

Author
makes an
exception

with the didactic materials, such as the buttoning and lacing frames, which "prepare the children for the exercises of practical life."

Notwithstanding her objection, however, to formal gymnastic exercises for normal children, Dr. Montessori has in another way found a ground for introducing special gymnastics and special gymnastic apparatus into the school for the use of the normal child. And here, again, we see strongly reflected the influence of her experiences in the education of defectives. Noticing that the normal morphological growth of the child's body does not reflect the normal proportions of adult life, but shows a torso greatly developed in comparison with the lower limbs; she has provided special apparatus to aid in the growth of the relatively undeveloped parts. As an example of such apparatus may be mentioned the trampolino—a type of swing so hung that in swinging themselves, the children may press their feet against a wall, thus exercising their lower limbs, which, as we have said, are relatively undeveloped. This type of apparatus, however, is by no means unknown in our gymnasiums.

Exception
seems
logical

When such special apparatus is provided to assist the development of the relatively undeveloped portions of the body of a normal child, it is difficult for the layman to see why it should be positively harmful to allow the use of reasonable exercises for other parts of the body which are still undeveloped, though to a less degree. Neither does it clearly appear, if these other parts may develop through free gymnastics without the use of special apparatus, why the relatively more undeveloped parts may not also be left to nature and to free gymnastics.

Approves of
respiratory
gymnastics

In addition to the above types of exercise, there are in use in the Children's Houses respiratory gymnastic exercises. These, however, present no features which would appear new to our teachers, except, perhaps, that they especially stress the exercises for articulation in use in our classes for defectives. This seems to contradict Dr. Montessori's previous objection to medical gymnastics for normal children.

EXERCISES OF PRACTICAL LIFE

In addition, however, to the exercises based upon selected didactic materials which provide for special pedagogical experiments, there is in the Children's Houses another type of exercise which may justly claim to avoid the formal and arbitrary features referred to in connection with the other materials. These are known as the "Exercises of Practical Life," and are found to reflect more fully than the purely didactic exercises, the conditions of ordinary home life. To appreciate the opportunity afforded in the Children's House for such exercises, one need only recall the length of the school-day, which in summer may extend from eight in the morning to six in the evening. During this period certain special elements of home life necessarily enter, including the nap and the luncheon.

Types of
exercises:

Cleanliness

The following are the phases of practical home life which are emphasized in these exercises:

1. Cleanliness.—This is carried on partly by inspection, where the attention of the pupil is directly called to the condition of his person and garments; partly by teaching the children how to wash