

EDUCATION OF TEACHERS.

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PERIOD OF CHILDHOOD.

THIS period commences about the seventh year of the child's life, and ends between the twelfth and sixteenth. Surroundings, climate, health and other causes produce an unnaturally rapid development of the body and mind, and hence children pass from the second to the third period at different times between the ages named. An early change from the second to the third period is not desirable. The longer the spirit and simplicity of childhood continues unimpaired by a vigorous activity of body and mind, the greater the promise of a strong and vigorous manhood and womanhood.

The following propositions suggest questions demanding the attention of the parent and teacher during this period :

15. *The brain, sensory organs and mechanical organs have reached a degree of maturity which demands a wider range of sports or physical exercises than during infancy.*

(a) An increase of physical energy is a necessary product of the process of healthful growth. This energy during childhood increases more rapidly than it can be used in the ordinary activity of the body, hence the demand for an outlet. Play or sport is the only natural outlet. Work can in no way be made a substitute. This is evident from the very nature of play and work. In play the primary end sought is the pleasure or enjoyment present in the very acts performed, while in work the primary end sought is always a useful result

outside of the acts performed. In work the present experience may be pleasant or painful. The activity is continued not as in play because of present physical enjoyment, but because of the influence of some outside power, and hence is not the natural demand of the growing organism. Then, again, surplus physical energy is generated in every organ of the body; but work, from the very nature of the case, affords an outlet only for the energy generated in certain mechanical organs, such as the foot, the hand, etc., and hence in the formative condition of the body tends, unless carefully guarded, to destroy the symmetrical development of its organs.

(b) The natural discharge of surplus physical energy is always accompanied by pleasant pleasurable sensations. This discharge takes place only through the exercise of the organs in which the energy is generated; hence the necessity of the endless variety of activity characteristic of the child. He runs, walks, jumps, rolls, tumbles, twists the body into all possible shapes, talks, laughs, shouts, and makes all kinds of noises; in short, if left to himself and surrounded by proper conditions, he discharges surplus physical energy through every pore of the body. This is the necessary accompaniment of a healthful physical growth. Hence, any system of education which does not make proper provision for the natural discharge of physical energy can never build up strong and symmetrical men and women.

(c) The nature and character of