

## JUNIOR NEWS

### 1944 Achievement Days

Homemaking Club members everywhere are now completing 1943-44 club programmes and attending Achievement Days.

It is evident that members of The Milky Way, The Cereal Shelf, The Supper Club and other Nutrition Clubs are food conscious, know Canada's official food rules and endeavour to follow them. Delicious custards of just-right consistency, plain and dressed-up teabiscuits, light and extremely good, and a variety of cereal products are evidence of the skill acquired by girls in preparing nourishing, economical food for family meals in war days.

In spite of difficulties in procuring material for clothing, bedroom and clothes closet accessories, garments and accessories at Achievement Days have shown wise buying with good quality material. A cotton slip recently received from the North Bruce Achievement Day ranks with the best slips since the first year of the Being Well Dressed and Well Groomed Club in 1935-36. Lincoln, Oxford and Peterborough had fine displays of smart cotton dresses, many of them made by inexperienced juniors. Cotton accessories at Renfrew and Northumberland were colourful and most attractive. Northumberland had a splendid day with 55 members out of a possible 56 in attendance, with every club exhibiting.

### Club Stories

Repeatedly reports show high percentage completions, with every club participating in Achievement Day. Again and again, however, Home Economics Coaches tell of clubs never getting started, not completing, or completing meetings but not attending Achievement Days. This is disappointing. It shows need for encouragement and assistance from parents and adults. It was David Lloyd George who said, "Nothing is so damaging to character as an unfinished task".

Club stories, skits and demonstrations from county to county show creative ability, originality and a fund of information on the part of members and leaders. In a Clothes Closet Up-To-Date club story in Victoria County, one found the feather on a hat chattering to the brim and crown, telling in gayest form about clothes closets up-to-date. The brim perked up when it heard that there was to be a hat standard which would help keep it in shape, while the crown felt young again on hearing that a hat cover was being made to protect it from the dust.

### Leaders Are Loyal

In Carleton County one read of the important part played by local Institutes in sponsoring and encouraging club work, by sending leaders to training school, purchasing supplies for demonstrations at club meetings and consistent interest through the club year. County and Provincial Honour girls are taking their places as club leaders and giving commendable leadership. Former Chicago Trip Winners, now with an international vision of clubs for rural boys and girls, have been doing a particularly good job in promoting and leading clubs this year. Eileen Walsh of Middlesex had two record clubs with 14 girls completing The Club Stands on Guard, and nine The Milky Way—100% completions.

Transportation has been difficult for clubs with members scattered over a distance. However, determined girls have hiked their three or four miles and enjoyed it. Others have cycled, ridden horseback, driven Dobbin—and thus managed in rain or shine to make their club meetings. As for Achievement Days, with greater distances, clubs from afar frequently arrived first and in full force. This happened at Grey County with the Dromore Club making their 40 miles bright and early.

### Tribute to Juniors and Northern Members

Special tribute should be paid to the splendid work and enthusiasm of 12 and 13 year old members. These Juniors were on hand with record books complete, sometimes with misspelt words but invariably with better books to their credit than we would have attempted at their age. Usually there was an understanding, wise leaders working with these girls and interested and co-operative parents encouraging their daughters.

Miss Lilly Petty, Home Economics Coach for the North, reports all kinds of good work up there. Many clubs have been doing most practical work as a result of their club studies. The Clute Club in the Cochrane District, used Dressing Up Home Vegetable Dishes for hot school lunches. Members of this club walked three miles to meetings and on one cold January day could not take their vegetables for roll call. They would have frozen en route.

The Barwick Club in Rainy River was instrumental in promoting and establishing an immunization clinic for scarlet fever. Some 180 children were "cliniced".

Northern Clubs have been making up British war garments, and they all come in beautifully pressed and with excellent workmanship. One busy junior who does considerable work outside, has just requested garments to make up during the summer months when it is too wet to work outdoors.

### Fall Programmes Planned

Fall and Winter Programmes are being planned. Special committees have been set up in some counties to promote the organization of clubs, to interest girls in club work and secure leaders. This will, we hope, overcome the problems encountered in some places of girls without leaders or leaders without girls.

The Home Economics Coach will be most happy to hear from any Institute with girls available for fall clubs. A folder, Homemaking Clubs for Rural Girls, will be sent any Institute wishing detailed information on the Homemaking Club programme. Send your request to your Home Economics Coach or to Miss Florence P. Eadie.

### Gardens Growing

Some 2,000 gardeners, members of Girls' Garden Brigades, have gardens growing. Right now they are waging war on weeds and garden pests and, with hoe and cultivator, dressing up their gardens in "Sunday best" for a visit from the Agricultural Representative or Home Economics Coach. Questions are piling up for these callers,—"Why did the spinach go to seed?" "Are the carrots planted too closely?" "Are my flowers planted in a suitable place?" "How do I start an asparagus bed?"

Record books help tell the story of the garden—with planting dates, report on soil samples and recommendations followed, dates when vegetables were ready for use, etc. Plans will be made by the Coach for canning demonstrations,—canning tomatoes for first and second year gardeners, canning fruit for third year gardeners.

Many local fairs are asking for club exhibits this fall. If transportation problems can be overcome undoubtedly many clubs will be showing their communities what they mean by "Vegetables to keep us fit".

There are hot, busy days ahead for these farm daughter gardeners, days when gardens will be left and gardeners will lend a hand with other farm crops. Nevertheless, it is hoped that there will be a high percentage of completions with creditable production records from these 2,000 gardeners. One has high hopes after meeting enthusiastic young gardeners and receiving most encouraging reports from others.

(Contributed by Miss F. P. Eadie, W.I. Branch.)

## RURAL EDUCATION

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The agencies related to rural education are by no means confined to the formal training offered in schools. They include Federations of Agriculture, Farm Forums, Women's Institutes, Agricultural Societies, Horticultural Societies, Agricultural Representatives, Short Courses and Club work. For the purpose of this article, however, the discussion will be confined mainly to the provisions made for agricultural instruction and the development of rural ideals through the courses offered in the schools.

Courses in Agriculture have been included in the curriculum for elementary schools for many years. The Regulations of the Department of Education have provided special grants to meet necessary expenditures. In addition to training at the Normal Schools, teachers have been able, except during the past four years, to attend summer courses leading to the elementary, intermediate or specialist certificate in Agriculture. Many of these teachers are doing excellent work in the schools which they serve. Because of war conditions the number of schools now taking the work is less than four years ago. Recognition of the importance and nature of agricultural instruction in the schools is an essential need for further advancement in this field when conditions are again normal.

### Improve School Grounds

For several years an effort has been made to increase the emphasis on practical work in agricultural instruction. The programme of "Improvement of Rural School Grounds" started in 1940 and the annual awards made by the Ontario Horticultural Association have done much to increase practical activities in rural schools and to develop a civic pride in the appearance of school property. There are a large number of schools, some of which have been visited by the writer, where the results are of a high standard. Desirable rural ideals and interests are maintained and the school is the centre of community activity. Unfortunately this is by no means as general as it should be. In a survey made in 1940, of 5,722 schools in counties and districts, 1,438 had improved grounds, 2,500 partially improved and 1,784 without any improvement. The situation may be better now, but it is safe to estimate that today not more than fifty per cent have fully improved grounds. Effective ideals for rural education must come from the community itself and the appearance of the school property, in most cases, indicates the interest taken in educational matters by boards and parents.

### Ideals Are Necessary

Progress in the improvement of rural education is also closely associated with the ideals of trustees, parents and teachers. Instruction in agricultural topics may give information, but cannot alone develop a rural interest. It may be assumed that some pupils from farm homes will wish to enter the professions, commerce and industry, but the present proportion seems too high. The advantages of rural life, the opportunity for success in farming and later in other fields should be discussed with pupils. In every community there are outstanding successful farmers, yet too often there is a tendency to keep before pupils those who have succeeded in activities other than farming.

For many parts of Ontario improvement in rural education is essentially related to larger units of administration which offer certain definite advantages. School taxes can be equalized over the whole area. A saving can be made in the purchase of supplies. Teachers' salaries may be equalized. Provision may be made for itinerant teachers for practical subjects or arrangements for these to be

taught at a central school to which pupils are taken once a week as in the Guelph Township area. It is also possible to provide free transportation to pupils to secondary schools either within or without the area thus increasing the equality of opportunity for all pupils. The secondary school serving rural areas should, however, provide agricultural courses for pupils who expect to remain on the farm.

### Agriculture In Schools

In the secondary school field, provision is also made for instruction in Agriculture. Agricultural Science may be taught in Grades IX to XII instead of General Science. In Agricultural Science agricultural topics are included with science topics in these grades. Reference books on agricultural topics, agricultural magazines and special equipment on different topics is provided. The subject is taught this year in 153 schools, in 109 of which both Lower and Middle School courses are taken. All these schools are well equipped for practical work in agricultural topics which are usually taught in the laboratory. 130 have school gardens, 20 have colony type poultry houses and 15 have one or more colonies of bees. In the average school serving rural communities, 40% to 50% of the pupils leave before reaching Grade XI. Schools in which Agricultural Science is taught provide a desirable attitude towards agriculture and instruction on many topics which are of value and interest to all pupils, but particularly so to those who remain on the farm.

### Practical Projects

When it is desired to give more time to the study of agriculture, Departments of Agriculture under High School Regulations may be established in smaller schools. Six schools are organized under this plan. That at Port Perry High School has been operating on the present programme since 1933 and results have been satisfactory to all concerned. Under this organization pupils in Grades IX and X spend 36 periods per week on academic subjects including Agricultural Science, and nine periods per week on practical subjects. The girls take Home Economics and the boys Shop Work and Agriculture. There are two garden areas, one of which is used for experimental plots. There are also two hotbeds, one of which is electrically heated. In the colony type poultry house, 260 chicks were raised last spring. A supervised home project programme is conducted and the homes visited during the summer by Mr. E. R. McClellan, B.S.A., principal and teacher of Agriculture and Shop Work. At the annual exhibit held on May 26th there was an excellent display of completed projects related to Shop Work, Agriculture and Home Economics. The merits of this organization lie in the fact that during the first two years practical subjects of value to all pupils are stressed, but capable pupils may take all academic subjects. Those who continue after Grade X may complete all subjects of Middle and Upper School and a great many do. Pupils who have discontinued the study of languages and remain at school may take Commercial subjects, Shop Work or Agriculture, or Home Economics. This organization suits the smaller school where it is desired to provide more instruction on practical subjects.

Departments of Agriculture under Vocational Regulations are organized in five schools each with a normal enrolment of 200 or more. That at Ridgeway was started in 1926 and sufficient time has now passed to judge results. According to a recent statement of Mr. J. W. Edwards, B.S.A., the principal, all but three of the county pupils in the area who passed entrance last year, enrolled in Grade

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