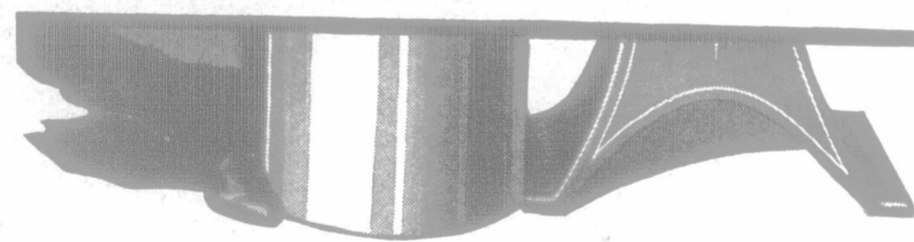




## Eight Good Reasons Why You Should Buy a DE LAVAL



**GREATER CAPACITY:** New capacities have been increased 10% without increase of speed or effort required in operation.

**SKIMS CLOSER:** The improved bowl design, together with the patented milk distributor, gives greater skimming efficiency.

**EASIER TO WASH:** Simple bowl construction and discs caulked only on the upper side make the bowl easier to wash.

**EASIER TO TURN:** The low speed of the De Laval bowl, the short crank, its unusually large capacity for the size and weight of the bowl, and its automatic oiling throughout, make it the easiest to turn and least tiring to the operator.

**THE MAJORITY CHOICE:** More De Laval's are sold every year than of all other makes of separators combined. More than 2,325,000 are in daily use—thousands of them for 15 or 20 years.

**TIME TESTED:** The De Laval was the first cream separator. It has stood the test of time and maintained its original success and leadership for 40 years the world over.

**EQUIPPED WITH SPEED-INDICATOR:** Every New De Laval is equipped with a Bell Speed-Indicator, the "Warning Signal" which insures proper speed, full capacity, thorough separation and uniform cream at all times.

**SERVICE WHEN YOU NEED IT:** The worldwide De Laval organization, with agents and representatives ready to serve users in almost every locality where cows are milked, insures the buyer of a De Laval quick and efficient service whenever he needs it.

### 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 and Butter-Workers. Catalogues of any of our lines mailed upon request.

MONTREAL      PETERBORO      WINNIPEG      VANCOUVER  
50,000 BRANCHES AND LOCAL AGENCIES THE WORLD OVER

## Our School Department.

### The Rural Teacher as a Leader.

BY AN ADMIRER OF GOOD SCHOOLS  
A teacher in one of the counties in Central Ontario wanted a better school, improved inside and out; improved especially with respect to grounds and to those things having to do with the comfort and health of the pupils. This teacher had a vision.

The first move she made was to ask the Secretary of the Board of Trustees to provide a fence along in front of the school. Now, the new idea is that fences in front of buildings are unnecessary and costly. Moreover, this secretary stated that he attended that very school himself and there was no fence then. Surely what was good enough for him should be good enough for the "kids" now. What better are these children than their parents? Yes, of course, why should this very Secretary use a self binder in his harvest field, riding around all day, instead of swinging a cradle as his father did? What was good enough for his father should be good enough for him. However, the teacher was wise, she made no reply to the wisdom expressed by the Secretary, she adopted a wiser plan. She took a half-hour from the regular school day and talked over some matters of improvement of grounds especially in front of the school building. The pupils were asked if they would be willing to take part of the school time the following day to clean up in front and around the building. Would they be willing to bring spades, rakes, shovels, a wheelbarrow, etc.? Yes, of course, they would, some one thing and some another, girls and boys all, and teacher too. It might be hard work, would they be willing? Yes, certainly. To-morrow is to be a memorable day, we are going to do some school work outdoors to-morrow, don't forget the tools.

Next morning about 8.30 pupils began to arrive, one carrying a spade, another a rake, a third a wheelbarrow and so on. They made some noise, no doubt. It made the "kids" all laugh and play to see (not a lamb) but some tools at school.

When nine o'clock arrived and school was called, a spirit of enthusiasm was so apparent that some extra effort was needed to keep this enthusiasm within bounds awaiting the time when business would commence. This was to be at 2.30 in the afternoon. What a long time to wait with so inspiring a prospect ahead!

About two-thirty forces were to be organized, one group to pick up the tin cans, brick, wire, etc., another to dig up a portion of the bank to be levelled; another to make a flower bed; another to pick up the paper strewn around and so on. Hollows are filled up; the teacher pointing out that these resemble shell craters or buffalo wallows. Knolls like little kopjes are levelled down and stones cleared away.

About 4.30 the work, though not entirely completed, was fairly well done, words of encouragement given to the pupils and a spirit of ownership and responsibility inspired. The pupils have a new pride in their school. Woe to the intruder, man or beast, that tramples on or otherwise destroys the work done.

The next move was a request by the teacher to the Secretary for permission to plow up part of the grounds for a school garden. The Secretary stated that he did not see what the teacher wanted a school garden for, as his own children had all the garden work and more than they

could, or would, do at home. He pointed out that he could not get his children to do the weeding necessary in his own garden and how then could the teacher succeed in inducing the same children to work at a garden in school. The teacher answered this wisdom by asking if he would object to her having part of the grounds plowed and attempting the work. Well no, he would not go so far as that, but was kind enough to warn the teacher that the whole thing was sure to be a failure.

The school garden was plowed and laid out. The pupils did the work and were always eager for the time to come when garden work was to be done whether hoeing, planting or weeding. No difficulty to get pupils to leave their tasks in subjects so interesting as even grammar, history or arithmetic, in order to work in the garden and learn about weeds, soils, transplanting, etc.

The school was located on one of the leading roads and those who passed by began to note improvement, no papers strewn about;—the Progress Club attended to that. There were flower beds in front and a school garden at the side.

The next year a fence was built in front and the teacher did not ask for it; new closets were built at the suggestion of the teacher. These closets were kept tidy and clean—the Progress Club attended to that.

The Secretary, however, was game and "came across." He is now one of those whose eye sparkles and whose face takes on a kindly look when he sees a motor car stop in front of the school to admire the improvements.

In this same school they frequently have a hot meal at noon made partly from the product of the garden. The school is certainly improved both inside and out.

### Tell Others How You Do It!

There are teachers in almost every inspectorate who have been outstandingly successful in some particular branch of their agricultural work. Perhaps it was in connection with the school garden or in conducting a special fair at the school. We know of one teacher who took the pupils to the farm of a leading breeder of live stock and there taught her lesson. In another instance a teacher dismissed school long enough for the children to go out to the road and guess the weight of a load of hogs that was going to the shipping point. When the owner of the hogs returned he announced the actual weight. These are only a few instances and we want teachers, who take an interest in agriculture, to write a short letter to this Department and give others the benefit of their experiences.

### Do You Know The Birds?

A calendar appeared in Nature's Diary last week telling just when to watch for their return.

Get the parents in the section to take an interest in the school garden, and in beautifying the grounds. When this is accomplished the results are more gratifying.

Plan now how the school grounds can be improved and what should be planted. Don't wait till spring.



A Friendly Tussel.