

In the fall of 1943, Ontario teachers and students in rural areas made a unique contribution to the war effort. With the co-operation of the Department of Education, the Department of Agriculture organized rural school children and teachers along with farmers in a campaign to collect milkweed for experiments in making synthetic rubber. Pupils in rural schools co-operated by stripping milkweed leaves, drying them at home and taking them to school. The teachers were made responsible for assembling the material, weighing it and attending to its transportation to a central point or points. The district school inspector then forwarded the material to Ottawa where the National Research Council established a pilot plant to conduct the experiments in making synthetic rubber. Thousands of pounds of milkweed leaves were collected by the children. Collections began early in August and continued well into the fall. The government paid for the material at the rate of three cents a pound plus a small bonus for especially dry, high quality material. Cheques were sent to the inspectors to be distributed to each teacher. The money was used for school purposes, the Red Cross or in a few cases, paid to the individual pupil at the discretion of the teacher.

In addition to contributing to the war effort through their schools, Canadian pupils are also making a vast contribution through such organizations as the Junior Red Cross, Boy Scouts, Girl Guides, etc.

Two last effects of the war on elementary and secondary education must be mentioned. Since the war there has been an increasing demand for more attention to vocational guidance for students on the secondary school level. Many urban school staffs now include psychologists and teacher-counsellors. The problems of individual talents and aptitudes are studied sympathetically with a view to eliminating the social waste caused by vocational and professional misfits in the occupational world. Study of current opportunities and trends in occupation forms the basis of intelligent selection of training for future citizenship.

On February 15, 1944, it was announced that the three national engineering and scientific institutes which sponsored the Wartime Bureau of Technical Personnel in the Department of Labour had undertaken to organize committees of counsellors across Canada to provide vocational guidance to pupils and advice in regard to scientific and engineering courses to parents and secondary school staffs. The three national institutes are the Engineering Institute of Canada, the Canadian Institute of Chemistry and the Canadian Institute of Mining and Metallurgy.

The national committee set up to supervise the counsellor work consists of representatives from the three institutes. Committees of counsellors are being established in leading urban centres wherever feasible. Already local committees have begun work in some centres. The services of the counsellors are given voluntarily, and their work is correlated with the national interests and with existing National Selective Service regulations.

On and below the level of elementary education, the war has brought forth a type of program relatively new to Canada beyond the experimental stage. This program is designed to solve the problems of the day care of children of women who are employed in war industries. This problem has been particularly acute in central Canada.

Taking the initial step in providing for the care of such children, the Dominion Government obtained authority through an order-in-council passed July 20, 1942, to establish child-care facilities for war-working mothers in any province requesting such aid on a Dominion-provincial equal-cost basis. Under the agreement, provincial ministers of public welfare establish provincial advisory committees which in turn establish local committees. These committees have general supervision over the operation of day care projects and work in close conjunction with local Selective Service officer, where war working