


|  <br> ADVERTISEMENTS <br> Not excedang a *quare miourtal at ONE DOLLAR vise frat, and TWENTY-FINE CENTA for each-rubse. raentunerlign. A libural discuant to Vearly Advertivers. <br> 2--OFIICE on the Nouth side of Market street, be. <br> Sow the Court llouse. | systems of elacation founded. The same course of study is prescribed to each, the same rules of discipline enforced upon all, the same seed is sown, and the same tillage pursued upon every variety of soil. Boys of unequal capacities, and of minds in different degreas matured, are put together in a class. The slow is made to keep pace with the swit, not indeed in the acquisition of knowledge, for though they torether deveribe the same | the instructor; I would admonish him that by a too prodigal display of his pow. er, he is creating around him, a host of little enemies, who are not without the means of mischief and annoyance. It the glory of Socrates, that when condemped to die, his disciples crowded around | reach. Hope dies within him, and h.s exertions relar. Upan the falure of one motive a more correct but lees stimulating one may fail to reanimate his courage If the delasion to sust mined until he has complee this ollegiate course: so soon as he onters upan the creat stace of life, iteis sure to be dispell.d. Ho then discovers that fame must. from the ntare of things, | ity to do good, and a veid every n to do evil,-he will have cont. $t$, where action will be useful, dence to forbear, when action mischierous,-and thus, the will praise not on'v for what he dues. that he forbars to do. He need to Urn or Epitah-lis actions |  |
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| H2. HILL'S ADDRESS beyore the nticharorina inservutg. | circle and arrive at the grat at the same instant of time, yet the one "in rumaing has devoured the way," the other has been urged, blindfod, round the course. | him, eager to testify their affection, prompt to deplore his misfurtune, and to soothe his grief. It may be questioned, whether, should one of our modern teachers be condemned to drink the hemlock, his dis- |  | his Ki.d. will be a monument Posterity will cherish his use the is a benefater of postio $r$. rt ount his story, because it | means of inserbetion and a source of grath fication. Oúr school reating of tlo elane sics in too limited, and the halwter ve vit |
| at anl Gentlemen | $\begin{aligned} & \text { ae } \\ & \text { ke } \end{aligned}$ | $\begin{aligned} & \text { cip! } \\ & \text { of } \end{aligned}$ |  | $\begin{aligned} & i f \\ & a \end{aligned}$ |  |
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|  | not inteniled that regard should be had to |  |  |  |  |
|  |  | what he has been taught to fear. The |  |  |  |
| inay be best traned to virtue, and instruc- |  | dread of punishment prompts him to seek impunity in the concealment of his delin- |  |  |  |
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| circles of fashion. Oae would th |  |  |  |  |  |
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| and instruction"-in a word, that they | imprudent use of theye means, arises from | of our motives, and keep a guard upon |  |  |  |
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|  | is | and a subject of detraction, Hurt vanity, and marufifed sefflove, will prompt the |  |  |  |
|  |  | disingenuous wish to lessen the nuerit we |  | taste the fruit of the tree of hinowledec- |  |
|  |  | $2$ |  | The faculities must te subjected to those severe exercises, which cun alone rive | e of be young. W. |
| try, too little time is deroted to Education |  |  |  |  |  |
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| with the number of the nominally educa- |  |  | have t |  |  |
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| and patient study, and |  | $8$ |  |  |  |
| dicious instruetion. The d |  |  |  |  |  |
| , |  | keenly felt, they assume an aspect of dar- |  |  |  |
|  | source of mspiration which scems to be |  |  |  |  |
| kindle as at the foumtain of Dodona, by | sum | ingly hateful They sometimes mingle in the strife for noble objects, and cha- |  |  |  |
| d |  | racters of 0 th | that of Honor. Men are forgotten, not |  | In ithingly quita sutheet, withregaid to |
| education comprehends a high degree of |  | degraded by meanness of | because the inscription is erased from the monument-but because ther have not |  |  |
| Inoral ${ }^{\text {In this }}$ |  |  | ceserved to be remembered, -because |  |  |
| to notice some things in our systerms of | hi |  | they have formed a false, estimate of the | and relation to each other. will a clanow!. |  |
| school discipline which appear to me to |  |  |  |  |  |
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| of long experience nor of much reflection, |  | m | fame; they think rather of what wifl |  |  |
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| With caution. An An |  |  |  |  |  |
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