

5. Luncheon.—Another phase of practical life with which the exercises bring the child in direct contact within the Children's House is the luncheon. These exercises consist, for example, in preparing the table, arranging the linen, the teaching of table etiquette, etc. Here, also, the author finds a reason why the Children's House should supersede the home as an educative force within the life of the child during the early years of his life. Her contention is that two meals could be given within the House in which the children should be "kept to vigorous diet, in order that they may enjoy good health and have an excellent digestion." To quote her own words: "In order to protect the child's development, especially in neighbourhoods where standards of child hygiene are not yet prevalent in the home, it would be well if a large part at least of the child's diet could be intrusted to the school."

The following from the Schedule of Hours in the Children's Houses will show the place occupied by the exercises of practical life: Provision in Schedule of hours for practical exercises

A.M. 9:00-10:00. Entrance. Greeting. Inspection as to personal cleanliness. Exercises of practical life: helping one another to take off and put on the aprons. Going over the room to see that everything is dusted and in order. Language: Conversation period: Children give an account of the events of the day before. Religious exercises.

P.M. 1:00-2:00. Directed games, if possible, in the open air. During this period the older children in turn go through with the exercises of practical life, cleaning the room, dusting, putting the material in order. General inspection for cleanliness: Conversation.

In describing the exercises of practical life, the author says in part:

"In the class the teacher, by using a little washstand with small pitchers and basins, teaches the children to take a partial bath: for example, they learn how to wash their hands and clean their nails. Indeed, sometimes we teach them how to take a foot-bath. They are shown especially how to wash their ears and eyes with great care. They are taught to brush their teeth and rinse their mouths carefully. In all of this, we call their attention to the different parts of the body which they are washing, and to the different means which we use in order to cleanse them: clear water for the eyes, soap and water for the hands, the brush for the teeth, etc. We teach the big ones to help the little ones and so encourage the younger children to learn quickly to take care of themselves."

"The teacher shows the children how to clean out the little corners where dust has accumulated, and shows them how to use the various objects necessary in cleaning a room.—dust-cloths, dust-brushes, little brooms, etc. All of this, when the children are allowed to do it by themselves, is very quickly accomplished."

"Another important educative application which school-refection in the 'Children's Houses' has to offer, and which concerns 'practical life,' consists in the preparing of the table, arranging the table linen, learning its nomenclature, etc."

"It is very important to teach them to eat with cleanliness, both with respect to themselves and with respect to their surroundings (not to soil their napkins, etc.), and to use the table implements (which, at least, for the little ones, are limited to the spoon and for the larger children, extended to the fork and knife)."

In the method of these practical exercises one cannot but feel that in the attitude of the teacher toward the pupils, the author has allowed a large departure from the law of liberty and spontaneity. The results seem to be accomplished almost solely by direct injunction, information How the exercises are conducted