

kept at some kind of pleasing employment, or exercise, it will lead it as it were by the hand, to be a lover of labor, and so to be an industrious man. Idleness and indolence have destroyed the health and happiness of thousands. As exercise is necessary to health, why should children be confined for six or eight long summer hours, with only one hour exercise at the middle of the day. As a child is more easily wearied than those of advanced age, they should have more exercise; they should be left more free, that they may not injure their form, misshape the bones, or injure the spinal column. The young, that cannot employ themselves at reading, should be amused with a slate, or some such thing, for one part of their time, that a refined taste may be cultivated, while a great part of the time they should be permitted to leave the school room to engage in play. Those more advanced in years, can endure study for a longer time than those younger.

This principle of preserving health, argues against sending children to school too young. If we value the life and health of children, we should not send them to school before they know what the design is in sending them; that it is not to imprison them. When they are too young to be interested, the confinement is doubly injurious to them. If they were greatly interested in their studies, the time would neither seem so long, nor would it be so tiresome to them. Two men laboring together, enjoying each others society, will not become so much wearied as one by himself will. There is often a kind of fretfulness, if I may so call it, when one is alone, that exhausts his strength. So it is with children; the very desire to be free exhausts them; takes away their spirits, and begets a dislike for all study.

In order to health, persons must be cheerful. Cannot cheerfulness be taught. Why should schools be made a prison by a continued sourness of countenance, and "gathering of the brows as if to keep their anger hot." Is it not more fatiguing to school children to sit in school when all is dull, life gone, and the teacher puts on a countenance of terror, instead of one of friendship, than when there is life and pleasantry; when scholars see that the object of their meeting was for improvement, not to do penance. This cheerfulness and pleasantness, is not inconsistent with firmness of purpose and decision of character. Cheer-