN.

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Spirit of the Pacific Press.

The following remarks from the leading editorial article in the Portland *Daily Times*, of the 11th inst., we commend to our rerders as the most sensible comments we have yet seen on the President's emancipation proclamation :

Since the promulgation of the President's emancipation policy we have watched, with no little anxiety, for an expression of opinion thereon by the Union press of the Pacific coast, well knowing that in most cases these journals indicate public sentiment in their several localities. We are gratified to see—so far as our observations have extended—that there seems to be an almoa[illegible]ited sentiment in favor of sustaining the A[illegible]stration in any policy, consistent with our Repu[illegible]ican form of Government and the powers delegated by the Constitution, provided it will aid in the overthrow of the Southern rebellion. It seems to be a generally conceded fact that we have temporiz[illegible]d too long already; that our Government has wasted much of its strength and power in its vain efforts to conquer the rebels, while th[illegible] institution of slavery—the very origin and foundation of all our great troubles, and now the life and support of their cause—was to be so sacredly guarded and protected. Before the commencement of the war, not one out of ten of the people of the North would have given their assent to the policy of emancipation, nor would they do so now, were it not that experience has taught them the severe lesson that slavery and the Union cannot both be saved—that either one or the other must perish. To choose between tow evils is now their only hope. Those who have stood by us in the darkest hours of our adversity will not forsake us now, even though compelled to swallow a bitter pill. The nation is writhing under a malignant fever and requires the most potent of remedies. Let it be given quickly, and if the overloaded stomach of the patient shall happen to disgorge "Cuffee" among other billious discharges, it can't be helped; desperate cases often require desperate remedies.

GEN. PHELPS AND THE CONTRABAND.—A gentleman up town, who, the other day, missed his "boy," learned that the lad was at Carrollton. He at once repaired to the headquarters of Gen. Phelps, and stated his case—that he was in search of a runaway negro. "You have lost a man, have you?" observed the General, inquiringly and dryly. "Yes, sir," responded the other. "Verry well," said the General, "the negroes are over yonder; if your boy is there *he can* go with you, if he wishes." The gentleman asked further, that a guide might be sent with him, as he did not know the road and paths. "Certainly," said the General—"Orderly, call Major Scott." Presently the Major made his appearance, and the General instructed him to conduct the gentleman to the negro camp, and assist him in finding his "boy," and to say to the "boy" that he had his (the General's) permission to return with his master. Thereupon the Major spoke: "General, I am the 'boy' the gentleman is in search of. I do not want to return." "This is all I can do," observed the General. The droll part of this incident is, that the General was ignorant of the fact that the gentleman was Scott's master. The "Major" has hitherto been known in darkey circles as a great orotor; he is now known as "Major Scott, of the Black Guards." Queer things have come out of Secession.—*N. O. Delta.*

A young Vermonter, who owned a pet black bear, was bantered recently by a couple of young sportsmen from Boston, who had gone up the wilds of the Green Mountain State for a hunt, to let them try their dogs (three rather powerful creaturs) upon his pet (the bear) to be kept chained to a post by a chain about twelve feet long. The Vermont boy, unable to resist the appeal of five new and bright half dollars, and having faith in his pet, agreed to the trial. The result was three dead dogs, two mortified Bostonians one triumphant bear and a jubilant Vermont juvenile.

A man with glass eyes cannot real eyes any thing.

AGRICULTURAL COLLEGE.

HIGH SCHOOL, EUGENE CITY, OREGON, October 1862.

HON. A. C. GIBBS, Sir: By your Inaugural Address i[illegible] which you announce the splendid donation of 90,000 acres of land for the establishment of one or more agricultural colleges, and in which you evince a deep interest in the all important subject of education, you aroused the hopes and aspirations of our educators at the near prospect of an enterprise fraught with future good to this youthful State. I therefore need no apology for troubling your Excellency with this letter, nor will I apologize for the incompleteness of my remarks on the grouds of other absorbing occupations, being mindful of Dr. Johnson's answer to Mrs. Macauly when she ascribed the errors in her History of England to her having too many irons in the fire. "Then madam, put your history where your irons are."

I intend not at present to discuss the plan of study which ought to de adopted, the number of professors to be appointed, the rate of fees to be charged, or any other of the multitudinous questions of detail which will form the subjects of future communications, and which must receive the anxious attention of those in whose hands will be placed the solemn responsibility of launching this new college. I propose simply to treat of this yet unborn institution in relation to extending educational agencies, and inquire how these may gain most and escape injury from its influence. Nor is this a frivolous or unimportant topic. With all admiration of voluntary zeal and energy I feel keenly that in the action of what is sometimes called the voluntary system there is an enormous waste of benevolent intentions—of liberal expenditures, and educational means. Much of what is boasted as the diffusion of education is but making the stream run in a greater number of channels, with a sad loss of depth and force in each. It seems sometimes to be supposed that by pouring water from vessel to vessel the quantity of liquid is increased, and new wells are sunk which drain the old surroundiug wells more or less completely; and the number of wells is made the evidence of the abundant supply of the pure element. Schools are multiplied, or rather school houses (for walls floor and roof do not constitute a school, even desks and benches to boot). Pupils are pushed by modes of pressure ignorantly diversified into the new reservoirs, and statists triumph in the march of intellect and the efficiency of the voluntary principle.

A nearer insight might show that, perhaps instead of one good school there are several rickety and inefficient; instead of one well-paid master, there are several under-paid, and not over qualified; that the whole process is to pupils one not of multiplication but division; and as to efficiency not of addition but subtraction. Thus the zeal of one sect raises schools in which teaching is cheap and yet perhaps dear at the price; the zeal of another not to be out done, much to the benefit of carpenters, builds a rival temple and out bids its prototype. Dozens of schools previously existing give up their respective quota of pupils to swell the new roll call, and to stimulate at periodical meetings the flagging inthusiasm of subscribers. It is time that all men were made to see that to diffuse education among those who previously had it not, is a widely different thing from directing into this or that channel the education of those already being taught; and that the multiplication of school houses is not exactly the same thing as the diffusion of knowledge—the advncement of education—or the improvement of the teacher's character and social position.

Well, then, I am anxious that the means of education presently existing should be strengthened, not impaired by this promised and promising agency—the Agricultural College—and I trust that had I no personal interest in the subject I should feel as deeply as now its great importance. Practically the great question is this: Is the new institution to give the means and the motive for carrying onward the instruction of our youth to a point far beyond what is attained or attainable in our present schools, beyond what has hitherto been thought even desirable by many; or is it to sink, as others have done, into a mere rival school competing powerfully with existing establishments, by admitting pupils of all ages and stages of advancement, by force of large funds, by the prestige of patronage, and a public name? I cannot doubt that by the intelligent portion of the public it is wished and hoped, and expected to achieve something higher and greater than has yet been attempted or at least achieved.

It is very desirable to raise the standard of knowledge by inducing a longer period of subjection to the influences of instruction in preparatory schools; and not to provide for the young in one certain place of an instruction no more advanced than that given before in many places. The improvement of the quality of instruction up to the usual point is, doubtless, an important object; but surely it should be the carrying forward of instruction beyond that point that should be the object of the new college.

With the example of other so-called colleges before us, there is no small reason to fear that this excellent intention may be rendered void; or at all events, there is reason that care should be taken to prevent degeneracy and failure on this point.

Ask any earnest teacher, desirous not merely to receive his fees but to train up intelligent and well-informed youths, what is his chief grievance and hindrance; he will surely answer, "the premature remomval of my pupils from school." No sooner do they reach the point where their studies become interesting to them—when their previous labors are beginning to bear fruit—when they see the bearing and the use of much that, in the earlier stage, seemed dry and of questionable advantage—when they begin to love knowledge with disinterested and fervent love—and when it is a pleasure to teach them not less than for them to learn—then, like the wafarers on Mirza's bridge, a trap door opens, and they fall through into the swift current of business cares and business duties. The scaffolding so painfully and elaborately reared is suddenly thrown down, before the building is much more than begun, certainly long before it approaches its completion. When I think of this anomaly, I am forcibly reminded of the famous recipe for dressing cucumbers in Disriaeli's "Vivian Gray"—"You must be careful," said Mr. Beckendorff, "to pick out the straightest, thinnest skinned, most seedless cucumber that you can find. Six hours before you want to eat it, put the stalk in cold water, on a marble slab—not the whole oucumber, that's nonsense. Then pare it very carefully, so as to take off all the green outside, and no more. Slice it as thin as possible, spread it over your dish, and sprinkle it with a good deal of white pepper, red pepper, salt, and mustard seed. Mix some oil and common vinegar with a little Chili and drain it on them. Open a large window, very wide, and throw it all out." But to quit illustration for sad reality. The evil is great, and increasing with the pressure of the times, and the onward rush of competition. When business is brisk, there is a demand for youths and they must leave school; if business be dull it is expensive and inconvenient to keep them at school. Whence comes this usage? Trace the evil to its root and we shall find that it arises from the prevalent low estimate of the subject and nature of education. On almost all hands it is viewed simply and solely as a preparation for what is called euphoniously the duties of life; that is this or that round of professional routine.—Rightly judged, no higher end can be assigned to education than a praparation for *the duties of life*, but these duties involve much beyond and above the bread-winning efficiency of the shop or of the mart. It is not, however, in the great circle of human obligation, but in the narrow circle of the handicraft, the headcraft, or the trade, that the youth is at school to be qualified to move. The raw material of humanity must be worked up into fitness for office use; all tendency and faculty not distinctly bearing on this is ignored as nonexisting, it may be, depreciated as superflous, or even unsafe. The result is, that where a so-called proffession is not the destiny pre-ordained (and even there the principle is not less involved) the business of teaching is sadly marred of its fair proportions. The desired attainment and fitness being small, it follows that at an early age it may be expected to be reached. Education, to be valued rightly, must be possessed, and parents who are uneducated or half educated themselves, even if they do not fall into the most uncommon error of supposing that what they have managed to do without cannot be indispensable to their children; even if they desire, as I know full well that the majority of parents do, that their children should have advantages which early fortune denied to them—are almost necessitated to fix a low limit to their aspirations, and to be content with a slender modicum of attainment. Nay, they are apt to look with some distrust and jealousy on literary and scientific tastes as likely to interfere with strict attention to business. "All that thing," say they, "is very well; books are well enough in their place, but no book is so good as the day-book unless it be the ledger." A youth must not, therefore, be allowed to dwell so long on such pursuits as to endanger his "settling down" to the position of a business man. And yet, surely we ought not, at this time of the world's history, to need to learn that the mercantile, mechanical and agricultural life is not incompatible with very high attainments, the most refined taste, and with a well furnished and accomplished mind. Oh! that man were everywhere and always regarded more as *the man* and less as the merchant and manufacturer; more as the man thinking, feeling and living, than as the man hammering, or weaving, chaffering and earning the means to live! Such, however, being the still prevailing feeling of our place and time, the teacher must make head against it as best he may. Much that is now permitted or connived at in a school course is thus rendered objectless and inoperative. The teacher has no inducement to hold out to his young charge to master certain kinds of learning. Of reading, writing, and accounts, they see clearly the use and purpose, but of much beside, the value is to them a vague tradition. There is no future on which to fix their thoughts, no arena where they shall hereafter try the strength they are now gaining, there is no current of general feeling and ambition to sweep away individual objection and individual indifference. In the large public schools of the East, the Universities are the goal towards which all are pushing on with eager and emulous speed; but in our local schools the race is without a goal, or in a direction opposite to the goal. The great practical disideratum then is, some prospective standard, up to which all must be habituated to look, and by which they must be trained to try themselves in anticipation; which shall give reality and definiteness to early study, and supply the subsidiary motives on which the teacher of the young must ever greatly rely. Here is the great function of the college, though it is obvious that the same condition of popular feeling which blights the efforts of the school teacher, will at the outset be a difficulty in the way of the college's success; but it will speak with authority; where the hapless teacher isolated and disregarded, plods on resignedly, or quits his profession in desdair. The question now arises: Are the students on their entrance to be well or ill qualified? Is the college to be open, without restriction, to all who choose to apply for admission? Or must the student prove himself to possess a certain amount of well-digested and diversified knowledge? If the former, the issue is easy to be foreseen. The college will degenerate, as we have seen in some instances, into a mere school for the elementary instruction of boys, for whom the strictest method and discipline of a real school are infinitely more adapted than the comparative independence and freedom of the college life.

Let, therefore, an entrance examination be fixed; not too rigorous at first, but becoming more severe, year after year, up to a certain point, and in a moment, as by the waving of a magic wand, a stimulus is given to all schools, private and public, throughout the whole region in which the influence of the college will be felt. Teachers must then begin to put their house in order: the sluggish will be roused to action; the faithful will be hopefully sustained in a more continuous course, and the ignorant and incompetent will be forced to quit the field. If, too, as must ere long be the case, a college course becomes the ordinary destination of our youth, the pupils also of our schools will become a different race from the lounging, absent-minded, and insensate throng that form the mass of our present school boys. They will have a motive and a stimulus to continued exertion hitherto unknown, and they will no longer be able to content themselves with a perfunctary preparation of the next day's task. The standard of attainment required at the entrance on a college life, is, in fact, the key-note of the whole future composition. Any mistake on this point at the outset of this great design, will throw serious difficulties in the way of its future success. It is then most ardently to be hoped that a respectable entrance examination will be enforced, as an essential portion of the new college arrangements. It will be a source of regret if the trustees be not appointed early—say two years before the opening of the college—so that they may mature their plans, and be able to announce publicly the extent of qualification that would be required. The existing schools might, in the interval, be working up to this standard, and the college might have, at its very outset, a body of better prepared students than it would otherwise be likely to find.

As those schools would languish and seriously suffer from any laxity in this one vital matter, it is, on the other hand, impossible to over estimate the advantage they will derive from a well arranged entrance examination, stringent, but not too severe; neither too narrow nor too comprehensive. Not merely will the subjects already taught in schools be carried onward to a higher point, but many subjects of great importance, and quite within the reach of boys between 14 and 16 years of age, will begin to receive their due share of attention.

English literature and composition, logic, general history, chemistry, botany, and other subjects which are now scarcely known in schools, will take a place in their daily working, and all that is now taught will be better taught. I purpose, should your Excellency again permit me to address you, to advert from time to time to other collateral topics, connected with the college and education generally. I should regret any attempt at present to form a University. The ideal of a collegiate system seems to me one grand national university, with cognate colleges throughout the country.

I have the honor to be, sir,
Your Excellency's
Obedient, humble servant,
BERNARD CORNELIUS.

EASTERN NEWS.

Fortress Monroe, Oct. 3d.—The Richmond Whig of the 1st October, speaks of Lincoln's proclamation as ordaining servile insurrection in the Confederate States, and says: "It is by a dash of the pen to destroy four thousand millions of our property, and is a bid for slaves to rise in insurrection, with an assurance of aid from the whole military and naval power of the United States." It speaks of the cruelty of the Administration, and says Butler is a saint compared with his master. Our military operations, says the Whig, are henceforth to assume a very grave character, and we find that a new programme is necessary to destroy all terms between us and the United States. The next campaign will be a tremendous one, both for magnitude and the character of its operations. Let our authorities prepare the whole strength of our people for a tremendous shock. The enemy are making great preparations as well as issuing fiendish proclamations. We must respond with equal energy. If we don't, we are lost,

The Whig says, the movements of Lee and Jackson were toward Warrenton on Saturday.

Cincinnati, Oct. 4th.—A military order was issued to-day, suspending the drills of the city military organizations till further orders.

Correspondence from General Morgan's army at Greensburg, Ky., says that his retreat was the most arduous and hazardous of the war. During the march northward he was constantly harassed by rebel cavalry. On one occasion he marched fourteen hours per day for three successive days. The troops had no water except what they could find in stagnant pools. Notwithstanding their hardships, the troops are in fine health. All the guns at the Gap were brought away except four thirty-two pounders, which were too heavy for transportation. The trunnions of these were knocked off before they were abandoned.

Washington, Oct. 4th.—A dispatch from the headquarters of the Army of the Potomac, dated Oct. 3d, says: "The President reviewed the several corps of the Army of the Potomac today."

New York, Oct. 4th.—The Marion, from New Orleans on the 25th of September, and Key West on the 29th, has arrived.

General Butler has ordered all citizens, male and female, above the age of eighteen, to take the oath of allegiance before Oct. 1st, on pain of imprisonment and confiscation of property.

A number of guerrillas from the country above on the right bank of the river, came down to the city on the 22d, and surrendered themselves. They had become disgusted with the life of outlawry they had been leading. They say that hundreds more will escape at the first opportunity.

Philadelphia, Oct. 4th.—A Louisville dispatch dated Oct. 3d, to the Inquirer, says the rebels had begun to fortify Frankfort, Ky., but are now evacuating. The same dispatch says the rebels, thirty thousand strong, are fortifying the south bank of Salt river. The Federal advance occupies the northern bank.

New York, Oct. 4th.—A private letter from an officer in Garibaldi's army tenders the services of four or five thousand veteran soldiers, already equipped, and two hundred officers, to fight for the Union, and asks that the State of New York engage them.

The English iron clad steamer Sunbeam, from Liverpool, was captured while attempting to enter Wilmington, N. C. Her cargo, valued at a quarter of a million of dollars, consisted of brandy and gunpowder.

St. Louis, Oct. 4th.—The Springfield (Mo.) correspondent of the Democrat, writing under date of October 1st, says: Artillery firing was yesterday and this forenoon heard in the direction of Sarcoxie. At noon to-day, word was received that a fight had taken place. The result is not ascertained, and the number of the enemy is not known.

A refugee from McBride's command reports that nearly every able bodied man in the northern portion of Arkansas is either a conscript or a refugee. Their treatment is represented as cruel, and their homes are robbed by armed bands of plunderers, who seize all the property that they can by any possibility use for the army, leaving women and children without the necessaries of life.

Two brigades of the Kansas army arrived at Sarcoxie on the 25th of September.

The rebel Coffee, with 3,000 men, was at Newtonia, fifteen miles south of that place. Hearing of the approach of the Kansas troops, he retreated southward.

The rebels at Sarcoxie say they have 10,000 men at Cowskin Prairie, and also 30,000 in Arkansas, near the State line, and as soon as these forces join they intend marching direct for St. Louis. All the prisoners taken tell of the rich booty promised them when they take St. Louis. It appears that such promises are the incentives used to keep their men together.

Chicago, Oct. 4th.—The following account of General Morgan's retreat from Cumberland Gap is telegraphed by the Quartermaster of his army: "The advance brigade of Morgan's command, from Cumberland Gap, arrived at Greensburg, Ky., on the 3d, after an exhausting march of sixteen days, having to make the roads in many places. The men are shoeless, hatless and almost naked. For days the men were without rations, gathering subsistence from the standing corn in the fields, which they grated to make bread, after the fatigues of the day. The men bore their hardships and privations with remarkable fortitude. They were marched under arms for twenty hours' yesterday, skirmishing in the woods on each side of the road, and repelling rebel attacks in front and rear. The enemy blockaded the way in every place they possibly could, and harassed the column in every conceivable manner. The army is ten thousand strong, with a magnificent park of artillery, consisting of twenty-eight pieces, six of which are twenty-pounders. Four hundred wagons were brought through safely. The works at the Gap were left in ruins."

Chicago, Oct. 4th.—A Cairo dispatch, received at ten o'clock to-night, says: "A terrible battle is raging in the vicinity of Corinth. It commenced yesterday morning, and raged without cessation until three o'clock this afternoon, which is the date of the last report from Bethel Station, twenty miles this side of Corinth. At that hour cannonading was distinctly heard. We can get no particulars to-night, as rail and telegraph communication is cut off at Bethel.

Cairo, Oct. 6th.—We can get no distinct account of Friday's battle at Corinth. On Saturday morning, Price attacked Rosecrans' right wing, and Van Dorn and Lovell his left. The assault was made with great determination. At one time our center was penetrated, and the rebels reached Corinth House, near the center of the town. They were then driven out at the point of the bayonet. Van Dorn led his column over the abattis on the left to within fifty yards of the ditch, exposed all the time to a scathing fire of grape and canister, and was driven back by a charge of the Twenty-seventh Ohio and Eleventh Missouri. The battle lasted till 1:30 A. M., when the rebels retreated towards Hatchie,

[See second page.]