

the wisest and best of men oppressed with these infirmities, we must learn forbearance and sympathy with children. At such times a judicious mother, knowing that the irritability is as much a bodily as a mental infirmity, will do all in her power to calm and to soothe: she will avoid every thing calculated to jar the feelings, and will endeavour, by suitable amusements or repose, to lull these feelings asleep. By this method she will save the child much unhappiness, and will promote an amiable and sweet disposition. Probably many children have had their feelings permanently soured, by utter disregard of these variations of mind; the disposition of a child is of too delicate a texture to be handled with a rough and careless grasp; its affectionate and gentle feelings should be elicited by maternal sympathy and love, and we should endeavour to assuage its occasional irritability, by calling away the mind from objects of unpleasant excitement, and alluring it to cheering contemplations.

It is clear that there is a striking difference in the natural dispositions of children, but nothing can be more evident, than that a good disposition may be soured by mismanagement, and that a child of naturally unamiable feelings may, by judicious culture, become mild and affectionate. The cultivation of the disposition is an important part of education, hence the necessity of studying the moods and the feelings of the child, and of varying the discipline to meet these changes: cases will undoubtedly arise when the parent will find it difficult to judge what is duty; such cases will, however, be unfrequent. The obvious general policy is, when a child is in this excited state, to remove him as much as possible from the power of temptation, and if he commits a fault which it is necessary to notice, let the punishment be of such a kind as is calculated to soothe him. For instance, give him a comfortable seat by the fire, and say that he must not leave the chair for half an hour; place in his hand some pleasing book, or some plaything, which will amuse him. In this way let the punishment be adapted to the peculiarity of the moral disorder.

This is not the mockery of punishment which it may seem, the child feels it to be real, and it is of a nature to operate beneficially. Some faults, however, he may commit, which, under the circumstances of the case, it may be expedient to notice; he may speak peevishly to his sister, the mother does not appear to notice it, she, however, sees the importance of immediately allaying this peevish spirit, and she endeavors to plan some amusement which will promote good humour; perhaps she lays down her work, and joins the children in their amusements, till, through her happy influence, cheerfulness and good humour are restored, "Here, Henry," perhaps she says, "I should like to have you take your slate, and sit down in your chair, and see if you can draw some animal so correctly that I can tell what it is. And Maria, you may take your slate and chair, and sit by his side, and do the same." The children are quite animated with their new play; they are soon busily at work, and whispering together, that their mother may not hear what animals they are drawing; by this simple artifice the little cloud of irritated feeling which was rising is entirely dispelled. Had the mother, on the other hand, punished the child for