

If you could  
chart the speeds

**Around and Around and Around !!!**  
No human hand can keep up a fixed normal speed

If every owner of a fixed feed separator—especially those who *think* they are skimming clean—could see a chart of the great *variation* in speed during one week's separation, they would be amazed. The chart would show that practically all the time the separator was being turned *below* speed and wasting butterfat. Actual tests prove that 95% of all separators are turned below speed most of the time and all separators are turned below speed some of the time. No matter how careful you are, it is humanly *impossible* to turn at a fixed speed, day in and day out. Speedometers, bells and other contraptions only show the wastefulness of fixed feed separators.

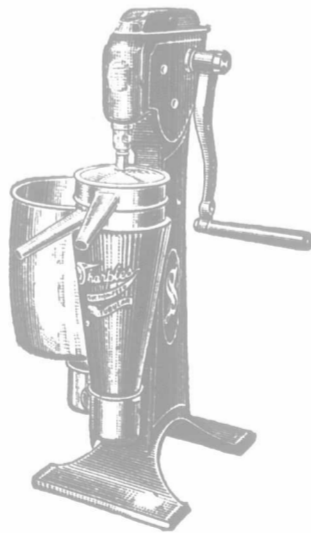
## SHARPLES SUCTION-FEED CREAM SEPARATOR

SKIMS CLEAN AT ANY SPEED

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THE SHARPLES SEPARATOR CO.  
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We have doubled our factory capacity and are determined to supply our customers far and near.

## Our School Department.

### Conducting School Gardens and Fairs.

BY J. A. SHORT.

The main object in having a school garden is, not to grow vegetables or flowers for profit, but, to create an interest in the growing of both under proper supervision of the teacher and to conduct a few experiments or tests of varieties of vegetables where proper records can be kept. If you will pardon a personal reference I can better illustrate what I have to say by referring to our own school and home gardens which have created a good deal of interest in the community. We begin our preparation about the first of March when we sow our tomato seeds in fat boxes and keep these in the school room for the pupils to observe daily. Our cabbage and flowers are sown a couple of weeks later under similar conditions, and as soon as each variety is large enough we transplant these seedlings into larger boxes and the pupils get a practical lesson in preparing their own plants or in growing plants for sale. Our school plants are distributed among the pupils?

Our school plot is forty yards by fifteen and we have tried different ways of planting it. One year we divide it into plots about five feet by ten feet which are again divided into four rows so each pupil can grow one row of beets, one of carrots, one of radish and one of lettuce or peas. We plant cabbage and tomatoes between the rows of lettuce or radish so that when these are used up the other plants come along for fall. Or we may plant all our garden in rows dividing these into sections so that as many pupils as possible may be interested. All the produce grown belongs to the pupils in charge.

Home gardens are planted under the same conditions as nearly as possible as the school gardens using the same kinds and varieties of seeds, which are supplied by the school board, and I find it of advantage to provide about four varieties of each kind as this gives us a greater variety in competition for our school fair. When planting at school the whole class is instructed in all the operations and those who plant gardens at home must follow the same plan. I make it a rule to visit each home garden at least twice. Once after the seed is up to give instruction in thinning and transplanting and again just before our fair to give instruction in selecting and preparing specimens for exhibition and also to see who have the best plots as medals are awarded for these.

Our school fair is held about the middle or third week of September and as we are too large a school to compete with the rural schools we hold a fair of our own which is conducted on a very similar plan to our country fair. By having so many different varieties we are able to have a good exhibit and we have always been fortunate enough to have a market gardener for our judge. In the evening we usually hold a concert and get our judge to explain why certain grading for prizes has been made and in this way the pupils get further instruction on types of varieties and selection.

We also get eggs for hatching each year from Guelph O. A. C., bred-to-lay strains, and hold a chicken show along with our fair. The girls have baking contests and the boys build bird houses and make collections of weeds which must be correctly named. The pupils look forward to this fair during the whole season and their interest never lags.

Our prizes are always given in connection with our closing exercises at the end of the year.

In summing up the main advantage of the school and home gardens is to create an interest in production and thus develop the idea of thrift. The idea of a plot at the school keeps up the enthusiasm.

### Agriculture in Public Schools.

To teach agriculture successfully in the school one must be thoroughly interested in the work, not spasmodically but constantly. There should be something for teacher and pupil to watch, to talk about and to record daily. Experiments are invaluable. Curiosity excites interest which does not die when four o'clock comes but is carried to the home and here ideas gained through observation are put into actual practice. Curiosity finds expression in other experiments and as children like to tell what they have discovered, widespread interest follows.

Nor is this the only result from experiments of various kinds. Whether in the school, the home, garden, field or orchard they are a medium through which the teacher and pupil learn to know each other.

An instructor who is alive to all that interests the smallest, the most self-conscious or the most mischievous pupil has ample opportunity to get in touch with the child's nature. This accomplished makes school one happy day.

With a mutual understanding there is no need of worry about discipline nor is there need to worry about lessons when children realize that school is not necessarily a place of rules and uninteresting facts, but a second home where mother nature teaches her children many useful lessons.

Nipissing, Ont.

M. C.

### Wrong as Well as Right in the School Garden.

In an address before the recent convention of the Ontario Educational Association, John Dearnish, Principal of the London Normal School, referred to the school garden in the following manner:

"No child is old enough to study agriculture who is too young to study it by the laboratory method. That is where the importance of gardening is determined. A school garden is not a good laboratory without weeds and insects, fertilized and unfertilized plots, plants too close to each other and too far apart, in short without the exhibits of mistakes and their corrections. The proper use of the school garden is not to produce big cabbage-heads but well-developed children's heads and bodies too. Hence in the school garden there ought to be plots for single pupils or small groups of pupils, and larger experimental plots for which the teacher and the school as a whole are responsible. In rural schools there is opportunity for nearly every pupil to have a home garden, and here is the place for the application of lessons learned in the school garden. It should be as large as practicable, clear and well-cultivated and well-filled with well-grown vegetables and fine flowers. The teacher should have detailed knowledge of and interest in all the pupils' home gardens. It is from these that the articles for exhibition at the school-fairs should be taken.

Get the community interested in the school garden; this will make the work easier for the teacher and provide local support.

A series of articles on the rural school has been written for "The Farmer's Advocate" by Sinclair Laird, Dean of school for teachers, Macdonald College, Que., and the first one appears in this issue.

It is a debatable question whether the school garden should provide individual plots for the children or be run as a community enterprise throughout. The majority of gardens we understand are divided into plots, but the plan published last week is not thus laid out. In the near future we shall reproduce a plan outlining the individual plot system.

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