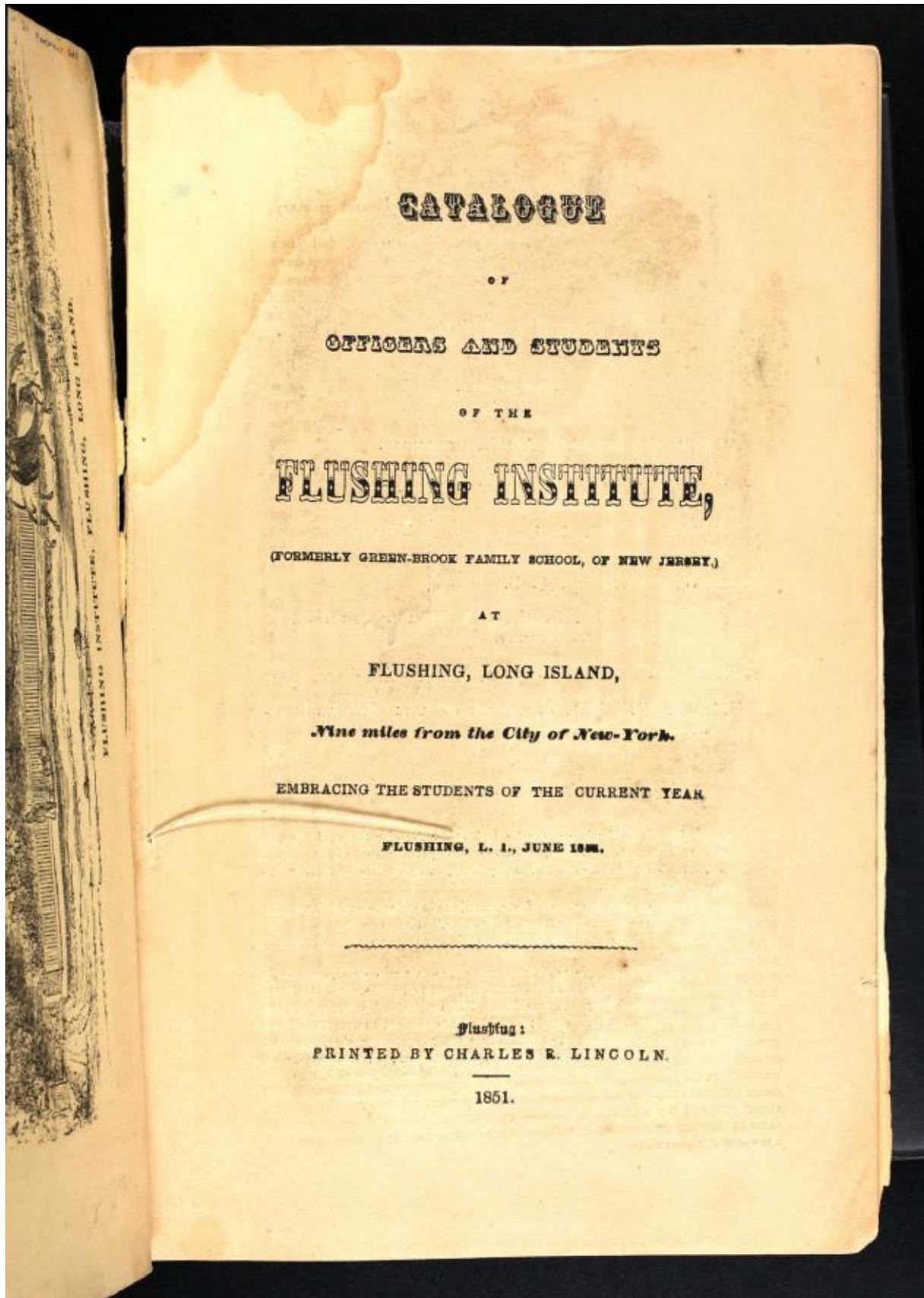




FLUSHING INSTITUTE, FLUSHING, LONG ISLAND.



OFFICERS.

EZRA FAIRCHILD, A. M., PRINCIPAL.

ELIAS A. FAIRCHILD, A. M.,

EZRA D. BARKER,

HIRAM MEAD, A. B.

JOHN M. FRANCIS, A. B.

D. W. MANDELL, A. B.

TEACHERS.

A. A. FROLICH, A. M., PROFESSOR OF THE FRENCH AND SPANISH LANGUAGES.

MR. EZRA F. THOMPSON, PROFESSOR OF MUSIC.

MR. P. WINTER, PROFESSOR OF THE GERMAN LANGUAGE AND DRAWING.

Copies of this Catalogue may be had at the Jewelry Store of Messrs. SALISBURY & Co., 171 Broadway, and at the principal Bookstores in the city of New-York. They may also be had at any time, on application by mail or otherwise, to the Principal.

Having changed the times of our vacations in order to avoid the waste, and other evils, incident to a "Holiday Break-up," it has occurred to us, that to some who spend only their winters at school, our December vacations may seem ill-timed.

To all such, we beg leave to say that during the past two years, our school has been PERPETUAL. A teacher has been employed to instruct those who have preferred to study, during each vacation. The number of pupils remaining through vacations has been small; but they have pursued their studies systematically, in the presence, and under the care of a competent teacher. Arrangements have been made to accommodate, in the same way, all who may be inclined to spend the approaching vacation in a similar manner. Some students by pursuing their studies in vacation, under instruction, have risen from a lower to a higher class.

STUDENTS
William A.
Benjamin A.
Richard H.
John C. App.
Edward H. A.
Frederick B.
Palmer B.
William F.
Andrew C.
James C.
Blaise C. C.
John E. C.
James G. C.
Abraham M.
Charles L.
James C.
Algerne S.
George H.
James D.
George D.
Hiram D.
Lyman D.
Charles A.
William D.
Edwin D.
Henry G.
Horacio I.
Augustus I.
Elijah S.
F. Cyrille
George W.
William J.
Walter F.
Edward B.
Stephen H.
Nelson W.
Charles B.
George J. G.
Jonathan H.
Benet H.
Valent H.
Jonathan H.
George T.
Joseph L. H.
Thomas E.
Cornelius H.
Samuel S. H.
Alexander C.
Thomas R. J.
Francis W. J.
Augustus L. J.
Simeon D. J.
Edward E. J.
William J.
Charles H. H.
William K.
Walter S. L.
Charles R. L.
Charles E. L.
Abraham T. L.
Levi C. L.
Edwin R. L.
Lancel B. L.
Matthew M.
John J. M.
Charles M. M.
Harris L. N.
Thomas E. N.
William A. N.

STUDENTS.

STUDENTS.	RESIDENCE.
William Adams.....	Brooklyn, L. I.
Benjamin Adams.....	Brooklyn, L. I.
Richard H. Allen.....	New-York City.
John C. Aspell.....	Florida, N. Y.
Edward H. Anderson.....	New-York City.
Frederick Bowne.....	Flushing, L. I.
Baldwin Brower, Jr.....	New-York City.
Willtam F. Camp.....	New York City.
Andrew Calacich.....	Ragusa Vecchia, Austria.
James Calacich.....	" "
Blaise C. Cenas.....	New Orleans, La.
John E. Corwith.....	Bridgehampton, L. I.
James G. Cooper.....	Wantage, N. J.
Abraham M. Conger.....	Montgomery, N. Y.
Charles L. Converse.....	New-Orleans, La.
James Cunningham, Jr.....	New York City.
Algernon S. L. Day.....	Mendham, N. J.
George H. Daily.....	New York City.
James Davis.....	New York City.
George Davis.....	" "
Hiram Deckér.....	Havana, N. Y.
Lyman Dellicker.....	Peapack, N. J.
Charles A. Desobry.....	New Orleans, La.
William Dobson.....	Brooklyn, L. I.
Edwin Dusenbury.....	New-York City.
Henry G. English.....	New-Brunswick, N. J.
Hortencio Escobar.....	Panama, S. A.
Augustus B. Fitch.....	Buffalo, N. Y.
Elijah S. Fairchild.....	Flushing, L. I.
F. Cyrille Fazende.....	New-Orleans, La.
George W. Forsyth.....	Mendham, N. J.
William J. Fuller.....	New-York City.
Walter Fuller, Jr.....	Rahway, N. J.
Edward R. Fuller.....	Rahway, N. J.
Stephen H. Grattot.....	Galena, Ill.
Nelson W. Gardner.....	Plainfield, N. J.
Charles B. Grannis, Jr.....	Newark, N. J.
George J. Griffing.....	Brooklyn, L. I.
Jonathan H. Gorman.....	Dayton, O.
Berret Havens.....	Wantage, N. J.
Gabriel Havens.....	" "
Jonathan Havens.....	Wantage, N. J.
George T. Hunt.....	Brooklyn, L. I.
Joseph L. Hicks.....	Flushing, L. I.
Thomas B. Hidden.....	New-York City.
Cornelius Hulst.....	Dutch Kills, L. I.
Samuel S. Halsey.....	Rockaway, N. J.
Alexander C. Hamilton.....	Flushing, L. I.
Thomas R. Haines.....	Hamburg, N. J.
Francis W. James.....	Petersburg, Va.
Augustus L. Jacobus.....	New-York City.
Sidney D. Jackson.....	Havana, N. Y.
Edward E. Jordy.....	New Orleans, La.
William Johnson.....	Flushing, L. I.
Charles H. Kirby.....	New York City.
William Kirby.....	New York City.
Walter B. Lawrence.....	Flushing, L. I.
Charles R. Lincoln, Jr.....	Flushing, L. I.
Charles E. Leverich.....	New-Orleans, La.
Abraham F. Leverich.....	" "
Levi C. Littell.....	Springfield, N. J.
Sidney B. Lewis.....	Morristown, N. J.
Luonel B. Lewis.....	" "
Matthew McClung.....	Knoxville, Tenn.
John J. Mott.....	Great Neck, L. I.
Charles M. Mead.....	Cornwall, Vt.
Martin L. Mead.....	" "
Thomas H. Morrell.....	New York City.
William A. Morrell.....	" "

FRANCIS
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STUDENTS.	RESIDENCE.
Adolphus J. Mignot.....	Charleston, S. C.
Latham J. Mitchell.....	Manhasset, L. I.
Yldfonso Monore.....	Tabasco, Yucatan.
Thomas B. Norris.....	Newark, N. J.
Thomas W. Pearsall, Jr.....	New-York City.
William R. Prince.....	Flushing, L. I.
Joseph Police.....	Charleston, S. C.
Tomas Pellicer.....	Tabasco, Yucatan.
Pedro Regi de Peon.....	Merida de Yucatan.
John Rogers.....	New-York City.
Mahlon D. Sands.....	New York City.
Frederic Schilling.....	New York City.
Robert A. Stark.....	New-Orleans, La.
William F. Smith.....	New-York City.
Edwards J. Shaw.....	New-Orleans, La.
Edward R. Smith.....	New York City.
Milton G. Smith, Jr.....	" " "
Frederick S. Taylor.....	Brooklyn, L. I.
Henry S. Taylor.....	" " "
Henry D. Tiffany.....	West Farms, N. Y.
Frank A. Tiffany.....	" " "
Miner Trowbridge.....	New-York City.
Sidney A. Tunis.....	New Vernon, N. J.
William L. Tunis.....	" " "
David L. Thompson.....	Madison, N. J.
Leander A. Tallmadge.....	Newark, N. J.
Ezequiel Uricoechea.....	Bogota, N. G.
Chester C. Waring.....	Yonkers, N. Y.
Edmund I. Wade.....	New York City.
James E. Wells.....	Aquackanok, N. J.
Adolphus A. Wenzel.....	Williamsburg, L. I.
Theodore H. Wenzel.....	Williamsburg, L. I.
Henry W. Wickham, Jr.....	Flushing, L. I.
Jonathan H. Winters.....	Dayton, O.
William Wright.....	Throggs Neck, L. I.
William J. Wood.....	Rockaway, N. J.
Louis E. Zebal.....	New-Orleans.
Henry A. Bonnell, Jr.....	New Orleans, La.
Horatio N. Wright.....	Throggs Neck, N. Y.
Edwin J. Heron.....	Piermont, N. Y.
Morton Mortimer.....	N. Y. City.
C. S. K. Baily.....	Brooklyn, L. I.
William W. Vail.....	Plainfield, N. J.
John J. Thompson, Jr.....	Goshen, N. Y.
Charles Touzalin.....	Jamaica, W. I.
Gilbert Touzalin.....	Jamaica, W. I.
Henry M. Cooper.....	Claiborne, Ala.
Benjamin M. Harrod.....	New Orleans, La.

Total 117.—Left during the year 27.—In actual attendance 90.

DESIGN, GOVERNMENT, ETC.

THE design of this School is the instruction of Boys, in the Latin, Greek, and Modern Languages, and in all the branches of a thorough English Education.

In the accomplishment of this design, great care is taken to procure teachers that are both competent and faithful, and equal care to induce mental effort and the love of good order, on the part of the pupils themselves.

The government is administered with firmness and impartiality, but without harshness. Its chief aim is the prevention rather than the punishment of offences. Self-

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 ... York City,
 ... L. I.
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 ... Yacatan,
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 ... York City,
 ... York City,
 ... York City,
 ... Mass., La.
 ... York City,
 ... Mass., La.
 ... York City,
 ... L. I.
 ... N. Y.
 ... York City,
 ... N. J.
 ... N. J.
 ... G.
 ... N. Y.
 ... York City,
 ... N. J.
 ... L. I.
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 ... N. Y.
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 ... W. I.
 ... Ala.
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respect, therefore, imposing self-restraint, and prompting to a manliness of manner, and a faithful discharge of duty, is always duly appreciated and properly honored.

Much solicitude is felt, and ample provisions are made, to secure as far as possible, the health, comfort, and safety, as well as the intellectual and moral culture, of every pupil, during the hours of school, recreation, and rest.

No idle, indocile, or incorrigible boy will be retained in the institution, to the injury of his fellow pupils.

The SACRED SCRIPTURES are received as the only standard of morals; and religious instruction is given without inculcating the peculiarities of any sect. The cardinal doctrines of Christianity, as held in common by what are usually called evangelical denominations of Christians, are taught as essential truths. There is here no sympathy with any system of education whatever, that does not contemplate, and that does not, by endeavoring to secure the voluntary efforts of the pupil himself, faithfully seek the highest possible improvement of all the powers of his understanding, and the willing subjection of these powers thus improved, to the entire control of a conscience, cultivated by habitual exercise, and enlightened by Divine Truth.

The Principal being a Presbyterian, family worship in his house, both morning and evening, is conducted according to Presbyterian custom. The presence of the entire household is always expected.

On the Sabbath, every student, in health, is required to attend church with the teachers and the family. The desecration of the Sabbath, in the house of God, during divine service, is even worse than the desecration of it elsewhere. It is therefore always better that boys who are absent from their parents, should, at church, be under the supervision of their teachers.

It is not uncommon for pupils at Boarding Schools to write home for permission to change their place of worship. Various causes move them. Sometimes they may think their behaviour will be less faithfully observed and reported in one church than in another. Sometimes affection for some mate, whose acquaintance they have made, and whose place of worship has been agreed upon, influences them. Now, this matter should invariably be settled at the very entrance of the pupil, and always by the parents and teacher. Conscientious scruples of parents and guardians are always to be regarded, and if possible accommodated; but the choice of a boy, depending on com-

considerations that have nothing to do with conscience, ought never to interfere, a moment, with the order and discipline of a school.

A Bible-lesson is required every Sabbath.

SESSIONS.

Two sessions of twenty-two weeks each, compose a year. One commences regularly, on the 5th of January, and the other on the 5th of July.

TERMS.

The expense of board, including Tuition, Washing, Fuel and Light, with the use of bed, bed clothes, &c., is \$125 a session, to be paid at entrance. Instruction in Modern Languages, Music and Drawing, an extra charge.

OUTFIT.

In addition to suitable clothing, each student should have an umbrella, a pair of overshoes and slippers. He should also bring a Bible.

If he chooses to furnish his own bed, and bed clothes, towels, &c., a deduction of \$10 a session will be made from his bill. Many pursue this course.

N. B. Every article of dress and of bedding, without exception, should be plainly marked with the full name of the owner. No unmarked garment will be taken into the laundry.

MEDICAL PROVISION.—By the payment of five dollars in advance to the Messrs. Bloodgood, Physicians to the Institute, each student may secure for himself all necessary medicine and medical attendance for one year.

DISTANT PATRONS.

Employers, too remote to permit their sons or wards to visit their homes at the close of each session, will be charged with board during the vacation. They will also either name some responsible man in the vicinity of the school, who will honor all proper drafts, or they will keep in the hands of the principal, in addition to the ordinary advance money, a fund sufficient to meet all necessary expenses for books, clothing, etc.

APPLICATIONS.

Vacancies occur at the close of almost every Session. It is always desirable to know as early as possible whether they are to be filled at all; if so, by whom. Students are received at any time during the year, and are charged from the date of their entrance.

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Steamboat Office

Parents and guardians in search of schools for their sons or wards are very cordially invited to call and examine the Institute for themselves.

Those who may have it in contemplation to patronize the School, are respectfully requested, in all cases, to advise the Principal, by mail or otherwise, as early as their convenience will permit. *See Extract on cover.*

Aux Messieurs Français.

On reçoit des jeunes gens Français dans cet établissement, et on leur y enseigne à parler et à écrire correctement la langue Anglaise; on est aussi très-soigneux à leur donner une bonne prononciation.

A los Señores Españoles.

En este Instituto se reciben jóvenes Españoles, y se les enseñara à hablar y escribir correctamente la lengua Inglesa—mucho cuidado se tendrá en darles buena prononciacion.

TEXT BOOKS.

These vary with the ages, acquirements, and other circumstances of the pupils. In the choice of them, regard is had to their fitness to discipline the mind, never forgetting that mental *exercise is essential to mental improvement.*

LOCATION, ETC.

The establishment, in which the school is accommodated, is one of the most desirable in this country. It is the building formerly known as the Flushing Institute, but lately as St. Ann's Hall.

To those who have seen the Hall, and its improved grounds, nothing need be said in their favor. For the information of strangers, it may be proper to remark, that the main building is a handsome edifice, 111 feet long, 46 feet wide, and 4 stories high. Attached to it, in the rear, there is a wing 60 feet long, 30 feet wide, and 2 stories high. These, with suitable "out-buildings," stand on a beautiful elevation near the centre of a six acre lot, surrounded by a small grove of full grown and tastefully arranged trees and shrubs. The whole is retired from the more populous part of the town, and offers to the student all the tranquility of the country.

Flushing is a beautiful and healthful village, at the head of Flushing Bay, 9 miles from the city of New York, with which (Sundays excepted) it has daily intercourse, both by Steamboat and Stage conveyances.

Steamboat Office, Fulton Market Slip. } New-York.
Stage Office, 340 Pearl st. }

REFERENCES.

THE Patrons of the School, next to its Officers, may be supposed, in most cases, to know what provision is made, and what care is taken, to improve the minds, guard the morals, promote the industry, and secure the comfort of their sons or wards. The subjoined catalogue is therefore offered, containing the names of those whose sons have attended the institution the last current session.

PRESENT PATRONS.

PATRONS.	RESIDENCE.
Mr. Richard A. Allen,.....	New-York City.
Henry James Anderson.....	New-York City.
Alsop V. Aspell.....	Florida, N. Y.
Mr. Walter Bowne,.....	Flushing, L. I.
Mr. John A. Bennet,.....	New York City.
Mr. Benjamin F. Camp.....	New-York City.
Prof. A. H. Cenas, M. D.,.....	New-Orleans, La.
Mr. William P. Converse,.....	New-Orleans, La.
Mr. Gurden Corwith,.....	Bridgehampton, L. I.
Mr. Mathew Cooper,.....	Wantage, N. J.
Mr. John S. Conger,.....	Montgomery, N. Y.
Mr. James Cunningham,.....	New-York City.
Mr. Calvin Day,.....	Mendham, N. J.
Mr. James H. Jally,.....	New York City.
Mr. Lewis Desobry, Sen.,.....	New-Orleans, La.
Mr. Simon Decker,.....	Havana, N. Y.
Mr. David W. Dellicker,.....	Peapack, N. J.
Mr. William C. Dusenberry,.....	New York City.
Mr. David C. English,.....	New Brunswick, N. J.
Mr. Daniel Embury,.....	Brooklyn, L. I.
Mr. William Fitch,.....	Buffalo, N. Y.
Mr. Walter Fuller,.....	Rahway, N. J.
Mrs. Thomas Fuller,.....	New York City.
Mr. P. Jules Fuzende,.....	New-Orleans, La.
Mr. William Forsyth,.....	Mendham, N. J.
Mr. Alvah Gardner,.....	Plainfield, N. J.
Mr. Charles B. Granniss,.....	Newark, N. J.
Mr. Frederick Griffing,.....	Brooklyn, L. I.
Mr. Charles C. Gaines,.....	New-Orleans, La.
Mr. William Hall,.....	New-York City.
Mr. William Hempstead,.....	Galena, Ill.
Mr. James C. Havens,.....	Wantage, N. J.
Mr. Thomas Hunt,.....	Brooklyn, L. I.
Mr. Silas Hicks,.....	Flushing, L. I.
Mr. Peter Halst,.....	Dutch Kills, L. I.
Mr. Samuel B. Halsey,.....	Rockaway, N. J.
Mr. Charles A. Hamilton,.....	Flushing, L. I.
Mr. Enoch Hidden,.....	New York City.
Hon. Daniel Haines,.....	Hamburg, N. J.
Mr. James C. Havens,.....	Deckertown, N. J.
Mr. George W. Jackson,.....	Havana, N. Y.
Mr. Edwin James,.....	Petersburg, Va.
Mr. John Jacobus,.....	New York City.
Mrs. Valentine Kirby,.....	New York City.
Mrs. Susan Kipp,.....	Aquackanok, N. J.
Mr. John W. Lawrence,.....	Flushing, L. I.
Mrs. Caroline Lewis,.....	Morristown, N. J.
Mr. William E. Leverich,.....	New-Orleans, La.
Mr. Charles R. Lincoln,.....	Flushing, L. I.

PATRONS

Mr. Daniel L...
 Mr. William L...
 Mr. Calvin M...
 Mr. Thoma...
 Mrs. Minn...
 Mrs. Mary T...
 Mr. William B...
 Mr. Keese P...
 Mr. Francis P...
 Mr. Thoma...
 Mr. George H...
 Mr. Thoma...
 Mr. John R...
 Mr. Chace...
 Mrs. Thron...
 Mr. Jamar S...
 Mr. Milte...
 Mr. Abram B...
 Mr. Andrew...
 Mr. Robert...
 Mr. Abisa...
 Mr. John R...
 Mr. Z. Tayl...
 Mr. Francis...
 Mr. George...
 Mrs. Ken...
 Mr. Henry...
 Mr. John T...
 Mr. William...
 Mr. Elias...
 Mr. Henry...
 Mr. Henry...
 Mr. Valen...
 Mr. William...
 Mr. John...
 Mr. Frema...
 Mr. Jesse...
 Mr. John...
 Mr. A. M. T...
 Mr. Aaron...
 Mr. Charles...
 Henry A. J...
 Capt. John...
 Mr. Rufus...
 Mrs. Carole...
 Mr. John...
 Mr. James...

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New-York—H...
 New-York...
 New-Jersey—F...
 United State...
 Editor of the...
 THOMASIAN -
 Philadelphia...
 Amos Fuller...
 ALABAMA—Rev...
 Mobile. A. I...
 Louisiana—Mr...
 100, La.

PATRONS.	RESIDENCE.
Mr. Daniel Littell,.....	Newark, N. J.
Mr. William Lobach,.....	New-York City.
Mr. Calvin M. McClung,.....	Saint Louis, Mo.
Mr. Thomas Morrell,.....	New York City.
Mrs. Miriam Mitchell,.....	Manhasset, L. I.
Mrs. Mary T. Norris,.....	Newark, N. J.
Mr. William R. Prince,.....	Flushing, L. I.
Mr. Keene Pruden,.....	Elizabethtown, N. J.
Mr. Francis Police,.....	Charleston, S. C.
Mr. Thomas C. Payan,.....	New-Orleans, La.
Dr. George B. Purdy,.....	Great Neck, L. I.
Mr. Thomas W. Pearsall, Jr.,.....	New York City.
Mr. John Rench,.....	Dayton, O.
Mr. Charles H. Rogers,.....	New-York City.
Mrs. Theonic Rutjes,.....	Charleston, S. C.
Mr. Isaac Smith,.....	New York City.
Mr. Milton G. Smith,.....	New-York City.
Mr. Abram B. Sands,.....	New-York City.
Mr. Andrew Schilling,.....	New-York City.
Mr. Robert Stark,.....	New-Orleans, La.
Mr. Abisha Smith,.....	New-York City.
Mr. John R. Shaw,.....	New-Orleans, La.
Mr. Z. Taylor,.....	New Orleans, La.
Mr. Francis A. Tiffany,.....	New-York City.
Mr. George W. Tallmadge,.....	Newark, N. J.
Mrs. Keturah Thompson,.....	Madison, N. J.
Mr. Henry Trowbridge,.....	New-York City.
Mr. John Tunis,.....	New-Vernon, N. J.
Mr. William T. Yanzandl,.....	New-York City.
Mr. Elias Wade, Jr.,.....	New York City.
Mr. Henry Wenzel,.....	Williamsburg, L. I.
Mr. Henry W. Wickham,.....	Flushing, L. I.
Mr. Valentine Winters,.....	Dayton, O.
Mr. William C. Waring,.....	Yonkers, N. Y.
Mr. John Wright,.....	Brooklyn, L. I.
Mr. Freeman Wood,.....	Rockaway, N. J.
Mr. Jesse Vail,.....	Plainfield, N. J.
Mr. John J. Thompson,.....	Goshen, N. Y.
Mr. A. M. Touzalin,.....	Jamaica, W. I.
Mr. Aaron B. Cooper,.....	Claiborne,
Mr. Charles Hattou,.....	New Orleans, La.
Henry A. Bonnell, Esq.,.....	New Orleans, La.
Capt. John T. Wright,.....	Throggs Neck, N. Y.
Mr. Rufus Mead,.....	Cornwall, Vt.
Mrs. Caroline E. Heron,.....	Piermont, N. Y.
Mr. John Mortimer, Jr.,.....	N. Y. City.
Mr. James Baily,.....	Brooklyn, L. I.

OTHER REFERENCES.

- NEW-YORK.—Hon. Theodore Frelinghuysen, Chancellor of the University of New-York.
- NEW-JERSEY.—Hon. Jacob W. Miller, Hon. W. L. Dayton, Senate of the United States. Hon. Lewis Condict, Morristown. Wm. B. Kinney, Esq., Editor of the Newark Daily Advertiser, Newark.
- PENNSYLVANIA.—Rev. Albert Barnes, Pastor of the 1st Presbyterian Church, in Philadelphia. Rev. Elias R. Fairchild, Montgomery, Orange Co., N. Y. Amzi Fuller, Esq., Wilkesbarre.
- ALABAMA.—Rev. W. T. Hamilton, Pastor of the 1st Presbyterian Church, in Mobile. A. B. Cooper, Esq. Claiborne. Wm. B. Howard, Esq., N. Orleans.
- LOUISIANA.—Mr. Alexander Grant, New Orleans. Mr. Wm. Bagley, Covington, La.

The Principal having been many years engaged in his profession, has prepared Students for admission into different classes of the following Colleges, viz:—Amherst, Mass.; Brown's University, R. I.; Rutgers, N. J.; Union, N. Y.; and Yale, Conn. To the several faculties of these Colleges, he therefore also begs leave to refer.

The most of his Students that have graduated, however, have been prepared for admission into the several classes of the College of New Jersey, at Princeton, and of Rutgers, at New Brunswick. He therefore deems it no impropriety to submit to the public the following

C A R D S .

The undersigned do with great pleasure renew the recommendation given by them some years ago, to Mr. Fairchild, now Principal of Green-Brook Family school, at Madison, N. J., and formerly Principal of the Hill-Top Academy, at Mendham. A large number of Mr. Fairchild's pupils have been received into this Institution, and their attainments and deportment have been such, as to reflect much credit on his course of instruction and discipline.

JAMES CARNAHAN, *President.*
JOHN MAULEAN, *Vice Pres. and Prof. Greek.*
ALBERT B. DOD, *Prof. of Mathematics.*

College of New Jersey, Princeton, Oct. 1845.

RUTGER'S COLLEGE, Dec. 1845.

The undersigned, Members of the Faculty of Rutgers' College, certify, that several of the pupils of Mr. Fairchild have been admitted as members of this College. In this manner, and also from a personal attendance at his public examination by some of our Board, we are able to judge of the character of his School, and do not hesitate to recommend it as worthy of public confidence and patronage.

A. BRUYN HASBROUCK, *President.*
T. STRONG, *Prof. Math. and Nat. Phil.*
LEWIS C. BECK, *Prof. Chem. and Nat. His.*
J. PROUDFIT, *Prof. Languages.*
WM. H. CROSBY, *Adj. Prof. Languages.*

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GENERAL REMARKS.

IN conducting the education of boys in this institution, it is assumed in the first place, that those branches which are usually termed "*Common English*," are in fact *fundamental*—and that a thorough knowledge of them is, to the satisfactory pursuit of higher branches, absolutely *essential*. Long and careful observation of the relative progress of youth, equal in talents, but unequal in rudimental acquirements, has convinced the Principal that the attempt to add an *Academic* or *Collegiate* course to a grossly neglected *primary* one, is a waste of labor both to the pupil and his teacher. Such an attempt has its counterpart in the effort of the practical builder, who in erecting a valuable edifice, seeks to place his top stone *first*, and build from it to the—sand.

It is assumed in the second place, that the old fashioned plan of studying well-written *text books*, and repeating in some instances, their *very language*, and *always* their *exact sense*, is the surest and shortest method of acquiring substantial and available knowledge.

It is assumed in the third place, that the object of every youth, in seeking admission into this school, is to find facilities for the quiet prosecution of his academical studies : that he comes, not to *teach*, but to *learn* : not to command, but to obey : and consequently that he brings with him, not a *servile*—but a *docile*—a MANLY spirit.

OUR POSITION DEFINED.

Every well conducted Boarding School is liable to occasional impositions. This liability is one of the unhappy consequences of parental anxiety roused too late, and manifesting itself in efforts to reform unrestrained and mistaught sons. A parent discovering that his son, now far in his teens, has acquired but little knowledge and no self-control is alarmed. He has been an indulgent father ; has humored the whims of his child ; loaded him prematurely and to excess, with costly trinkets ; sent him to various schools ; paid all his bills ; and dreamed —of Cicero and Demosthenes, and of many intellectual and moral giants. Waking from his delightful dream he is amazed at the ingratitude of his son, but complains chief-

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ly of the indiscretion and unfaithfulness of his teachers, and of the vileness of his associates. He finds however, no *remedial virtues* either in his amazement, or his complaints. He seeks a cure. He must now without delay, place his son under other, and happier influences. He hears of a school where order prevails, and where habitual industry, and good behaviour are the choice of the students themselves. At once, his *duty* seems plain. He must without delay place his boy in that school. This is his duty. His duty? If so, then it is equally the duty of the teacher to receive him.

Now with all due deference to the opinions of those who differ from us, we think it *wrong* in any parent, however solicitous for the welfare of a "spoiled child," to palm an idle, indocile, refractory youth upon a quiet, peaceable, order-loving school. We believe that children and youth should be educated together. Under proper regulations, both classes are improved by the union; and it would be difficult to say which are the greater debtors to the other. As little boys can scarcely be said to have formed *habits*, they may ordinarily be admitted into school without hesitation. They differ indeed, in taste, in dispositions and in talents: but they agree in aiming to be what they think the young men of their school are. They think it manly to imitate young men. If therefore the accepted, the popular guides of a school are profane, or obscene, or otherwise vicious, the whole school will be seriously injured, and many boys utterly ruined, the conservative and curative tendency of *birch* and *ratan*, and all similar and kindred appliances to the contrary notwithstanding. Vicious propensities, unchecked in childhood, become vicious *habits* in youth. Young men should therefore be received into school with great caution, treated with great kindness, and, whenever their example is found to be injurious, they should be dismissed with great promptness. Corporal punishment, or in other words chastisement with the rod, may become necessary in school, and when needed, should be administered. Boys, even *bad* boys have their rights, and should never on any account be defrauded. The system that adapts and proportions punishment to offences is good. But the system which, by *preventing* offences, renders punishment unnecessary is in our humble opinion much better. On this subject we "speak what we do know." Up to the autumn of 1816 we attended different schools; and since then the training of children and youth has been almost our constant and only business. The result of our expe-

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rience and observation is the belief that in a well-composed, well organized, and well governed school, chastisement is seldom needed, and that in schools of a different character, it is of no real use.

Entertaining these views, and having neither time, nor skill, nor power, nor inclination to subdue headstrong youth of vicious habits, we will not knowingly admit them. And, if ignorant of himself, or doubting our firmness, or over-persuaded by his anxious friends, a young man, of low propensities or of indecent practice, shall obtrude himself upon us, without our knowledge of what he truly is; he may, with confidence, look for *suspension*, or *expulsion*, on the first manifestation of either a turbulent, seditious, or rebellious spirit; or, on our discovery, that the tendency of his example renders his presence prejudicial to the order and government of the school. We are neither the keepers of a penitentiary, nor the overseers of a workhouse. Ours is not a House of Correction for the punishment of juvenile offenders; nor is it a Lunatic Asylum, for the treatment of madmen. It is simply a Boarding School, for the accommodation of young gentlemen of unfinished education. It is open for the reception, entertainment, and instruction, of decent young men, whose just appreciation of knowledge and wisdom, has already made them patient of restraint, economical of time, and prodigal of labor. To such our requirements are never offensive. The quiet house, the noiseless study, the orderly recitation-room, the undisturbed dormitory, and the health-preserving play grounds, free from quarrelsome fellows, and their discordant noise, are objects of *desire* to the youth whom *we* seek. Are they scarce? They are not therefore the less desirable. But there are more of them than some persons suppose: and there would be more still, IF TEACHERS, EVERY WHERE, WOULD REFUSE EVEN TO ATTEMPT THE DUTIES THAT BELONG EXCLUSIVELY TO PARENTS AND GUARDIANS. We do not question our right to compel, even by *force*, the obedience of minors committed to our charge. We know we have the *right* to do so. We have also the *right* to cage bears. But is it our *duty* to use every right that we possess?

We are aware that our pamphlet contains here and there some very plain language. We think that plain language, to say the least, is always, the easiest to be understood. We think further, that youth, who contemplate a connection with us, have a right to know in advance, not only what *we* expect from *them*; but also what *they* may expect from *us*.

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But whatever opinions may be formed as to the propriety of our course, we beg that it may not be attributed to a peevishness resulting from unsuccessful efforts to govern a school of vicious youth. We have never had such a school. NEVER. Nor have we now. No—nor do we fear that we ever shall have. To the master-spirits of our band, industry, order, and decorum have always been matters of choice: and they have been both prevalent and popular. They are so now: and we confidently expect they will continue to be so.

We also beg that our plainness may not be charged to the account of a *tyrannical* spirit, that delights in the exercise of power; nor in a *haughty* spirit, that can take delight in the abject, servile submission of our pupils. Let it be attributed, as it ought, to our love of peace and quiet; and to the regard we have, to the peace and quiet of others. Our school is intended neither for the *servile* nor for the *licentious*. It is open *exclusively* for the FREE.

SYSTEM OF INSTRUCTION, ETC.

The students sit together in one common school room or study.* In this room there is a recitation bench, for the use of such classes as the teacher can hear and instruct without confining or fixing his eye on any one point. English Grammar, Geography, Natural Philosophy, History, Book-Keeping, etc., are taught in this apartment. The design and effect of this plan, is the easy preservation of industry and order, by removing every temptation to idleness and mischief.

Adjoining this apartment, there are private recitation rooms, for the use of those classes, which, from the nature of their studies, need the exclusive and uninterrupted attention of their teachers.

A corps of graduated teachers, amply qualified for their employment both by attainments and taste, alternate with each other, in the respective cares and duties of these rooms. Thus, the youngest members of the school, who are learning the first rudiments of a Common English Education, are from the commencement of their course, under the constant care and instruction of competent men; whilst at the same time the older ones, who may be pursuing difficult studies, have all the advantages of private instruction.

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their teachers, with the citizens of the village, and with each other, is not governed by laws *written* for their special guidance. No laws are *published* for them at all. Every pupil entering the school is presumed to possess COMMON SENSE, and is treated accordingly. Boys that are *unable* to distinguish between right and wrong in their own conduct, are too young to attend school; and youth who *disregard* these distinctions are too old.

APPARATUS, LIBRARY, ETC.

The Philosophical and Geographical Apparatus for the use of the School is sufficient to answer all its necessities. There is a well selected Library at the service of those students who are *accustomed* to take good care of their *own books*.

PROTECTION.

To guard as much as possible against casualties, incident to juvenile indiscretion, there is attached to the institution, and in constant attendance, a kind and discreet man, whose only business, during the recesses of the school, is to accompany the boys in their pursuit of pleasure.

Perfect security from every form of evil, is neither promised nor pretended. All, however, that *kindness, care, and vigilance* can do, to keep boys both physically and morally safe, is promised in good faith, to every parent and guardian that may patronize the school.

POCKET MONEY.

The question, whether the student shall have *much or little or none at all*, belongs exclusively to his *parent or guardian*.

The question whether a student, *foolishly or injuriously prodigal* of his money, may remain in the school, belongs exclusively to the *principal*, who is himself responsible to his employers for his official conduct.

The plan of depositing money with teachers subject to the weekly drafts of the pupils, deserves the serious consideration of every parent. Most boys, surely, self-taught, learn fast enough the art of squandering money. Why then stimulate them? Why make mere periodical pocket emptying, a prominent part of their early education?

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in one whistle, he should be permitted to do so. He should not be permitted, however, to borrow money, or "drive a bargain" in property committed to his care for his use. His purse should not be replenished, till the lapse of the full time for which his expended funds were a reasonable allowance; and not even then, except on condition of a fair exhibit of his expenditures. Boys thus managed have a motive to economy and care, and soon learn to pass a toy shop in perfect safety.

USE OF TOBACCO.

Though many men of the highest respectability are addicted either to "smoking," or "chewing," or both, it is believed that few, *very few*, have ever formed the habit, by commencing the practice after the *maturity of their reason*.

It is also believed that few men desire their sons to become the consumers of tobacco, in any form whatever. Youth, therefore, who deem either of these practices an accomplishment, should bring with them to the school a *written permission* from their parents. They must also pledge themselves to use the privilege only under certain restrictions. A violation of the pledge will at any time be deemed a sufficient cause for leave to withdraw. The restrictions are offensive to those *only* who would smoke for the mere purpose of "showing off."

Though the use of tobacco in this institution has not in *every* case been unconditionally forbidden, it is confidently believed that of all the students who have come and gone, there cannot be found one who formed the habit of using "the weed" during his membership.

VACATIONS, HOLIDAYS, ETC.

Parents and guardians are very respectfully requested to let us have their sons, if convenient, on the first day of each session, that they may be formed into classes, without loss of time either to themselves or others.

They are also requested to bear in mind, that frequent holidays, and protracted absences, of students, not only injure themselves, but the classes of which they may be members. It is hoped that neither the **BUSINESS**, nor the **DISCIPLINE** of the school will be disturbed during a session, by unnecessarily calling home a single pupil. But if any parent or guardian, for any reason whatever, shall at any time deem it best to call home his son or ward, we request

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particularly that the call reach him *only* through us; and that no intimation, even of the *probability* of such call, be communicated to the boy himself.

We are the advocates of free and frequent intercourse between parents and children. We would have parents and guardians visit their sons and wards at school as often as they themselves may think it desirable. We would have them lend an attentive, and impartial ear to all their complaints, and hold them responsible for all their statements. And if on any account they desire the presence of their sons at home, we shall always recognize their rights, and cheerfully obey their commands. But we cannot forget that those parents, who would have their sons make the most of their time, have rights also. They claim for *their* sons the whole of the privileges and facilities for which they paid their money. We have no right to retard the progress of any class, or even a portion of any class, to accommodate either the pleasure or interest of any other portion.

Parents, who reside near the school, have it in their power, by proper management, to receive occasional visits from their sons, without damage to any one. Such visits can neither be *frequent*, nor *long*—nor contemplated by the *boy*. They must be unasked and unlooked for, and so timed as to lose the advantage of no recitation.

Distant parents should never give to their sons at school unqualified permission to be absent. It is utterly impossible for absent parents or guardians to know the circumstances that *ought* to be known, in order to act wisely, in either *granting* or *denying* requests. Suppose for instance that twenty young men agree to meet in the city of New-York, on any given day, say some Saturday. Each writes for a "written permission," and the unsuspecting father immediately complies. Why should he not? He has had a good account of his son's behaviour, and he has had by mail perhaps periodical proofs of his mental improvement. And further he asks leave to spend *only* a *Saturday*—a school-holiday in the city. To deny so reasonable a request will discourage him. It will imply a *want of confidence* in him.

The permissions are all received by "due course of mail," and on the evening before they mature, twenty interesting youths present themselves, and showing their papers, ask leave of absence from us. Now it is much easier to see how twenty inexperienced young men may be injured by our *consent*, than it is to see how we are to avoid their momentary *resentments* if we *refuse* our con-

ment. The fact that these youths are *not vicious*, is no good reason why they should be *thus indulged*. It is a strong reason, why they should *not be*. Our large cities are not places of *safe resort*, to unprotected young men, even when they are not formed into parties.

PRACTICAL SUGGESTIONS.

"STUBBORN FACTS."

Dr. Paley tells us in one of his philosophical essays that as a means of happiness "*engagement is every thing*." Whether we turn our attention to the *country* or to the *town*, we may see daily, every where, illustrations of the truth of his remark. The happiest men are those who are making daily effort to accomplish some proper object. The most wretched men are those who find nothing to do, because they have no *disposition to do any thing*. Dr. Dwight has said that "men are only taller boys." The converse of his proposition is equally true; that boys are but shorter men. Their happiness, as in the case of men, depends on their *attention* to their appropriate business, and the *vigor* with which they prosecute it. Now, though we have never doubted the affection of parents for their sons committed to our care, we have, we confess, *sometimes* thought, that, if to make their children *uneasy* and *unhappy* were their REAL OBJECT, *some* parents could scarcely devise methods better adapted to the end than those which they and their families were habitually practising. Boys, who by epistolary correspondence or otherwise, are kept faithfully advised of all the incidents, with their circumstances, that have lately made their homes peculiarly agreeable; and, of all the prospective arrangements, which for days to come are to render them perhaps even more attractive, possess more mental and moral ballast than ordinarily falls to the lot of poor human nature, if undisturbed and uninfluenced by such "favors," they can "pursue the even tenor of their way," and content themselves to sit down and fatigue themselves from day to day, in searching diligently for useful knowledge.

Boys thus assailed can scarcely be expected to offer effectual resistance, and resolutely engage in the practice of what the wisest of men has pronounced "a weariness of the flesh." The anxiety of absent friends, to keep their boys who are at school, assured that they are not forgotten at home, however meritorious on some accounts, when

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it becomes *excessive*, becomes *equally injurious*. It is as if the **AUTHORITY** of a parent should imprison his son, and, after turning the key, his **BENEVOLENCE** should attempt to reconcile him to his condition, by displaying within his sight, but beyond his reach, all the luxuries, etc., etc., upon which he had been taught to set his heart.

TO MAKE BOYS LEARNED.

Teach them even in their cradles to obey. No boy knows any thing as he ought till he has learned to obey. The boys that acquire the most knowledge, and show the best balanced, and the best disciplined minds are invariably the most obedient boys. The most obedient, being the most studious, become as a matter of course the most learned.

TO MAKE BOYS USEFUL.

Whether you would have them useful to themselves or to others, teach them even in their infancy to obey. Let obedience be their first lesson. Let them learn it thoroughly and practice it continually. To be useful they must be learned and virtuous. The most obedient become the most useful.

TO MAKE BOYS HAPPY.

Let obedience be the *first*, and, till it is thoroughly learned, the *ONLY* lesson. Other things being equal, the most obedient boys are always, and in every place the **HAPPIEST** boys. The spirit of filial obedience, under God, is the **FOUNDATION**, and the only foundation, on which, parents can with safety rest the hope of their children's becoming learned, useful and happy.

TO MAKE THE PRACTICE OF OBEDIENCE EASY.

First, see that the *lesson itself* is thoroughly learned. See that your requests are complied with *immediately*, without debate, and without asking your reasons. Let your child learn *early*, and *effectually*, that his knowledge of your wish, is to him, of itself, a sufficient reason for prompt, and cheerful obedience. As far as possible, give to your *commands* the form of *requests*, and make them *politely*. If with no unnecessary delay, you are cheerfully obeyed, never fail to make some suitable expression of your pleasure. Let your child see in your looks, or your manner, or your language, or in them *all*, your proper acknowledgment of his kindness, and your approbation of his conduct. To say "Thank you," costs a well-bred man nothing. The two words *seasonably* and "*fitly spoken*" are like apples of gold in pictures of silver."

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Be social and familiar with your child, especially when his conduct merits your approbation. Obedient children *may*, and perhaps *ought* to be treated by parents as young companions.

Be not arbitrary. Your children having learned to obey your commands without debate, and without hesitation, it is now proper that your requests should be accompanied by the reasons for which they are made. It is much easier for any rational—to obey rules, the design of which he understands and approves, than it is to obey a rule, *merely* because it *is* a rule. Tyranny in every form, in every place, and at all times, is evil and only evil continually.

TO PREVENT LITERARY MADNESS.

On sending your boy to school talk to him much and seriously, of the uselessness of "book knowledge." Tell him of men who have distinguished themselves without the use of books, by the mere force of their talents. Say nothing to them about the untiring industry, and unconquerable perseverance of these men. Lose no opportunity of extolling genius and talent. Teach your sons that the great men of all ages have owed their greatness to their genius, rather than to their application. Give them plenty of pocket money, and liberty to spend it as they please without accountability, and if ever "much learning shall make them mad," it will not be your fault.

TO PREPARE BOYS THOROUGHLY FOR CONSPICUOUS PLACES AT CRIMINAL COURTS.

Begin by letting them have their own way in every thing. Forbid all practices which are in themselves wrong, or which you perceive to be either injurious or dangerous to themselves or others. But *rest in prohibition*. Do not *enforce obedience*, lest "you crush" the noble spirits, the ambition of your children. As they advance toward their teens, insinuate delicately now and then, that you think they *ought* to honor and obey you; and try to convince them that compliance with your requests would promote both their happiness and their respectability—but leave the question of SUPREMACY open for future adjustment and final settlement.

If owing to your own engagements, you find it inconvenient to attend personally to their academical education, you may commit them to the care of a teacher. If they refuse to study and consequently fail to learn, charge their failure to the INEFFICIENCY of their teacher and her-

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aid his misfortune. If to maintain his own authority, and make himself really useful to his pupils in general, and to your sons in particular, he finds it necessary to chastise one or more of them, *prosecute* him, and *persecute* him. Teach your children, while at school, *practically*, by your defence of them whether right or wrong, that you are both more *easily*, and more *thoroughly* offended by their *punishment*, than you are by their *desert* of it. Whatever you do, don't "crush" their noble spirits. Believe all they tell you whether true or false, and without regard to *plausibility* or *probability*, in opposition both to *credible testimony*, and to your *own personal knowledge*, lest you should *seem* to question their veracity.

Pursue this course patiently and faithfully, and if some of your children do not find conspicuous places at, and *beyond* court, it will be either because *justice* cannot find them at all, or because she has been bribed to cheat them of their dues.

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"Do you think that Mr. and Mrs. ——— know how very rudely their sons behave, and what *bad habits* they are forming?" "It seems to me *impossible* that they should *not* know, if they have either ears or eyes. The behaviour of their boys is the subject of very *free*, though not very pleasant remark among their friends." "Why does not *some one*, in faithfulness to the true interests of those children, report their behaviour to their *parents*?" "Because 'SOME ONE,' being personally, and intimately acquainted with Mr. and Mrs. ———, values their friendship too much to make himself *offensive* to them." "But do parents generally know more about the bad habits of their neighbors' children than they do about those of their own?" "Parents who *care* any thing about the habits of their children do." "The parents then, who would be *successful* in training their children, should *often* look at them through their neighbors' eyes, and listen to them through their neighbors' ears." "This seems to be one of the dictates of plain common sense." "Let us then avail ourselves of all proper means of learning what our children *truly are*; that we may advise them *intelligently*, and know when to *urge*, when to *restrain*, and when to *approve* them." "Do you suppose there is any thing '*artful*' in our boys?" "Do you ask for *information*?" "Yes." "Then you have something *yet to learn* which as a parent you *ought* to know."

ABSURDITIES.

It is absurd to suppose

1. That the daily duties of a good school can be made *agreeable* to a *lazy* boy.
2. That to an *unrestrained*, frolic-loving boy, the *inside* of a school-room can, with *propriety*, be made as pleasing or desirable as the *outside*.
3. That a boy will remain long at school, whose consent to enter has been purchased by the precious promise that he may *leave*, if he gets punished.

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4. That a boy incapable of realizing the superiority of his *parents*, as to *age* and *experience*, can possess the *modesty* which indicates a *sound mind*, and is essential to progress in useful knowledge.
5. That a juvenile usurper, and vain occupant of a DOMESTIC THRONE, will voluntarily descend from his "bad eminence," and leaving his arrogance at home, carry with him to school a teachable disposition.
6. It is absurd to call that a *good tree*, which yields *only bad fruit*.
7. It is absurd for us who are cultivating young trees, to suppose that the Devil is out of *grafts* or *buds*, or that he is ever in want of willing and skilful hands to set them.

CONCLUSION.

Perpetual, universal, and healthful tranquillity in a school, however desirable, is not always attainable. Boys, like men, have their passions. Through love of *Ease*, they sometimes fall short of their duty; and from love of *Action*, they sometimes go beyond it. The delightful task, therefore, of commending, is too often and too quickly succeeded by the painful duty of urging, restraining, re-proving, or it may be even punishing. To keep boys profitably employed, and always happy under wholesome restraint, is difficult, even where all circumstances concur to favor the attempt.

The principal, therefore, closes his prospectus, by expressing his sincere and ardent desire for the co-operation of parents in all his efforts to make himself useful to their sons; assuring them that he is never happier himself, than when surrounded by intelligent, manly, docile, happy boys.

At what age does a boy of ordinary discernment discover the *blind side* of his parent?

Of the sober-minded, energetic, useful, business-men of your own acquaintance, how many spent their youth in idle amusement, free from *care*, *employment*, or *accountability*? Count and report them.

Of the unfortunate men, who are useless to themselves, and both a *burden* and *pest* to society, how many, during their minority, were habitually industrious, properly employed, and respectful to their superiors?

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The attention of young gentlemen, in search of Schools for themselves, is politely called to the following letter.

FLUSHING INSTITUTE, }
FLUSHING, L. I., March 23, 1847. }

MY DEAR YOUNG FRIEND:

I hope I shall not be accused of unpardonable vanity, if, presuming on occasional accessions to my school, from the millions of the yet uneducated young, I venture to address you as a possible candidate.

A Rev. gentleman who had taught a Boarding School several years in the vicinity of New York, once dined with me, and observing the disparity of my school as to size and age, remarked thus, "I perceive, sir, that you take students of all ages, from childhood to early manhood. Do you not find it more difficult to satisfy young men than little boys?" On my replying that I did not, he expressed his surprise, and proceeded: "It was by attempting to accommodate *young men* in my school that I learned why the DEVIL is called the OLD BOY, and if I ever resume the business of teaching, I will not admit a pupil who is over twelve years of age."

Now, whatever may have been *his* experience, or the experience of *others* in this matter, I assure you that my *own* has taught me to think more favorably of youth. Since the autumn of 1816, I have had almost constant charge of a School, including pupils of all ages, from six years, and even younger, to twenty-one and older. And it is to me a most gratifying fact, that during the whole of this time, with scarcely a month's interruption, the government of the younger members has been rendered easy by the correct example and happy influence of the older ones. A large majority of the youth who have been educated in my school have learned early that stubbornness is not independence, and that obstinacy is not decision of character. And whether in the study or in the recitation room—in the dormitory or in the refectory—on the play-ground or in the street—around the hearth or in the house of God—wherever they have been observed, they have appeared to act freely and with due regard to TIME, PLACE and CIRCUMSTANCES. Self-respect and self-control have not with them been THEORETICAL but PRACTICAL virtues. They have entered the school and continued in it, not for the silly purpose of idling away their time and squandering their money, but for the attainment of the very objects for which it is avowedly opened; and regarding the rules of the Institution reasonable, and, to the successful prosecution of their several studies essential, they have habitually yielded the most cheerful obedience. The effect of

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their example on the younger pupils has been most salutary, rendering duty easy and disobedience uncommon.

Incorrigibly bad youths have occasionally entered, but they have invariably been unpopular, and their stay has always been short. Their number has been very small, and their influence still less. These few have proved beacons to the school, not decoys. They have unwittingly made themselves useful to OTHERS at a ruinous cost to THEMSELVES.

Assuming that you are fifteen years old, you have already passed more than two-thirds of your minority, and have necessarily made some progress in the formation of CHARACTER. Those who know you intimately have already classed you. On their minds your mental and moral developments have made impressions fitted to encourage the hopes, or alarm the fears of your best friends. You cannot, therefore, examine yourself too soon or too closely. As unrestrained, voluntary action usually exposes one's heart to OTHERS and always to ONE'S SELF, you may, by simple reflection, easily learn what you really are, and whether any change, either in your feelings, your principles, or your conduct, is desirable in order to your becoming in reality what you wish to be in the estimation of acknowledged good men. If, on a candid and thorough examination, you discover in yourself a fixed and practical preference for what is RIGHT; if YOUR WILL has learned to bow gracefully and submissively to the decisions of your own judgment; and if your own young judgment seeks to be enlightened by the experience of your older and wiser friends; you cannot but be a desirable member of any family or school which you may choose to join. You are most cordially invited to a seat in FLUSHING INSTITUTE. Here you will be welcomed most heartily, loved most affectionately, and respected most sincerely, by all concerned in the administration of its affairs.

But if, on the contrary, you find that, to promote YOUR PLEASURE, your judgment and reason and conscience must all bow to the supremacy of your WILL, do not seek admission. I know you will not be pleased. It is not a Boarding House—it is a Boarding School; and I tell you as a friend, you cannot be happy here, unless your object in entering, and in continuing, be, and appear to be, to secure by your own personal exertions, guided and assisted by professional skill, the mental and moral cultivation, for which the school is ostensibly and really designed.

And now, my young friend, do not infer, either from the whole, or from any part of the above, that I am foolishly desirous of being thought unconcerned about applicants. I confess frankly that I am not only WILLING, but ANXIOUS to obtain new students. And, believing as I do that our country abounds with youth whose minds and morals and manners would adorn any school, I have chosen this method to find them. Any proper facilities afforded for the attainment of this end in an honorable way, will be gratefully acknowledged by your friend, &c.

EZRA FAIRCHILD.

The following
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FAIRCHILD.

The following remarks, taken from the columns of the NEWARK DAILY ADVERTISER, should be read by every parent who purposes to educate his children abroad.

BOARDING SCHOOLS—A WORD TO PARENTS.

Formerly, when Boarding Schools were comparatively few, their supporters used to make early application for places for pupils. The practice may have originated in the fear of finding their favorite school full at the commencement of an approaching session. Whatever may have been its origin, the custom was a good one, and ought to be continued. Parents and teachers are alike interested in its continuance. At this day, very few good boys are refused admission into any of our schools, though they present themselves unexpectedly, and without previous notice, either at the opening or during the progress of a session. Most of our schools have almost constantly "room for a few more pupils." The public know this, and being sure of a cordial welcome at any time, many present their sons with their luggage, as the first intimation of their purpose. Ordinarily men make up their minds as to what school they will patronize some time before they actually send their children from home; and were they aware of its importance to themselves, they would invariably advise the teacher of their intentions. To give due notice of their purpose would cost but little either of time or money; while the effect of such notice would be to increase the intrinsic value of the school. Should a dozen men, in different parts of the country, make up their minds to send their sons to a particular school, at the commencement of a session, but give no notice to the teacher, he may, in his suspense, consent to part with an able professor, or fail to engage the services of another of superior talents. But if these dozen men would take the pains to engage places, as soon as they determine to send their sons, the teacher is encouraged, and provides accordingly. The man, therefore, who would make the school of his own selection the most valuable to his children or wards, would by the earliest convenient notice, encourage the teacher to make ample provision for their daily comfort, and for their thorough instruction.

Correction.—By comparing this catalogue with that of February last, it would seem that the school had increased very rapidly within a very short time. If, however, for 51, which is an error in the former catalogue, there be substituted 106, the true number of names published, it will be seen that although the school is a little larger than ever, it has by no means been confused and afflicted by any sudden enlargement.