

was our plan to supplement the work of the school by giving them something which would interest and occupy the minds of the boys and girls outside of school hours. We were very glad, indeed, to have the hearty co-operation of the school teachers, school trustees, school inspectors and all those interested in the organization of the Educational Department. Before I go any further permit me at this point to acknowledge with gratitude that co-operation, and to bespeak its continuance in a still greater degree in the future.

MODEST START IN 1912.

In 1912 we started out with twenty-five of these School Fairs. That was a small number compared with the greatness of this Province and the number of pupils in attendance at the schools in the rural districts. Gradually, year by year, it increased until last year, 1915, there were two hundred and thirty-four School Fairs conducted throughout the Province, embracing 2,291 rural schools, practically one-half the rural schools of Ontario, taking in 48,386 pupils who grew their grain and their vegetables on over 51,000 plots, and among whom we distributed some 6,868 settings of eggs, aggregating over 75,000 eggs altogether, most of which were distributed from the poultry plant of this institution. The greater part of the eggs supplied to the children were of the laying strain of Barred Rock hens. There were at the School Fairs a total of 116,000 entries with an attendance of 72,000 children and 84,000 adults, and these results, I take it, that are the chief reasons why the Experimental Union considered that this movement had attained sufficient volume to justify at this time a statement of what is being done.

HOW A SCHOOL FAIR IS ORGANIZED.

A word as to the organization of the School Fair. As you have already gathered it is under the immediate direction in each county of a District Representative who groups eight, ten, or twelve schools in the best arrangement, geographically. It is not necessary that each group should be confined within the limitations of any particular township boundaries. It is not essential that it be governed by any strict rule except that of convenience. A point is located where the selected group of schools will converge most conveniently. Having done that the next step is to visit the schools and effect organization. Each district has its own School Fair organization, and each school is called upon to elect a representative to this Board from among the pupils. This election is often very keenly contested, the children setting aside a few minutes during the day to nominate the persons whom they wish to represent them, and I am told that they show singular ability in picking out the best boy or girl as representative on the board. The representatives of each school come together in the office, perhaps, of the District Representative, and organize their association. They elect their President, Vice-President, Secretary and Treasurer from among themselves, and the balance are on the Board of Directors, with the District Representative as General Manager. Imagine then, if you can, a meeting of the members of the Rural School Fair Association assembled around a large table. There sits the president at the head presiding over the meeting, and having in the meantime looked up the best possible parliamentary procedure to cover gatherings of that kind, he directs the order of business and the boys and girls bring on their motions in true parliamentary style. They submit their proposals as to rules and regulations, and lay their plans for raising money, attending also to other details which are necessary to successful organization. In that meeting alone is a training of no small value.