



The Old-time Painter Says:—

A painted barn means a well kept farm. There's certain season's a farmer will worry himself grey-headed till he gets his crops under cover. —but he ought to be worrying all year round if his barns are not protected with a good coat of paint.

IMPERIAL BARN AND ELEVATOR PAINT

preserves the property that protects his crops.

It's a paint that's just made for that purpose—the protection and preservation of barns, silos, stock buildings, fences and the like.



MADE IN CANADA

The better appearance it adds to the farm will get a better price when he comes to sell.

As for cost—well IMPERIAL BARN AND ELEVATOR PAINT stands against the weather like lightning rods against lightning, it comes costly to be without either of them some day.

IMPERIAL BARN AND ELEVATOR PAINT is a good preservative paint, keeps its color and will look good and be good for years. If you want to know more about paints for the farm you'd better write for a little booklet that's being given away free of charge by

THE IMPERIAL VARNISH & COLOR CO. LIMITED
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Winter is the Only Time
You really appreciate the true Value of a Silo.
You do not have to worry about feeding so much high-priced grain. With a Silo filled with juicy, ripened ensilage, you are sure of a full milk pail, rich in cream, at the lowest feeding cost.
Wood-stave Silos are the best, and the Burlington Cable Band is the best wood silo.
The seven-strand Cable Band, which hoops this Silo, is used exclusively by us.

BURLINGTON CABLE BAND SILOS ARE THE BEST.
Now winter is here and you have time—investigate the Burlington, plan to build next spring.
Buy direct from the Maker. Get our Price List. Everything supplied complete, with simple instructions for erection.
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T. E. BISSELL COMPANY, LTD., ELORA, ONT.

We have doubled our factory capacity and are determined to supply our customers far and near. See ad. also on page 669.

Our School Department.

A Departure From the Ordinary.

WHEN visiting rural schools one finds considerable difference in the way the teacher handles the work, and also in the discipline of the school. It seems to be natural for a boy or girl in the early 'teens to want to be into mischief, if given a chance. In many cases it requires a good deal of diplomacy on the part of the teacher to command the respect of the pupils. Some teachers are firm, are good disciplinarians and command the undivided respect of the pupils as well as of the parents in the section. Pedagogically, the teacher in the next section may be equal to the one above mentioned and yet fail to maintain discipline. It is quite possible to so gain the respect of the pupils that there will be perfect order whether the teacher is in the room or not. We well remember visiting a school in Middlesex County where there were boys in attendance who were considerably larger than the teacher, and yet this teacher handled the school in such a way that these boys behaved and progressed under her tuition. The teacher had rather a novel way of handling the school, and it was discountenanced by some of the ratepayers. However, she had a well disciplined school and the pupils passed their examinations. The boys and girls were put upon their honor; if they wished to borrow a book or to get a drink, they were allowed to leave their seats without asking permission. They were expected to do so quietly, however, and without disturbing the pupils. If they transgressed there were forms of punishment which were more effective than the strap. Sometimes the different scholars were given charge of the class, and, while some might think the teacher was shirking her duty, it was giving the different boys and girls an opportunity of standing before their classmates and directing the lesson. If the day was bright it was not an uncommon thing for the teacher to take the nature study class out in the yard, or under a neighboring tree, for the lesson period. The geography class was frequently taught on the banks of the nearby stream. While the teacher and one class were thus engaged, the remainder of the school were supposed to be working with their regular studies, and it was to their credit that they seldom betrayed the trust which their teacher placed in them. This method of teaching might not prove so successful in another section, but the pupils in the school referred to made more rapid progress than they had done with previous teachers. So far as possible the lessons were related to what the pupils were familiar with at home; for instance, instead of taking a question out of the arithmetic referring to the number of cords of wood in a pile of certain dimensions, the boys were sent out to measure the woodpile at the school and estimate the number of cords in it. If the arithmetic question was on mensuration, the schoolyard or the nearby field was measured and the area calculated. This brought the problem to the minds of the pupils more forcibly than if it had been taken out of the book, and the lesson was more easily remembered.

The teacher in the school referred to was born and raised on the farm. She was insympathetic with farm life and endeavored so far as possible, to acquaint the boys and girls with problems pertaining to the

farm. The pupils learned to ask questions and intelligent questions they were, too. The writer well remembers the afternoon on which he gave a talk to the pupils on poultry. After the address there was a continuous volley of questions for fully one-half hour which went to show that the pupils had been thinking and were paying attention to the address. Such things may not be on the curriculum, but they bring results.

In another section the teacher was equally enthusiastic regarding agriculture, and so far as possible endeavored to instill into the youthful minds the dignity of farm work. With the assistance of breeders in the neighborhood, stock judging classes were conducted and the boys were trained for competition at school fairs. How many teachers would think of having their scholars estimate the weight of a load of pigs or drove of cattle which were being driven along the road? Yet that is what one teacher did. The class was taken to the road to look over the stock and estimate the weight. The farmer called on his way back to give the actual weight of the animals. Little things like these produce gratifying results. These scholars would no doubt be estimating the weight of their cattle and pigs on the home farm, which would lead to them taking more interest in the work. While the curriculum laid down by the Educational Department must be followed, there is nothing to prevent the teacher deviating from the hard and fast rules sufficiently to inject into the routine of the day's studies a little of the practical which the boys and girls are confronted with in the work at home. It seems that something along this line will help create interest in the farm. Instead of lauding the accomplishments of financiers and business men, it might be well to speak more frequently of what some of the tillers of the soil have achieved on the side-roads and concessions.

Pointers for Pupils.

There is something about the atmosphere of spring which makes the school boy and girl less attentive to lessons and more interested in the birds, flowers, brooks and the great outdoors. You should know all these things intimately but don't neglect your studies. While young the difficult little problems met with in school life are more easily solved than when you get older, and the grounding you get in the lessons taught help you in every phase of life when you grow up. Harry, Jim or Nellie may be leaving school for good and you may think you would like to join them and say good-bye to the little school house. We know there is a feeling of freedom when school days are over but the pupil makes a sad mistake when he leaves before learning every thing taught in the public school. Many think they are young men and women when they quit school; such is not the case. The unlearned and uneducated will never be able to compete with you and merit the same respect if you remain at school and get a better education than they. Stay attentively with your studies and in later years you will be glad you did not sacrifice a good education for a little more freedom. Quitting school will not add one inch to your size or make you a young man or a young woman.



Team-work in the School Flower Garden.

McD... labor... a pedi... adapte... Order... Gard... inher...

The f... variet... you to... BEE... CAR... ONIC... Large... KEN... 2 M...