# THE UMPOUA WEEKLY CAZETTE.

BOYD & BLAKELY, PROPRIETORS. ]

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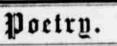
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## The Seer.

BY JOHN C. WHITTIER. I hear the far-off voyager's horn,

I see the Yankee's trail ; His foot on every mountain pass, On every stream his sail.

He's whistling round St. Mary's Falls, Upon his loaded train ; He's leaving on the Pictured Rocks His fresh tobacco stain.

I hear the the mattock in the minee, The axe-stroke in the dell. The clamor from the Indian lodge, The Jesuit's chapel-bell !

I see the swarthy trappers come From Mississippi, springs, And war chiefs with their painted brows, And crests of eagle wings.

Behind the sqaw's birchen canoe, The steamer smokes and raves ; And city lots are staked for sale, Above old Indian graves!

By forest-lake and water-fall I see the peddler's shows ; The mighty mingling with the mean. The lofty with the low.

I hear the tread of pionsers Of mations yet to be ;

Correspondence of the Weekly Gazette. Popular Education. Ma. Boyp-Dear Sir :- 1 propose to write a habits of lasting durability are formed, that few articles for your paper, on the subject of has such claims on those whose business it Popular Education. If this, my first effort, finds is to educate the youth of this, our free a place in your paper, and should it meet with country. When false impressions are once the approbation of the public, I will be pleased firmly fastened on the mind, it is quite imto contribute more in continuation of the same subject. I am prompted to this undertaking by the carnest request of several friends of Common ces of a moral tendency are then compar-School Education, residing in this county and tively powerless.

other portions of Oregon. The best apology that I can offer in mitigation of the presumption of appearing before the world as a public writer, is the sincere hope that by so doing in the present instance I may be of some bound to my fellow, citizens. Aside from this, the will extent of the subject, and infinity of collateral questions with which it is connected, would still prevent me from entering into a detailed investigation of a subject so complicated, were it not for the position which I now occupy in relation to Common Schools, together with the solicitation of many persons, whom it is intended to benefit. For these reasons I am induced to make, at least, an effort to give some beneficial information on a subject of so

much interest to the people of this Territory. W. II. SPENCER. Yours, &c.,

poss ir constar !-- It is not necessary for ting intellect, and if it be a sin to refuse the me here to enter into any details respecting necessaries of life to a helpless child, what the importance of the subject. Suffice it kind of an opinion should be formed of that now to say, that it is recognized as of the parent who refuses or neglects to give to this greatest consequence, by philosophers and noble nature that intellectual nourishment regarled as the special agent in the reali-zation and promotion of civilization, by all nations and States, both of ancient and modern times. Every one is ready to ac- mark, that if you bring up your children in knowledge the great influence which edu- a way which puts them out of symathy with

world. It will be my object in the exam- they live, the chances are that they will ulination of the various parts of this subject, timtely turn out ruffians or fanatics-and to avoid, as much as possible, speculation, one as likely as the other. The truthfulness "to collect such results and principles as of this remark is evident. Proofs are not seem to have been settled by the experience wanting to show that, daily, many are yiel-of the past." In the division and investigation of which, I shall follow the plan of ture, which originated in a defective moral Richter, Niemeyer, Schwarz, Potter, De training. How often do we hear persons, Fellenberg and others, and will frequently while complaining of their errors and mis-

lastly, the education of teachers,

it consist f the examination of which I will difficulty in unlearning one error, than there now attempt. Education, in its most ex- is in acquiring a thousand facts. A majornow attempt. Education, in its most ex-tensive signification, means, so far as refers to mankind, to be the peculiar art of devel-oping and cultivating the various physical, intellectual and moral faculties with which he is endowed. The impressions we re-ceive, when looking for the first time on an infert are that the limit be block by the second second

this period of life, when interessions and

In whatever situation of ife man may be placed, high or low, rich ot poor, in worldly goods, it becomes his dety to endeavor to promote the happiness and welfare of, to promote the mappings into wentage of, not only those who are within the immedi-at sphere of his social relations, but to mankind in general, so far as may be con-sistent with his means and influence; and, as the happiness and welfare of mankind depend, almost entirely, upon the general diffusion of knowledge, no exertion should be spared, no opportunity lost, in early impressing upon the rising generation those precepts of moral rectitude, that love of knowledge and truth which will qualify them, with the addition of scientific education, to fill any honorable station in life .---No season is too early to commence the

PART FIRST .- EDUCATION .- IN WHAT culitvation of the virgin soil of the germina-

cation has exercised in humanizing the the religious feelings of the nation in which

refer to them for authority. I propose to consider in the first place, Education—in what does it consist? Secondly, the pre-vailing errors in regard to the nature and end of Education; thirdly, what is the education most needed by the American peo- ited. Mr. Locke says in his treatise on plef fourthly, the importance of education this subject, "that it is an all prevailing to individuals and to society; fifthly, the agent, which can turn the minds of children relation of common schools to other means as easily this way or that as water itself." of education; sixthly, the present state of Whatever contrast there may be in origcommon schools in Oregon ; seventhly, how inal character, or powers of intellect, if can common schools be improved ! and subjected to the same permicious influences, the general result will be the same, so far First, then, Education-and in what does as morals are concerned. There is more

and superstitious. It is, undoubtedly, at as absolutely necessary in the one as in the other ; such then is education. Is it, then, asked, in what does education consist? The answer is ready. It consists n the unfolding, directing and strengthening of the mind, in order to qualify it to be, of his close observance and long experience. through all its career hereafter, a successful enquirer after truth and knowledge. It consists in the developing of animal functions of the human system, that the physical constitution may be adapted to the sustaining of the mental powers, and to harmonize the contending and irreglar faculties of the mind by means of moral instruction, by giving to conscience its inherent control, and giving to permanent and en-lightened principles the place of unreflecting impulses. It consists in giving to the intellectual energies the government of their own actions, and teach those actions to to scare, but he will have too much go what end those energies should be directed. It cosists in the cultivation of those habits which guaranties to man the absolute control of himself, and which, if thoroughly improved, lis a talisman against all temptation, preferring loss, diagrace, yea, even a horse who is not an adept in death itself before hishonor. And finally, are always tricky and unsafe. education consists in correct conceptions of

> ence and character. with all his faculties-subjects his senses, his understanding, and his passions to reason, to conscience, and to to the evangelical laws of the Christian revelation."

A HOME FOR THE EMIGRANT .- A writer in the Maysville (Ky.) Eagle, who has recently been on a visit to Minnesota, gives the following facts in relation to the price of labor, produce, lumber, town lots, &c. : Common laborers are worth \$26 per nonth the year round, and boarded. Teamsters who can drive three or four yoke of oxen, \$60 to \$70 per month. Sawyers, 26 to \$40 per month, and engineers \$50 to 60. Logs are worth \$7 per M in the river, and lumber \$14 to \$30, including green, seasoned, common and fine. Potatoes soil at fifty cents; wheat \$1 25 to \$1-50; rye seventy five cents; corr and five cents; oats, forty cents. Some idea of the profits of farming may be found when you earn that in many cases seventy-five bushels of oats are raised on an acre, fifty to seventy-five of corn, twenty-five to fifty of wheat, 300 to 400 of potatoes. Farming is very backward yet, and such is the de-mand from the lumber men, Indians, and others who consume without producing, that almost everthing is yet imported. This year, however, it is thought Minnesota will bread herself.' Cattle raising will pay, as beef is worth nine cents on foot, and twelve and a half butchered. Cows, \$35 to \$50; fifteen cents per pound. Those prices are you."

#### How TO JUDGE A HORSE .- A Coresponlent of the Prairie Farmer, contrary to old maxims, undertakes to judge the character of a horse by outward appearances, and offers the following suggestions as the result If the color be light sorrel or chestout, his feet, legs and face white, these are marks

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of kindness. If he is broad and full between the eyes, he may be depended upon as horse of good sense, capable of being trained almost to anything.

As respects such horses, the more kindly you treat them the better you will be trea-

ted in return. Nor will a horse of this de-scription stand the whip if well fod. If you want a safe horse avoid one that is dishfaced; he may be so far gentle as not ahead in him to be safe for everybody.

If you want a fool, but a horse of great bottom, get a deep bay with not a white hair about him; if his face is a little dished so much the worse. Let no man ride such a horse who is not an adept in riding-they

Being, and of those moral obligations horse will never stand heat, nor a white one cold. If you want one who will never give out

If you want a gentle horse get one with In conclusion of the present part of the subject, I would say, in the language of De Fellenberg, "I call that education which De Fellenberg, and the whole man, dec., are selected for their oddity. But the the made are on account of their great docility and gentleness.

> "A LITTLE DAN BROOK."-A clergyman seeing a little boy playing in a small stream by the road side, inquired for his father

"He's over the little dam brook," said the lad.

"What !" said the reverend gentleman, shocked at the boy's profanity. "Can't you speak without swearing !" "Well, he is over the little dam brook

anyhow," presisted the boy, as he went spattering through the mud and water after a butterfly. "He has been over the little dam brook all day, and if you don't believo it, you can go up to that house and ask

The clergyman sought an interview with the mother immediately, and complained of the profanity of her child. After telling her, however, of what the lad said, she laughingly told him, that little dam brook was a title by which the stream was called to distinguish it from big dam brook, situated a few miles to the eastward.

He now felt that he had wronged the boy, and he therefore owed him an apology. Hurrying back to the spot, he exclaimed :

"Boy, I wronged you in accusing you of swearing; but you should have told me that butter, thirty-seven cents; milk, eight to little dam brook was only the name of a ten cents per quart, and cheese retails at stream, and then I would not nave scolded

ceive, when looking for the first time on an infant, are, that the little helpless being be-fore us, not only possesses a material or-ganization, but has an intellectual existence. In this organization alone, without the ad-dition of other facts, we have an unerring demonstration that it possesses intellect. "Well, 'tain't no difference," said the istiff.' Land, one mile two out, sol to dam on this brook, only I 'spect it is so solor acres three miles \$25: five miles small it aint worth a dam."-Dodge's Mu-

The first low wash of waves where soon Shall roll a human sea.

The radiments of empire here Are plastic yet, and warm ; The chaos of a mighty world Is rounding into form !

Each rude and jostling fragment soon Its fitting place shall find-The raw materials of a State, Its muscels and its mind !

And, westering still, the star which leads The new world in its train, Has tipped with fire the icy spires Of many a mountain chair

The snowy cones of Oregon Are kindled on its way ; And California's golden sands Gleam brighter in its ray !

07 The best mixture for a sick heart is nine yards of calico, five of corduroy, four armsful of humanity, a parson's certificate of matrimony, a pair of canary birds, and a bundle of green house hollyhocks. People disposed to doubt the receipe should get a box.

If the above does not effect a cure, young man, take a trip to Rosilia. A remedy never known to fail.

05 'What is the chief use of bread?' asked an examiner at a recent school exhibition. 'The chief use of bread answered the urchin, apparently astonished at the simplicity of the inquiry, 'the chief use of bread is to spread butter and molasses on

K eepyourfingersawayfromthetypewhenin aprintingoffice.

demonstration that it possesses intellect, rity, so likewise, may a weak mind, by sensibility and will. These intellectual proper care and watchfulness, be elevated, qualities exist, in the early periods of life, not only to the medium, but the higher only as germs ; and this dormant intellect, grades of intelligence. Where there is one considered in its relationship to external spark or ray of intellectual light, there is nature, may be compared to a stringed in-strument. The nerves, the eye, and the true glory and honor gained in being the senses generally, are the chords and the means of extricating one being from the frame work, which the Supreme Being has thraldom of mental darkness, than in being woven round its unseen and unsearchable the hero of a hundred battles.

ossence. This intelligence is an invisible The true object of education should be existence, having the capacity and elements an effort to assist those faculties which are of harmony. This animated and singular naturally weak, and to curb those which instrument is, at first, voiceless and silent, are too powerful, keeping constantly in and would forever remain so if it were not view the direction of all to their proper end. touched and operated upon by those out-Too much care cannot be taken in this deward influences which exist in the various partment. All intellectual exertion is worthforms and adaptations of the material world. less, unless it can be made the means of Under these influences it is first merged permanently benefiting either ourselves or others in some laudable manner. In the

The powers of the intellect, however feeble they may be at first, are destined to others, it should be borne in mind, " that burst forth, and, like the vegetating qual- external nature," in the language of a celities of the seed that we have buried in the ebrated reasoner, "is as directly adapted to soil, are ready to be directed and controlled, the different intellectual powers, as light of almost at will. This peculiar pliability of the eye, and that the whole economy of our the infant mind is not alone confined to the constitution is arranged on the principle, human species-it is the same in all animal, that we shall study the qualities and relaas well as vegetable organizations. As the tions of external objects, apply them to our successful cultivation and maturing of the use, and also adopt our conduct to their

young plant depends, to a great extent, operation. upon the labor and care bestowed upon it

But this great object can never be sucduring the spring growing season, so the cessfully accommplished unless parents and training up a child in the way he should go teachers sufficiently qualify themselves, in can only only be accomplished by a thor-ough moral, intellectual and physical edu-cation, commencing at the earlier periods an ignorant and unskillful commander caof existence; and, as in the vegetable spe-cies, the tender plant, if neglected, would Pacific ocean in safety, that ignorant par-

waste and become worthless, so in like ents and teachers can successfully mature manner, the young mind, if left to its own the moral and intellectual faculties of the resources, would become ignorant, vicious growing mind. Preliminary knowledge is I like U best."

\$100 per acre; three miles, \$25; five miles, \$10 ; seven or eight miles, \$2 or \$3 and scum. ten or eleven miles, one dollar and a quarter, depending upon soil, local advantages, &c: I know of money loaned for three years at twenty-four per cent. per annum, secured well by real estate ; and 5 per cent. is often paid where a bargain offers and cash is needed. Rents are from one hundred dollars for shanties, to five hundred dollars for good business locations and eligible dwellings. A very good dwelling house, with five or six rooms, cellar, &c., and convenient to business, can be bought for \$2,500 to \$3,000."

A REMEDY. Dear Telegraph : Seeing you pride yourself somewhat upon your medical family receipts, by which I have benefitted mysolf, I will send you one which acquiring of knowledge, or imparting it to have thoroughly tried for colds, rheumamatism, summer complaint in children, and I may say any inafinimatory diseases, also dispepsia. The dose is six (not more ) drops pure brandy, three times a day or oftener. For threatened lockjaw, sudden or violent cold, one drop for a child one year old.-Germantown Telegraph.

Owing to the climate of this country, it is recommended that adult persons increase the dose to six glasses (not more) during the day.

05" 'Jane, what letter in the alphabet do you like best ?

'Well, I don't like to say Mr. Wright.' 'Poh ? nonsense; tell right out, Jane; which do you like best ?'

'Well, (blushing and dropping her eyes,)

POTATOES IN HASTE .- A very nice little dish may be made of cold boiled potatoes in a very few minutes. Having pealed, cut them in slices, half an inch thick, put them in a stew-pan, pour boiling water over them; cover the stew-pan, and set it over the fire for ten minutes ; then drain off all the water, add a small bit of butter, shake pepper over, and serve hot. Or, having cut the potatoes in slices, put them in a stewpan, cover them with milk; cover the stew-pan and set it over the fire for five minutes. Work a large teaspoonful of butter with a small one of flour, and put it to the potatoes; shake a little pepper over, and add a little parsley, cut fine, if liked. Cover the stew-pan for ten minutes, then turn the potatoes into a deep dish. Potatoes may be pared and cut into slices and boiled in water, with a little salt, for twenty minutes, then served with butter ond pepper over; or work a teaspoonful of flour with a small bit of butter. and put it to the potatoes a few minutes before they are done; then shake a little pepper over and serve.

THE Dog QUESTION .- At the late term of the Supreme Court at Woodstock, Vt., a question of some importance to those who keep dangerous dogs was decided .---The descision was, that any fierce and dan-

gerous dog, running at large, might be killed by any one, and that the owner could not recover damages, but on the contrary, was liable for any damages which any person should receive from such dog.