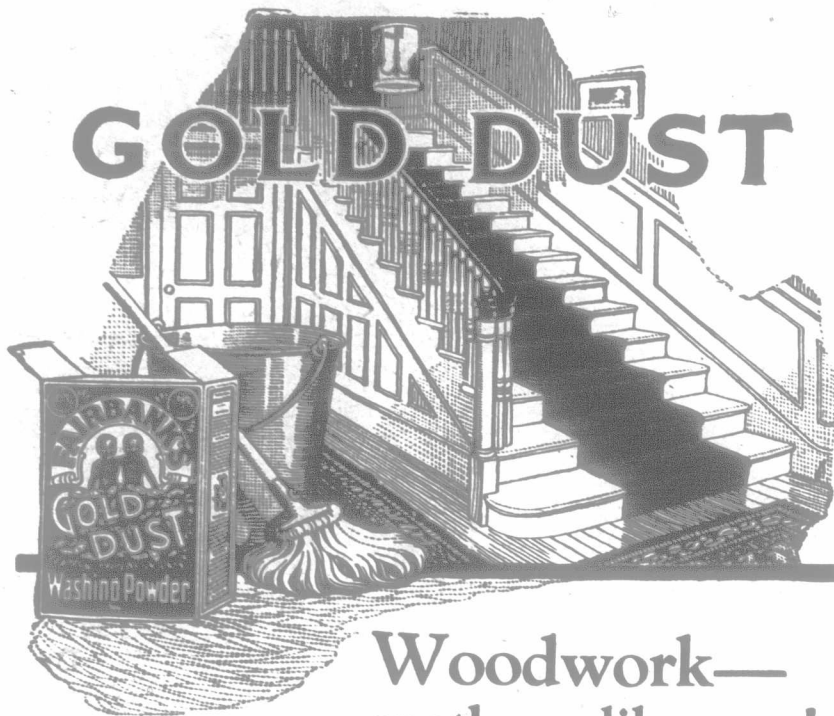


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Limited
Hamilton, Canada



Our School Department.

The Improvement Club.

The following suggestions for a school improvement club are presented by Prof. S. B. McCready in his book entitled, “Rural Science Readers.”

BY-LAWS

1. The officers shall be elected at the beginning of each half-year.
2. The membership fee shall be five cents, payable half-yearly.
3. Meetings shall be held on Friday afternoons or at other suitable times as arranged by the Executive Committee.
4. Every member shall join some part of the work undertaken by the Club. Younger pupils in the school will be encouraged to take part in the meetings.

ORDER OF BUSINESS.

1. Reading of minutes.
2. Communications, letters from other schools, etc.
3. Reports of Committees and New Business.
4. Program—Addresses, papers, reports on home projects, or debate.

SUGGESTIONS

1. Can your school be improved in any particular by all working together? If there is room for improvement, organize an Improvement Club.
2. Learn to address an audience in a clear, out-spoken manner. Also learn how to conduct public meetings. Knowledge of these two things will be very useful in after life.
3. Donate the Minute Book of your Club, when it is filled, to the School Library. It will be interesting to future classes.
4. Invite your friends to an occasional meeting of your Club. Appoint a critic from among the visitors to point out how improvements can be made.
5. Have a contest in composing a school yell and a school motto.
6. Conduct the election of officers for your School Club in the proper manner. Have nominations and vote by ballot. Learn the procedure, followed in the election of your school board, your municipal council, and your church officials.
7. If the opportunity offers, attend a meeting of some organization to learn how public business is conducted. The older boys might attend some of the meetings of the local Farmer's Club and the girls those of the Women's Institute, in preparation for the time when they will take the places of men and women.

More and Better Teachers.

BY J. G. SMITH, EEL COUNTY, ONT.

The leaders of education in the Province of Ontario, both in the Legislature and out of it, are studying ways and means of improving the public school. Among the various suggestions four stand out prominently, namely, more extensive training for teachers, consolidated schools, township or county boards, and higher salaries. The first calls forth little discussion, but the consolidated school and the township board have had their share of criticism in the public press. Evidently neither is very popular in rural districts. As to teachers' salaries, a vexed question for years, at the present meagre remuneration nothing short of conscription will supply recruits in sufficient numbers to fill up the ranks of the profession. Realizing this, the Central Committee no longer leave the salary question to the individual teacher, but send out the following “marching orders” as the 1920 scale:

Rural school teachers and assistants in urban schools first year, at least \$800; second, \$900; third, \$1,000; fourth, \$1,100; fifth, \$1,200. Principals in schools of from two to four rooms should receive, first year, at least \$1,200; second, \$1,300; third, \$1,400; fourth, \$1,500. In schools of more than four rooms the scale should be, first year, at least \$1,600; second, \$1,700; third, \$1,800; fourth, \$1,900; fifth, \$2,000. These are minimum figures, counties being at liberty to adopt a higher scale if deemed advisable. Trust as and when it is dead and buried, the consolidated

form five or six miles away? If your one-roomed school is going to live, get interested in it.

Young Animals.

A Lesson for the School.

Aim.—To interest the pupils in the habits and food of colts, lambs, calves and chickens, so that they may love and appreciate them more.

Materials.—Pictures of colts, lambs, calves and chickens. Observations of the pupils.

Method.—1. Have you seen any young animals at play; for example, colts, lambs, calves, and chickens. Tell me what you have seen them do? What do they eat? Let us become acquainted with young animals.

2. Look at the picture of a colt. Describe its appearance. When young how are colts fed? What do they eat when they grow older? How do they act? What fun do they have? What will they do if they like you? What happens to the hair when a year old? How does the mother call her colt? How does she protect it? How does she show that she loves it? Similarly, discuss the appearance, habits, food, and care of calves and lambs. Look at a picture of chickens. How do we get chickens? What is the appearance of a chick when it comes out of the shell? Has it any feathers? How are chickens fed? How often should they be fed when young? Who teaches them to eat and look for food? Whom do the chicks follow around? What happens when they are alarmed at anything?

3. Compare colts, lambs, and calves as to appearance, food, and habits. Which do you like best? Which seems happiest?

4. Why do you like young animals? How can you tell them apart? What do they eat and how do they act? What fun has each? Why should we be kind to and protect young animals?

5. Look carefully at colts, lambs, calves, and chickens the next opportunity you get. Watch their habits. Notice what they eat and how they play.

6. Read poems and tell stories about young animals. Try to draw pictures of calves, lambs, chickens, and colts.

The above lesson plan is from Nature Study Lessons by Dr. D. W. Hamilton.

Arithmetical Problems.

ON WAGON WHEELS, BY ARTHUR SMITH.

The front wheels on our wagon are 4 feet in diameter and the hind wheels 5 feet.

How often does each wheel turn in going the $2\frac{1}{2}$ miles from our place to Stanley's Mill?

ON CHEESE FACTORY RETURNS, BY STELLA BLAKER.

We are sending all the milk from six of our cows to the factory. The weights for last week were: Monday, 475 pounds; Tuesday, 224 pounds; Wednesday, 240 pounds; Thursday, 242 pounds; Friday, 237 pounds; Saturday, 240 pounds.

What is the daily average yield from each cow?

What will be the returns for the week at \$2.25 a cwt?

Allowing $10\frac{1}{2}$ pounds of milk for a pound of cheese, what weight of cheese would be made from the milk?

Federation of Teachers.

Peel teachers met in the Court House, Brampton, May 8, for the purpose of organizing the Peel Branch of the Teacher's Federation. The meeting was addressed by Secretary Fraser of Toronto, Mr. Nelson of Wellington and others. While the Federation have at heart all matters pertaining to the welfare of the teaching profession, the main feature at present is the salary campaign, the schedule adopted being that recommended by the Central Committee of the Province which makes the minimum salary \$1,000 for a teacher with a permanent certificate. Teachers receive their permanent certificate at the end of two years' teaching. J. G. S.