

innocence more to be desired than taste.— At the same time I cannot help feeling and expressing an ardent wish, that those amiable qualities may always be combined, and that the noblest of all sublunary objects may more frequently be produced * an all-accomplished man ! a character, perfectly polite, yet neither vain, affected, nor superficial ; elegantly and deeply learned, yet neither sceptical nor pedantic ; that a graceful manner and a pleasing address may be the result, not of artifice, but of a sincere and a benevolent heart ; and that all the lovely and valuable qualities, whether exterior or internal, may operate in augmenting the ge-

neral sum of human happiness, while they advance the dignity, and increase the satisfactions, of the individual.

It is certain, that religion, learning, and virtue have sometimes worn a forbidding aspect, and have appeared, by neglect, unamiable. Elegant and ornamental accomplishments have also sometimes lost their value, because they have been unaccompanied with the solid qualities. The union of polite learning, with useful and solid attainments, will add a lustre and a value to both ; and it is one of the principal ends of the following Treatise to promote their coalition.

ELEMENTARY DISCIPLINE OF YOUTH.

[From the same.]

Isiusemodi res dicere ornate velle, puerile ; est plane astute et perspicue expedire debet et intelligentis viri. To affect ornament on such a topic as this, is puerile ; but to dispatch it with plainness and perspicuity, is the mark of an intelligent and well-informed man. Cic.

A Diversity of opinions has prevailed concerning the time at which education should commence. Many suppose that it is usually begun too early. To determine the question with accuracy, discernment must be exercised in discovering the different degrees of expansion which different minds display, even at an infantine age. Upon the principle, that the earliest impressions are the most durable, and with a view to save time for future improvements, I advise that a child may be taught all that it can comprehend, as early as possible.

To acquire the art of reading, is certainly difficult to a very young boy ; but we daily see the difficulty surmounted at the age of five or six. If it is not acquired about that time, we know that the difficulty increases with increasing years. Many boys, neglected at this age, have written a good hand, and have made some progress in the Latin grammar, before they have been able to read with fluency. Their inability in this respect has dispirited them, by rendering them objects of de-

vision, to their juniors ; this has given them an early dislike of books, and has led them to seek employment in dissipation. Early inferiority has had a fatal influence on their subsequent proficiency.

Education should begin even in the nursery† ; and the mother and nurse are, in the first stage, the best instructors. The task of teaching an infant the alphabet, is too painful for a man of a very cultivated understanding. It is indeed, in the present age, not unusual among the rich, to solicit the care of some ingenious persons in teaching the very letters ; and the reasons assigned has been, that children acquire from the matrons, who have commonly held this province, little more than a disgusting monotony. This indeed is often true ; yet the greater expedition with which a child will probably learn to read, under the females who are always with him, who have been used to manage him, and who can stoop to his infirmities, than under a learned tutor, to whom the labour must be irksome, and therefore often ill-performed, is a sufficient reason for

* *Tanquam phoenix, semel anno quingentesimo nascitur.* That it may not, like a phoenix, appear but once in five hundred years. — SENeca.

Omnibus ornatum excellere rebus. To be eminently accomplished in every thing.

† *Adco in teneris consuecere multum est.*

Of so great consequence is it to habituate him in his tender years.

VIrg.