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### MR. HILL'S ADDRESS BEFORE THE NORTH-CAROLINA INSTITUTE.

#### Mr. President and Gentlemen of the Institute:

I propose to submit a few thoughts upon the importance of a thorough Educa tion, and upon the modes of discipline and instruction, which seem to me best adarted to that object. In our zeal for universal education, we have, I apprehend. withheld from this subject that degree of attention which its importance may justly claim. We have been less solicitous to learn how the youth of our country may be best trained to virtue, and instrucred in wisdom, than to ascertain by what means the greatest number may be edu-"In the shortest time, and at the least

course of study is prescribed to each, the

same rules of discipline enforced upon all, instant of time, yet the one "in running his grief. It may be questioned, whether, non.

has devoured the way," the other has should one of our modern teachers be been urged, blindfold, round the course. condemned to drink the hemlock, his dis-It is the object of education to qualify the ciples would make as forward a display pupil for future usefulness. To make of their sympathies; the revengeful urthe preparatory course of discipline and chins would, I doubt not, be apt to apinstruction available to the end proposed. plaud the justice of his sentence, and con The teacher consulting the pupil's capa- sider the infusion of hemlock, a fair recity and disposition, should adapt the turn for the unmerciful doses of birch or plan of instruction to the intellectual and chinquepin, administered to themselves. play upon the great stage of life. It is much severity chills affection, and repels not intended that regard should be had to confidence. . The boy soon learns to hate deed would be to take counsel of caprice impunity in the concealment of his delin-

Vixere fortes ante Agamemnona, Multi; s.d omnes illacrymabiles Urgentur ignotique longa

appenple, & apress.

He yields to the feeling of despondency, which succeeds the excitation of hope, and refusing to attempt, even that which he has the ability to accomplish, finds in retirement, obscurity indeed, but not contentmoral dimensions of the learner. The One of the worst effects of corporal pun- ment. Or, worse still, losing the motive boy would then be daily rehearsing to ishments is, that it has a tendency to es. of a lefty ambition, abandoning the purhis teacher; the part he is destined to trange the pupil from his master. Too suit of those higher objects which are seldom sought because they can never be won but by honorable means, and too long the boy's wishes, or the estimate he may what he has been taught to fear. The accustomed to the high excitement of stimhave made of his own abilities : that in- dread of punishment prompts him to seek ulating motives, to acknowledge the influence of more moderate hopes, he becomes and vanity. It would never do to address quencies; and thus he gradually loses the an unprincipled demagogue; a restless intriguer for petty power and ephemeral distinction; the parasite of power, the flatterer of the people, the pander to prejudice, the advocate of error, acknowledging no principle but expediency, no feeling but selfishness! A political camelion, changing his complexion with the changing hue of the times. Behold him tue, and thoroughly induced with learn- straints of discipline. A disinclination the virtues of truth & candour. Whether a Lawgiver, illustrating by the vacillation of his unprincipled policy, the description which the poet gives us, of one of the

systems of education founded. The same "Quaque ipse miserrima vidi, et quorum pars to aim, must remain forever beyond his seldom do wrong from a wish always to to English verse, to make it the theme reach. Hope dies within him, and h.s do right, he will avail himself of every of a composition or the subject of a para-I would appeal too to the self-love of exertions relax. Upon the failure of one opportunity to do good, and avoid every phrase. He will thus have obtained a the same seed is sown, and the same til- the instructor; I would admonish him motive, a more correct, but less stimulating temptation to do evil, he will have court right of property in the thought, and to. lage pursued upon every variety of soil. that by a too prodigal display of his pow- one may fail to reanimate his courage - age to act, where action will be useful, the notion, of property, the desire of ac-Not exceeding a Square inserted at ONE DOLLAR Boys of unequal capacities and of minds er, he is creating around him, a host of If the delusion be sustained until he has and prudence to forbear, when action quisition will succeed. His studies will in different degreas matured, are put toge- little enemies; who are not without the completed his collegiate course; so soon as would be mischievous, -and thus, he will no longer be regarded as a forced exerther in a class. The slow is made to means of mischief and annoyance. It is he enters upon the great stage of life, it is deserve praise not only for what he does, eise, but as a parsuit of pleasure, and be. keep pace with the swift, not indeed the glory of Socrates, that when condemn- sure to be dispelled. He then discovers but for what he forbears to do. He need who has turned with disgust from the pain the acquisition of knowledge, for ed to die, his disciples crowded around that fame must from the nature of things, not trust to Urn or Epitach-his actions ges of the ancient poets and orators, as though they together describe the same him, eager to testify their affection, prompt be the lot of a very few, and that his must will be his records; each benefit he con- the prescribed subjects of odious task, circle and arrive at the goal at the same to deplore his misfortune, and to soothe be the fate of the predecessors of Agamem- fers upon his kind, will be a monument will consult them with eagerness as a

to his glory. Posterity will cherish his means of instruction and a source of gratifame, because he is a benefactor of poster- fication. Our school reading of the class Fity; it will recount his story, because it sics is too limited, and the knowledge we tent les golden lessons of wisdom and af- acquire of the in too imperfect to inspire us fords a grorious example to imitate and a with a love of, or a taste for classical fit safe light to follow. In what way, it may be asked, is the fess that he is indebted to Dryden mult

instructor to counteract the seductions of Pope for his earliest relish for Wirgil and pleasure, or to overcome the love of case, Homer, and for his first perception of the and the vis inertia of it blence, if he can beauties of those authors By the res neither compel the four, nor incite the ent mode of instruction in the classics. ambition of his pupil? It is certainly the pupil is deprived of one of the great much easier to detect defects, than to pro- benefits of education,-the innocent plen vide their remedies, to repudiate a system are to be derived from the cultivation of than to originate a plan.

It might be sufficient to remark, that of antiquity. It is true he has access to the extinction of the passions, against the the treasures of Eaglish literature, but an encouragement of which I have ventured acquaintance with the ancient is essential. to protest, need not be apprehended - to a thorough knowledge & a perfect relish

erature. Who of us is not ready to conthe taste, and a perus i of the best authors Their aid will not be withheld from the for the beauties of the modern classifie instructor : Boys will continue to be in. This knowledge and this taste are means fluenced by the fear of shame, and to be of gratification which we may be said to incited by the spirit of rivalry, though di- hold independently of the vicissitudes of rect appeals to these passions be forborne. fortune. They open to us a source of inif the teacher would be more of the as-1 "Hae studia adolescentian alunt, seprement sistant and less of the taskmaster, more et perfugium præbent; d lociant donit; non in-ready to advise and less prompt to punish, pedium foris, perioctant nobiseum, pergraanfitable to the pupil and less irksome to - What we now make the elegant answelesson, the recitation would be less fre- lace for our age and a refuge for our masone part and a trial of temper on the o- ment fail us, when the mind instructed ther. A boy of generous mind enters up- by disappointment detects the sophistry of on the pursuit of knowledge, with an ea- hope, and the heart wounded in its affecgerness of hope, and an avidity of desire, tions refuses to yield to the solicitations of which if carefully cherished, will consti-, friendship, or the blandishments of love ; tute a sufficient motive to exertion. But the devotion to letters will remain; and this "vivida vis animi" is frequently pal- in the indulgence of this passion of the sied in the very outset. Difficulties, the mind, in the cultivation of the mate, and nature of which the boy cannot compre- in the pursuit of knowledge, in the fictions er would place himself at the side of the of corporeal decay, when the wavering power of further acquisition must feed upon its collected stores, or perish. In this season of intellectual night, when no light is let in upon the mind from without, the treasured thought, the recollected tact, the golden lesson of wisdom, early learned and carefully treasured, like those gims which disclose their lustre in the dark. will diffuse a cheerful light through the mind, and dispel its gloom. These, it is' true, are considerations not likely to havemuch influence upon the young : we can scarcely persuade ourselves to think of the future, with any provident foresight to its wants. While we are conscious of unionpaired faculties, of undiminished capacities for pleasure, we can with difficulty

expense. (In adjusting a system of gene-"al and gratuitous instruction, the econo-" thy of time and money is certainly a conideration not to be overlooked. But the nirent who would secure for his son the benefits of a complete education-who least capable of estimating the value of an would have him carefully trained to vir- education, and most impatient of the reing, must be contest to forego his classes of the taste, or an inaptitude of the gemeans of access to the best sources of idleness, and the ready apology for the todisciplined-its waywardness restrained? | duonsly cultivated. | The teacher, follownot entirely approve, and yet wants firm- which will be the best preparation for sucness wholly to disregard; as the devotees cess in that department of human knowlof pleasure frequent our medicinal springs, | edge, in which his, future labors promise that they may not be excluded from the not, however, so much to the course of circles of fashion. One would think too, study, as to the government and discipline from the rapidity with which the pupil is adopted in our schools, that your attensometimes hurried through a course of tion is solicited. It is respectfully suginstruction-from the inarvellous short gested, whether in most of our primary time in which a raw and ignorant boy schools, there be not a too frequent appeal becomes a ripe scholar and accomplished to means, of a character too stimulating. gentleman, that some of our modern pe- Boys, like men, it is true, are acted on dagogues had discovered Mr. Shandy's most readily through their passions-"Northwest passage to the Intellectual they are most easily restrained by fear, World"-that they had found out that and incited by ambition; but the most ob-"Shorter way of going to work, by which vious are not always the best or safest the soul furnishes itself with knowledge means. Indeed, the great danger of the and instruction"-in a word, that they imprudent use of these means, arises from had pursued his favorite system of edu- the fact that they are those which are cation by the "right use and application nearest at hand, and first present themof the auxiliary verbs," and that in this selves. In all strong governments, resort way the fabrick of an education is built is too readily had to strong measures up like Alladin's palace in a single night. He who can safely threaten, will seldom The truth is, that ordinarily, in our coun- give himself the trouble to reason with a ted. A complete or thorough education the strong affinity which exists between is the result and the reward only of long the ferule, and the right hand of the pedaknowledge-he cannot imbibe inspiration doubted whether the rod be that certain kindle as at the fountain of Dodona, by supposed. Unrivaled in the art of teachmerely touching the waters. It will be ing the interjections. Oht Heu! & Proh! perceived that my estimate of a thorough it may be questioned whether it can boast moral as well as intellectual cultivation. of the other parts of speech. Like the meanness of jealousy. In this view of the subject, I shall be led witch hazel, it does indeed indicate the metaphysical absurdity, are most of our griefs.

to the schoolboy the advice of Trania to his master:

The Mathematicks and the Metaphysicks. Fall to them he you find your stoughth serves, No profit grows where is no pleasure ta'en. In brief, Sir, study what you most affect. Youth is just that period when we are upon his time, and to afford him the nius, would be the frequent excuse for sed, by accustoming the mind to the influknowledge. Nothing, indeed, is more to tal neglect of some useful branch of edu- it be prudent to familiarize it with a mode be deprecated than the anxiety, so often cation. A knowledge of all the subjects, of punishment which, in all well regumanifested, to abridge the period of in- usually taught in our schools, is deemed lated communities, is appropriated to the struction. It argues either an imperfect essential to a complete education-it is not most odious offences, and the infliction of notion of what constitutes an education, proposed that any should be omitted or which, is followed by social degradation, or an insufficient estimate of its value neglected. All that is intended to be ur- are questions which invite the earnest in-Is the time wasted which is devoted to ged, is that regard should be had to the quiry and ought to engage the anxious the acquisition of knowledge? Could it admonitions of nature-to the indications reflection of all those to whose care is be more profitably employed, whether of the mind. When Cicero inquired of committed the education of youth. If corwe consider the good of society, or the the oracle what course of study he should poral punishment must be retained as a happiness of the individual, than in a pursue, the answer was, follow nature - part of school discipline, it should at least course of instruction by which the mind When the inclination of the mind, and be regarded as a dangerous remedy, to is enriched with knowledge and trained the tendency of the genius are clearly which resort should be had, only in exto habits of correct thinking and assidu- discovered, they should be followed as a treme cases; it should be reserved as the ous application, or in a course of moral rich vein of intellectual ore. When any penalty for moral delinquences, as the corculture, by which the heart is improv- particular talent is boldly developed, it rective for vices, of a character incorrigied-its affections cherished-its passions ought to be carefully cherished and se ble by other means. Whence then the anxiety to save time, as ing the lead of nature, should be careful motive to exertion might not be substituit is called? One would think that the to incline the mind of the pupil to those ted, of a character less equivocal, and of a child is sent to school, not in search of studies, to encourage in him those habits tendency less dangerous than the spirit of powerful and distinguished, but that hawisdom, but in reluctant conformity to a of thought, and to pursue towards him emulation, or rather, whether appeals to usage of society which the parent does that species of discipline and instruction this spirit are not made too frequently, not to imbibe their healing waters, but the largest and most useful results. It is close alliance with it, and of the very

amiable ingenuousness proper to his years. His frank spirit catches the taint of hypocrisy, and his open brow is covered with a frightful mask of falsehood and deceit. He who has early learned to practice the arts of deception, and to draw a veil over his motives and his conduct, can scarcely be expected, in after life, to illustrate the character may not be permanently debaworst characters of antiquity.

ence of so base a motive as fear, & whether

It is further suggested, whether some and with too little caution. The teacher who seeks to awaken this spirit in his pupil, runs the risk of rousing passions, in worst character-such as envy, hatr d and the spirit of detraction A spirit of rivalry, in a long course of competition,

is apt to be aggravated into a feeling of hostility, and the opponent comes, at length, to be regarded as an enemy. He, whose example we are bid to emulate. who is often exhibited in injurious contrast to ourselves, whose merit is made the reproach of our unworthiness, whose success frustrates our hopes, and disappoints our ambition-he, in a word, who impresses us with the painful sense of

and a subject of detraction. Hurt vanity, heart to virtue, and to direct his ambition ger hopes and impatient desires, who deand mortified self-love, will prompt the to proper objects; to lay the foundation mands immediate results and longs to disingenuous wish to lessen the merit we of the future greatness of his pupil in taste the fruit of the tree of knowledge have in vain essayed to equal. These ef generous sentiments and sound principles ; The faculties must be subjected to those realise that the period approaches when try, too little time is devoted to Education delinquent, and he who has the power to fects of a vicious system of education, fre- the young aspirant should be persuaded, severe exercises, which can alone give we must crase to be young. We look -hence the reproach to American Scho- punish will rarely condescend to persuade. quently betray themselves even in youth, that if he would be remembered, after the them strength and hardihood. But this forward to old age as to a cold and inevilarship, not altogether undeserved ; hence Thepedagogue, within thenarrow bounds the period of candid sentiment and gene- laurel has faded from his brow, and the preparatory course of mental discipline,. table, but as we flatter ourselves, a distant the few distinguished scholars, compared of his little dominion, is as absolute as the rous feeling; and the young bosom which brow itself become cold; if he would though necessarily irksome, may yet be season, which is to come upon us indeed, with the number of the nominally educa- most potent monarch upon earth. Hence should be taught to throb only with vir- have the sound of his fame heard by fu- relieved of much of its dryness. A teachtuous emotion, becomes the theatre of cona ture ages and the plaudits of his cotem- er of well informed mind, of cultivated tending passions. In after-life when as poraries caught and repeated by succeed- taste and lively genius, may impart a deand patient study, and of careful and ju- gogue, and hence the practice of that the objects of competition are of greater ing generations, he must consent to fore- gree of animation and interest, to the dulelicious instruction. The devotee of Sci- species of palmistry so much in vogue in value the eagerness of desire is increased, go the indulgence of passion, and learn to lest school exercise. Let the day's lesence must drink daily at the springs of our schools. It may, with humility be and the pang of disappointment more resist the seductions of vice and the al- son be made the subject of an oral lechand, keenly felt, they assume an aspect of dar- lurements of pleasure. He must be taught tute,-Let the teacher illustrate the auat a single draught-the flame will not source of inspiration which seems to be ker malignity, and a form more disgust- to distinguish between notoriety and fame, thors's idea, point out to the pupil the ingly hateful. They sometimes mingle and be constantly reminded that the only justness of the thought the beauty of in the strife for noble objects, and cha- access to the temple of Fame is through the style, the aptitude of the simile, exracters of otherwise exalted worth, are that of Honor. Men are forgotten, not plain the allusion; comment on the sen- I willingly quit a subject, with regard to education comprehends a high degree of equal efficacy, in imparting a knowledge degraded by the littleness of envy and the because the inscription is erased from the timent, enforce the moral; and the youth which I am every moment hable to be monument-but because they have not who has tolled to ascertain the meaning of betrayed by ignorance into error, and in There is another error, which, though deserved to be remembered, -because words, and to discover their government discussing which before such an audience, to notice some things in our systems of hidden fountain, and like the rod of the not so general as to be fairly considered they have formed a false estimate of the and relation to each other. will acknowl- I commit the folly of him, who ventured school discipline which appear to me to prophet, the waters are sure to follow inherent in our systems of school disci- qualities of true greatness. They listen edge, that his day's labor has been abun- to discourse of war, in the presence of require correction. Fermit me to say when its blows descend; but the true pline, is yet sufficiently common to deserve to flattery, and call it praise; they sacri- dantly rewarded. He will be sensible Haonibal. I am aware of having tresthat these observations, the result neither spring of inspiration, the Helicon of the notice and reprehension. It consists in a fice to vanity and think they worship that he has made an acquisition to his passed already too far spon your patience. of long experience nor of much reflection, mind, is beyond its divination. Let the misrepresentation of the objects and pur- fame; they think rather of what will little stock of hnowledge. His mind will but as I may be expected to say somechallenge little deference. They are in- pedagogue quiet his alarm, and forbear poses of education, aud may be defined to procure applause, than of what will de- exult in the new light which has been thing on the subject of general education. tended merely as suggestions, which of his indignation, if he can. I shall incul- be the suggestion to the learner of a false serve it. They regulate their conduct by shed upon it. His exertions will no long- and as I would not willingly, by silence fefed with diffidence, should be received cate no treason against his authority; I motive to exertion. The eminences of their immediate interests, or by the wish- er be the reluctant, because unrewarded on an occasion like this, expose myself to with caution. An important defect, in am no foe to his "awful rule and right fame, the heights of power, the applause es, the passions or the prejudices of their labor of the slave, but resemble rather the suspicion of being averse to the efmost of our systems of school discipline supremacy." I would not, if I could, of contemporaries, and without reference to the the eager and animated industry of him forts which are making to promote a uniand instruction is, that they are with diffi- wrench his birchen sceptre from his terity, whatever can flatter vanity or awa- standard, by which posterity will judge it, who discovers amid the barren earth, versal diffusion of the benefits of educa-. culty adjusted to individual peculiarities gripe. Admonished by my own sad ex- ken ambition, is presented to the notice of He who would weave around his brow which his spade turns up, the shining par- tion, I must ask your indulgence a few of mind or character. The pupil is not perience, I would merely intercode in be- the pupil, and proposed to him as the cer- an unfading chaplet, who would surround ticles of a precious ore. The whole dif- moments longer. He indeed, who does unfrequently sacrifieed to the dogma of half of my young friends, for its less fre- tain reward of industry and assiduity - his name with the halo of true glory, ference consists in teaching words, with or not participate in the hopes excited by his preceptor, who, adhering rigidly to quent and more discreet use. It may be, There cannot be a more pernicious error. must be taught moderation, self-command, without reference to the thoughts they the ardent real every where manifested some favorite scheme of education, refu-ses the slightest relaxation of his rule of this matter, by my feelings. I admit a vidual and upon Society, are, indeed, de-He must learn to distinguish between that discipline, or the least departure from his sort of consciousness of certain early pre- plorable. The youth, so soon as he be- which is merely pupil is a being of fancy and feeling, and character of man, and who feels no wish plan of instruction. The doctrine of Hel- judices. This place has its associations, comes capable of observation and reflec- expedient,-he must be accustomed to let it be the care of the teacher to inflame to aid in so glorious an enterprise, is far vetius, that all are born with the same and has not failed to revive certain re- tion, detects the fallacy of the hopes with scrutinize his motives and his actions, and the one and interest the other. If the behind the spirit of the age. Whether and equal capacities, tempers, and dispo- miniscences, not of the most agreeable which his mind has been filled; he dis- to judge them by the invariable standard day's lesson affords a striking image, a we consider the chances of success, or sitions, would seem to be a favorite one description. The very subject unavoida- covers that the rewards which have been of right. If he be taught this in youth, sound moral or a noble sentiment, let him the results, which are to reward it, there with our modern teachers; for upon this bly renews the sad remembrance of those proposed as certain, are impossible; that in after life, he will rarely be betrayed by be required to give to the passage, a writ- is indeed much to encourage our hopes the objects at which he has been taught false motives, into wrong actions; he will ten translation, or it may be to ture it in- and enimate err exertions. The atter

Vendidit hic auro, patriam, dominum que Imposuit, fixit leges pretio, atque refixit. Virg. B. 6. 621.

Without intending to propose a plan of nocent pleasure, to which we have access discipline, I may venture to remark, that at all times and under all circumstances sistant and less of the taskmaster, more oblectant, securious res ormant, adversas selation his labors would in the end, be more pro- fur, rusticantur." himself. If he would be more with the ment or the instructive exercise of our va student, while engaged in preparing his cant hours, may hereafter constitute a so serving no other purpose than to indicate quently an exhibition of ignorance on the fortunes; when all other sources of enjoythe caprices of power or the eccentricities of popular whim. If you would not, that these sad effects disclose themselves in the man, deal fairly by the boy. Suggest to him no false motives, let there be be no misrepresentation of the purposes, no exaggeration of the advantages of education, let him be told all the good that knowledge rightly used will accomplish for him: that by enlarging his mind and hend, and the means of surmounting of poetry and the truths of philosophy, we extending his views, it will increase his which, he does not perceive, present them- may find that pleasure and consolationcapacities for happiness, and multiply to selves at every step of his career. To elsewhere sought in vain. Nor should him the sources of innocent enjoyment, his affrighted fancy, Hills peep o'er Hills, we be unmindful that there is an old age that education, though it be auxiliary to and Alps on Alps arise.' His courage of the mind as of the body, against which the acquisition of power and fame, is not fails and hope dies within him. How it is the part of prudence to provide; that proposed as a certain means of becoming different would be the result if the teach- there is a period of mental imbecility as bits of industry, correct principles and pupil, and become his guide and com- attention and the trembling hand alike upright conduct, will certainly be rewardpanion, pointing him the way, aiding him refuse their ministry-when the darkened ed in after life, by usefulness, respectain his difficulties, animating his hopes and eye gathers no light to guide or illumine. bility and happiness. If, indeed the prereviving his courage. "Whatever," says and the deafened ear conveys no sound to ceptor discovers in the mind of his pupil Johnson, "enlarges hope exalts courage" admonish or instruct. In a word, that those rare qualities which afford a fair let the teacher then cherish in his pupil there is a period, when the mind, descried promise of future eminence, and if the the hope of success; let him be careful by its corporeal allies, the senses, is case youth feel within himself the stirring of to inspire him with the sentiment of the upon its own resources, and without the that divine 'afflatus,' without which, Cie- competitors in the Trojan games. ero tells us no man can be great, let

"Possunt, quia, posse, videntur." -

him Let him be reminded that if the toil "Take the instant way be great, the reward is sure ; that though For Honor travels in a strait so narrow Where one but goes abreast ; keep then the path; the hill of science, like the mountain of For Emulation hath a thousand sons, Black-stones in the Arabian Tales, pres-That on : by one pursue ; If he give way ents a rugged aspect and is ascended by Or hedge aside from the direct forthright, an obscure path, yet upon its summit are Like to an entered tide, they all rush by, And leave him hindmost.' the fruit tree and the fountain, and be-Tran & Cresside. wond, a scene of fairy enchantment opens To discipline the mind, and form the cha- upon the charmed and delighted eye inferiority, will, unless we are watchful racter of such a youth, is at once a most The rewards of assiduity, it is true, are of our motives, and keep a guard upon interesting and responsible duty. The too distant, to exert a very powerful influour passions, become an object of envy, preceptor should be careful to incline his ence upon the conduct, of a youth of ea-

xulting hope and exhausted the rich fruits of a glorious symmer and a meliow

Lo! while we give the unregarded hour, To wine and revelry, in pleasure's bower; The noiseless foot of time steals swiftly by, Ande're we dream of manhood, age is high, Gifford, Fam. Serr.