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Don't fail when in town to call in and inspect our large stock of Footwear, as we have a new stock of Fall Goods coming in. We are offering a full line of Ladies', Men's and Children's Oxfords and Pumps at very low prices.

So now don't miss getting yourself a pair of the latest in low shoes for midsummer wear, at the lowest possible price. And where is the place to get them? At the Big Shoe Store, near the bridge.

Repairing promptly attended to.

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100 Acres One mile South of Williamsford. Good buildings, good soil, spring creek, offered at snap Owner in West and bound to sell.

100 Acres near Bentinck P. O. Fair buildings, good farm, very low price and easy terms.

130 Acres Normanby, near Hampden. Good buildings, a fine stock farm. Somebody will snatch this bargain quickly, why not you?

Many other farms, of all sizes and kinds, for sale cheap.

If you wish to SELL, BORROW or INSURE it will PAY you to see me.

If you have MONEY to invest or debts to COLLECT you should consult me.

28 year's experience and knowledge of the locality, counts for something. Do business with me and get the benefit of it.

**H.H. MILLER, Hanover**

## AGRICULTURE IN OUR PUBLIC SCHOOLS

A Paper Read at the South Grey Teachers' Institute in Dundalk, on Thursday, October 17th, by Miss Elizabeth Binnie.

I do not intend dealing extensively with the subject of agriculture as so much of interest might be said on the different departments of agriculture and on the various means that might be used to increase the interest taken in it by the pupils of our public schools.

The question is often asked, "Should agriculture have a place on our curriculum?" Why not? Do not ninety per cent. of our children of rural schools spend the remainder of their lives on the farm? Then why not give them as much knowledge as possible of soils, grains, grasses, roots, weeds, etc., with which they will have to contend? The children of to-day will have to learn the newer ideas as old methods and paternal traditions have become insufficient for the struggle which has to be carried on, not only in our own land but with foreign trade as well.

Some say we have our agricultural colleges for the teaching of agriculture. Why not leave them their own work? We have our colleges and they are doing good work, too, but at what age are the boys allowed to enter those colleges? At eighteen! What of all the boys who at that age cannot attend college for any of the countless reasons? Thus we see that those colleges touch only very few of the youth of our country.

We have also, Farmers' Institutes and Farmers' Clubs, where the people in their meetings discuss agricultural topics and interchange ideas. We have a Fruit Growers' Association, two Dairy-men's Associations, Poultry Keepers' Association, Bee-keepers' Association, etc. But what people do these help? Our men and women. Why should the farming class of our country have to wait till they become men and women before they learn of the science underlying their practice?

We say our Public school curriculum is over-crowded now. If it is I shall not discuss that here. What shall we omit? A subject that would aid ninety per cent. of our boys and girls in their life-work.

Many persons say that some instruction in agriculture should be given to pupils in the rural schools, as they are likely to be the future farmers. They do not deem it wise, however, to give any agricultural teaching to pupils in the town or city, as they more frequently enter professional pursuits, and this subject would be of little interest to them. Would city children not be interested in where and how their food is obtained? Would such a study not increase their respect for the farmers, as well as aid them intellectually? I believe it should be taught in both urban and rural schools.

We often hear it said, and truthfully said, too, that many of our brightest boys and girls are leaving the farm and going to the city that they might earn a livelihood without so much manual labor. Why do they go? Is it possible that they see nothing but drudgery on the farm? If such is the case, we teachers of Ontario should teach agriculture in our Public schools in such a way as to arouse the interest of our boys and girls in the farm, and show them "how to make their heads save their heels," and thus lessen the drudgery. "Farm life" it is said, "is one of the most interesting, if not the most interesting life in the world."

But what can we teach the Public school pupils about agriculture to arouse in them this interest? We cannot "run a farm" in connection with the school. No! but we are now getting school gardens where each child has a small plot, and "runs his own little farm" doing all the work himself. Most of the outside work can be done out of school hours. This work will develop their powers of observation, awaken the spirit of investigation, increase their love of beauty and give practical work in mathematics and art. By measuring, planning, etc., the child who works his own garden will have a more definite idea of the other subjects. He knows more about a foot, a yard, a square foot, a square yard than he could ever obtain in the school-house with the black-board and ruler.

We all cannot convince the people of the need of a school garden, so must try some other means. We can introduce into our school instruction the science of agriculture at least, and leave the "home" to look after the practical part. Now what does the Science of Agriculture include? First, we have the air and soil, introducing us to chemistry, geology and physics. The study of plants brings in botany, and is closely followed by entomology. The study of animals calls for simple principles of zoology, anatomy and physiology; and bacteriology comes when we study diseases of plants and animals and the making of butter and cheese.

Thus we find the Science of Agriculture is only an introduction to the natural sciences which we find in our High schools and Colleges. We would not need to teach or even know all the principles of these sciences in order to teach agriculture. The history of a grain of wheat, of a turnip, of a bean, of a pig or cow—if properly treated, introducing a little chemistry, physics, botany, entomology, etc., as is needed for understanding the development, is all the elementary science that would be needed for the teaching of agriculture in our Public schools.

These lessons in Agriculture would train the child to look and see things. Nature in the country, in the town, and even in the city lies before our children, and not our children only, as a great unnoticed and unopened book. Just a few weeks ago I sent my pupils of the third class, who had lived on the farm all their lives, to find out how a cow gets grass into its mouth. One told me that "she bit it with her teeth."

Instruction in Agriculture may be very limited in our Public schools, but if enough is taken to arouse in our boys and girls a taste for agricultural study and investigation and a respect for their work, a most important end of their education has been obtained.

Many objections have been raised against attempting to teach agriculture in our schools. We have dealt with some of these already. We say we cannot teach them to "farm." We are not expected to do so. That can come only by practice. We are to take up more the "why" than the "how" of agriculture, and thus save many useless and costly experiments.

Some teachers say "I cannot teach agriculture, I do not know it myself." If you do not know it yourself, you have not sufficient knowledge of the subject to start the pupils in that line of thought, why not begin now and acquire it? But I believe there are few, very few, Public school teachers in Ontario, who do not know a great deal more of this subject than would be necessary for most of the work which would be carried on in our Public schools.

Some think it is a dull, uninteresting, common-place subject. They would rather study some deep works in literature, or work some interesting problem in mathematics. The listless boy in school is often very active out doors; the truant is often a truant because he likes "out-of-doors" better than the school room. Why so? Because he is more interested in the study of nature than in the study of books—and farming deals with nature.

However, we do not deem it wise to introduce into our Public schools as separate subjects all those sciences which are introduced in the science of agriculture. We must, as far as possible, avoid scientific terms, which would only frighten the child. At first, the instruction might take the form of "talks." Mention some common things on the farm and give the child a few days to observe before again talking about them. Some teachers give a list of questions which can only be answered by observation.

In this way, such subjects as the different kinds and nature of soils and the changes that take place in these through the various operations of the weather, the various operations of draining, plowing, and cultivating; the sprouting of seeds and the growth of plants; the nature of plants and their relationship to one another and to animals, of beef, wool and milk; the making of butter and cheese; insects, and their relations to plant and animal life; the diseases of plants; the part played by birds and bees in the production of food; trees, and their relation to farm economy; all these might be taken up in such a way as to avoid many scientific terms.

Would such a study of agriculture be of any value to the child?

1. His work at school and his work at home would go hand in hand the pupils would get the "science" at home, and the "practice" at school, and progress would be made more easily in both.

2. The drudgery of farm work would disappear, and the children would enjoy working among living animals and plants. Farm-life would thus become more attractive and fewer would be lured to the city, where the occupations are already overcrowded.

3. People in rural communities would become contented and more prosperous and this would solve the social problem in many localities.

4. We have already pointed out that this work would form a good basis for the work in the natural sciences of our High schools and Colleges, if this more advanced education can be obtained.

5. The knowledge gained in school would be carried home, for where is the boy or girl who is not proud to be able to show father or mother some useful thing which might have been taken them years of costly experimenting to discover for themselves.

6. But perhaps the greatest benefit to be derived would be to set the boys and girls thinking for themselves. Not only would these lessons raise the young people to a higher plane of reading and studying, but it would have a beneficial effect on the parents as well, as, for instance, the pupil gets some ideas as to the action of weather on the cultivated soil. He talks about these ideas when he goes home, and this leads the parent to enquire more deeply into the "why" of the various operations. As these questions would be discussed throughout the section, a better social condition would result.

In the agricultural papers of Ontario fifty years ago, strong pleas were made for agricultural instruction in our Public schools. Perhaps it was well to let our Agricultural Colleges and experimental stations be well established first. We are now about to take our first steps in the "New Education," as it is called by some. May they be prosperous.

### WILL CREMATE ALL UNCLAIMED BODIES.

The governors of the Protestant House of Industry and Refuge at Montreal have decided hereafter to cremate the unclaimed bodies of all inmates.

# THE ROYAL BANK OF CANADA

WITH WHICH IS UNITED THE TRADERS BANK OF CANADA

INCORPORATED 1869

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Reserve Fund	12,500,000
Total Assets	180,000,000

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### PLESHERTON.

Miss Clinton has returned from visiting friends at Collingwood and other points.

Mrs. T. E. Aikenhead, of Toronto is spending a few days with her mother and sister.

Rev. Mr. McLaren has been at Brantford for a week, attending the annual convention of the Baptist churches of Ontario and Quebec.

Mr. McLaren's pulpit was supplied here on Sunday by Rev. J. Stafford, who preached a very interesting sermon.

Mrs. J. C. Wilson, of Hanover, visited last week with Mrs. McTavish here, and friends at Rock Mills, where she formerly lived.

Mr. Robert Meldrum has rented his farm on the 4th line to Mr. J. Wilkinson, who will move from the old Frank Thompson farm at Portlaw.

Mrs. J. M. Duncan moved on Friday from Saugeen Junction to Mrs. VanDusen's residence here.

Mr. Will Crossley is home from Toronto on two weeks' holiday.

The Women's Institute had a Fowl Supper at the home of the treasurer, Mrs. Ed. Best, on Friday evening last. The supper was a social event for the members and their husbands, and consequently no fee was charged. Notwithstanding the rainstorm there was a good turnout, and a pleasant time spent.

Mrs. S. Pedlar has improved her village property very much by a neat wire fence erected in front.

Mr. George Binnie had a fine granite monument erected in the cemetery last week to the memory of his daughter, Ida, who passed away a few months ago.

While Mr. and Mrs. Jos. Clinton were absent from their home one evening last week, their residence was broken into and about \$250, which happened to be left in the house, was stolen by the miscreant.

Mr. Ellis, a commercial traveller, who uses an automobile in his work, was coming on the east gravel road to the village one day last week, when something went wrong with his machine, and it plunged to one side of the road, demolishing a couple of panels of fence. Fortunately not much damage was done to the machine, and Mr. Ellis escaped injury, but a lad picked up on the road, who was enjoying his first auto thrill, got a shaking up by a severe toss over the windshield. After picking himself up, his language was more expressive than chaste, respecting the pesky thing that would handle a fellow thus.

The anniversary services in the Methodist church on Sunday were very successful. Rev. F.L. Brown, of Owen Sound, chairman of the district, was the preacher, and his deeply spiritual, edifying and uplifting sermons were highly appreciated. The congregations were very satisfactory, being over \$105. Mr. Brown will receive a hearty welcome should he return to occupy this pulpit again.

Among the former Plesherton boys who are doing well in the west, we are pleased to learn now of the success of Mr. Wm. Barnhouse's three sons, located at Edmonton. Out of a large number of applicants, Frank has received the appointment of city treasurer, a marked honor for one so young. Will is superintendent of the city electrical works, with about forty men under him, and Bert is filling a responsible position in one of the newspaper offices. Mr. Barnhouse recently returned to Toronto from visiting his sons.

At the Epworth League meeting on Monday evening, an interesting description from the Strait of Belle Isle to Vancouver, was given as part of the programme.

Upon short notice, service was withdrawn in the Presbyterian church on Sunday. The minister expected conducted anniversary services at Proton Station.

At a meeting held at the close of the Sunday school in the Methodist church on Sunday to consider an adult Bible class, for the congregation, it was resolved to organize, which will be done in a couple of weeks.

Mr. M. K. Richardson spent most of last week on his work in Bruce county, and paid his daughter at Lucknow a short visit.

Mr. and Mrs. Gordon Laird left on Tuesday for their new home at Regina.

Mr. Austin McMullen left on Saturday to take a position in Toronto.

Mrs. George Nixon, of Dundalk, was the guest of Mrs. W. A. Armstrong over Sunday and Monday.

Mrs. W. E. Thurston has returned from visiting her daughter at Lion's Head.

Mrs. (Dr.) Carter returned some days ago from a month's visit with her sisters at Toronto and Woodstock.

Mr. Charles Stewart is attending a Sunday school convention at Hamilton this week.

Mr. McGillivray, tinsmith, has a situation now at Georgetown, and moved his family on Monday.

Mrs. Henry LeGard has been dangerously ill for some days with heart trouble, chiefly, but on Monday slight improvement was noticed. Her daughters, Beta and Teenie, were called home from Toronto last week, and son, Joe, of the Grand Valley Star staff, was home over Sunday and Monday.

### THE CALABASH PIPE.

If you own a calabash pipe you have revealed in its light weight, graceful shape, and unusual smoking qualities, and yet you probably do not realize that your owning a calabash is due to the cleverness of an English soldier and that article you prize for its rich color and fragrance is an own cousin to the squash—a gourd of the family legendaria vulgaris.

A British soldier, so the story goes, had broken his pet briar, and all that remained of it was the hard rubber mouthpiece. While crossing a field one day he stepped on a calabash gourd, which the South African natives feed when green to cattle, and noticed that the crook of the stem resembled his pipe. Picking the gourd he cleaned out the inside, fitted his mouthpiece to it, and the first calabash pipe was born. The gourd was green and did not burn out, and it did color beautifully, so when the Boer war was over Tommy Atkins returned to England with his pipe and a number of gourds.

But the dried gourds burned out, and it was necessary to line them. Zinc was first tried and proved unsatisfactory and then meerschaum and the compressed meerschaum substitute were employed, as they are to-day.

The calabash gourd can be grown in the United States, but as care must be used in the shaping the neck or stem while it is growing it will never be largely cultivated here, as this work can be done far more chiefly in Africa. In fact, the best gourds come from the Karoo desert in South Africa where a temperature of 120 in the shade is not at all unusual. The vines grow in a sandy soil and flourish like the bay tree of the Scriptures, sometimes yielding 50 gourds to a vine, but their cultivation is by no means easy—for pipe purposes—as the surface of the gourd is easily bruised or scratched, and the plant is beset by insect foes and worms.

The gourds when ripe are picked, all the imperfect ones thrown out, and then the stem of the calabash cut off at about the proper length, for a pipe. The pulp is carefully removed, and the outside skin scrapped off, and then the gourds are boiled and cleaned in huge vats. This cleansing is repeated several times, after which the gourds are placed on large trays and set out in the sun to dry thoroughly. This, too, is an operation that must be conducted with great care as extremes in temperature crack or distort the bowls and render them unfit for use.

The manufacturers first polish the surface to the rich golden color or so prized by smokers, and extreme care must be taken not to scratch the bowls. Then the bowl is mounted with amber, rubber or composition, depending on the quality of the bowl, and the fitting, either a loose cup bowl or one set flash, is placed in position. The result is a pipe of pleasing lines, of good smoking quality, of extreme lightness and an ability to color like to that of the meerschaum, but without the disadvantages and liability to "burn" of a meerschaum.

## No More Gray Or Faded Hair

Women and men who use PARISIAN Sage can be sure their hair will never turn gray.

PARISIAN Sage will preserve the natural color of the hair; stop it from becoming faded and lifeless, and by nourishing the hair root give to the hair a lustre and radiance that compels admiration.

PARISIAN Sage stops falling hair; banishes dandruff, makes the scalp clean and free from itchy skin and promotes a growth of heavy hair.

Large bottle 50 cents at dealers everywhere. Sold by Macfarlane & Co. on money back if dissatisfied plan.

### PRE-NUPTIAL SACRIFICES.

(Soliel, Paris.)

"Are you going to give up smoking?"

"Certainly."

"And drinking?"

"Gladly."

"And will you resign from all your clubs?"

"Think, dearest, if there is anything else you can give up."

"Well, for one thing, I give up all idea of marrying you."