

scheme is the establishment, as need may arise, or way open, of hostels where children from a distance may live together, and attend the day school as ordinary pupils. This arrangement would modify some of the drawbacks, while keeping most of the advantages, of boarding-school life, and would give pupils from a distance an opportunity which they would not otherwise have of sharing in the education of New Town.

**The Teacher.** It will be readily admitted that the teacher is an important factor in this system. He has, indeed, to be at the same time a research student in psychology and human nature, and the artificer to apply the results of his own and others' investigations and discoveries. He must be always ready to scrap his dearest beliefs and theories when a new fact disproves them, and yet must act boldly with all strength, faith and courage by the light he has seen. As his material is alive and growing, he can never work by rote, but must deal with each child and each lesson as with new and unknown forces. He must keep clear in his thought the ideals of maturity, and yet remember the stage of development of each child and foster growth without forcing it. All this will be a continual strain on his powers and enthusiasm, and we hope in New Town to make more careful arrangements than usually prevail in school systems to enable the teacher to keep fresh and alert, and to give him also freedom, as far as is consistent with the principles of the scheme, to work out the ideas and plans suggested to him by his own experience. This will be more possible under our grouping than under that of the average school. The teacher will be given frequent opportunities to visit other schools and countries, in order to refresh himself and gather new ideas. These measures may necessitate a rather larger staff than is usually considered sufficient, but not, perhaps, to such an extent as might appear on the surface, for