

junior schools; in fact, in some schools the amount of blackboard space available for the teachers' use seemed to be less than our teachers are accustomed to have.

The seating-accommodation generally is much the same as ours—tables and chairs, single desks or dual desks. I cannot recall any that was superior, except that in some senior schools the tops of the desks were adjustable for drawing exercises. Cupboards are rendered unnecessary by the provision of storerooms.

Lockers: In Toronto, Vancouver, and San Francisco the pupils are provided with long steel lockers which are built into the corridors. These are provided with combination locks to obviate the inconvenience caused by pupils forgetting or losing keys. A list of the "combinations" is kept in the office.

I made some inquiries concerning the payment of school keepers and cleaners, and found that—

In *East Suffolk*—mainly a rural area—the school-cleaners are paid in summer from 19s. per calendar month for 1 to 50 children to 65s. per calendar month for 401 to 450 children; and in winter from 22s. 6d. to 84s. 6d. respectively, plus at all times small extras when the school is let for meetings. The cleaner must provide all necessary assistance for discharging his duties, which are set out at length in the local education authority's by-laws.

In *Glasgow* the maximum wages for janitors are as follows: Group I: Schools with average attendance over 1,000, 64s. per week; Group II: Schools with an average attendance under 1,000, 62s. per week.

The minimum wages are 56s. in each group, except in the case of special schools for invalided children, when the minimum wages are 58s. per week.

Janitors receive free house or allowance in lieu of house, and additional allowances for—(a) Continuation classes and evening meetings; (b) opening of playground after school-hours; (c) additional furnaces; (d) spray-baths; (e) hostels where three meals are served daily.

Assistant janitors are paid according to Group II of the scale. Caretakers receive 9d. per hour—equal to 40s. a week—with house or allowance in lieu thereof.

Cleaners receive 27s. per week for full-time services and 13s. 6d. for half-time services.

CLASSES FOR SUPER-NORMAL CHILDREN.

In one primary school in Sydney an interesting experiment is being carried out with children of unusual intelligence. The Department's research officer has selected the brightest pupils, ranging in age from 10 to 12 years, from a number of schools and placed them in four classes (Classes V and VI) in a convenient central school. The object of the experiment is to compare the rate of progress at school of a group of super-normal children with the rate of an ordinary class, composed of pupils of widely different intelligence quotients. The course of work includes the same subjects as in ordinary classes at the same stage and occupies the same length of time—namely, two years—but it is richer in literature and in the cultural aspects of the curriculum. I propose to write to the Director later on for information in regard to the results that are being achieved.

SPECIALIZATION.

Specialization forms a distinct part of the system in many schools I have seen. Not only are specialist teachers employed, but in many schools rooms are provided for particular subjects—*e.g.*, nature study, history, geography, art, handicrafts, as well as, of course, for manual training and domestic arts. Some of these rooms are very well equipped with teaching aids, diagrams, &c., and the pupils from all classes in the school come for their lessons to the teacher in charge of the room.

In *Nottingham* throughout the senior schools specialization is the rule, all subjects being taught by specialist teachers. This is the practice also to a considerable extent in the junior schools, and even in some infant-schools for such subjects as music, art, handicrafts, and physical education. In some subjects—for example, woodwork and cookery—it is usual for the teachers to give their pupils continuous instruction for a week, or at least for two or three days, according as suitable arrangements can be made. In the pamphlet "Education in Nottingham, 1924-1933," it is stated that "Intensive work which has proved of such value in senior schools is in a modified form encouraged with the younger children. Instead of fifteen- or twenty-minute lessons, periods of an hour or more, or a whole afternoon session, are devoted to some subjects (in infant-schools) just as a child in a good nursery is allowed to occupy himself for long periods without interruption."

SCHOOL-LEAVING AGE.

Children in *England* and *Wales* must attend school till the end of the term in which they reach 14 years of age, but the Government had "decided to legislate to raise the school-leaving age to 15, with a right to exemption between 14 and 15 for beneficial employment. The Act will not come into operation until there has been time to complete the considerable preparations which will first be needed."

—*Daily Telegraph*, 28/10/35.

Acting in accordance with existing legislation, the *East Suffolk* Education Committee has, since 1925, ordained that "No pupil may leave school until the end of the term in which he reaches the age of 15 unless he obtains a certificate of exemption."

About half of the fourteen- to fifteen-year-old pupils leave during the first four months after 14, a quarter of the remainder leave before the end of the year, leaving rather more than a quarter who stay the full year.