

est for boys and girls up into the high school years. The pictures include: "The Black Bear," in colour, with descriptions of the bear family's living habits and a caution to children about playing with bear cubs. "The Musk Ox", "The Pocket Gopher", "The Frog" and "The Raccoon"—all in colour. "The Beaver", in either colour or black and white. "The North American Moose", "The Barren Ground Caribou", "The Little Brown Bat" all in black and white. There are black and white strips on "Animal Tracks" and "How Animals Prepare for Winter", and colour strips on turtles, lizards, toads and frogs, the larger land mam-

mals of Canada and three sets of slides on the smaller land mammals. Other filmstrips dealing with natural science and produced by the National Film Board include "The Canada Goose", "The Common Loon", "The Grasshopper", "Native Trees of Canada" (in British Columbia), "Native Trees of Canada" (East of B.C.), "Summer Comes to the Country", "Winter Comes to the Country" and others.

National Film Board filmstrips can be bought or borrowed. For information about this, residents of Ontario should write to the provincial office, National Film Board, 70 Yorkville Ave., Toronto 5, Ont.

## A Fund Raising Suggestion

**T**HIS IS an excerpt from Gwendoline P. Clarke's syndicated column "Chronicles of Ginger Farm." Mrs. Clarke knows Institute work from years of experience.

"Some branches aim at making a lot of money so they may have more to spend on worthwhile projects. Others think that financial returns are less important than the social and educational projects. Personally I am in favour of the latter type. Money-making projects cannot be undertaken without a lot of hard work and in many branches the older members have reached the stage when catering to banquets and such like is beyond their strength. And yet they are still quite able to be a great help in sewing, knitting, quilting, welfare and social work. I think when a branch plans its future activities consideration should be given to the number and age of its members. Enthusiastic younger members may suggest catering to banquets, or having a booth at the local fair. Their willingness and energy are to be commended — what would any branch do without its younger members? But are there enough of them to carry the ball? Will the money-making projects they are willing to sponsor be a hardship to the older members? Members, who in the years gone by, have probably had their share of hard work and active leadership. For them the time has now come to take things a little easier. And yet, can they? A really interested W.I. worker hates to sit back while others work so she probably keeps going and does more than she should. For this reason I have been wondering lately if all branches could not divide their activities into two basic groups—members being free to make their choice as to which group they wish to belong to.

"Group I. This group should be responsible for the actual work and planning of all money-making activities. They would, of course, call on all members for contributions in the way of baking and so forth, but not for help that

would keep senior members on their feet for hours at a time.

"Group 2. This group might be classified as a social and welfare group. They would look after bales for the Children's Aid Society; making quilts for sale; baby-sitting for younger members assisting at banquets; small card parties and social evenings; and contributions to an annual bazaar — if it is customary for the branch to have an annual bazaar or sale of work. In short, older members should be given work to do that, for the main part, could be done at home or in small gatherings at a neighbor's home—thus giving them a social outlet.

"That is just an idea that came to me because I know of a number of older members who have dropped out of Institute work because they couldn't keep up the pace set by the younger ones. That seems too bad because their experience and guidance can be of great assistance to the Institute as a whole."

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### PLANTING A TREE

Author Unknown

What do we plant when we plant the tree?  
We plant the ship, which will cross the sea.  
We plant the mast to carry the sails;  
We plant the planks to withstand the gales—  
The keel, the keelson, the beam, the knee;  
We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
We plant the houses for you and me.  
We plant the rafters, the shingles, the floors  
We plant the studding, the laths, the doors,  
The beams and siding; all parts that be;  
We plant the house when we plant the tree.

What do we plant when we plant the tree?  
A thousand things that we daily see;  
We plant the spire that out-towers the crag,  
We plant the staff for our country's flag,  
We plant the shade, from the hot sun free;  
We plant all these, when we plant the tree.

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