

If it is decided to retain the authorized list it will then be necessary to consider whether—

- (4) The Government will purchase the copyright of a series of books in the various subjects and invite tenders for printing, distribution, &c. ; or
- (5) The Government will invite publishing houses to submit books for authorization for use in the primary and intermediate schools, either on an exclusive or an extended list.

The preparation of series of text-books will take at least two years of very hard work on the part of authors, Department, and publishers, whether the writing of them be done for the Government or for a private firm. The representative of an English firm that publishes large quantities of school-books told me that it sometimes took five years to bring out a series of text-books.

VOCATIONAL GUIDANCE

The following extracts indicate what is being done in vocational guidance by education authorities in England and Scotland :—

“ School-care committees, with five thousand voluntary workers, concern themselves with the health and hygiene, environment, recreation, and opportunities for work and further education on leaving school of London’s elementary and special-school children. Their aim is to ensure that each child is given the opportunity of taking full advantage of the education provided.

“ Care committee members are welcomed in the homes of the children, and their knowledge of local conditions enables them to give helpful advice to the parents on the general welfare of the children.”

—“ *Twenty-five Years of London Government.*”

“ Under a scheme approved both by the Board of Education and by the Ministry of Labour the work is carried out by local juvenile welfare sub-committees. The main duties are—

“ (1) To arrange that boys and girls under 18 years of age shall receive either directly or through their parents information and advice with regard to choice of suitable employment :

“ (2) To study the state and conditions of employment both local and national so far as these affect the prospects of boys and girls in their area.

“ A review of the work of vocational guidance and juvenile welfare is published by the committee annually.

“ The work of the local committees has grown steadily during the past five years. During the last term at school the head teacher fills up, for each boy and girl due to leave, a card with particulars of attainments and aptitudes. The vocational guidance officer then interviews the boy and girl with their parents and the head teacher, and efforts are made to find suitable employment. If no suitable work is available, continuance at school is strongly advised ; but if for economic reasons the boy or girl must enter work as soon as possible, contact is maintained with the Juvenile Welfare Bureau on Friday evenings. Every boy and girl placed in employment is ‘ followed-up ’ usually by voluntary ‘ after-care ’ workers, who encourage attendance at evening classes or voluntary organizations, and generally look after the well-being of the young people in their employment and leisure.

“ In rural areas, the present arrangements are that the head teacher reports on each boy or girl who leaves school, and, where advice and assistance are required, the Juvenile Welfare Bureau gets into touch with the boy or girl concerned. . . .

“ It has been increasingly difficult to place in employment physically defective boys and girls. At the end of their training in the appropriate craft, the local juvenile welfare committees endeavour to find suitable work, and thereafter a visit is paid at regular intervals by a voluntary worker till the boy or girl reaches 18 years of age. Thirty-four boys and thirty-one girls have been assisted, and the majority are now settled and self-supporting.”

—*Education in Kent, 1928–1933.*

“ The Juvenile Employment Committee consists of the seven members of the School Attendance Committee, three persons representing labour organizations, three teachers and two other persons possessing knowledge and experience of the needs of young persons in the matter of employment. The Juvenile Employment Committee reports direct to the Education Committee.”

—*Education in Nottingham, 1924–1933.*

“ Much depends on a right start in a child’s industrial career. Too often do parents think that the first or second job does not matter much—it will be time enough to decide on a definite trade later on—too often they find that the opportunity has passed by. Vocational guidance should be the right of every child before he leaves school. At each choice of employment conference, therefore, teachers and employment officers combine to obtain by means of school records, health records, and knowledge of temperamental traits, as clear a picture as possible of the child’s general make-up ; they are then able to give vocational guidance to parents and children which should prevent industrial misfits, and which should enable each child to make the best use of his special gifts.”

—*Annual Report, 1932–33, of Juvenile Employment and Welfare Sub-committee, Birmingham.*