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outdoor interests, not only in farming, gardening, and field-work in the usual subjects, but also in wood-craft and all the lore of open-air life, which is the entrance to a true communion with nature.

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**Ritual.** The reference to Scout systems suggests that aspect of education which deals with the need for ritual in school life. This will be, to some extent, satisfied in the usual ways of morning assembly and school functions, but our proposal is to find more occasions for such functions, and especially to make the school the centre of town, national and international celebrations, more than is done at present. These will serve the manifold purposes of supplying ritual, educating the child in citizenship and making the school a connecting link with the great outside world, of which the child's main knowledge at present is merely through the geography lesson. Pageants and processions will be useful in this connection, and a school orchestra will probably be a feature of the functions.

Rhythm,  
Music and  
Art.

No mention has yet been made of education in rhythm, music and art. We consider these of greater importance in the training of personality and character than is usually recognised; and in New Town school they will not be, as they often are elsewhere, the first subjects sacrificed in cases of emergency. We hope to develop them on the lines of a movement already well advanced in the world of education, that is as a means of self-expression and sincerity. It is suggested also that we might undertake some research work on an aspect of the subject discussed by Plato, but not yet exhaustively studied: the psychological and moral effects of different kinds of rhythm and music.

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**Grouping of Pupils.** Our references to the Group Tutor involve the subject of classification. We anticipate that the increased freedom and elasticity of New Town education will make what is known to the teacher as cross-classification so general that