

vantageously to the persons who have entered upon employment.

In the formation of the programme, classes are organized for persons over 14 years of age who have entered upon employment which may be called "trade or industrial pursuit," to fit such persons for a particular trade or employment. This recognizes the necessity for giving particular industrial education to immature workers who have left school at an early age, and who have entered in many instances upon unskilled and low-grade employments in which there are few opportunities for advancement. Evidently these pupils cannot be cared for in trade extension classes and should not be left to wander around from job to job, finally arriving nowhere in particular.

Very many of these boys and girls who leave school at an early age enter upon work which offers little prospect for advancement and requires no special school training for the job according to present standards.

It is possible under the Smith-Hughes Act to organize a part-time school or class which will fit them for useful employment in a really desirable trade or industrial pursuit. The controlling purpose differs but little from the controlling purpose of the day trade or industrial school or class, but the work must be given under different conditions, since it is fair to assume that most of the energy and time possessed by any person who has entered upon employment must be given to that employment, while the all-day school assumes that the entire day can be given to preparation for a trade or industrial pursuit.

The occupations taught must be simple enough to be learned in say 30 to 60 weeks of part-time instruction, or the work must be capable of division into distinct units, each a part of the whole trade in any one of which sufficient skill will ensure steady employment. Thus, a lathe hand, turret-machine operator, ignition and battery repair man, etc., are divisions of the machinists and automobile mechanics trades in which men are employed before they are considered all-round high grade mechanics.

That there is great need for part-time education is too patent for controversy. The drift has been away from the ordinary schools and into the industries long before the war opened up attractive opportunities for work. Lack of interest in ordinary school work; desire to be getting at some occupation where tangible returns may be had, and the spur of family necessity are all crowding the industrial ranks with young people whose equipment is meager. The field is a large one, and the need for part-time instruction is great.—*From an address by C. A. Prosser, director.—(U. S.)*

WATCH THE LABEL ON YOUR MAGAZINE.

TERMS OF PEACE

Seeing the Kaiser and various other bixwigs among the Germans and Austrians are talking about peace, and the failure of the Entente Allies to meet them half way, it is worth while to recall what Mr. Lloyd George specified in January last as terms of peace, and reiterated to the British Trades Union Congress last month as "a just and reasonable settlement." These terms may not be pleasing to the Kaiser and his friends, but let us note that Mr. Lloyd George had at least this credit as compared with them, namely, that he stated what he wants, and that they had not done so. Until Herr Von Payer, the German Vice-Chancellor, made a speech yesterday, the world had heard practically nothing definite from the German end regarding peace terms. The German talk of peace consisted mainly of vague bombast about preserving the life of the Fatherland. Herr Von Payer is really the first German of high official standing to tell us what Germany will do for peace. And what he proposes is that Germany shall perhaps get out of Belgium but pay nothing, shall keep everything else she has gained, and shall also get back her colonies. Well this is more definite from the Huns than anything that has gone before. Does it suit you? Let us contrast it with Mr. Lloyd George's proposition, which was and is the following:

- (1) Complete restoration of Belgium by the Germans and reparation for devastation.
- (2) Restoration of Serbia, Montenegro, and the occupied districts of France, Italy and Roumania. Complete withdrawal of the alien armies and reparation for injustice done a fundamental condition of permanent peace.
- (3) "Reconsideration" of the annexation of Alsace-Lorraine in 1871. In this demand we are with the French democracy to the death.
- (4) An independent Poland, comprising all those genuinely Polish elements who desire to form part of it.
- (5) Genuine self-government on true democratic principles to those Austro-Hungarian nationalities who have long desired it.
- (6) Satisfaction of the legitimate claims of the Italians for union with those of their own race and tongue.
- (7) Justice to men of Rumanian blood and speech in their legitimate aspirations.
- (8) Dardanelles and Bosphorus to be neutralized.
- (9) Arabia, Armenia, Mesopotamia, Syria, and Palestine to be recognized as possessing "separate national conditions."
- (10) German colonies to be held at the disposal of conference and their fate decided with primary regard to the interests of the natives.