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The Convening Committee
505 Electric Railway Chambers

WINNIPEG, OCTOBER 20-21-22

THE AIM

To direct public attention to the fundamental problems of educational systems in Canada.

To consider education in its relation to Canadian citizenship. To undertake the establishment of a permanent bureau to guide and assist the educational thought of the country.

Our School Department.

Club Work Among the Boys and Girls.

O. H. Benson, of the U. S. Department of Agriculture, tells of the aims and purposes of Club Work among the boys and girls, and the ideas expressed in his remarks will help teachers and rural leaders in their efforts in this country to train the young mind for citizenship. Mr. Benson's story follows:

The most important project in boys' and girls' extension work is club work, the organized groups of boys and girls for the purpose of improving agriculture and home life.

Extension work with boys and girls covers the entire field of agriculture and home economics. The subject matter lines are organized into projects and both club members and leaders follow the program of work covering the entire calendar year.

Boys' and girls' club work is so planned as to help boys and girls to get the correct point of view in regard to agriculture and home making as a vocation, and if best fitted for these vocations to give them a fair chance in planning for life's work in farming and home-making. Its relation to the agricultural colleges, schools teaching agriculture, and the Smith-Hughes vocational course is that of helping the young people to appreciate the need for a more thorough preparation in this work.

Through club organization work, contests, and the help of efficient leaders, farm and home work becomes a good game instead of drudgery, and the standards of achievement set by leaders are more easily reached because of the interest, enthusiasm, and reinforcement received from this organized effort.

Boys' and girls' club work trains for community leaders out of community life itself and functions for future co-operative enterprises so essential to successful farm life.

Club work socializes community life and gives young people interest and motive for their work.

Club work trains the young people to become managers of their own business, and proprietors of farm land, animals, machinery, crops, kitchen equipment, liberty bonds, thrift stamps, and helps them understand the supremacy of this position over that of being always a wage earner.

Boys' and girls' club work produces and conserves food to meet local, national, and world needs on an economic basis.

Club work engages the best thought, energy, and interest of every boy and girl in the business of farming and home-making. This work is a practical, back-to-the-home, "made-in-America" type of education, not fully provided for in the public school curricula nor by the Smith-Hughes vocational courses. It works with children, both in and out of school, and of all ages from 9 to 21.

Club work demonstrates how to make farming and home-making a practical business and gives the rural young people an argument to help them refuse positions in the city.

Boys' and girls' club work deals with groups of boys and girls as well as with individuals, trains volunteer leaders, cooperates with schools, churches, Y. M. and Y. W. C. A. leaders, encourages, directs, and organizes them for short courses, boys' and girls' institutes, boys' and girls' camps, field trips, field demonstrations, club fairs, festivals, demonstration contests, training conferences for leaders, and other activities essential to the complete development of the agricultural and home economics program in a given community outside of the colleges of agriculture.

Boys' and girls' club work is just as important for city boys and girls as it is for rural. The rural boys and girls need the club group work because of their isolation from social life, and their lack of community leadership; the city boys and girls need it in order that their gangs and cliques, with oftentimes detrimental programs, may be transformed to constructive, creative, and helpful club work programs through which they may become familiar with America's greatest industry—agriculture, and the fundamental principles of home-making.

Club work does not recognize class distinction in the service of boys and girls. Members of club groups of both rural and city young people attend the same club meeting and work together on a common program of work for the improvement of agriculture and home life.

Educated Youth Has the Advantage.

Many boys and girls are induced to leave school at an early age by an offer of wages that appears large, but statistics show that boys who remain in school until 18 years of age earn more money before they are 25 than the boys who leave school at 14 years. All farm boys and girls do not leave home to earn money, but an education for farm life is just as important as for any other; and if the value of an education can be expressed in dollars and cents in one sphere of life it can in others as well. The Colorado Agricultural College News Notes has the following article on this subject and we think boys and girls should read it:

The value of staying at school is stated in dollars and cents in figures recently compiled by the Bureau of Education and distributed to boys and girls throughout the country by the children's bureau.

From a study of a large number of actual cases it has been found that at 25 years of age the boy who remained in school until he was 18 had received \$2,000 more salary than the boy who left school at 14, and that the better educated youth was then receiving more than \$900 a year more in pay.

"This is equivalent to an investment of \$18,000 at 5 per cent," the statement said: "Can a boy increase his capital as fast in any other way?"

"From this time on the salary of the better educated boy will rise still more rapidly, while the earnings of the boy who left school at 14 will increase but little."

While wages have increased with the war, the proportions shown in a table of weekly earnings still hold true, the statement said. The boy who left school at 14 at the time the investigation was made received an average of \$4 a week, his wages increasing each year to \$7 a week at 18. The boy who remained in school until he was 18 began work at \$10 a week. At 20 the salaries were \$9.50 a week for the boy who left school early and \$15 for his better trained competitor. At 25 they were earning \$12.75 and \$31 respectively, and total wages up to that time had been \$5,112.50 and \$7,337.50, so that the boy who remained in school had earned nearly 50 per cent. more in eight years than the other had in 12 years.

"Children should stay in school as long as possible because education means better jobs," the children's bureau urges. "Boys and girls who go to work at the end of grammar school rarely get good jobs. The work they find to do is usually unskilled; it offers little training or chance for advancement. When they are older they find they are still untrained for the skilled work that offers a future. Education means higher wages."

"Many boys and girls when they leave school find work that offers a high wage for a beginner. But these wages seldom grow because the work requires no training."

"A position with a future and steadily increasing wages requires school training. "Does it pay to continue your studies? Education means a successful and useful life; it pays the individual. Education means efficient workers; it pays the nation. Show this to your parents and ask them what they think about it. Stay in school."

Select your exhibit of fruit from young trees because it is usually a better sample. Sometimes individual fruits, especially apples, can be made to take on more color by removing the leaves, thus allowing the sun to reach them better. When picking apples for exhibition be careful to leave the stems on the fruit.