

In the regular work of the secondary schools a definite attempt is made to train students for entrance into active war work. Projects of vocational courses within composite schools, or the more purely vocational schools, are often directly connected with some phase of the war. In several schools, for example, students make model air planes according to blueprints of actual combat planes for use in R.C.A.F. schools. Other students are taught the fundamentals of metal work or woodwork in the school shops. Art classes include scale drawing and simple blueprint designs as an introduction to drafting. Mathematics, physics and chemistry courses are designed to prepare students for enlistment or to enter essential war industry. These courses of study are not new, but the subject matter chosen and the projects undertaken have been changed to meet the demands of war.

Cadet training, for some years abolished in many of Canada's secondary schools, has been revived. Each of the armed forces has cadet corps in operation, and the provincial departments of education have shown great willingness to assist the cadets of the three services. In the past such assistance has not always been uniform. While some schools conducted an army, navy or air force cadet corps, others have instituted defence training programs combining the main features of the basic training of all three services. The high schools of Ontario are examples of the latter, while those of British Columbia are examples of the former. In most provinces girls as well as boys take compulsory defence training of a sort adapted to them.

Recently an attempt has been made to integrate the various cadet training programs of the three services. An inter-service cadet committee has been established and a training syllabus drawn up that combines the chief features of the basic training programs of the cadets of the navy, army and air force. The syllabus, designed for a four-year course, is as follows:

<u>First Year</u>	<u>Third Year</u>
First aid	Chart reading
Ship recognition	Use of maps (2)
Air raid precautions	Signalling (3)
Fundamentals	Aircraft recognition
<u>Second Year</u>	<u>Fourth Year</u>
Signalling (1 & 2)	Option A:
Compasses	Signalling (4)
Aircraft recognition	Basic Navigation
Use of maps (1)	Air maps
	Use of maps (3)
	Option B:
	Navigation
	Meteorology
	Principles of flight

This combined syllabus is now being considered by the various provincial departments of education and is expected to go into effect in a considerable percentage of Canada's secondary schools for the academic year 1944-45. The course will require 40 to 50 hours of instruction a year to be given during school hours.

EXTRA-

**CURRICULAR
ACTIVITIES**

The war activities carried on in elementary and secondary schools are many and varied. Thousands of pupils have taken part in salvage drives by making door to door canvasses and carrying the bundles to school to a total of many tons. Under the direction of teachers, many students have taken care of Victory gardens on school grounds and at home. First aid, air raid precautions and other community war work are closely linked with the regular work of the schools. War charities and war savings campaigns have met with astounding success. It is significant that the highest per capita contribution of any Canadian community to the Red Cross campaign in 1942 came from a small Alberta village where the collection was in charge of the local school.