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## Ariainal Contributions

G. W. DAY, Printer.

For the Christian Watchman. LETTERS TO A YOUNG MINISTER.

I have endeavoured to point out the great im-portance of the work of preaching, and to deep-on your sense of the responsibilities which de-voire upon you as a preacher of religious truth. Let me now direct your attention to some practical reflections on the spirit and mode in which this important work should be performed. The sim of the preacher should be the salvation of his hearers from sin, and its dire consequences, the conversion of unbelievers, and the sanctification of the professed followers of Christ. No man can expect to achieve a result at which he does not n, and no preacher can reasonably expect to be an instrument in the salvation of souls, unless an instrument in the salvation of souls, unless his attention, his desires, and his energies are directed to the end. These remarks might seem to be superfluous. Does not every preacher of the gospel aim to save his hearers? To what end does he preach, and teach and exhort. Alas! a variety of motives some of them imperfect, and some impure, influence us. The admiration of our hearers is sweet, and without inmiration of our nearers is seen and without in-tending it, we may consider rather what they will think of us than what they will think of the Master. We may be satisfied with keeping up the attention of our hearers; or with enlarging their stock of ideas, or with improving their morals. Now it is well that the congregation not well that you should aim at this approbation.

It is well that they be attentive hearers, that their any difficulty in selecting a text. Your own minds should be enlarged and improved by the thoughts which you disperse, and that their moral condition should advance under your min-istration. But these results will certainly follow if you succeed in leading sinners to Christ, and and in persuading professed believers to live a life of trust, whereas if you aim merely at their intellectual or moral improvement you may fail, while you cannot even expect to be the m their salvation. Your heart is not right if you

a hatred of sin, and a desire for holiness. But how is this aim to be realized? By preaching the Gespel of the Son of God.—
It is this which converts, it is this which also sanctifies. It is the power of God unito salvation I do not mean that the fact of the cru-cifiction should be the special subject of every discourse. The cross is but the nucleus whence myriads of rays stream forth to form the grand luminary which from the pulpit affords at once life and light. But towards this nucleus every theme of preaching should centre. No subject should be presented from the pulpit which does not derive its significance, its impor-tance and its power from Christ crucified. This doctrine alone reveals the exceeding sinfulness of sin, the utter helplessness of the sinner--points out the way of life, changes the depraved heart, establishes a practicable motive to obsdience, consoles in sorrow, cheers in despondency, and removes the sting from death. It glorifies every attribute of Deity, justifies his apparently mys-terious government. It illuminates all the anti-christian portion of the world's history, and of glory over all the future. An infinite number of subjects relating to the character, duty and destiny of man, the nature, character, and attri butes and government of God may be presented, but Christ and him crucified must distinctly appear in every sermon.

are not passionately desirous that sinners sho

converted, and the church be made more pure,

and the most elaborate, or eloquent sermon is a miserable failure which does not tend to induce

Of course preaching requires preparation. To present a gospel theme, so as to interest, to convince, to move, one must be master of his sub-ject, and have all its parts arranged for the end in view. On any other subject except religion the speaker, who has any other aim than to talk against time, carefully and laboriously prepares his address, or else draws it from a previously acquired stock of information and experience. It is not a little singular that only those who aim to persuade deprayed men to be reconciled to Gri, and who to this difficult end, expound doctrines which relate to every Divine and human interest, ever deem preparation for their work un-necessary. Not so thought Paul when he urged Timothy to give himself up to reading and medi-tation. Each sermon should be carefully thought out. Every sentiment advanced should be in harmony with the teachings of the word. Diffi-culties should be settled, and the entire discourse adapted to the condition and wants of the congregation. But beside the particular preparagregation. But beside the particular preparation which each sermon requires a general preparation for preaching is especially necessary.—
Too much time spent over one sermon is apt to render it elaborate and uninteresting. The preacher should be continually in course of training. He should ever be learning something again, education is not a filing in process. The much time spent over one sermon is apt to render it elaborate and uninteresting. The preacher should be continually in course of the beacher as one whose ratings. He should ever be learning something from the Bible, from nature, from the writings of the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the learned and the good, and also from his self the samination and observations. By pursuing this to ream its ample vaults with the arts, which appeal to the intellectual tastes through the medium of the sensabilities. While the tremembered, no amount of mere knowledge constitutes its posses sor educated. Education, and the mind self in the acquisition of knowledge. So, on the self-the mass of secondary importance we have no disposition to underrate their softening and refining influence upon the character. The almost universal fondness for such the medium of the sensabilities. While tremembered, no amount of mere knowledge softening and refining influence upon the character. The almost universal fondness for such the medium of the sensabilities. While the tremembered, no amount of mere knowledge softening and refining influence upon the character. The almost universal fondness for such the medium of the sensabilities. While the tremembered, no amount of mere knowledge softening and refining influence upon the character. The almost universal fo o. were of he ademyr.

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## The state of the s

BY PURENESS, BY KNOWLEDGE-BY LOVE UNFEIGNED."-ST. PAUL.

## SAINT JOHN, NEW-BRUNSWICK, WEDNESDAY, JUNE 12, 1861.

hought, argument and power to the sermon.

I am convinced that in this province our ministers preach too frequently. No man can for consecutive years prepare three or four sermons a week. A young preacher who relies upon his fluency of speech to sustain him m such a course will find his studies and meditations gradually given up. His sermons will abound in wearing or the soul. Its aim, then is not solided to the own navure.

We say that the development of the soul of the development of the accumulation of the soul. Its aim, then is not solided to its own navure. some repetitions, his congregation will grow less and less attentive, and he, instead of improving but what he can do is the test to be applied. as he advances, will degenerate into a mere ex. How well can horter, and perhaps be excelled in this by any intelligent member of his church. There are of course emergencies which require extraordinary exertion, but as a general thing I would recom-mend you not to preach more than two sermons a bine class and a prayer meeting, and attend to ordinary pastoral duties, you will not have much time for that more general preparation which is an necessary.

Neither of these tasks shall we attempt to discharge Jully here. We shall leave them for the wiser head of the well qualified teacher to whose

so necessary.

I would also recommend to you system in preaching. The truths of the gospel are intimately connected with each other, and serve for mutual illustration. The teacher of any science order on those subjects which stand forth prominently. By such a course you will never have ind will be filled and enlarged, and your hearwill become acquainted with the scriptures, and will grow in knowledge and Divine things. EPISCOPOS.

For the Christian Watchman FEMALE EDUCATION, ITS CHAR-ACTER. No. 4.

We hope our readers, if we have any, do not think we have lost sight of our subject and gone off into a disquisition upon the limitless thene off into a disquisition upon the limitless thene of into a disquisition upon the limitless thene of education in general. We have not forgotten the restrictive character of our heading, but in reflecting upon the subject we could not but be convinced as before intimated, that the indifference or disfavour with which so many regard the subject of female education has its origin chiefly in the zerrowness of these views which ignoring the wants and the claims of the mind itself, look buly to the spheres of life in which the know ledge gained may promise to be of practical, meaning, pecuniary utility. We believe, too, that the best and main arguments for a course of mental training are such as relate to mind in itself considered and are consequently unaffected by sex or outward circumstance. Hence we have pursued, or rather indicated the train of thought without attempting to trace a distinction where we were unable to perceive any essential difference. Such views, if admitted, have at least one advantage; they cannot be warped and bent to suit the inclinations of the partial and the parsimonious. But, in dwell ng solely upon them we do not mean to deny the valididy of that class of arguments, so much insisted on, drawn wholly from the pictured advantages, material and social, to result from increase of knowledge and mental power. We prefer, however, to introduce a few of these in another connection, not so much as reasons why wemen should be educated, but as illustrations of the wisdom and benevolence of the natural law which demands their education.

The same remarks as to the destinctions of gender hold true, to a considerable extent, of the product of

stercourse with man and with God, all furnish chance to be ignorant of some common place

Perhaps no positive definition of educ (we use the word so often because no other so well expresses the idea,) can be given other than the old, well worn one, taken from the derivation of

How well can we remember, think, reason, ima-

If these views be admitted two things will be necessary to the formation of a correct theory of female education ; first, a correct analysis of the mend you not to preach more than two sermons a week. If you do justice to these, conduct a Bible class and a prayer meeting, and attend to design the strengthening of each.

tures, similar to that of man, possessing to a advances from simple to more recondite truths, large degree all its capabilities, i: admitted by Now why should not the teacher of the divine science pursue the same course. By doing so he teristic difference in some minor respects, such will be able to present to an attentive audience as keenness of intuition, fitness for long and lamany a subject which otherwise would be unin-telligible, certainly uninteresting. You could either frame a series of subjects—or what is per-haps hetter you could take some bock in the holy scriptures, study it very carefully and preach in order on those subjects which study is all the advantages of a lengthened and vigorous course of study, insult female intellect by confining girls to the most elementary branches of ion school lore, supplemented perhaps, by a little mechanical drill on piano keys and

crayo e. Without stiempting any formal enumeration of the different branches of study essential to a thorough mental training we may refer to a few which seem admirably adapted to this end, but which are much too sparingly introduced into our common schools. Foremost among these we hould mention mathematics, even at the risk of a violent shock to the sensitive nerves of some We hope our readers, it we have any, do not denotes a class of studies associated in many fair reader. We are fully aware that the word

their education.

The same remarks as to the destinctions of gender hold true, to a considerable extent, of the character of education. It is culture of mind not of men, or of women, which is wanted. First, then, a remark or two as to what education is and is not.

It is not the adding on of anything foreign, to the proexistent properties of the mind. It is each side to say that it is not in the power of any men, or of men's systems to originate any can accord on conceive of any influence under huseems idle to say that it is not in the power of any men, or of men's systems to originate any power in the soul, to call into exercise any faculty which did not previously exist in embryo. And yet we frequently hear the acquisition of learning spoken of in a style easily admitting such a construction. Did me more fully consider that all we are required to do, and all we can do as to aid in drawing out latent elements of powers, embryos which but await the bidding of heal hful culture to shoot forth in massive strength and symmetry, we would surely regard our obligations in a more serious light.

Again, education is not a filing in process.

Many persons speak of the mind as if it were a more serious light.

Many persons speak of the mind as if it were a more serious light.

and the secret springs which actuate them; we can searcely connected only induced to tell more powerfully upon the character of coming generations. It is not so much to the knowledge of the systems and opinions even of the greatest men as to habits formed, of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of enterty of the systems and opinions even of the greatest men as to habits of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of enterty of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of enterty of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of enterty of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of enterty of studying self, of scrutinizing motives and weighing the moral character of actions, that we look for these results. The sharpening of studying self, of scrutinizing motives and weighing the moral character of

to a policable to, nearly, or quite as large a proportion of our male teachers. If the true idea of education be admitted to be anything like to their feelings in this Institution, and placed i what we have stated, the absurdity of expecting one who has not gained either from the schools, in this country our Denomination has been into others will be manifest.

ject knows that by starting trains of thought and leading them on, by stimulating to attempt difficult things and rendering just the n cessery amount of assistance, as much may be often done in an hour by the intelligent teacher be obtained through a laborious life, for the benefit of the young mi nd as is done in for this, are at a premium. Did "thoroughness" mean intimate acquaintance with princis of religious dogmas. Looking not only to the petition of some arbitrary rules, or mechanical ages has proved to be the best means of training skill in working out "sums" we beg leave to the mind, and then, in the true exercise of Bapden.ur. We believe much of the tine usually given to such work might be much more profitably devoted to real training of the mind by some ed for no confession of faith, no subscription higher branch of study. Upon the teacher then to articles of creed, but gave to the country one of time, of determining the ability of each pupil with no sectarian requirements. Not from us so as to permit him neither to flounder beyond his depth, nor to show a vigorous exertion of ed and free hearted men; but when it shall be their own powers. On the teacher 'too depends in a great measure the relish or distaste of the ficulties they met, what obstacles they removed pupil for study. Upon this his success depends, and with what prejudices they struggled; then Education must be enjoyed to be profitably purshall the very country itself rise up to do them sued. The handmaid of Truth, she, like her honor. great mistress, must be sought for her own sake. She has but crumbs and contempt for fawning flatterers and mercenary followers.

To delight in the cu ltivation and exercise of its powers is natural to mind, the frequent aver its powers is natural to mind, the frequent aver back over the ever varying succession of pros-sions to such activity are usually the fault of perity and adversity which has marked its career. the system or the teacher.

INAUGURAL DISCOURSE. BY JAMES DEMILL, A. M. Professor of Classical Literature. Acadia

for the future.

Standing here with the past spread out before

hendmarks with which the world is familiar; and the name which has been given to our College the name which has been given to our College

inspiration from the very scene around us. toric associationshave we come here this day. We have assembled for a greater and a higher purpose. We have come to see our young men who have finished their training depart to their sphere of action. As the Isthman games attracted multitudes of spectators from all Greece, so here, every succeeding Anniversary brings to this place deputations from all the Lower Property of the product of the sphere of actions. We come to see Athletics of a public of the information there acquired is afterwards put to this direct practual use? To what profession does it of itself breaar a man? What office vinces. We come to see Athletics of a nobley does it of itself prepare a man? What office kind, to witness the result of a higher than physical training. Our young men have gone through a process by which every faculty of the lege graduate in the tumult and the rush of humind has been separately developed; they now man life.
go forth to use those faculties in the world with-

of a country, and we feel that more than any others, that welfare depends upon those who have been trained in a place like this. We recognize the profound attraction that belongs to the occasion. We consider this among the highest of our purposes as a denomination. We make other duties centre around this place.

The most profound acquaintance with mathematics will never need to be displayed in the pulpt, nor will all the Restoric of the schools quality a man for the practice of medicine. honor; whose acts are our acts. While Aca- task is not spared them, nor is any destinction

We had intended to venture some thoughts on dia College lives we shall live also, but should we | made. The minister is not freed from mathem that are said to be the peculiar characteristics be mad enough to let it die we may escape death tics; nor the Lawyer from Greek; nor yet the man's mind. But we must poss this too, ourselves but only to sink in torpor for a gener- Doctor from Rhetoric. Though widely dissimi-

with the remark that those peculiarities, of whatever nature, may be safely left to devel. p themselves under a healthy culture, as different species of plants fourish equally well in the same impress is stamped upon all.

When a class has graduated can every members of the same and in the same impress is stamped upon all.

When a class has graduated can every members of the same and in the same impress is stamped upon all.

much may depend upon a proper selection and us but little, but if we most zealously seek the pathy with the crusade that is now being preach. material directly; the latter affects the Spiritual

or from dilligent self-application, such a train-ing for his own mind, to be capable of giving it directed zeal. The great movements of the Every one who has thought upon the sub- world had hardly penetrated here, and in a new country they might have been forgiven if they had put off their plans to a succeding generation.

But in spite of every difficuly they laid these a week's drill in the dull routine. Much stress is often laid in our common schools upon "thoroughness' in the branches taught, and the ser- took a broad and comprehensive view. They did vices of the teacher who has acquired reputation not plan a mere sectarian school whose object ples we should not object, but used as it often denomination but to the country, they adopted is, to denote a parrot like proficiency in the re- that form of instruction which the experience of devolve s the task of guarding against such waste College at least where Education was given

Through self sacrificing efforts, through tireless labour, and through ceaseless activity, the Institution thus formed has been perpetuated into our day. Standing on this spot we can look By the labors and perils of the way we can rightly estimate the zeal and the fortitude of those who have supported it; arriving now at its annu-al resting place we see it mustering its energies so long as all the tributaries are defiled. for a new start; and if we can gain one lesson since from their very naturefall High schools and from the post, it is that we should not despair Colleges are attended by youths whose future

College.

It was a wise and a happy thought which subject of Collegiate Education, not with any dented this place as the seat of Acadia College. adopted this place as the seat of Acadia College.

The memorable beauty of the scene around us has been consecrated alike by History and Poetry. The pleasant thoughts of College days of bringing clearly before our minds the true and which come to us are rendered more impressive central idea of a College; so that we may see by the scenes with which they are forever con- whether originally it was engrafted upon our nected. We need only to look around to see Institution, and afterwards whether it bore cor-

the name which has been given to our College draws its chief significance from the place where it stands. This is the classic spot of these lower Provinces, and I can welt conceive, that if we ever have a literature, it will draw its largest inspiration from the very scene around us. But not for this beautiful scene, and not for his passed simply in acquiring sciences and languatoric associationshave we come here this day. We ges with the intention of putting them to direct

The pure Latinity which gives honor in a Col-In the hands of its young men lies the welfare of a country, and we feel that more than any others, that welfare depends appears the counting house. The most subtle to the counting house is the counting house.

This is our great festival day, and this our chief Yet in spite of all this we know that he who place of pilgrinage. For many years gone by goes to a College, whatever may be his tastes, our very life blood has been drawn from this inclinations, or fancies, is put through one unsource; and for many years to come we must alterable cource. Out of each class that enters, look here for those who shall teach us, and every man shall seek a different calling from his judge us, and fight our battles. It is the heart neighbour, and yet all are taught the same of our Denomination, whose prosperity or ad-versity are inevitably ours; whose honor is our ity be of use in their future prefession, but the

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NO. 24

We cannot close our remarks upon this part of our subject without observing that however ourselves exclusively to the former it will avail sion? He finds that four years which form the most important period of life have passed away, arrangement of studies, at least equally as much depends upon the teacher. We have no symwill have to begin at the very elements of I ed over the length and breadth of our land and gives to it that power which shall subdue profession, just as though he had never seen the agrinst female teachers. The objections urged will be said to belong rather to the qualifications than the sex of the teacher, and are equal. walls of a college. By his side are lads four same day. They have caught up to him, for he has passed four years at college. Has all that precious time been wasted?

Years pass on. Gradually time effaces the re-colection of College studies. The facts and for-mulas, once so familiar lie unused in his mind.— No circumstances arise to bring them forward and so they fade away and are forgotton. In the course of years there may come a time when out of all the knowledge that he has acquired comparatively little is remembered.

We see therefore that in a College the same information is acquired by all, whatever may be their future aims; that much of this knowledge so far as itself is concerned, is of little or no di rect practical use in after life; and that those who have laboriously acquired all this, must still work none the less laboriously and begin at the very first principles of their future duties

Not only is this so, but we shall see that it cannot be otherwise. And these are the things which are brought forward by many at the present day, who urge them as objections to the whole system of Collegiate education.

"Look"—they say, "your present system was originated centuries ago. In these days all knowledge lay hidden in the classical languages and there was a reason for studying them." "But times have changed since then," they say,

"and new learning has arisen, which eclipses all the lore of the schoolmen. Must we of the nineteenth century learn wisdom from the men of two thousand years ago? Since the first University was established all modern science has been born, and Earth and Heaven alike offer their! treasures of knowledge to the student.

"Come"—they say—"Lay aside the useless

classics and vague philosophies upon which years are wasted, and substitute those studies which shall be of practical use. Let such things be exc'usively taught as shall avail in real life. Then and not till then can a college fulfil its appro-

printe duty.

But the Reform which these men propos could not end in colleges. All the high schools from whence they draw their supplies must be remodelled. The main stream will not be pure paths will lie in every direction, it follows that his own profession would be an unwieldly and indeed an impossible task. Whatever therefore this new course of practical knowledge might be, it follows that it must be as uniform and as inflexible as the old one.

What then shall this new course be?

Suppose this radical change to be effected and the reform accomplished, let the dead languages be buried out of sight. Let the vain philosophers be dissipated. In the place of these let a course of practical studies be established, with direct reference to actual life.

And here at once returns the old difficulty .-The new course has entered the place of the old but only to encounter the same objections which had been raised against its predecessor.

How could such a course be formed? To what profession or calling could it have reference? Which of the sciences should occupy the largest place? What facts should be most generally administered? What studies could be found which would be so universally useful to men as reading, writing, and Arithmetic are to children. Would it be possible to impart knowledge of such a nature that it would be useful to all?

Commercial law would be good for the mer chant, but useless to the minister. Agricultural chemistry would benefit the farmer, but distract the lawyer. Astronomy would not greatly as sist the Engineer to survey, nor would Geology enable the Doctor to cure; and he would be but a poor interpreter of the scriptures, who to a thorough knowledge of Political economy united a profound ignorance of the languages in which those Scriptures were written.

If therefore we freely acknowledged the practical uselessness of the present course of study in Colleges. We might also see that no scheme of study can be deversed that shall be better in this respect nor in the wide diversity of human employments is it possible for any one course

ployments is it possible for any one course of study to give practical information which shall be equally useful to all.

It therefore it were the purpose of a College simply to impart information for practical use in actual life, we are bound to admit that this purpose is vain and the result should be unattainable by them and that the time spent at them is a waste of the most valuable portion of life.