

pline, which is the best preparation, for the duties and exigencies of life. As to the dangers to which a boy is exposed, in a public school, whether they be alleged to affect his person or his morals, it is conceived, that they have been greatly exaggerated, and admitting, that they are as great, as they have been represented, the sooner a young person is accustomed to meet the trials and hazards, which he must encounter in life, the sooner will he acquire that intrepidity and fortitude, which form his best security, personal and moral, in future years. In a public school, the character of a boy acquires, a *firmness*, a *manliness*, a *hardihood*—by *competition* and *collision* with his fellow-pupils, and by having his *self-will* checked and opposed by that of others. Thus he grows up, like a hardy plant exposed to the external air, and to all the varieties of the weather—whereas, the pupil of private education, like a hot-bed plant, neither in the constitution of his mind or body, is fitted to bear the asperities and adversities of life. Indeed, if a just view be taken of the circumstances of the case, it will appear, that the objections, urged against a public school, are without any substantial foundation—or, if they have any application, it is, only to the case of a youth, who, in attending a public Seminary, is left, without any private or domestic superintendence. When the pu-