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THE education provided for the child by the state is limited to months, days, and hours, and these again by so many hours a day and so many days of the week for each year. The maximum number of weeks not to exceed forty, the hours of the day not to exceed seven—so that, out of the one hundred and sixty-eight hours a week, the child does not come directly under the teacher's control more than thirty-five hours, and possibly as few as twenty hours. Again, between the spring and fall session there is always an interval of from twelve to sixteen weeks when the child does not attend school, but is supposed to be resting and building up his bodily strength for the next school year. This condition faces one of the unsolved problems—what to do with the city and town children during vacation? Shall their vacation games and amusements be supervised, or partly supervised, or shall they be turned loose to enjoy themselves as best they may—on the streets, in the alleys, and on vacant lots? To put this question in another way, has the public a duty to perform for the children when they are not in school? Would it be a violation of the home relations between parent and child, if the state should exercise a healthful supervision a part of the time over its children during the long heated term? There are children, it must be admitted, who have to work during

the summer months, but from a sanitary standpoint they, too, need attention and the state now regulates the hours as well as inspects the conditions under which child labor is employed.

The schools can do only a part of the work towards educating the child, and that a minor part under the most favorable conditions. The faculty to play is instinctive among children, as it also is among the young of the inferior animals, and play is the spontaneous way that the child has to express himself most naturally. We observe this tendency among children in a thousand forms in their games and antics. If they are pent up in a small space or room, they tease and torment one another, and appeals are continually made to have a supervisor interfere to make some one behave. In such a situation the vicious and selfish propensities are most fully and freely developed, and the seeds of envy, jealousy and malignity sink their roots down deep into the child's nature. To tell children to sit still and be good, and to enforce the command, is often worse than some of the deadening processes occasionally practised in a few well-ordered schools. To repress childhood is not to understand the nature of children; and, in making this statement, it is not to be inferred that the child is not to learn the lessons of obedience, silence and industry at the proper time.