

average attendance for the previous three years in senior departments and four years in infant departments. These will be regarded as full if the average attendance in any one of those three or four years, when increased by one fifth or one fourth respectively, reaches the minimum accommodation of the grade. The decrease in attendance owing to serious infectious illness, air raids and school journeys will be taken into account when thus estimating average attendance.

It is proposed to adjust the anomalies arising in connection with the regarding of schools between 340-400 (on the 40-48 basis) by placing such schools in Grade 4 of the new scale whilst they remain under the existing head teachers, provided that these, if under 55 years of age on April 1, 1920, shall accept transfer to the first suitable vacancy arising in a department of the appropriate grade.

Further provisions allow for the raising of grade immediately the accommodation of a school is sufficiently increased; that where schools are reduced in grade the head teachers shall continue to receive increments to their original maximum; and that in calculating previous service months will be taken into account as well as whole years.

A supplementary estimate is involved for 1920-21 of £1,665,000, which, when added to the various awards, bonuses and scales previously granted during the war, gives a total expenditure on salaries in elementary schools for the year of £3,752,000 above that for 1914. Including these supplementary estimates the total cost of elementary education for 1920-21 is expected to reach £9,590,294, of which amount £7,128,885, or 63.3 per cent., will be expended upon salaries.

CHILDREN LEAVING SCHOOL FOR WORK

An army of over 1,000,000 children between 14 and 16 years old, says the Children's Bureau of the U. S. Department of Labor, marches out of the schools each year to become wage earners. In a pamphlet entitled "Advising children in their choice of occupation and supervising the working child" the Bureau tells what happens to these children and offers suggestions for helping them get the proper start in life.

Only a few children, according to the pamphlet, receive any help from their parents in finding suitable openings because parents do not know what opportunities are open to boys and girls, how to go about finding them, or what is the best thing for a child to do. The children begin an aimless search, making the rounds of factories, shops and offices and answering advertisements. More than nine tenths of them go into "blind-alley" jobs that require no skill and offer no opportunity to get ahead. Many drift from job to job, and become incapable of steady work.

Some find work for which they are physically unfitted, sometimes to the permanent injury of their health. Some are without any employment for a time, since in many states the law does not require a child under sixteen to have a job before he is excused from school.

These conditions, the bulletin points out, call for some organization in the schools, or in connection with the schools, to tell children what and where the jobs are, and what training and ability are required to fill them. While most vocational guidance and placement work in this country has been started by private organizations, it has been taken over in a number of cities by the schools. England's experience with her juvenile-labor exchanges shows that the most successful work is done in close co-operation with the school. In Austria, where vocational guidance is now receiving special attention, a careful study is being made of how to link up the work with the school system.