"OURS ARE THE PLANS OF FAIR DELIGHTFUL PEACE, UNWARP'D BY PARTY BAGE, TO LIVE LIKE BROTHERS"

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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 thought upon the importance of a thorough Education, and upon the modes of discipline and instruction, which seem to me best adapted to that object. In our zeal for universal education, we have, Lapprehend. 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 instructed

in wisdom, than to ascertain by what means the greatest number may be educated in the shortest time, and at the least expense. In adjusting a system of generaf and gratuitous instruction, the economy of time and money is certainly a consideration not to be overlooked. But the parent who would secure for his son the benefits of a complete education-who would have him carefully trained to virhis time, and to afford him the means o access to the best sources of knowledge. Nothing, indeed, is more to be deprecated than the anxiety, so often manifested. to abridge the period of instruction. It argues either an imperfect notion of what constitutes an education, or an insufficien estimate of its value. Is the time wasted which is devoted to the acquisition of knowledge? Could it be more profitably employed, whether we consider the good of society, or the happiness of the indivi dual, than in a course of instruction, by which the mind is enriched with know! edge and trained to habits of correct thinking and assiduous application, or in a heart is improved-its affections cherished-its passions disciplined-its wavwarness restrained? One would think that

course of moral culture, by which the the child is sent to school, not in search of wisdom, but in reluctant conformity to a usage of society which the parent does not entirely approve, and yet wants firmness wholly to disregard; as the devotees Anot to imbibe their healing waters, but that they may not be excluded from the circles of fashion. One would think too, from the rapidity with which pupils are sometimes harried through a course of instruction-from the marvellous short time in which a raw and ignorant boy becomes a ripe scholar and accomplished gentleman, that some of our modern pedagogues had discovered Mr. Shandy's " Northwest passage to the Intellectual World" that they had found out that "shorter way of going to work, by which the soul furnishes itself with knowledge and instruction"-in a word, that they had pursired his favorite system of education by the "right use and application of the auxiliary verbs," and that in this way the fabric of an education is built up like Aladdin's palace in a single night. The truth is, that ordinarily, in our country, too little time is devoted to Educationhence the reproach to American Scholarship, not altogether undeserved. Hence the few distinguished scholars, compared with the number of the nominally educated, result and the reward only of long and patient study, and of careful and judicious, instruction. The devotee of Science must drink daily at the springs of knowledgehe cannot imbibe inspiration at a single draught-the flame will not kindle at the fountain of Dodona, by merely touching the waters It will be perceived that my estimate of a thorough education comprehends a high degree of moral as well as intellectual cultivation. In this view of which appear to me to require correction. Permit me to say that these observations, The result meither of long experience nor of much reflection, challenge little deference. They are intended merely as suggestions, which offered with diffidence, should be received with caution. An important defect, in most of our systems of school discipline and instruction is, that they are with difficulty adjusted to individual peculiarities of mind or character.

tion, refuses the slightest relaxation of his

rule of discipline, or the least departure

from his plan of instruction. The doctrine

of Helvetins, that all are born with the

same and equal capacities, tempers and

each, the same rules of discipline enforced sad remembrance of those griefs, same tillage pursued upon every variety

The Mathematics and the Memphysics, Fall to them as you find your stomach serves, No profit grows where is no pleasure ta'en, In brief, sir, study what you most affect.

education, and most impatient of the retue, and thoroughly imbued with learning of the taste, or an inaptitude of the ge- can scarcely be expected, in after life, acknowledging no principles but expedi- fluenced by the fear of shame, and to be modern classics. This knowledge and nius, would be the frequent excuse for to illustrate the virtues of truth and can- ency, no feeling but selfishness! A politi- incited by the spirit of rivalry, though this taste are means of gratification which deness, and the ready apology for the dour. Whether the character may not total neglect of some useful branch of be permanently debased, by accustoming education. A knowledge of all the sub the mind to the influence of so base a iects, usually taught in our schools, is motive as fear, and whether it be prudent deemed essential to a complete educa- to familiarize it with a mode of punishtion-it is not proposed that any should ment, which, in all well regulated commube omitted or neglected. All that is intended to be urged, is that regard should affences, and the infliction of which, is be had to the admonitions of nature-to followed by social degradation, are questhe indications of the mind. When Cicero inquired of the oracle what course and ought to engage the anxious reflettion of study he should pursue, the answer was, follow nature. When the inclination of the mind, and the tendency of ishment must be retained as a part of the man, deal fairly by the boy. Sugthe genius are clearly discovered, they should be followed as a rich vein of intellectual ore. When any particular resort should be had, only in extreme talent is boldly developed, it ought to be carefully cherished and sedulously culti- alty for moral delinquencies, as the corvated. The teacher, following the lead rection for vices, of a character incorrigiof nature, should be careful to incline ble by other means. the mind of the pupil to those studies, to encourage in him those habits of thought, and to pursue towards him that species tuted, of a character less equivocal, and of discipline and instruction, which will of a tendency less dangerous, than the of pleasure frequent our medicinal springs be the best preparation for success in that department of human knowledge, in which his future labors promise the largest and most useful results. It is not, however, so much to the course of study, as to the government and discipline ing passions, in close alliance with it, adopted in our schools, that your attention is solicited. It is respectfully suggested .. whether in most of our primary A spirit of rivalry, in a long course of schools, there be not a too frequent appeal to means, of a character too stimulating. Boys, like men, it is true, are comes, at length, to be regarded as an acted on most readily through their passions-they are most easily restrained by to emulate, who is often exhibited in infear, and incited by ambition; but the jurious contrast to ourselves, whose mermost obvious are not always the best or it is made the reproach of our unworthisafest means. Indeed, the great danger ness, whose success frustrates our hopes, of the imprudent use of these means, and dissappoints our ambition-he, in a arises from the fact that they are those word, who impresses us with the painful which are nearest at hand, and first pre- sense of inferiority, will, unless we are sent themselves. In all strong govern- watchful of our motives, and keep a guard To discipline the mind, and form the ments, resort is too readily had to strong upon our passions, become an object of character of such a youth, is at once a measures. He who can safely threaten, envy, and a subject of detraction. Hurt most interesting and responsible duty .will seldom give himself the trouble to vanity, & mortified self-love, will prompt The preceptor should be careful to inreason with a delinquent, and he who the disingenuous wish to lessen the merit has the power to punish will rarely con- we have in vain essayed to equal .- his ambition to proper objects; to lay descend to persuade. The pedagogue, These effects of a vicious system of edu- the foundation of the future greatness A complete or thorough education is the within the narrow bounds of his little do- cation, frequently betray themselves even of his pupil in generous sentiments and minion, is as absolute as the most potent in youth, the period of candid sentiment sound principles; the aspirant/should be monarch upon earth. Hence the strong and generous feeling; and the young bo. persuaded, that if he would be rememaffinity which exists between the ferule, som which should be taught to throb only bered, after the laurel has faded from his and the right hand of the pedagogue, and with virtuous emotion, becomes the theahence the practice of that species of pal- tre of contending passions. In after-life, If he would have the sound of his fame mistry so much in vogue in our schools. when as the objects of competition are of It may, with humility be doubted wheth- greater value, the eagerness of desire is er the rod be that certain source of inspi- increased, and the pang of disappointment ration which seems to be supposed un- more keenly felt, they assume an aspect to forego the indulgence of passion, and rivaled in the art of teaching the interjec- of darker malignity, and a form more dis- learn to resist the seductions of vice and tions, Oh! Heu! and Proh! It may be gustingly hateful. They sometimes min - the allurements of pleasure. He must be the subject, I shall be led to notice some questioned whether it can boast equal gie in the strife for noble objects, and taught to distinguish between notoriety other parts of speech. Like the witch degraded by the littleness of envy and the only access to the temple of Fame is hazel, it does indeed indicate the hidden the meanness of jealousy. formation, and like the rod of the proph- There is another error, which, though gotten, not because the inscription is et, the waters are sure to follow when its not so general as to be fairly considered erased from the monument-but because blows descend; but the true spring of in- inherent in our systems of school disci. they have not deserved to be rememberspiration, the Helicon of the mind, is be- pline, is yet sufficiently common to de-ed .- because they have formed a false youd its divination. Let the pedagogue serve notice and reprehension. It con- estimate of the qualities of true greatquiet his alarm, and forbear his indigna- sists in a misrepresentation of the objects ness. They listen to flattery, and call tion, if he can. I shall inculcate no trea- and purposes of education, and may be it praise; they sacrifice to vanity and his "awful rule and right supremacy." er of a false motive to exertion. The ther of what will procure applause, than of The pupil is not unfrequently sacrificed to L would not, if I could, wrench his birch- eminences of fame, the heights of power. what will deserve it? They regulate their

struction available to the end proposed. his disciples would make as forward a memnon-The teacher consulting the pupil's capa- display of their sympathies; the revengecity and disposition, should adapt the plan ful urchins would, I doubt not, be apt to of instruction to the intellectual and applaud the justice of his sentence, and moral dimensions of the learner. The consider the infusion of hemlock, a fair boy would then be daily rehearsing to his return for the unmerciful doses of birch teacher, the part he is destined to play or chinquepin, administered to them upon the great stage of life. It is not in-selves. One of the worst effects of cor tended that regard should be had to the poral punishments is, that it has a tenboys wishes, or the estimate he may have dency to estrange the pupil from his masmade of his own abilities: that indeed ter. Too much severity chills affection, would be to take counsel of caprice and and repels confidence; the boy soon vanity. It would never do to address to learns to hate what he has been taught to the schoolboy the advice of Tranio to his fear; the dread of punishment prompts of his delinquencies; he gradually loses the amiable ingenuousness proper to his years. His frank spirit catches the taint of hypocrisy, and his open brow is cover nities, is appropriated to the most odious

tions which invite the earnest enquiry of all those to whose care is committed the education of youth. If corporal punschool discipline, it should at least be recases; it should be reserved as the pen-

It is further suggested, whether some motive to exertion might not be substispirit of emulation; or rather, whether appeals to this spirit are not made too frequently, and with too little caution. the teacher who seeks to awaken this spirit in his pupil, runs the risk of rousand of the very worst character-such as envy, hatred, and the spirit of detraction. competition, is apt to be aggravated into a feeling of hostility, and the opponent enemy. He, whose example we are bid efficacy, in imparting a knowledge of the characters of otherwise exalted worth, are and fame, and be constantly reminded that

my judgment is blinded, in this matter, and assiduity. There cannot be a more around his brow an unfading chaplet, by my feelings. I admit a sort of con- pernicious error. Its effects upon the who would surround his name with the

dispositions, would seem to be a favorite sciousness of certain early prejudices .- character of the individual and upon So- halo of true glory, must be taught mod- which his spade turns up, the shining par-

Vixere fortes aute Agamemnona, Multi; sed omnes illacrymabiles Urgentur ignotique longa

He yields to the feeling of despondency, which succeeds the excitation of hope, and refusing to attempt even that which and a safe light to follow. he has the ability to accomplish, finds in retirement abscurity indeed, but not contentment. Or, worse still, losing the mopursuit of those higher objects which are ulating monves, to acknowledge the influence of more moderate hopes, he bewith the changing hue of the times. Behold him a Lawgiver, illustrating by the description which the poet gives us, of one of the worst characters of antiquity,

Vendidit, hic auro; patriam, dominum que Imposuit, fixit leges pretio, atque refixit.

Virg. B. 6 621. of popular whim. If you would not, that these sad effects disclose themselves in gest to him no false motive, let there be garded as a dangerous remedy, to which 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 extending his views, it will increase his capacities for happiness, and multiply to him the sources of innocent enjoyment, that education, though it be auxiliary to the acquisition of power and fame, is not powerful and distinguished, but that habits of industry, correct principles and upright conduct, will certainly be rewarded in after life, by usefulness, respectability and happiness. If, indeed the preceptor discovers in the mind of his pupil those rare qualities which afford a fair promise of future eminence, and if the youth feel within himself, the stirring of that divine afflatus,' without which, Cicero tells us, no man can be great, let him

> For Honor travels ima strait so narrow Where one but goes abreast; keep then the path For Emulation hath a thousand sons, That one by one pursue: If he give way, Or hedge aside from the direct forth-right, Like to an entered tide, they all rush by, And leave him hindmost.

cline his heart to virtue, and to direct brow, and the brow itself become cold: heard by future ages and the plaudits of his cotemporaries caught and repeated by succeeding generations, he must consent through that of Honour. Men are forson against his authority; I am no fee to defined to be the suggestion to the learn- think they worship fame; they think rathe dogma of his preceptor, who, adhering en sceptre from his gripe. Admonished the applause of contemporaries, and the conduct by their immediate interests, or by my own sad experience, I would plaudits of posterity, whatever can flatter by the wishes, the passions or the prejumerely intercede in behalf of my young vanity or awaken ambition, is presented lices of their cotemporaries, and without friends, for its less frequent and more to the notice of the pupil, and proposed reference to the standard, by which posdiscreet use. It may be, however, that to him as the certain reward of industry erity will judge it. He who would weave

system than to originate a plan.

of the assistant and less of the taskmaster, more ready to advise and less prompt to to himself. If he would be more with delectant domi; non impediant foris, perserving no other purpose than to indicate the student, while engaged in preparing noctant nobiscum, peregrinantur, rustithe caprices of power or the eccentricities his lesson, the recitation would be less cantur." frequently an exhibition of ignorance on But this " vivida vis animi" is frequent- of hope, and the heart wounded in its ly palsied in the very outset. Difficult affections refuses to yield to the solicitaties, the nature of which the boy can tions of friendship, or the blandishments not comprehend, and the means of sur- of love; the devotion to letters will remounting which, he does not perceive, main; and in the indulgence of this pas-

"Take the instant way the Trojan games. " Possunt, quia, posse, videntur."

> the sentiment, enforce the moral; and the hand. youth who has toiled to ascertain the mean ing of words, and to discover their government and relation to each other, will acknowledge, that this day's labor has been abundantly rewarded. He will be sensible that he has made an ac-

misition to his little stock of knowledge

His mind will exalt in the new light which

has been shed upon it. His exertions will

no longer be the reluctant, because unre-

warded labour of the slave, but resemble

rather the eager and animated industry of

him who discovers amid the bar, en earth,

one with our modern teachers; for upon This place has its associations, and has ciety, are, indeed, deplorable. The eration, self-command, reverence of God ticles of a precious ore. The whole difthis metaphysical absurdity, are most of not failed to revive certain reminiscences, youth, so soon as he becomes capable of love of his fellow-men. He must learn ference consists in teaching words, with our systems of education founded. The not of the most agreeable description - observation and reflection, detects the to distinguish between that which is just or without reference to the thoughts they same course of study is prescribed for The very subject unavoidably renews the fallacy of the hopes with which his mind and that which is merely expedient, -he embody. Let the course of instruction be has been filled; he discovers that the re- must be accustomed to scrutinize his mo- altered-let it not be forgotten that the upon all the same seed is sown, and the "Quaque ipse miserima vidi, et quorum pars wards which have been proposed as cer- tives and his actions, and to judge them nupil is a being of fancy and feeling, and tain, are impossible; that the objects at by the invariable standard of right. If let it be the care of the teacher to inflame of soil. Boys of unequal capacities, and I would appeal too to the self-love of which he has been taught to aim, must re- he be taught this in youth, in after life, the one and interest the other. If the day's of minds in different degrees matured, are the instructor; I would admoust him main forever beyond his reach. Hope he will rarely be betrayed by false mo- lesson affords a striking image, a sound put together in a class. The slow is made that by a too prodigal display of his pow dies within him, and his exertions relax. tives, into wrong actions; he will sel-fmoral or a noble sentiment, let him be reto keep pace with the swift, not indeed in er, he is creating around him, a host of Upon the failure of, one motive, a more dom do wrong from a wish always to do quired to give to the passage, a written the acquisition of knowledge, for though little enemies, who are not without the correct, but less stimulating one may fail right, -he will avail himself of every op- translation, or it may be to turn it into they together describe the same circle and means of mischief and annoyance. It is to reanimate his courage. If the delu- portunity to do good, and avoid every English verse, to make it the theme of a arrive at the goal at the same instant of the glory of Socrates, that when condemn | sion be sustained until he has completed temptation to do evil, -he will have cour- composition or the subject of a paraphrase, time, vet the one in running has devoured ed to die, his disciples crowded around his collegiate course, so soon as he enters age to act, where action will be useful He will thus, have obtained a right of prothe way" the other has been urged, blind- him, eager to testify their affection, upon the great stage of life, it is sure to and prudence to forbear, when action perty in the thought, and to the notion of fold, round the course. It is the object prompt to deplore his misfortune, and to be dispelled. He then discovers that would be mischiveous, -and thus, he property, the desire of acquisition will of an education which is to qualify the soothe his grief. It may be questioned, fame must, from the nature of things, be will deserve praise not only for what succeed. His studies will no longer be pupil for future usefulness, to make the whether, should one of our modern teach- the lot of a very few, and that his must be does, but for what he forbears to do. regarded as a forced exercise, but as a preparatory course of discipline and in- ers be condemned to drink the hemlock, be the fate of the predecessors of Aga- He need not trust to win an epitaph -his pursuit of pleasure, and he who has turn. actions will be his records; each benefit ed with disgust from the pages of the anhe confers upon his kind, will be a mon- cient poets and orators, as the prescribed ument to his glory. Posterity will cherish subjects of odious task, will consult them his fame, because he is a benefactor to with eagerness as a means of instruction posterity; it will recount his story, be- and a source of gratification. Our school cause it teaches golden lessons of wisdom | reading of the classics is too limited, and and affords a glorious example, to imitate the knowledge we acquire of them too imperfect to inspire us with a love of, or a In what way, it may be asked, is the taste for classical literature. Who of us instructor to counteract the seductions is not ready to confess that he is indebted of pleasure, or to overcome the love of to Dryden and Pope for his earliest relish tive of a lofty ambition, abandoning the ease, and the visinertia of indolence, if he for Virgil and Homer, and for his first can neither compel the fears, nor incite perception of the beauties of those authors. seldom sought, because they can never be the ambition of his pupil? It is certainly By the present mode of instruction in the him to seek impunity in the concealment on but by conorable means, and too long much easier to detect defects, than to classics, the pupil is deprived of one of accustomed to the high excitement of stim- provide their remedies, to repudiate a the great benefits of education, -the innocent pleasure to be derived from the culti-It might be sufficient to remark, that vation of the taste, and a perusal of the comes an unprincipled demagogue; a the extinction of the passions, against the best authors of antiquity. It is frue he Youth is just that period when we are ed with a frightful mask of falsehood and restless integer for petty power and e- encouragement of which I have ventured has access to the treasures of English lite. least capable of estimating the value of an deceit. He who has early learned to phemeral distinction; the parasite of to protest, need not be apprehended .- erature, but an acquaintance with the anpractice the arts of deception, and draw power, the flatterer of the people, the pan- Their aid will not be withheld from the cient is essential to a thorough knowledge straints of discipline. A disinclination a veil over his motives and his conduct, der to prejudice, the advocate of error, instructor: Boys will continue to be in- and a perfect relish for the beauties of the cal cameleon, changing his complexion direct appeals to these passions be for- we may be said to hold independently of borne. Without intending to propose the vicissitudes of fortune. They open to a plan of discipline, I may venture to re- us a source of innocent pleasure, to which vaccillation of his unprincipled policy, the mark, that if the teacher would be more we have access at all times and under all

"Hæc studia adolescentiam alunt, sepunish his labours would in the end, be nectutem objectant, secundas res ornant. more profitable to the pupil & less irksome adversis solatium et perfugium præbent ?

What we now make the elegant amusethe one part and a trial of temper on the ment or the instructive exercise of our vaother. A boy of generous mind enters cant hours, may hereafter constitute a upon the pursuit of knowledge, with an solace for our age and a refuge for our eagerness of hope, and an avidity of de- misfortunes; when all other sources of sire, which if carefully cherished, will enjoyment fail us, when the mind instructconstitute a sufficient motive to exertion. ed by disappointmentdetects the sophistry

present themselves at every step of his sion of the mind, in the cultivation of career. To his affrighted fancy, 'Hills the taste, and in the pursuit of knowlproposed as a certain means of becoming peep o'er Hills, and Alps on Alps arise.' edge, in the fictions of poetry and the His courage fails and hope dies within truths of philosophy, we may find that him. How different would be the result pleasure and consolation, - elsewhere if the teacher would place himself at the sought in vain. Nor should we be unside of the pupil, and become his guide mindful that there is an old age of the and companion, pointing him the way, mind as of the body, against which it is aiding him in his difficulties, animating the part of prudence to provide, that his hopes and reviving his courage. - there is a period of mental imbecility as "Whatever," says Johnson, "enlarges of corporeal decay, when the wavering hope exalts courage;" let the teacher attention and the trembling hand alike then cherish in his pupil the hope of suc- refuse their ministry .- when the darkencess; let him be careful to inspire him ed eye gathers no light to guide or illuwith the sentiment of the competitors in mine, and the deafened par conveys no sound to admonish or instruct. In a word, that there is a period, when the Let him be reminded that if the toil be mind deserted by its corporeal allies, the great, the reward is sure; that though the senses, is cast upon its own resources. hill of science, like the mountain of Black - and without the power of further acquisistones in the Arabian Tales, presents a tion must feed upon its collected stores. ugged aspect and is ascended by an ob- or perish. In this season of intellectual cure path, yet upon its summit, are the night, when no light is let upon the mind fruit tree and the fountain and beyond, from without, the treasured thought, the a scene of fairy enchantment opens upon recollected fact, the golden lesson of the charmed and delighted eye. 'The re- wisdom early learned and carefully treaswards of assiduity, it is true, are too dis- ured, like those gems which disclose their ant, to exert a very powerful influence lustre in the dark, will diffuse a cheerful spon the conduct of a youth of eager hopes wight through the mind, and dispel its ind impatient desires, who demands im- gloom. These, it is true, are consideramediate results and longs to taste the fruit tions not likely to have much influence of the tree of knowledge. The faculties upon the young; we can scarcely permust be subjected to those severe exerci- suade ourselves to think of the future. ses, which can alo e give them strength with any proovident foresight to its wants. and hardihood. But this preparatory While we are conscious of unimpaired course of mental discipline, though neces- faculties, of undiminished capacities for sarily irksome, yet may be relieved of pleasure, we can with difficulty realise much of its dryness. A teacher of well that the period approaches when we must informed mind, of cultivated taste and cease to be young. We look forward to lively genius, may impart a degree of ani- an old age as to a cold and inevitable. mation and interest, to the dullest school but as we flatter ourselves, a distant seaexercise. Let the day's lesson be made | son, which is to come upon us indeed, but the subject of an oral lecture, -Let the not until we have passed a spring of exteacher illustrate the author's idea, point luiting hope and exhausted the rich fruits out to the pupil the justness of the thought of a glorious summer and a mellow authe beauty of the style, the aptitude of the jumn. But this dark period, which is simile, explain the allusion; comment on seen by us as afar off, is even now at

Lo! while we give the unregarded hour,

And e're we dream of manhood, age is nigh. I willingly quit a subject, with regard o which, I am every moment liable to be betrayed by ignorance into error, and in discussing which before such an audience, I commit the folly of him, who ventured to discourse of war in the presence of Hannihal. I am aware of having trespassed already too far up in your patience, but as I may be expected to say

To wine and revelry, in pleasures' hower; The noiseless foot of time steals swiftly by