

most usually formed. It is a good and honourable service done to the cause of liberal education when the academic instructor fully avails himself of these facilities, denied to all but him, of initiating his pupil into a thorough and critical acquaintance with the elementary principles of language and numbers, and sends him away to the theatre of his subsequent scholastic career taught how to learn, and with mental tastes and habits fitted to be the instruments of higher acquisitions.

This is only one of the innumerable instances in which the practical application of right principles must depend more upon the teacher than upon system and positive regulations. These, when vicious or inappropriate, are potent as hinderances, but even under the most favourable conditions must lack the vital and plastic efficacy that trains the mind to knowledge and the heart to virtue. This is an achievement for the living instructor; the most difficult, as well as the most important and delightful of his duties. It is indispensable to the successful performance of this high function, that he should understand the character, and deeply sympathize with the wants and the aspirations of the generous, youthful mind. He must be imbued with a love of learning, and a high reverence for the intellectual and spiritual nature of man. He should be ever progressive in knowledge, a thorough master of his department, and, from his inmost heart, should magnify the teacher's office.

I hasten to a conclusion, already too long postponed, and must speak briefly upon another topic, more important than mere intellectual culture, but somewhat less embarrassed with details. Doubtless, gentlemen, our highest obligations arise from the unavoidable connection of our calling with the moral sentiments and habits of the pupil. The parent's authority and influence are measurably suspended when he commits his son or his daughter to the literary instructor, who succeeds, for the time, to his sacred office and its amazing responsibilities. Success in this department of labor and duty will depend partly upon the standing regulations of the institution, and its general system of instruction and administration, but much more on the personal agency and influence of the teacher. An institution best satisfies this class of its obligations by seeking a location away from all allurements to vice and profligacy. Its statutes should prohibit intemperance, profanity, and every other species of immorality. Theatrical and other corrupting amusements should be placed under the ban. Regular hours and regular industry should be enjoined. In addition to mere precautionary and negative arrangements, orderly and habitual attendance upon religious worship should be required, for it were no less absurd than wicked to refuse a place in systems of intellectual culture to teachings and influences which prescribe and constitute our only authoritative standard of morals. For the same reason, an acknowledged and honourable place should be given to the Divine Oracles: whether as a part and accompaniment of daily Christian worship, or as a text-book in the regular scholastic course, I do not presume to decide on an occasion which does not allow of the proper discussion of a question so momentous, but yet not entirely free from practical difficulties. If, in addition to these precautions and provisions, had books are, so far as practicable, prohibited, and vicious, irreclaimable students promptly removed from the academic community, I know not what more can usefully be done by general regulations and positive enactments.

Much more, I admit, is desirable—is quite indispensable for the safety and well-being of the pupil, as well as to secure and deserve the parent's confidence. I have already briefly referred to the necessary qualifications of a literary instructor—industry, learning, aptness to teach, enthusiasm in acquiring and in imparting knowledge, devotion to his work, affection for his pupils, fidelity and generous confidence toward his associates. Doubtless this enumeration defines a high standard of talents and duties, and, it may be, there are no others so truly and philosophically indispensable in the work of tuition; but, if we do not leave out of our idea of education its noblest and most effective element, then there is confessedly an imperative demand for yet higher qualifications. The morals, the principles, the soul of the pupil, are entrusted to the teacher's guardianship; and after all that can be effected in behalf of these precious interests, by the preventives and safeguards of judicious arrangements and enactments, it is upon the living teacher, more than upon any and all other persons and agencies, that their conversion must depend during the critical years of pupilage. It will not satisfy the claims of such a responsibility that he be a man of upright character and conduct, though too much importance can hardly be attached to the beautiful examples and benign influences of a spotless life. These are likely to prove good auxiliaries to the prescribed moralities of the academic statutes. They superadd the weight of personal respectability to official authority, and greatly facilitate the preservation of order and the general administration of academic discipline. Beyond all controversy, such virtues are greatly valuable, and quite indispensable in a teacher, but they do not furnish him for every good work. Our moral code is a code of

Christian morals, and they are the sons and daughters of Christian families, and the youth of a Christian community, who frequent our schools of learning. Upon Christian principles and a Christian basis we are bound to presume their early domestic training has been conducted. No doubt there are many and flagrant exceptions to this rule, even in families professedly religious, and many pupils more find their way to our seminaries, whose early education, moral and intellectual, has proceeded on no higher motives than such as selfishness, pride, or ambition may suggest. These cases, numerous and deplorable as they certainly are, must yet be dealt with as anomalies, and our system of moral appliances must be devised on general and comprehensive grounds; they must be adapted to the large and urgent wants of a Christian population.

My concluding remarks are designed to guard against the misconception of some of the doctrines inculcated in this discourse. I have not hesitated to assume for the instructor a vast amount of responsibility, and to hold him to an account under high sanctions for the faithful and religious discharge of his duties. Parents and guardians often demand of us something more than this. They send us their sons and wards already corrupted in principles, and lax, perhaps, in morals, through neglect in domestic training and vicious example, and then require of us the impossible achievement of forming their hearts and lives to virtue and piety. It is not a rare or an agreeable incident in a teacher's history, after he has done all that faithful, affectionate admonition, patient discipline, and fervent prayer can do to reclaim and save an immoral or skeptical youth, to get a letter from his disappointed mortified father, full of reproaches against himself and the institution because these efforts were not successful. Such parents, and all parents, should remember, that teachers cannot perform what in its nature is impracticable. We will do what we can, but we dare not guaranty the reformation of a profligate, or the conversion of an infidel youth. Neither scholastic discipline nor Christian efforts may interfere with the high prerogatives of moral agency, and after we have well done our duty to all committed to our charge, each must stand or fall to his own master.

The Mount Allison ACADEMIC GAZETTE.

SACKVILLE, N. B., JUNE, 1864.

In accordance with the notice given in the former number of the *Academic Gazette*, the second is now sent forth to convey to the numerous friends of the Institution, of which it is the organ, such official information respecting the operations of the past and the arrangements for the succeeding Term as will, we trust, be found satisfactory and interesting.

The Term

Which began on Thursday, the 5th January Inst, has been a most successful one. The total number of Students, as shown by the Catalogue, to be found on another page, was one hundred and nineteen. Most of these have evinced an interest in their studies and a regard for the general regulations of the establishment most gratifying to all the Teachers and other Officers.

Annual Examination.

This began on Saturday, the 17th inst., with the lower classes, and having been carried on simultaneously in three apartments, closed with the usual public Anniversary Exercises on Monday evening. Between thirty and forty classes in all were examined, apparently to the entire satisfaction of the Trustees and other friends—Ladies and Gentlemen—who honored the occasion with their presence.

The following was the order of exercises in Declamation:

I.—SELECTED PIECES.

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| 1. The Russian Lochinvar, | by | J. W. Sutcliffe. |
| 2. The Wrongs of Ireland, | " | Wm. Full. |
| 3. Latin Oration, | " | C. H. Chandler. |