

pupils. Some use may also be made of the famous *lecture expliquée* lesson of the French class-room; and the Magazine will hold a prominent place in our school.

Length and
Grading of
School
Course.

The question of curriculum is closely bound up with that of the length of school life. We shall plan our course on the assumption that we shall be able to keep most of the children in the school until sixteen, and many until eighteen. The primary or elementary stage will last until twelve or thirteen. Up to this age the education of the child is mainly objective. He is tremendously alive to the wonderful world of things and people and events about him, and, if his education is proceeding on natural lines, too busy gaining more or less concrete experiences, and establishing their associations, to take vital interest in the abstract side of life and thought. His attitude to his elders is as to beings of a different order from himself; he cheerfully accepts without understanding them, and makes use of them freely and frankly as part of his environment. In the later years preceding puberty he begins some simple abstract reasoning and childish generalisation, and when allowed to develop in his own way will build up for himself an elementary philosophy, which, however crude, will help to steady his personality and protect it in the emotional strain and stress of adolescence. For with this physical change come the throes of a new birth. The child is now no longer occupied with knowledge as such. His imagination is intensely active; he revels in theories, and he has eager and almost anarchic desires towards vague ideals of wisdom, goodness and service. At the same time he is something of an egotist, even to the point of violent self-assertion. His relations with his elders are often difficult, being variable and subject to extremes of affection and antipathy, and needing much sympathy, patience and understanding.