

Remember the Date
October 20-22
**National Educational
Conference**

At Winnipeg

PROMINENT SPEAKERS—LIVE SUBJECTS

In advance of the definitive program in the form in which it will be issued at the time of the Conference, the Convening Committee announces that the following items are definitely assured:

- 1—Salutatory Addresses—By His Excellency the Governor-General of Canada, Sir James Alkins, Lieutenant-Governor of Manitoba, and His Worship, C. F. Gray, Winnipeg.
- 2—"The Lessons of the War for Canadian Education," Hon. Dr. Cody, Minister of Education, Ontario.
- 3—"The School and the Development of Moral Purpose," Dr. Theodore Soares, Professor of Religious Education, University of Chicago.
- 4—"The Development of a National Character Through Education," Sir Robert Falconer, President University of Toronto.
- 5—"The Essential Factors of Education," Dr. Helen MacMurchy, Ontario Department of Education.
- 6—"The Boy Scout Movement as an Auxiliary to the School in Moral Training," Dr. James W. Robertson, Dominion Commissioner of the Boy Scouts.
- 7—"Methods and Ideals of the Canadian Standard Efficiency Training Groups," Taylor Statten, National Secretary Boys' Work Department of the Y.M.C.A.
- 8—"The Function of the Public School in Character Formation," Dr. J. F. White, Principal Ottawa Normal School.
- 9—"Education and Reconstruction," Peter Wright, British Seaman's Union.
- 10—"The Basis of Moral Teaching," Michael O'Brien, Toronto, Ont.
- 11—"The School and Industrial Relationships," Dr. Suzzalle, President University of Washington.
- 12—"The School and Democracy," President John H. Finley, Commissioner of Education for the State of New York, Albany, N.Y.
- 13—"The School and the Newer Citizens of Canada," Dr. J. T. M. Anderson, Director of Education among New Canadians, Regina, Sask.
- 14—"The Interest of the State in Character Education," Dr. Milton Fairchild, Washington, D.C.

The task of initiating discussions has been assigned to persons representative of all parts of Canada. Among those definitely secured at this date in this connection are:

Dr. Clarence McKinnon, Principal Pine Hill College, Halifax, N.S.; Prof. H. T. J. Coleman, Dean of Faculty of Education, Queen's University, Kingston, Ont.; J. J. Tompkins, Esq., Vice-President University of St. Francis Xavier's College, Antigonish, N.S.; Very Rev. Dean Llywdd, All Saints' Cathedral, Halifax, N.S.; Dr. H. P. Whidden, M.P., Brandon, Man.; Prof. Iva E. Martin, Royal Military College, Kingston, Ont.; Prof. W. H. Alexander, University of Alberta, Edmonton, Alta.; Dr. G. W. Parmelee, Deputy Minister of Education, Quebec; R. W. Craig, K.C., President, Winnipeg Canadian Club and Chairman Winnipeg School Board; Dr. John McKay, Westminster Hall, Vancouver, B.C.; R. L. Torrance, Manager Royal Bank, Guelph, Ont.; W. A. Buchanan, M.P., Lethbridge, Alta.; W. McL. Davidson, M.P.P., Editor Calgary Albertan, Calgary, Alta.; W. G. Raymond, Esq., Post Master, Brantford, Ont.; Prof. C. B. Sissons, Victoria University, Toronto, Ont.; W. J. Sisler, Principal Strathcona School, Winnipeg.

Delegates to the Conference should make their hotel reservations immediately.

The following committees are at your service: Reception, Entertainment, Transportation, Hotel Accommodation.

Address all communications to

The General Secretary, National Educational Conference
505 Electric Chambers WWINIPEG

Our School Department.

The School Ground Beautiful.

BY A. H. TOMLINSON, O.A.C., GUELPH.

The school ground should be a most attractive spot, loved by scholar, teacher and parent. A spot that should merit praise and pride in every district and bring about pleasant memories.

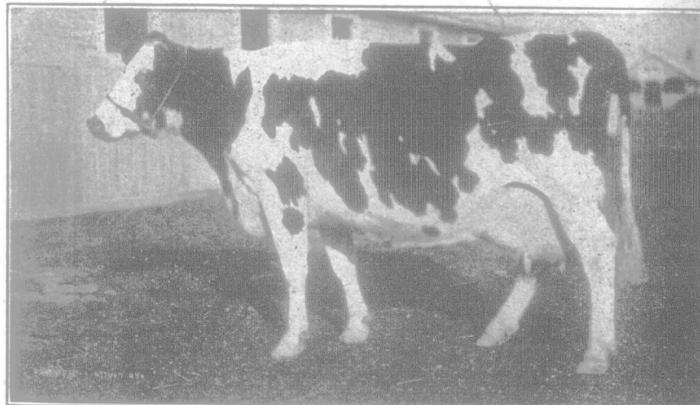
Contrast a bare building and grounds without trees, shrubs, flowers or grass with a building adorned with ivies and bushes interspersed with perennials, a few shade trees around the grounds and evergreens in the windy quarters.

A school yard properly planted and looked after is always interesting, cheerful and homelike. It is said that the condition of the surroundings of a dwelling is often an indication of the character of the occupants. Without doubt the character of the school surroundings have an effect on the scholar within. Surely it is wise in the children's early training to bring them in touch with things which make for beauty. The young are intuitively fond of nature, and this love should be fostered. What child in spring will not go in ecstasy over the lovely way-side flower and the new growth of trees? Unfortunately, if care is not taken that regard is gradually lost to things more materialistic and possibly less worthy of interest. After all, the beautiful in nature is simply a reflection of the Great

the trees and flowers found in the forest and roadsides. It is wise to have the different varieties labeled giving the common and scientific names.

Usually the school building is placed near the road where good drainage is to be had. If the building is fifty feet or less from the road a straight drive and path are preferable, but if not a curve drive is better. The lawn should be in front and separated from the playground, which is usually at the back of the school, by groups or a row of shrubs with a border of perennials towards the lawn. The school garden should be placed in the most convenient spot and partitioned off with a row of shrubs or flowers. Some planting may be done at the entrance and around the building, with the idea of breaking the rigidity of the architecture and to bring about a state of harmony between the building and the grounds surrounding. The lawn should be kept open with the exception of a lawn or shade tree or so. Largely, the planting should be done near the boundaries. Deciduous trees should be planted on the south and east sides so as to provide shade. Conifers planted in rows or groups are needed on the north and westerly side to give shelter in winter. On the walls of the building the self-clinging ivy should be planted.

With thought, desire and hard work a school ground beautiful can be made. Where such is found pleasure and satisfaction is the natural outcome.



Pick Out the Good Points of this Dairy Cow.

Creator. To sojourn among this beautiful creation means a direct influence on those who love and care for even a plant or a tree. It means co-operation with the Great Gardener of the Universe in making the soil produce and according to design the best in foliage, flowers and color.

Truly the school ground cannot be made beautiful without hard work and material to plant; thus time and money are needed. Scholar, parent and teacher must all become personally interested and help in this beautification work.

To begin with, a plan should be prepared showing the present design with suggestions for changes, or else a plan showing the new design complete with the new drives, paths, buildings, playground, and the planting scheme. With the plan a planting list should be got out showing the common and scientific names and numbers of trees and plants required. Ordinarily a rough sketch is prepared at first and later a plan drawn to scale giving the accurate location for the various features.

The fall is a splendid time to transplant most trees and plants, or to make a lawn. Well-rooted planting stock must be secured and properly planted in enriched and well-cultivated soil. The lawn, too, must have every attention. In cold sections the root surface of newly-planted stock should be protected with a litter mulch.

For the planting of a rural school ground, it is wise to select largely varieties of trees, shrubs and flowers that are native to the district. If these can be secured in the neighboring woods, so much the better. If not, the nearest nurseryman should be approached.

In planting native species it helps the scholars to become more familiar with

Lessons in Dairying.

The dairy cow is often spoken of as "the foster mother of the world." Milk is the most important source of those foods which cause growth and development in the young animal; without milk and its products the human race would become weaker and less superior among the animals which inhabit the earth. As the years go by people generally will lay more stress on the milk supply, which means that mothers will know more about milk and how to use it, while father will have to be a more up-to-date dairyman in order to supply the quality of milk desired by the trade, and, more than that, he will have to know how to produce it at a profit. It will be just as vital a thing to know considerable about milk as it will to know who succeeded Henry VIII as King of England; so why should it not be taught in the schools? From week to week we are going to publish short lessons in dairying, and we should like to see the school boys and girls who read these columns take the lessons home and think of their own cows and herds as the ones we are talking about. The object of this little series will not be to make hardworking, expert dairymen, but to educate teachers and pupils in the great science known as dairying, so they will know a great deal about milk and its products as well as something about the way it should be produced. A study of dairying requires a knowledge of arithmetic, chemistry, bacteriology, botany, and in fact a great many of the sciences in addition to good farm practice. It is, therefore, worthy of study in the school; for in what better way can these various things be taught than by linking them up with and associating them with something we already know?

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