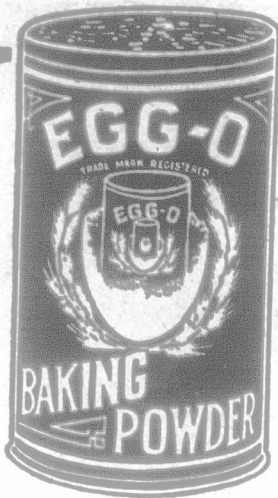


What is a double acting baking powder?



A double-acting baking powder is one that starts its action in the mixing bowl and finishes it in the oven.

Ordinary baking powders develop their full strength in the mixing bowl and you have to hurry your cakes into the oven. Then, you are always afraid that the oven is not just hot enough, or that a door will slam or something else happen to cause the cakes to fall.

You don't have to hurry or worry when Egg-O Baking Powder is used. Egg-O rises only *partly* in the bowl. You may let the dough stand 15 or 20 minutes or longer—doing so will give better results. When put into the oven, Egg-O continues its action—this *second* action being so steady and strong that a cake is not likely to fall even if it does get an unexpected jar.

EGG-O Baking Powder

is double-acting and just what is needed to make a light baking with the heavy Government Standard flours.

Egg-O Baking Powder Co., Limited, Hamilton, Canada

Dependability



THE IDEAL GREEN FEED SILO is noted for its dependability. Once erected, it is there to stay because it represents the best silo-building knowledge, embodying right design, specially selected materials, skilful workmanship and the benefit of long experience in silo manufacture.

The IDEAL can be depended upon to cut down the cost of wintering cows and more milk at less cost invariably follows its installation.

The De Laval Company is dependable—the largest manufacturers of dairy supplies in Canada.

Write today to our nearest sales headquarters for our silo catalogue, which contains much valuable information about silos and silage.

THE DE LAVAL COMPANY, Ltd.

LARGEST MANUFACTURERS OF DAIRY SUPPLIES IN CANADA.

Sole manufacturers in Canada of the famous De Laval Cream Separators and Ideal Green Feed Silos, Alpha Gas Engines, Alpha Churns. Catalogues of any of our lines mailed upon request.

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50,000 BRANCHES AND LOCAL AGENCIES THE WORLD OVER

When writing advertisers will you kindly mention The Farmer's Advocate.

Our School Department.

Will the School Garden Survive the Holidays?

Much of the benefit to be derived from the school garden is lost simply because it is abandoned during the holiday season and becomes over-run with weeds before school re-opens in the autumn. The same teacher may not return to the district, and a new one will not take the same interest in the plantation as though he or she had supervised it from the beginning. Even should the same teacher return, the first sight of the garden is likely to be so discouraging as to snuff out the enthusiasm which caused the garden to be started in the first place.

Planting has been so belated this spring that the usefulness of the garden is considerably reduced. By the end of June the young plants will barely be started, and if they are over-shadowed and robbed by the more sturdy weeds which are sure to grow up, the outcome will be nothing short of disappointment to pupils, teacher, and the whole community. A neglected garden would furnish an abundance of subject matter for lessons on weeds and insects, but such can be found almost anywhere so a school garden is hardly necessary for this purpose.

To make a school garden a complete success, it is necessary to have it cared for during July and August, while the school is closed. Who is to shoulder this responsibility? The teacher may not be spending his or her vacation in the community, and the pupils could not be expected to look after the garden without some organization among them which had competent officers. There must be someone to get the children out to work and to give the command.

In the Rainy River District there is a school where the children are organized and take the same care of the garden during holidays as when school is in session. There method was described in our School Department, May 29, and is worthy of consideration. An advanced pupil who was good at weeding and hoeing was chosen to captain the school children. Four assistants were also named, each of which was leader of a small group of pupils. When the Captain saw that there was work to be done, she would telephone to one of the assistants who got his or her group of workers together at the garden. There is a suggestion in this arrangement for other school sections.

If the teacher remains in the neighborhood, the problem is more easily solved. Before the school term expires the children might be divided into groups and they would hold themselves in readiness to turn out and work when their respective turns came.

Trustees might be expected to assume some of the responsibility which a school garden throws upon the section, but trustees are often exceptionally busy during July and August and probably could not find the time be they ever so willing. The school garden is a community affair instituted for the education and benefit of the children of the community. Viewed from this angle, there might be some local organization, such as a women's institute, farmers' club, or improvement association of some kind that would take this matter in hand and see that the school garden is helped to survive the holiday season.

Surely, many schemes have been tried in an endeavor to solve this very difficult problem in connection with school gardens. If anyone can suggest a method or an arrangement that has proved successful, we should be very glad to give it publication in the School Department. Holiday season will soon be here and we know many teachers would be glad to learn of some practical way to insure the life and usefulness of their gardens. If you have an idea send it along and have it published.

How One Teacher Proceeds

In a letter to the School Department a teacher, who has been particularly successful with her agricultural work, writes as follows:

"Since September 1917 my work along this line has been with four entrance classes, comprising over one hundred pupils. Before that time I taught some parts of the work as nature study and elementary science to third-book classes. A course at the O. A. C., Guelph, proved very helpful in giving zeal and confidence to supplement and continue the subject of agriculture in its various branches.

"In outlining my work for the year I am guided by that which is likely to create interest by being practical. Special attention has been given to the study of poultry and the results are widespread. Many children now have poultry, and, judging from the questions asked and discussions following, they are not only keeping poultry but are studying the business side of the question.

"The benefit of school and home gardens is seen in the many and varied exhibits entered by the pupils at the fall fair. The study of flowers gives the pupils pleasure and a common interest in making the school-room brighter. At time of writing we have several varieties of winter and spring-flowering bulbs in bloom, and as these were planted and cared for by the pupils they take keen interest in watching development. I hadn't realized before that boys are really fond of flowers. We expect boys to be alert in a lesson in practical science, and here, perhaps, is the branch of agriculture that creates most interest, for boys and girls alike are alive to any experiments that are tried. The far-reaching effect of these can be seen only by visiting the homes."

The accompanying illustration shows the London Normal School students observing a nature-study lesson being taught by Principal John Dearness. Public school pupils are gathered around the Jersey heifer, which was the subject of the lesson.

When transplanting cabbage into the school garden it might be well to use the felt tar-paper disc on some plants and leave others unprotected. If cabbage maggot is prevalent this treatment will demonstrate preventive measures.

A lesson on the bee should prove instructive and intensely interesting.



A Nature Study Lesson Being Taught at the London Normal School.

Pasture

The season farmer should to supplement cows during we have no rainy weather more, it is a which are al milk flow for ing at the rig to their maxi subsequent fe a return.

The farmer of corn silage for mid-summ well solved, fo economical fe ly, owing to harvesting w will find the silage, but t deter them fr if not greater as to have a s

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A strip of ear come in nich on to the afte feeding.

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Lady.—"Wh train late?" Brakeman.— before us is be before besides."