

out, at times perhaps through silent meditation, by Tutor and pupils as seekers together for truth.

Increased Co-operation between Educational Forces of Child's Environment. Partly as a result of the new social and intellectual outlook of the school, but more as a direct consequence of the practical nature of much of its work, we may look for increased co-operation between all educational forces. Parents will come into touch with the academic and social sides of school life by their increased attendance at school lectures, debates, recitals and ceremonial functions—there is no reason why they should not be invited to join even in morning prayers. Children, on the other hand, by their association with the real work and workers of the world as educational factors, will gain in sympathy, respect and reverence for their elders. The increased and vital interest of young people in their own education should be a great stimulus to continuation work. The grouping together and common use of all buildings associated with educational and social activities should symbolise to every member of the town, adult or child, the oneness of education and life; and should make adult education play a more important part in the social affairs of the community than it does at present. And most of all, perhaps, we shall begin to realise the value of the necessary work of the world as a means of education and abundance of life.

Influence on Industrial Conditions of Town. And hence, in time, should come a happy change in the industrial and social conditions of the town. A child educated in the New Town way can never become a mere automaton, content in the main to spend the rest of his life in adding up figures in a ledger, or in making the twentieth part of a pin. Having occupied himself intelligently and joyously in useful creative work in the school workshops, he will claim self-expression in work, and will not be content with the philanthropist's panacea of increased leisure. He will no longer seek satisfaction