

hold of authoritarianism, there may be, for older children at least, a field for experiment in freedom and self-expression. The question has already been raised by educationists, and we hope in New Town to make some contribution to this investigation.

As regards the subject of physical education generally, we have before alluded to the provision of gymnasium, swimming-baths, playing-fields, park and open-air class-rooms. Arrangements will also be made for school expeditions, journeys and camps, similar to those carried out by some of our primary and secondary schools at present. The distinguishing features of New Town education on the physical side will be the natural results of the practical methods which we have outlined as its basis. In the first place farming, gardening, the care of the playing-fields and so on will necessitate more open-air work than we usually associate with school life. But more important even than this will be the abolition of much of what may be called desk work. It is an unnatural and unhygienic proceeding for any one, especially a child, to sit for five hours of the day at a desk more or less suited to his size, his only change of position for forty minutes or more at a stretch being to that of writing, where cramped arms and hands and twisted back aggravate the evil. In New Town school, children will have comparatively little continuous sitting, and we shall look for physical improvement as a result of this change.

Another feature of the physical side of our education will probably be a modified emphasis on games, compared with the place they now occupy in secondary and public schools. It is found that where children are employed in real and purposeful activities, as in the Scout systems for instance, games and the need for them are, to a certain extent, crowded out. It is expected that in New Town a similar development will take place, the more so because we hope to increase