

half-day plan similar to the above, but it proved unsatisfactory to a number of the parents. It was to prevent complaints from parents similar to those made by some of the parents in the District of Columbia, that caused the half-time system in Galt to take the form it has. While it may be a subject of doubt and debate whether the hours of attendance at school for the larger scholars should be shortened or not, I think it is generally conceded that for the junior scholars, say in the First and Second Readers, five or six hours per day is too long. Such long sessions for young children are fraught with danger to the health. The close confinement in an atmosphere more or less impure, the enforced quiet and irksome restraint are no less hurtful to the child's health than they are unnatural. The mind as well as the body suffers from the long sessions of the school. It becomes slow and inert from the want of suitable exercises. It loses its elasticity and natural curiosity, and is dwarfed by the unnatural repression and restraint under which it is placed. In the Galt half-time system the scholars are all day at school, but only one half of the time in the school-room, and the other half of the time in the play-room. A division of 100 or 120 is assigned to each of the teachers, who are engaged in teaching the half-time scholars. Each division is divided into two sections, one of which, on the opening of the school in the morning, goes into the school-room, for ordinary instruction, and the other section goes into the play-room. Each section remains in its room until the middle of the forenoon, when the sections change rooms. Those pupils who were in the play-room go to the school-room, and those who were in the school-room go to the play-room. The afternoon work is arranged in the same manner as the work of the forenoon. I need not say anything about the work done in the school-room. It is the ordinary work of the First and Second Readers, with which you are all familiar. During the time the pupils are in the play-room they are under very much less restraint than in the school-room, but still they are under control. There is a teacher who takes charge of the play-room, and who has usually about 100 children under his care. While the exercises of the play-room are called play, and they assume the guise of play, it is not rude nor helter-skelter play. It is play with method and design in it. The games are under the control and guidance of the teacher who has charge of the play-room. There are games intended to develop and strengthen the various parts of the body; these consist of simple exercises in gymnastics, such as extension motions, marching, and the Kindergarten songs with motions. There are also games with balls for teaching colour. We have nine balls, which are covered with worsted crocheted on each. One is covered with white, another with black, and each of the remaining seven with one of the seven prismatic colours. We also use some of the Kindergarten building blocks for the purpose of giving training in form, and also to develop originality in the child.