

there will be considerable economy in the grouping of pupils for lessons and lectures.

Length of Holidays and School Day. Again, it will be inferred that our scheme will require a rather longer school day for the child than that which is usual at present. Work of a practical nature such as we have described will require more time than the ordinary class-room lessons; but since it is more in harmony with child nature than they, friction will be lessened and energy saved. The mid-day dinner-time, which pupils will spend at school in a common meal, will be shortened, and time and energy economised in this way also. It is probable too that, while the teachers' holidays will not be less than at present, it will be found that those of the children may, under the new conditions, be somewhat curtailed. Many teachers, and still more parents, feel that a fortnight's vacation at a time is enough for most children; and the youngsters themselves often complain of being tired of holidays. We hope therefore to have shorter vacations at more frequent intervals than those now common. Here again the elasticity of the school organisation will make adaptation more possible than it would be under prevailing conditions.

Adult Education. We look forward with pleasure to the time when a generation of boys and girls in New Town shall have lived the school life in some such fashion as we have described it. We expect then to see them directing their own advance in further paths of learning and of life. Some will travel on to University courses of various kinds; others will remain in our own town, continuing their use of the workshops and school buildings, demanding further knowledge and training in technical work and intellectual matters, eager in research, clustering round competent leaders in study and discussion, and expressing themselves in the comradeship of music and the drama.