

weakened thereby, and the reverse is also true. It is undoubtedly true that human powers are stronger separately when all are properly disciplined. Hence that system of education which gradually and simultaneously develops all the powers of the being, is, without doubt, the best system.

Yet how rarely do we find men, even among those called educated, who are symmetrically disciplined.

In our circles there are generally found men powerful physically, but wretchedly morally. Many of our Literary and Scientific colleges should either change their system of education, or have a free hospital in connection with them. Some of our Theological seminaries furnish men well educated mentally and morally, but so deficient socially that they do but little good as pastors, or are so broken down physically, that at best they are unsuccessful preachers.

There are two causes why christianity has not accomplished much more good. One is that there has always been such a contrast between its teachings and the lives of many professing it.

The other reason is, that so large a part of those practicing its principles, have been, in many respects, inferior to the people of the world.

Christianity can never completely fulfill its glorious mission until christians shall be able to withstand the evil influence of the world, and shall possess all that the world has of real excellence, such as true refinement, correct taste, a knowledge of human nature, the laws of health, mental discipline, and many other worthy acquisitions.

Hence, of all men, a christian should be most liberally educated. Paul, the great Apostle to the Gentiles, had symmetrical culture. He was able to work with his hands, and to travel on foot. Whether at liberty or in prison; among friends or enemies; at home or abroad; he was equal to every emergency. He was heroic when heroism was demanded, and yet he was submissive when submission was necessary. He was social when sociability was required, and eloquent when the circumstances called for eloquence. He was a great reasoner, and a masterly writer, as his letters to the Churches show. He was all things to all men, that he might thereby save some men. He understood and could declare the True, the Beautiful, and the Good, as he did before Felix and Agrippa, and to the Athenians on Mar's Hill.

In modern times George Washington presents perhaps, the noblest specimen of well-balanced powers.

Men whose are disproportionately educated are usually fanatical in all their opinions, and are especially contracted and intolerant in their political and religious views. When parents and teachers shall have more liberal views of education, and understand better the natural laws of development, then will they be much more nearly prepared to discharge their duties to the young. The principal condition of animal growth is exercise. All nature invites the action of a child's senses. Innumerable sounds reach his ear, an infinite variety of objects meets his eye and suggests examination. The food required to sustain life is only obtained after putting forth mental and physical efforts. Action always precedes progress: There can be no self-advancement without previous self-exertion. Every valuable acquisition costs a struggle—every crown a race.

How many children, at home and at school, have been too closely confined! Everybody, in order to enjoy good health, must have plenty of pure air, sunshine, wholesome food, proper exercise and recreation. Children not only require these things, but they must have play, and fun, and time to rest.

There is a fearful account against many parents and teachers for repressing, and subduing in children the disposition to be cheerful, playful and happy. How many parents think that a child is never too tired to work when he has a desire to play, and thus, by over-taxing his powers, his growth is impeded, his finer feelings stupefied and his constitution weakened. How many try to make men and women of children prematurely. A man, of course, should be manly, a woman womanly, and is there any reason why a child should not be childish? On the other hand many parents and teachers are too indulgent, and do for children what they should do for themselves, thereby making them indolent and dependent.

Ambition, rightly directed, is a good thing. It is that insatiable longing after superiority in the higher life. It is that noble impulse which makes good resolutions, and that powerful motive force which carries them out. Its motto is "Exceller!" It is the mighty engine which propels the great train of human progress and improvement. It wages war against every kind of indolence, and comes in direct opposition to that contentment which is characteristic of an aimless life. The main reason why many people accomplish so little for themselves, and for others, is because they are contented with existence only. The reason why some men achieve so much, is because they are not satisfied with their situation, if it can be bettered, and have sufficient ambition to rise above mediocrity. Laudable ambition is a child or man should therefore never be suppressed, but always encouraged. For it is that noble aspiration which leads its possessor to assume responsibilities as duties, and to perform them faithfully; to move to the front in life's struggles; and it induces him to improve the Present in preparing for the Great Hereafter.

Honor is a good thing if deserved. It

is not a meteor, as many suppose. It is a continuous blaze which incites many to deeds of renown. As long as there is such a broad distinction between noble and ignoble actions, honor will be a praiseworthy acquisition. He who builds a large house or ship, makes an important discovery, by his own efforts invents a valuable machine, writes a good book, educates himself liberally, commands an army successfully in battle for his country, or is the leader of a reformation—in a word, any one who does his duty faithfully merits honor. An eagerness to gain honor by deserving it, is one of the noblest desires of the youthful heart.

When this desire is found, it should be cherished; but when not found, it should be inculcated by every teacher of the young. It is a motive that leads to great improvement. Men who perform noble deeds will be honored. Such men as Luther, Franklin and Washington, will always be honored. The Union soldier in the late Rebellion, who left his home with its ten thousand endearments, parted from his dearest friends, joined the ranks of his fellow patriots, suffered the many hardships incident to war, marched into battle, and fought bravely for his country—whether he lived or died—deserves honor. Who would not prize the honor due to Sherman, Grant, and our late President, Abraham Lincoln? True honor is such a worthy attainment, that parents and teachers should use means to produce in the hearts of the young a yearning after it.

The character of our Government requires that ALL the people living under it shall be liberally educated in order to provide for its own successful operations. There never has been a time when this demand was so great as it is now. Many other interests are attended to at the neglect of this great duty.

Look at our own State, so finely situated, so fertile, so vastly rich in minerals and oil—extending between the great and productive West, and the three largest cities on the continent—through which thereby, an immense emigration, and transportation must pass—and you will see that its agricultural, oil, mineral, and manufacturing interests are each very great. But when we take into consideration that physical wealth can never equal mental acquisitions and moral worth, intellectual progress and christianity, we find that her educational interest is greater than any other—yes, greater than all others united!

Here, as elsewhere, this great work of education is the duty of parents and teachers. The natural relation existing between the parent and child demands that the former shall do all that he can reasonably, to benefit the latter. Furnishing a child with books, sending him to school, paying for his instruction and co-operating with his teacher, is indeed doing a great deal. But much more is required of the parent. It is his duty to give him good advice, to teach him by his own example to be obedient to proper authority, to be industrious, temperate, cheerful, honest, generous, and ambitious to excel others only in well doing. May all parents do their duty much more efficiently in these respects.

Every child should be early taught that he has a body to be developed and strengthened, a mind to be expanded and disciplined, and above all, that he has an immortal soul, either to be finally lost, or eternally saved. He should be taught that his body is very valuable, because it is the temporary home of his mind, and that whatever abuses one injures all, that he is responsible to his Creator who is infinite in mercy, goodness and justice. He should be taught to exercise his own conscience, that he may be able to judge correctly between right and wrong, that there is an inseparable connection between doing right and being happy even in this life, that he must die, and is liable to do so at any time, that there is a home above—a place of perfect and everlasting happiness, made only for them who love and obey God here below. While he should not be required to read the Bible too young,—before he can comprehend enough of it to make it interesting to him—he should be taught to revere it as the Book of God, containing the truth of truths, as the only unerring moral compass to the lost sinner, pointing always from earth to Heaven. O, that every parent were a christian!

A teacher's duties are no less; for he is temporarily a substitute for the parent, and hence, whenever he begins to teach he virtually, assumes the great responsibilities of the parent. How few teachers realize this! It is a great thing to be a faithful teacher. His vocation is such that he especially requires comprehensive culture. The physician spends a year or two in study, and in attending Medical Lectures, that he may understand the human organization, and cure its diseases. The lawyer spends about the same time in preparing himself for the legal profession. He deals mostly with the selfish propensities, the will, and the reason of man. The clergyman generally devotes three or four years to hard study in order to qualify himself for his great and noble mission. He deals chiefly with man's intellectual and moral nature. But the teacher is called upon to deal with every part of human nature. He is not required to cure diseases, but it is his duty to teach his pupils how to escape them. It is not expected of him to settle personal difficulties among men, but it is his duty to instruct his pupils how to prevent them. He is not under special obligation to preach the Gospel to men, but it is his imperative duty to teach his pupils the

great principles of Christianity, and to impress upon them—

"How empty Learning, and how vain is Art, But as they wead the life, and guide the heart!"

It is, however, his peculiar province—a duty from which he cannot escape if he would be a faithful teacher—to see that the bodies of his pupils are duly developed and strengthened; that their social abilities are rightly directed; that their intellectual powers and mental faculties are expanded and disciplined—or in other words, that the whole being is symmetrically cultured.

When we think of these duties, we may well ask, "who is sufficient for these things?"—no finite teacher is, without divine help from the Great Teacher. O, that all teachers were christians! Then they could, meekly but confidently, ask of Him who is the source of all wisdom, for that wisdom which would enable them to be sufficient for these things.

We have already spoken briefly of the character of our Government. A further examination of its system shows that it is composed of three distinct, yet harmonious departments—the legislative, judiciary and executive. Each of these departments requires honest and efficient officers. Selfish politicians, fanatics, ignorant legislators, or weak executives never exact and enforce laws promotive of personal safety, and conducive to public prosperity. Only those who are intelligent, and virtuous too, can ever make and execute such laws. But how few are qualified to select the right man for the right place, and how rarely is that right man to be found.

Now these things ought not to be so, and would not, if the young in every family, and in every school were taught, as they should be, the principles of our government, its history, its worth at home, and its glory abroad.

No wonder that it is so valuable in its character, and that it has a world-wide reputation as being—

"The land of the free and the home of the brave!"

Think of its blessings! Think of its cost! Think of the immense sacrifice of treasure and blood, which have made and preserved it! Think of it as it really is now—thank God!—a FREE Government! It has always been worth preserving; but now the dearest interests of mankind everywhere demand its preservation.

Thousands of those oppressed in other lands; thousands of those once enslaved, but now free, in our own land; the countless tears of those bereft of most dearly loved ones who bravely fought and gloriously died in its defense; and four hundred thousand graves of patriots and chieftains plead—oh, how eloquently they plead for its preservation!

And yet it cannot be preserved without the most liberal and virtuous education; the highest possible symmetrical culture of the whole people, in whose hands is placed its destiny.

In conclusion, I would ask all, but parents and teachers especially, to consider carefully, the very comprehensive language of Paul in his Epistle to the Philippians, by which he evidently intended to impress upon them the duty of attaining all that is embodied in complete manhood. The words of him, who was a model of what he wished other men to become, are these: "Finally brethren, whatever things are true, whatever things are honorable, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there be any virtue, and if there be any praise, think on these things!"

The Postmaster General's Report.

We are indebted to the Postmaster General for a copy of his annual report, of which we give the following extract:

The total receipts of the Department for the year ending June 30th, 1865, were \$14,556,158 70, and the expenditures \$13,694,728 28, leaving a surplus of \$861,430 42. The ratio of increase of revenue was 17 per cent, and of expenditures 8 per cent, as compared with the previous year. The estimated expenditures for the year ending June 30th, 1866 are \$18,678,600, and the estimated revenue \$17,470,543, leaving a deficit of \$1,207,457. No appropriation will be required to meet this deficit, as there is a balance now on hand of \$2,100,000.—Special appropriations, however, are asked for the California and Brazil mail service.

The number of postage stamps issued during the year, was 387,419,455, representing \$12,099,787 00; stamped envelopes, 25,040,425, representing \$724,135 00; stamped wrappers, 1,165,750, representing \$23,315 00; making in all \$12,847,437 50. The mail service in operation on 30th of June 1865, embraced 5,612 routes, of the aggregate length of 142,340 miles, costing in the aggregate \$6,246,384, (exclusive of compensation to route and other agents, amounting to \$556,602 76.

The number of routes ordered into operation in States lately in rebellion, is 241; their length 18,640 miles; and compensation \$721,949; a reduction, compared with former cost of service in those States, of \$381,109 per annum. The aggregate postages, sea, inland and foreign upon the correspondence exchanged with foreign countries, \$1,819,927 56; of which amount \$1,449,530 79 accrued on the mails exchanged with Great Britain France Prussia, Bremen, Hamburg, and Belgium \$275,197 06 on the mails exchanged with the British North American Provinces; and \$95,200 64 on the mails transmitted to and from the West Indies, Central and South America. The argument in support of heavy subsidies as necessary to enable American lines to compete successfully

with British steamers loses much of its force when it is remembered that the postage earnings of the British contract packets on the mails which they are part of the revenues of the British postoffice.

The number of dead letters received, examined, and disposed of was 4,368,087 an increase of 859,262 over the previous year. The number containing money, and remailed to owners, was 42,154, with enclosures amounting to \$244,873 97. Of these, 35,268, containing \$210,954 90, were delivered, leaving 6,886, undelivered with enclosures of the value of \$33,419 07. The number containing sums less than one dollar 16,709, amounting to \$4,647 23 of which 12,693, containing \$3,577 62, were delivered to the writers.—The number of registered letters and packages was 3,966.

The number of letters containing checks bills of exchange, drafts, and other papers of value was 15,304, with a nominal value of \$3,329,888, of which 13,746, containing \$3,246,148, were delivered, leaving unclaimed 1,558, of the value of \$88,739. The number containing photographs, jewelry, and miscellaneous articles was 69,902. Of these 41,600 were delivered, and 28,302 remain for disposal, or being worthless, have been destroyed. The number of valuable letters sent out was 107,979; an increase of 33,792 over the previous year. There were returned to public offices, including franked letters, 26,677. The number containing stamps and articles of small value was 8,289; and of unpaid and misdirected letters 166,215.

The number of ordinary dead letters returned to the writers was 1,188,599, and the number not delivered was 297,304. The number of foreign letters returned was 167,449, and the number received back from foreign countries 88,361. The total number conveyed in the mails during 1865 is estimated at 467,591,600. Of these 4,368,087 were returned to the dead letter office, including 566,057 army letters. The total number lost or destroyed was 2,352,424, less than twenty five per cent. of advertised letters are delivered. The number of money orders issued during the year was 74,277 of the value of \$1,360,122 62; the number paid was 70,573, of the value of \$1,291,762 22; and amount repaid to purchasers, \$21,784,86—\$1,313,577 08 and the amount outstanding—\$46,545 44.

Our Washington Correspondence.

WASHINGTON, Dec. 7, 1865.

There most undoubtedly has been a generally diffused, and well defined anxiety growing deeper and more intense as the time approached when the 39th Congress was to assemble.

That such a feeling should exist was no more than natural; assembling, as it does, at a most critical period of our National history, the present Congress finds itself under responsibilities second only to those assumed by the fearless spirits of '76, whom by Declaration they severed their connection with the mother country.

Through the darkness comes the clear notes of Mr. Stevens' voice, announcing a resolution to refer, without debate, to a joint committee of fifteen, that difficult problem of reconstruction, the re-admission of members elect from the late rebellious States.

That committee, if raised, will be chosen from among the wisest and best of our statesmen; and will probably deal with our Southern chrysalis in such a manner that it shall come forth a creature of light and beauty, and not a bairy worm.

This resolution, if adopted by the Senate, as it has been by the House, will prevent, or direct into other channels, an endless amount of "fierce debate." Members who desire to indulge in exciting discussion, to intensify the existing excitement, stir up strife between the sections, and "fire anew the Southern heart," will be compelled to wait until there is a "motion before the House." As the committee have leave to "report by bill or otherwise, at any time," it will probably bring forth a carefully prepared, well considered plan of restoration, that will need very little discussion, meet the wants of the country and the approbation of all right minded men. The effect will be to avoid the undue excitement attendant upon public debate, to transfer this vital topic to the privacy of the Committee-room, there to be calmly, dispassionately considered.

The temper of Congress toward those lately in rebellion, judging by the indications of the past few days, is lenient but firm. There is no disposition to keep gentlemen "out in the cold," but "substantial guarantees" will be required. To admit those who could not or would not take the test oath, would be worse than useless. Such men would have no influence in Congress, or with the Administration, and would be a positive damage to those constituencies, whose many wants, require that they should be represented by the ablest and best men they have. Congress is there. The terms of admission are perfectly plain. Those who will come up to the "rack" may do so; but the rack will not be removed to them. The message of the President is, in all respects an able state paper, and worthy of its distinguished author. It is earnest and manly in its tone, and grapples with the difficult questions with which it has to do, with characteristic fearlessness. In the whole document there is, in our judgment, one single weak point, and that is what is said "on the propriety of making freedmen electors by proclamation of the Executive." I quote from the message, "Moreover a concession of the elective franchise to the freedmen by act of the President of the United States must have been extended to all colored men wher-

ever found, and so must have established a change of suffrage in the Northern, Middle and Western States, not less than in the Southern and Southwestern."

This is evidently an unfeeling ground. The Emancipation act was extended only to the States in Rebellion. No loyal man, now, doubts the propriety of that act. Then where can be the impropriety of extending with the freedom thus conferred, its appropriate and necessary safeguard and weapon—the ballot. In other respects it will stand the test of the closest examination. An able document has not appeared for years. It is well written and toward the close it is eloquent. It needs only to be carefully read to be appreciated.

The reports of the various Cabinet Ministers we propose to notice briefly at a future day.

The Rev. Mr. Boynton preaches a Thanksgiving discourse at the Capitol today; and the friends of the late Theodore Parker are rejoicing to know that that eloquent divine is to favor us with a lecture this evening at Seaton Hall—when his spirit will address the audience thro' Mrs. Cora L. V. Scott, a well known trance medium.

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