

Results do
not neces-
sarily im-
ply intel-
lectual
power

While, therefore, we may admire such results, and may further grant that in this respect these Houses satisfy a local need, we must be cautious before concluding that these results argue the attainment of any marked intellectual power, or that they furnish any justification for a new conception of the function of public education in relation to the home. As a matter of fact, just such results as these are being constantly obtained by our Household Science teachers with slightly older children. Moreover, we are told by such teachers that young children often possess, even when they enter school, just such practical habits as the above, which have been obtained through association with the mother in the duties of the home. These results are praiseworthy, but it is clear that the skill is often more physical than mental. Neither should it be overlooked that the children of our Kindergarten and primary grades are given very similar exercises in the putting on and off of their wraps; and that neatness and cleanliness are especially emphasized in connection with the handling of their constructive and other materials.

The opposition between mere physical and intellectual aptitude is very noticeable in the case of many workmen. So long as the trained workman can follow automatically some duty to which he is accustomed, he will perform it most satisfactorily. But being called upon to perform the duty when it is complicated through any other conditions, he, too, often fails, wasting much time and material through his inability to idealize the new conditions. Such a failure, however, implies a lack of intelligent adjustment; for intelligent adjustment means an ability to idealize the process by which the adjustment is made. This idealizing process, however, need not accompany mere habitual aptitude obtained through repetition, although the results of such aptitude may seem *wonderful*. By intelligent adjustment, not by mere physical aptitude, have the conquests of civilization been achieved, and it is for such an intelligent reflective life that the present educational effort of our school system largely stands.

As it is in connection with these practical exercises also, that the Children's House is claimed to be superior to the ordinary home for the child of the pre-school age, it is well at this point to examine more critically the relative merits of the experiences of each, as they affect the life of the young child.

THE CHILDREN'S HOUSE *versus* THE HOME

Forms of
stimulation:

An examination of the processes by which the child participates in, or becomes conscious of the social life in which he lives will show various important forms of stimuli and responses.

(1) Physical
stimulation
so-called

The child is continually being stimulated by his physical home environment, which includes both natural and manufactured objects. Since, moreover, he makes demands upon them largely from the standpoint of his social needs, it is to their social significance, as we have seen, that his attention is especially drawn. To give the child didactic materials in place of this more general social stimulation does not, then, seem the pedagogical order. It is after the child reads a