

It has been urged that teachers cannot stand a forty-eight week year, that they are so exhausted by the wear and tear of the thirty-nine or forty weeks of the regular school year that they would break down under the strain of the longer year. If such be the case, it constitutes a serious criticism of the school as at present constituted, its curriculum and its discipline. Wearing out is due to friction. School friction is no more necessary than friction elsewhere and can be largely removed by observance of the laws of child growth, the study of child needs and the universal establishment of a natural discipline in the schools. Healthy children are naturally busy. Busy children are naturally happy. Happy children learn best and require less regimentation. This does not mean that disagreeable tasks do not need to be done. But there will be less friction in getting them done if the general atmosphere of the school is one of natural activity and hearty co-operation. Moreover, there is no necessity for all teachers working during the whole school year. If the year be divided into four terms of twelve weeks each, the teachers may be allowed to teach any three of the periods that they prefer. If all-year-round schools are established gradually, as they should be, in districts where they are most needed and where the parents are most willing, it will be found possible to find teachers who will volunteer to serve the extra term with a corresponding increase in pay. Only physically fit teachers and those in sympathy with the experiment should be selected. Experience elsewhere shows that where this has been done the health of teachers has not suffered. Any teacher who has taught three extra sessions might be given leave of absence for a period of time for recuperation, travel and professional improvement. In fact, it would be in the interests of the schools if many teachers would occasionally take a year off from teaching to engage in some other occupation in order to keep more closely in touch with the workaday world. The sabbatical year, *i.e.*, every seventh year allowed for rest, travel, research, etc., is just as desirable in elementary education, although the need is not so well recognized, as in the High Schools and Universities, and it might be well for the Board to consider its establishment entirely apart from the all-year-round school.

The need of vacation schools in Toronto has been recognized by the Board of Education. In the 1913 report of the Chief Inspector, it is stated:

"The attendance at the vacation school in Hester How School was 595.

"This school added very much to the happiness and to the development of the children who attended it. There is little of formal study or the acquisition of mere knowledge in the work of a good vacation school. *The vacation school is intended to deepen true interests and develop the powers of the children*, and at the same time to supply the children of densely populated districts in large cities with a safe place in which to play and do various kinds of work which are quite as interesting to them as play, such as music, art and the varied forms of manual training, stories—biographical, historical, folk tales and the standard stories of mythology—and other similar forms of work and play.