

there will be no place for the usual form-grouping. We propose instead to establish a vertical grouping, which will correspond to the "Houses" of Public Schools, in that children of all ages will be associated together into communities, each with a Group Tutor who will be responsible for seeing that every child is doing the work best suited to him, and that his education is all-round and well-balanced. We are not altogether agreed as to whether the principle of co-education, which will probably prevail in the school as a whole, will be carried out in the Groups. One suggestion is to have separate groups for girls and boys, and another to have mixed groups, each with two tutors, a man and a woman. Or both methods might be used at once. The Group Tutor, who will also be a Subject Tutor, will advise children as to courses, and confer with other Subject Tutors and with craft instructors concerning the individual work of the pupils, and the best means of developing it. He will, however, carefully avoid what might be described as *a priori* dealing with the children. He will remember the child's individuality, and observe and advise rather than prejudge or dogmatise. Since he will have charge of a pupil's whole school career, he will have a better chance than the Form Master or Mistress of other schools of understanding the child and becoming his friend, philosopher and guide. His relations with the home, too, will be more permanent than those at present existing between teachers and parents, and will form a connecting link between school and home life which should be a great help in the training of the child. The possibility of incompatibility or even mutual antipathy between teacher and pupil may be urged as an objection to this method of grouping; such cases are, however, exceptional, and may be dealt with by the Head as they arise.

Hostels.

Another function of the Group Tutor may be that of actual House Master or Mistress, for one of the suggestions in connection with our