



Dainty and Strong for Little "Tots"

Watson's Fine ribbed Underwear is the correct thing for particular "little women" with sensitive skins and rapidly growing bodies. The garments are soft, warm, snug-fitting and always comfortable.

These same qualities are to be found in the underwear we make for men and women. All styles, all sizes, all fabrics.

Watson's SPRING NEEDLE RIBBED Mfg. Co.
UNDERWEAR

11 The Watson Manufacturing Company, Limited, Brantford, Ontario

Sweet Milk—Sour Milk— Buttermilk or Water

Use any of these when baking with

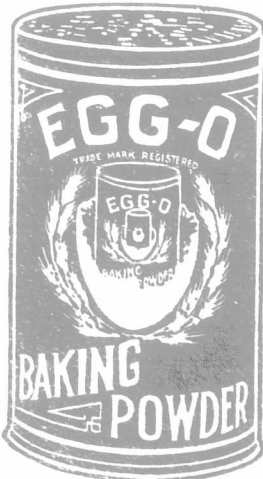
EGG-O Baking Powder

It gives you a wider choice of ingredients for cakes and pastry, yet assures you of positive success in your baking.

Egg-O is absolutely pure and efficient—And double acting, that is, its first action occurs in the mixing bowl when cold water or milk in its various forms is added. Allowing the dough to stand for 15 or 20 minutes will give better results. When you put your baking in the oven Egg-O will continue to rise until your cakes are properly baked.

Buying Egg-O in the larger tins is most economical for family use.

Egg-O Baking Powder Co.
Limited
Hamilton, Canada



Our School Department.

A Few Don'ts For Young Poultrymen.

Don't think that good chicks can be obtained from poor stock.

Don't forget that grit is the hen's teeth.

Don't forget that a broody hen setting a few hours on fertile eggs spoils them for eating.

Don't forget that eggs are porous and will absorb bad flavors if they are placed near them.

Don't think spoiled feed can be fed laying hens and still have good flavored eggs.

Don't feed poultry at irregular times. Don't keep a male bird with hens not intended for breeding.

Don't fail to keep the poultry house clean, dry and sanitary.

Don't have filthy nest boxes; see that they are cleaned and have fresh litter occasionally.

Don't let any of the stock get lousy. Keep them free from lice.

Don't keep the loafers; they make better soup than anything else.

Don't nail roosts to the wall, have them so they can be removed for cleaning.

Don't forget to keep a record of your operations. If you want a good form, write Poultry Division, Experimental Farm, Ottawa.

Don't fail to let plenty of sunlight into the poultry house.

Don't say your chicks died of white diarrhoea when it was your carelessness that killed them.

Don't buy a cheap incubator and think it should hatch every egg.

Don't blame the weather when you find that leaky brooders are full of dead chicks.

Don't think you can make a success of poultry because you have failed at everything else.

Don't give up hope, however, without a fair trial; it may be just where you belong.

Preliminary lessons in agriculture, such as soil physics, the dust mulch to retain moisture, the condition of the soil for good seed germination are, first of all, nature lessons.—L. A. Dewolfe, M.Sc., in The Agricultural Gazette.

Agriculture and the School Course.

BY PERCY P. MCCALLUM, ESSEX CO., ONT.

The wonderful progress in the science of agriculture has been marked with many visual aids, such as agricultural colleges, district representatives, farm journals, and government activities. All these have served well their purpose and will continue to assist in that sphere, but possibly one of the greatest factors in the future progress will be the teaching of agriculture in the schools and the holding of school fairs. In the past the college, the representative, the farm journal, etc., have met with resentment in various places. In many cases the farmer felt that grandfather's plan of farming was good enough for him. Gradually this is wearing away, and this can be entirely stamped out by teaching the subject well in public schools.

In some schools agriculture is being taught, and where favorable school fairs are being held, but would it not be better if this course were made compulsory? The teacher, of course, will say that the curriculum is over-crowded, but let us reduce the extent of some subjects, eradicate the less essential and substitute one of the most important on the whole course. Again we are asked what will we eradicate? And it seems logical that it would be better for our generation to know more of agriculture and less about the dead kings and queens of England. This does not necessarily mean no history in school, but less history. Three-quarters of our present history should be eliminated. We might go on thus reducing many of the subjects and so find ample room for agriculture on the school course.

Again we might be asked the question, "What better results would be derived from making the teaching of agriculture and participating in school fairs permanent?" To this we might briefly answer—One teacher teaches agriculture and the successor does not. The result is that very little progress is made. A teacher may work up great enthusiasm in a section in regard to the school fair, agriculture and so on, and her successor does not teach the subject or participate in the fair. Then, when the third teacher arrives she must, if enthusiastic regarding the subject, put forth a very strenuous effort to lift the section from the "rut of indifference." So we see it would be much more satisfactory to all concerned if every teacher knew that she must teach the subject in whatever school she was engaged, and in a very few years a wonderful interest would be aroused in the whole province.

Another point which might be discussed here is the raising of funds for school fairs. Under the present system a five-dollar entry fee is charged for a school. The remainder of the prize money is raised by private donations, township grants, etc. Under this system some sections donate very liberally, often raising as high as fifty dollars, while other sections with just as large or larger available funds, donate ten or fifteen dollars. Such a system is not fair. If the Department of Education would make it compulsory for all school sections to belong to some school fair, and then assess each school section fifteen or twenty dollars, sufficient money would be raised to carry on a fair, which would be more equitable, create a greater interest and advance Canada's greatest industry.

Cockerels and pullets to be shown at the school fair should be separated and fed extra. In other words they should be fitted. Give them all the milk or buttermilk they will drink and feed plenty of mixed grains and dry mashes.

Nature Study and Agriculture Combined.

In Nova Scotia we do not separate nature study and elementary agriculture. We teach agriculture through nature study. We have even revised our nature study considerably. A few years ago we collected insects and wild plants, mounted them and hung them on the wall or put them away in cupboard drawers. Now we study the habits of growth of garden plants; and incidentally we meet many of their wild relatives. Instead of having a beautiful collection of butterflies and moths, we think it is more important to get acquainted with the life-history of the pests of our garden and orchard.

The study of this life-history is nature study. It also has a practical bearing on agriculture. The spreading of noxious weeds, their habit of growth and power of self-preservation, is interesting nature study. From this it is an easy step to combating them—which belongs to agriculture.

The examination of a dead bird is usually simply an object lesson. To observe the bird's habits of feeding is a nature lesson. That introduces us at once to the beneficial work of insectivorous birds which after all is agriculture. Agriculture in the schools, therefore, cannot well be divorced from nature study. It is nature study.

An eighteen-year-old girl cannot teach a farmer how to plow or harrow or plant potatoes. Through nature study, however, she may teach his boy something of the ravages of the white grub (larva of the June Beetle); and then place in his hands useful literature which will give the farmer a more intelligent knowledge of insect pests, their feeding habits, life-history and means of control. Thus through the nature study of the school, real agriculture may be taught.