

be made safe for the town, and this can only be done by the free and full education of its individual members. We cannot here pursue this large subject; something further on the connection between recreation and education will be found at the end of the next chapter.

**Nursery
Schools.**

There remain our proposals for Nursery Schools. One of these will probably be associated with our central group of buildings; and the others so placed about the town as to be conveniently near the homes of the children. The question whether home or school is the right place for children up to seven or eight years of age is a difficult one to decide. On the one hand, it is argued that the little one can learn the lessons suited to his age more naturally and with less strain in the practical atmosphere of the home and under the sympathetic care of the mother than in the artificial surroundings of a school; on the other, that children quite early need a world of their own, and that they are hindered in their development by having to conform to the material surroundings and speed of movements of grown-ups. There is truth in both these contentions and it has become the rule in the best infant schools that everything shall be of a size and weight suited to the child's physical attainments, so that he may feel at home in his environment and educate himself through such purposeful occupations as the home would supply.

We propose that our Nursery Schools shall be on these lines, that they shall be veritable "children's houses" where the little ones live in a world of their own in the company of their peers, and exercise and develop their bodies and minds in activities necessary to their own convenience and comfort: dressing and washing themselves; sweeping, dusting and arranging their rooms, tending their gardens and even helping to prepare their own midday meal. If it is objected that this is too much for little children to do, it should