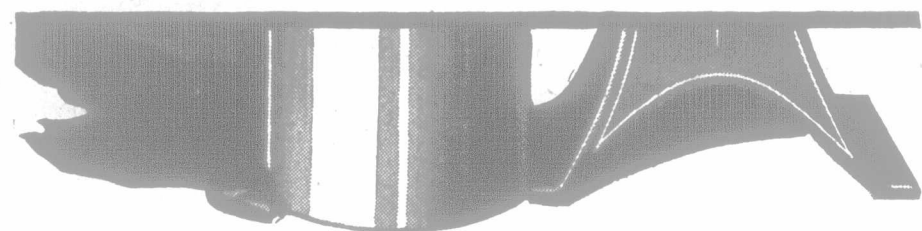




The Best Time to Buy a DE LAVAL CREAM SEPARATOR



THE best time to buy a De Laval is when you need it most. With cows freshened, or freshening soon, you will have more milk to handle.

And with butter-fat at present prices you can't afford to lose any of it.

If you are still skimming by the "gravity" method or if you are trying to get along with an inferior or "half-worn-out" separator, you certainly are losing a lot of valuable butter-fat.

So you see that the combination of larger milk supply and a high price for butter-fat can mean only one thing—you need the best separator to be had

Right Now

The best cream separator you can get is the only machine you can afford to use these days, and creamerymen, dairy authorities and the 2,325,000 De Laval users all agree that the De Laval is the world's greatest cream saver. They know from experience that the De Laval is the most economical machine for them to use.

If you buy a De Laval you will get a machine that is tried and tested and true—a machine that will give you genuine service—and you will get the cleanest skimming, easiest turning, longest wearing cream separator that money can buy.

Order your De Laval now and let it begin saving cream for you right away. Remember that a De Laval may be bought for cash or on such liberal terms as to save its own cost. See the local De Laval agent, or, if you don't know him, write to the nearest De Laval office as below.

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MONTREAL PETERBORO WINNIPEG VANCOUVER

Our School Department.

Co-Operation of School and Home.

BY WM. E. DE FOREST.

The arrangement to have a School Department in "The Farmer's Advocate," should prove helpful to teachers, scholars, and parents. Having been a student in public and high school, for a number of years; having taken training at model school for a term, and taught school for a short time (long enough to learn some things from the teacher's standpoint) and having visited a considerable number of homes since, perhaps I can present a few helpful suggestions that will stimulate thought on the part of others and lead to an increased interest being taken in matters relating to rural education.

The aim of education is to develop the intellect and help to qualify boys and girls and men and women to become useful citizens. Boyhood and girlhood is the time when a good foundation primary education should be obtained, to properly prepare people for the duties and responsibilities of life which come to them as men and women.

Much depends on the sort of primary education people receive. Boys and girls should not idle away their school time, or think more of play and mischief than of study. Teachers are engaged to help instruct pupils, but there must be a disposition on the part of pupils to do some thing for themselves and to try to learn and retain the instruction given, if satisfactory educational progress is to be made.

Some boys and girls get a wrong notion about school, and instead of making a proper effort to learn, think it cunning and smart to play truant; or instead of preparing their lessons engage in mischief, detract other scholars from study and annoy the teacher. Such conduct greatly interferes with the efficiency of a school, and ought not to be tolerated.

Reasons for Teaching Agriculture.

J. G. ADAMS, UNIVERSITY OF TORONTO SCHOOLS.

Agriculture is now being taught in a large number of public schools; and the number of high schools and collegiate institutes now including it on their courses of study is increasing. If this subject is to be a success in the schools, it will be chiefly because of the enthusiasm and ideals of the teachers.

Most teachers find more than enough work—perhaps without this added subject. In such cases, enthusiasm is difficult to maintain and impart. The grants awarded by the Department for the teaching of agriculture are intended to meet just such circumstances, to compensate the teacher, in a small way, for extra work, to encourage him to continue in and to stimulate his enthusiasm for the work.

The true teacher would find his interest lagging, however, if it were dependent on such small encouragement only. He must grasp the idea behind the project and see something of the real reason for this educational experiment.

Why, then, is agriculture being taught? Is it to give the pupil an agricultural education by loading him up with so many facts, by telling him of the best strains of laying hens, of the best varieties of grains and of the best breeds of cattle? Is it to enable him to go out and, by practice of what he has been taught earn a better living? If such is the understanding of the purpose by the teacher, the effort may likely be a failure. The course is too varied and too short to accomplish such a purpose successfully. It may be so presented, however, that the pupil will see something of the laws underlying the practice of agriculture, will see that it is not a haphazard practice and will be stimulated to further reading and possibly to experimenting under direction. Therein will lie its chief practical value.

The study of agriculture will tend to offset the tendency, of which our educational system has been accused, of educating the boy away from the farm. This it may do not only by replacing other subjects but also by correlating it to them. Practice in arithmetic may be given by using problems arising from actual farm operations or business. Spelling will be just as interesting if the dictation be given from an agricultural text or bulletin as if it be from some historical or other source. Of course, this should not be carried to the point of exclusion of other topics. But it would relate his school exercises to things with which the pupil is familiar, thereby making his other work more valuable and interesting. Other subjects which may be treated similarly are composition, reading, literature and the sciences, such as physics, chemistry and biology.

But aside from these ideas which may be considered utilitarian only, agriculture may be made as truly educative as any other subject. Indeed, as has been suggested, agriculture involves an application of many of the other subjects of the curriculum. Thus the farmer should have some chemical knowledge to understand the problems which confront him, such as what is the most suitable fertilizer to apply as shown by a certified analysis. His knowledge of mensuration will be of almost daily value in calculation of areas and volumes. Such work must develop a keen observant, one accustomed to proving facts or getting them from experience or experiment; one accustomed to relating causes and effects in a logical way; one which may adapt itself to any environment and which because of this development should direct the most valuable citizen.

The teacher will, therefore, find his reward in his influence on the future citizen rather than in the departmental grant. This will modify his method making his work more practical, developing the powers of observation and of drawing logical conclusions, even though it involves more labor than teaching from books.



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