

in the pleasures of the Cinema or of Hampstead Heath on a Bank Holiday, but will realise himself in the spirit of a present-day craftsman who writes:

- " To serve the right master, that is freedom.
- " To do the right work as well as he can, that is independence;
- " To aim, not at pleasure directly as compensation for his servile estate, but at self-development and an extended horizon.
- " He wants not comfort, but your love to sacrifice himself for a decent end.
- " Not safety, but to confront danger unmoved.
- " Not hygienic surroundings, but an invulnerable body."

We shall probably be asked how far a frankly experimental scheme such as that of New Town will be recognised by education authorities, and so be in connection with, and a vital part of, the educational organisation of the country. We do not wish to cut ourselves off from the national system; we believe that our experiment, though it may be more difficult, will be far more valuable if it is made under the usual conditions of school administration than as an isolated venture protected in some degree from impartial criticism and possible unsympathetic control. As regards the Local Authority, we recognise that we may have to constitute ourselves a "non-provided" school, and be responsible for our own buildings; but the Central Authority, the Board of Education, in its latest Code extends a special welcome to experimental schools, and we therefore anticipate no difficulty in obtaining official recognition. The possible cost of the scheme may be urged against it; but we would remind readers that the Gary experiment was originally made largely for purposes of economy, and that it has apparently justified itself on this ground. It is, however, obviously impossible to make a definite statement at present on the subject of absolute or relative expense.

The foundations of our ideal lie in the truth

Connection
of New Town
Education
with the
National
System.