

Viewing the matter through Canadian eyes the journey from London to Paris will be as simple a matter as a run from Toronto to Montreal; and a visit to Rome as easy and continuous as the run from Toronto to Winnipeg.

The project has also its sentimental aspects. Sir Arthur Fell, who, speaking in the House of Commons, said that the construction of the tunnel would constitute a convincing symbol of lasting mutual confidence and unity, and a fitting memorial to the Allied struggle for the liberty of the world. With this utterance everyone will heartily agree.—*"Saturday Night."*

The column "Rambling Talks" in the September and October issues of the Review, should be of interest to teachers and a help to them in solving many problems of school life. If any teachers have matters in connection with their work about which they desire information, they should send their enquiries to the Review, and they will be forwarded to the editor of Rambling Talks, who will give them prompt attention.

THE NEED FOR PART-TIME EDUCATION.

Part-time education, as defined by the Federal Board for Vocational Education, is "the giving of instruction during their hours of usual employment to persons who are relieved of such employment during the hours of attendance upon the part-time school." This instruction must be upon such subjects as are designed to increase the civic and vocational intelligence of the pupil.

Under the provisions of the Smith-Hughes Act as administered by the Federal Board a part-time school is one maintained under public supervision or control, for the purpose of giving instructions to persons over fourteen years of age who have entered upon a trade or industrial pursuit, and who are released during working hours to pursue instruction which shall fit them for more active and useful employment in the same or an allied trade or industry in which they are employed. The controlling purpose is to fit the students for better employment in a given trade or industrial pursuit in which they are already engaged, but are upon the lower levels, and with small prospect of advancement without special training.

It is only this kind of a school that one-third of the Federal fund for trade, home economics, and industrial education can be expended at all.

The controlling purpose of all part-time schools draws its administration from the law specifying "increased civic and vocational intelligence," and as one aim may be counted the increase of intelligence in a new vocation.

Primarily, the work is to make each pupil a better

mechanic and obtain entrance into a better occupation than the one in which he is employed.

The Federal Board has taken a broad point of view concerning the meaning which could legitimately be given to the phrase "civic and vocational intelligence." Under this interpretation it will be possible for the States to greatly extend the number, variety and enrollment of part-time classes.

The Federal Board for Vocational Education stands ready to give the greatest latitude to the interpretation of this term, and will consider for approval any plan which will bring back to the school groups of workers between the ages of 14 and 18, or which will take the school to the place where such workers are employed.

Instruction must be designed to meet the needs of persons over 14 years of age who have entered upon employment. This is the one absolute restriction common to the courses of study of all part-time instruction.

Actual trade or industrial productive work must come first, and because of the limited course of study must contain only the points of greatest importance and value to the learner. The long, exhaustive, and detailed courses of the day schools can not be transplanted to the part-time schools. The high lights, not as to difficulty but as to importance for immediate entry into the trade taught, must form the nucleus of every course. As the pupils are unfamiliar with the simple and fundamental manipulative process of the employment to be learned, the related subjects must come later and occupy a place of secondary importance.

It is possible to reach large numbers of boys and girls who, having left the elementary or high school, find themselves in most cases without correct guidance either as to how they shall get promotion or as to how they shall make use of their time in the most advantageous manner, or how they may choose a more advantageous occupation. It is for these young persons that the law provides subjects which will "enlarge their civic or vocational intelligence."

As a rule, these pupils are not naturally interested in learning from books. While many leave school for economic reasons, the majority leave school because formal school work does not appeal to them. They must be approached through actual trade processes and activities and through their interest in advancement.

They are ambitious. The fact that they are dissatisfied with their present employment and seeking entrance to a better affords a fine method of approach to their interest in instruction, and evidences the fact that they are good raw material.

If the local community providing part-time education is to meet a real need, it must carry the part-time education to the places where it can be given most ad-