manifesting itself in actions. After giving your boy his breakfast, to find fault with him for being incessantly in motion when his system has absorbed it, is simply to find fault with him for being healthy and happy. To give children food and then to restrain the resulting activity, is conduct very analogous to that of the engineer who should lock the action of his engine, turn all the stop-cocks, and shut down the safetyvalve, while he still went on all the time putting in coal under the boiler. The least that he could expect would be a great hissing and fizzling at all the joints of his machine; and it would be only by means of such a degree of looseness in the joints as would allow of the escape of the imprisoned force in this way that could prevent the repression ending in a frightful catastrophe.

Now, nine-tenths of the whispering and playing of children in school, and of the noise, the rudeness, and the petty mischief of children at home, is just this hissing and fizzling of an imprisoned power, and nothing more.

In a word, we must favor and promote, by every means in our power, the activity of children, not censure and repress it. We may endeavor to turn it aside from wrong channels—that is, to prevent its manifesting itself in ways injurious to them or annoying to others. We must not, however, attemp to divert it from these channels by damming it up, but by opening other channels that will draw it away in better directions.

2. In encouraging the activity of children, and in guiding the direction of it in their hours of play, we must not expect to make it available for useful results, other than that of promoting their own physical development and health. At least, we can do this only in a very limited degree. Almost all useful results require for their attainment a long continuance of efforts of the same kind—that is, expenditure of the vital force by the continued action of the same organs. Now, it is a principle of nature that while the organs of an animal system are in process of formation and growth, they can exercise their power only for a very brief period at a time without exhaustion. This necessitates on the part of all young animals incessant changes of action, or alternations of action and repose. A farmer of forty years of age, whose organs are well developed and mature, will chop wood all day without excessive fatigue. Then, when he comes home at night, he will sit for three hours in the evening upon the settle by his fireside, *thinking*—his mind occupied, perhaps, upon the details of the management of his farm, or upon his plans for the following day. The vital force thus expends itself for many successive hours through his muscles, and then, while his muscles are at rest, it finds its egress for several other hours through the brain. But in the *child* the mode of action must change every few minutes. He is made tired with five minutes' labor. He is satisfied with five minutes' rest. He will ride his rocking-horse, if alone, a short time, and then he comes to you to ask you to tell him a story. While listening to the story, his muscles are resting, and the force is spending its strength in working the mechanism of the brain. If you make your story too long, the brain, in turn, becomes fatigued, and he feels instinctively impelled to divert the vital force again into muscular action.

If, instead of being alone with his rocking-horse, he has company there, he will *seem* to continue his bodily effort a long time; but he does not really do so, for he stops continually, to talk with his companion, thus allowing his muscles to rest for a brief period, during which the vital force expends its strength in carrying on trains of thought and emotion through the brain.

He is not to be blamed for this seeming capriciousness. These frequent changes in the mode of action are a necessity, and this necessity evidently unfits him for any kind of monotonous or continued exertion—the only kind which, in ordinary cases, can be made conducive to any useful results.

3. Parents at home and teachers at school must recognize these physiological laws, relating to the action of the young, and make their plans and arrangements conform to them. The periods of confinement to any one mode of action in the very young, and especially mental action, must be short; and they must alternate frequently with other modes. That rapid succession of bodily movements and of mental ideas, and the emotion mingling and alternating with them, which constitutes what children call play, must be regarded not simply as an indulgence, but as a necessity for them. The play must be considered as essential as the study, and that not merely for the very young but for all, up to the age of maturity. For older pupils, in the best institutions of the country, some suitable provision is made for this want; but the mothers of young children at home are often at a loss by what means to effect this purpose, and many are very imperfectly aware of the desirableness, and even the necessity, of doing this. As for the means of accomplishing the object—that is, providing channels for the complete expenditure of this force in the safest and most agreeable manner for the child, and the least inconvenient and troublesome for others, much must depend upon the tact, the ingenuity, and the discretion of the mother. It will, however, be a great point gained for her when she once fully comprehends that the *tendency* to incessant