

A SPIRITUAL SONG.

The weary Pilgrim's consolation.

1st. Come and taste along with me,
The weary Pilgrim's consolation,
Boundless mercy running free,
The earnest of complete Salvation;
Joy and peace in Christ I find,
My heart to him is all resign'd,
The fulness of his power I prove,
And all my soul's dissolved in love;
Jesus is the Pilgrim's portion,
Love is boundless as the Ocean.

2d. When the world, or flesh would rise,
And strive to draw me from my Saviour,
Strangers slight or friends despise,
I then more highly prize his favor;
Friends believe me when I tell,
If Christ be present all is well,
The world and flesh in vain may rise,
I all their efforts do despise;
In the world I've tribulation,
But in Christ I've consolation.

3d. Worldlings view me with disdain,
Because I shun their carnal pleasure,
All in this which gives me pain,
Is that they slight a nobler treasure;
But still among them, bless the Lord,
There're some who tremble at his word,
And this doth joy to me impart,
To think the Lord hath reach'd their heart;

O! the grace to sinners given,
Peace on earth and crowns in heaven.

4th. When I'm in the house of prayer,
I find him with the congregation,
Music sweet unto my ear,
Is the glad sound of free salvation;
When I join to sing his praise,
My heart in holy raptures raise,
I then rejoice and shout aloud,
And disregard the gazing crowd;
Glorious theme of exultation,
What I feel is past expression.

5th. When I hear the pleasing sound,
Of weeping mourners just converted,
The dead's alive the lost is found,
The Lord hath heal'd the broken hearted;
My heart exults, my spirits glow,
I love my Lord and brethren so.
O! had I wings like Noah's dove,
I soon would sing with those above;
Glory honor and salvation,
What I feel is past expression.

6th. Why should I regard the frowns,
Of those who mock, deride or slight me,
Soon I'll lie beneath the ground,
Beyond the reach of those that hate me;
Sorrows, toils and sufferings o'er,
When once we reach that happy shore,
There with the shining hosts above,
We'll sing and shout redeeming love;
Blessings there beyond expression,
Ever roll in sweet succession.

7th. Mourners! see your Saviour stand,
With arms expanded to receive you,
He spreads for you his bleeding hands,
Venture on him, he'll relieve you;
Cast all your doubts and fears aside,
The door of mercy's open wide,
The fountain flows which saves from sin,
Come now believe and enter in;
Dont distrust your blessed Saviour,
Come, believe and live forever.

8th. Sinners! you may laugh and scorn,
Your moments lost will be lamented,
That awful day is hastening on,
When you will wish you had repented;
Death, in his embraces cold,
Will soon your mortal bodies hold,
Then all your pleasures take their flight,
And down you'll sink to endless night;
While you're of that guilty number,
Your distraction doth not slumber.

9th. Fellow sinners go with me,
My heart's enlarged to receive you,
Slight not mercy offered free,
Come to Jesus, he'll relieve you;
But if you offered grace refuse,
And will distraction ever choose,
Unhappy soul your guilt and blood,
Shall rest on your defenceless head;
Darkness, pain and endless horror,
May be yours before to-morrow.

True Courage.—A quarrel having arisen between a celebrated gentleman and one of his acquaintances, the latter heroically, and no less ironically, concluded a letter to the former, on the subject of the dispute with "I have a life at your service, if you dare to take it." To which the other replied, "You say you

have a life at my service, if I dare to take it. I must confess to you that I dare not take it. I thank my God that I have not the courage to take it. But though I own that I am afraid to deprive you of your life, yet sir, permit me to assure you that I am equally thankful to the Almighty being, for mercifully bestowing on me sufficient resolution, if attacked, to defend my own." This unexpected kind of reply had the proper effect: it brought the madman back again to reason; a friend intervened, and the affair was compromised.

COLLEGES AND SCHOOLS.

From the Academician.
Ubi passim
Palantes error recto de tramite pellit.

HORACE, Lib. 2. Sat. 3.
"Where error drives them in endless deviations from the right path."

Literature, well or ill conducted, is the grand engine by which all civilized states must be supported, or ultimately overthrown.

Pursuits of Literature.
The friends of literature and science may perhaps have cause to rejoice at the growing prospects of education in the United States. Our colleges have poured out a great number of graduates, some of whom we hope are to exalt the character of our nation by the exercise of their talents and learning.

In every part of the union, the cry about the state of our universities seems to be raised; and we hope, in the conflict of feeling and sentiment which appear to be manifested on the occasion, that much good may result; a reformation of abuses where it may be necessary; an enlargement of the course of studies; the employment of men of abilities; and crushing some, that are no more entitled to the name of universities or colleges than many of our common schools. We are not sure, that a multiplicity of these places of education extends science, or benefits the community. At least, we are convinced, that colleges in name only, prove detrimental to expansion of intellect, and retard the progress of improvement.

If schools, in which there are to be found no science or moral rectitude, sap the very foundations of society, we are no less convinced, that colleges which arrogate to themselves much, but have no foundation on which they may base their arrogant pretensions, are if possible, still more pernicious. Seldom do we see in any place of learning, where there is not talent to preside, youth acquire any thing but a supercilious petulance, the husks of science, or an opinion that they are wondrous wise, when every man of common sense knows them to be fools. The attainment of technical terms, or a smattering of Latin and Greek, will not compel the thinking to acknowledge these as characteristics of genius or integrity of conduct. They are no more the marks of a superiority of intellect, than a knowledge of the French is a mark of a mathematician. These, to the exclusion of all natural or physical science, will make but a poor show; and as much as the sticklers for Latin and Greek think of these, they will neither make a man wiser nor better, unless with them is joined an enlargement of mind, which perhaps, is more to be expected from moral and physical science than from any thing else.

We know full well, that there are many in society (and among them teachers, from whom better things might be expected) who rate the talents of men from their knowledge of the languages, and consider all who are unable to scan the metres of Horace or Virgil, or translate Pindar or Homer, as dols and blockheads, fit only to be made the sport of such marvellously wise beings as themselves. No men, perhaps admire the writing of the ancients, or value them more than we; but we must confess, that we can see no shade of reason why so much time is devoted to them in schools and colleges, while the physical sciences are in

many almost wholly neglected. In France, where the human mind is as highly cultivated as in any part of the world, we do not find youth trammelled down by languages; but, while to these a proper attention is given, the physical sciences are not forgotten. The languages may adorn sense, but sense they cannot give.

There is scarcely a state which has not pretensions to something called college or university. We know that some of these somethings\* are mere impositions, and that nothing of any importance can be expected to result from them, while they are regulated as they are, or are so deficient in talents to rule over them. We need not anticipate, that literature will flourish to any great extent in our collegiate establishments, unless there is a solid course of instruction pursued, men of genius to instruct, and a steady and firm discipline be kept up. Our colleges, collectively, are shamefully neglected in these respects. It is true, we are building colleges, but pay little attention to the means by which they may exist. It would be no less folly to commence the building of a church at the steeple, and proceed downwards, till we should come to the foundation. We are under the impression, that fewer of these establishments, on a more extensive scale, and better regulated, would answer the expectations of the friends of literature, and prove far more beneficial to society. Colleges, like banks, if multiplied, will destroy themselves, and those who are concerned in them.

For colleges, conducted as all places of learning ought to be conducted, we entertain the highest respect; because from these, those who are to support the liberties of our country, and exalt her in the scale of learning among the nations of the earth, are to receive, in part, the means by which these are to be accomplished. Although we acknowledge this, yet we are by no means convinced, that colleges are the only places in which human beings may be prepared for society. But a comparatively small number of our youth can be blessed with a collegiate education: they

\* The following extract of a letter from Mr. GIDEON M'ILLAN, of DAYTON, Ohio, is worthy of consideration. He is a valuable correspondent.

A few individuals here have sometimes made fruitless exertions to effect a reformation; but so widely has ignorance extended her reign among all classes, from the state representative to the poor mechanic, that I fear a long time is yet required to effect any thing great. It is a deplorable truth, that many of the members of the legislature have no more knowledge of the political state and physical resources of their country, than a party paper, edited by a man as ignorant as themselves, affords them. They are so ignorant in geography, as not to know the difference between latitude and longitude; and their knowledge of history is about as copious as that of a pedantic schoolmaster, whom I once heard maintain, that "Archimedes was killed at the siege of Troy by a Roman soldier!" In imitation of some of the sister states, they have granted large tracts of land, in different sections of Ohio, for the purpose of promoting the cause of literature: large buildings have been raised, but no care is taken to procure competent teachers. The first person who offers himself is employed as a professor. Such is the case at —, Great care is taken by the teachers of that seminary to obtain, but none to retain pupils. Scholars are sent to the modern, with the same design that Horace went to ancient Athens, "ut possent dignoscere rectum: atque inter sylvan Academi quæreret verum;" but I am sorry to say, they go away completely disappointed. They are hurried through their Latin rudiments into Liber Primus: and before they can be supposed to have acquired much knowledge of the construction of the languages, or to have any taste for the beautiful and sublime style of the Mælian bard, he is put into their hands, and verses they are taught perdere stridentis stipula, viz. a literal translation. Horace, Cicero, &c. come next, and share the same fate, being gabbled over by means of the same pernicious helps, and at the end of two or three sessions, the scholar quits the college (as it is called) just ready to enter Liber Primus again!—The cause of literature is regarded with a more auspicious eye at Cincinnati. The school established there will, I am persuaded, call forth the imitation of many neighbouring towns, and may be the means of effecting a happy reformation, if intelligent school committees be chosen, who will interpose between quacks and the public, and thoroughly guard the latter from the imposition of the former.

must from necessity, be limited to common schools. It is not doubtful, that it is a wise policy to organize a course of studies for our higher places of learning, as they are called, nor should it be doubted, though by the conduct of our citizens we should judge it to be so, that it would be equally as wise a policy to organize a plan of solid instruction in every section of the union, which will place our youth, at least, on a level, in the active concerns of life, with graduates. Elementary schools require the fostering hand of the patrons of learning as much as our colleges; but by some unaccountable caprice or neglect, little or no attention is paid to them. We anticipate a different result, however, at least, in the city of New-York, as soon as the HIGH SCHOOL get into operation; every thing seems favorable to it; many of our teachers and literati have taken an active part; and the exertions of the one must necessarily aid those of the other. When this school shall have arrived at that period, to which every friend of his country is anxious to see it, we believe the citizens will have ample justice done them from the great body of instructors: and those teachers, who have often failed in receiving that credit by which alone they can live, but which has been taken from them in a manner not very honorable to the ones who have done it, (often by vile insinuations, mingled with calumny, and sometimes by open denunciations,) will then have an opportunity of vindicating to themselves their pretensions, and thus showing to the public the treachery and malignity by which some of those, who pretend to be guardians of our youths' morals and talents, are actuated. We hope, then, to see those men who have trampled down the laws of honor, which are supposed to exist between members of the same profession, treated with that indignation which their conduct justly merits. To the credit of the great body of instructors in this city, there are but few who violate the feelings and character of their fraternity; but those who do, (we speak of both English and classical teachers,) do it with shameless tongues and audacious countenance.

More of this hereafter. To return. The truth is, the progressive steps by which a youth ascends the hill of science, are too often considered as unworthy of notice; but we believe there are few, on mature consideration, who are so stupid as not to see, that a solid preparation for college is indispensable to the pupil's future progress, and that our elementary schools are the nurseries of our universities. The only thing necessary to insure a radical proficiency for collegiate entrance\* and success, seems to be the want of a solid system of instruction and qualified instructors in our elementary schools. With respect to those teachers engaged in the system of instruction adopted by the state of New-York, the law requires, that all shall be duly examined by the district school committees, before they can assume the high responsibilities pertaining to the scholastic office. Were a law of this nature enacted, and enforced with the utmost vigour in every state, and all who wish to become teachers tried by it, it would exclude from the profession that swarm of ignorant, idle and vicious itinerants, who arrogate to themselves a universal remedy for stupidity and idleness. It requires no uncommon exertion of reflection to perceive what must be the ultimate result, when such men stand at the head of our places of learning. These causes may be removed, were proper means taken. Men of talents and integrity are the ones sought for by those who wish their children to be taught well; but

\* The Editors know it to be a fact, that, in several of our colleges, students have entered (contrary too to their specified rules) who knew nothing of grammar, geography or history, and whose knowledge of arithmetic did not extend beyond the compound rules. Was this done merely to get students? Such things are shameful!

to be remembered that in order to procure them, they must respect and remunerate them. But in place of these, both the common forms of civility, and a compensation of their labours, are often denied to the very persons they are to get. Many will dispute a teacher's bill for six cents; but they will spend twenty dollars in visiting the theatre, or in expenses for a tea party. We have heard it even among the most wealthy and polite, that "the schooling of their children is extravagantly high, and that they do not get the worth of their money, and children's time." This is no doubt in many instances true; but let parents employ such persons as will do their children justice, and they will not have cause to complain.

The flimsy system of instruction, if system it may be called, acted upon by men who have no experience, or who have become teachers to prevent starvation, is extremely dangerous to intellectual improvement. They require no exertion of mind, no study on the part of the pupil. They praise much but do little. They always have some new plan by which the ignorant are to be made wise in a few minutes, and all mental defects supplied. What would require many year's study and application, under the direction of the most skilful instructors, is to be accomplished in eight or ten lessons, or by a course of lectures! What the experience of ages testifies to be correct, is to be refused by some machine, wooden oracle, or magic lantern, in an hour! This mockery even on emiricism, ought to make the most brazen faced quacks ashamed; but as long as they can find persons who are so credulous as to put implicit confidence in the pretensions of such "BRAGADOCS," some of whom we understand brag about in their schools of their own abilities, they will have just grounds for exclaiming against the expenses of education, and the impositions of designing instructors. Although ten many of our citizens are daily deceived, yet we go on to learn, that men at the head of our literature, and some of our most influential and intelligent citizens, have taken a strong stand against them, and are determined to drive from society all of this description.

There are some other notable tricks which ought to be exposed. One is, the practice of teachers' going round "to beg scholars." It is true there is nothing criminal in it, but it renders them so much below themselves, that all their instructions are of very little effect. It is manly dignity and moral deportment that will command respect, not cringing importunity or fawning adulation. Children and parents despise a literary beggar as much as they do a necessitous one. "Sir, if you will teach them better than any other person, and for less, I will take them for two dollars, or for nothing, rather than they should go to Mr. —." I will instruct them for nothing!" This is the language which teachers of this description use: it no doubt well becomes their motives. It is affirmed, and we believe it, that some fool play exists among teachers of a certain cast. They most insidiously endeavour to destroy the reputation of others of their profession, by depreciating their characters and abilities in the presence of their scholars. How mean, how pitiable, impolite!—But where is the parent who wishes his children's minds contaminated with the pestiferous breath of calumny and detraction? Where is there is none who would suffer his innocent little ones to set under the instruction of a teacher guilty of a practise so base and detestable as this.

From these general observations, the public will see that there is need of a reformation in the character and abilities of many of our instructors, and in the system of instruction adopted and pursued in many of our schools and colleges. Our remarks on the latter, are not meant for any individual place.