

THE TURF

(Continued From Page Four.)

The Canadian ice meetings have been a pretty good school for sensational pacers. Among those that have been graduated from them are Angus Pointer (2:01), The Bel (2:02), Hal B. Jr (2:03), Joe Patchen II (2:03), Merry Widow (2:03), and others that afterwards made successful campaigns on the Grand Circuit.

ICE RACING.

The second week's racing at Dufferin Track, Toronto, was witnessed by large crowds of people. The weather was very stormy the first day of the meeting but was all that could be desired on the other days. A feature of the meet was the world's record performance of the Canadian horse Gratton Royal in the first heat of the 2.30 class. Starting in the second tier he came round the leader like a bullet and won easily in 2:13 1/2 a new record for ice. The previous record was 2:14 1/2 made by Nathan Allen at last week's meet.

SUMMARIES:

TORONTO, Ont., January 31.

PACING, 2.12 CLASS, PURSE \$500.

St. Anthony, ch g, by Bourbon Patchen (Burnham), 1 1 1
Great Heart, br h, by Great Heart, (Bedford), 3 2 2
Johnnie Hube, b g, by Ed. Johnson (Hay), 2 4 3
Hal H., h b, by Hal B. (Rom-bough), 6 3 6
Harold O., ch h (Batten), 4 6 4
Hall D., b h, (Conroy), 5 5 5
Time, 2:19, 2:18, 2:19.

TROTTING AND PACING, CLASS, PURSE \$5.00.

Adrian Pointer, b h, by Adrian Ha He, (Noble), 1 1 1
The Undertaker, b g, by Wax-ford, Jr. (McDowell), 2 2 2
Star Points, b g, by Five Points (Boyd), 3 3 3
Onwell, b h, by Onward Silver (McKeller), 7 4 4
Little Fred, b g, (O'Dell), 4 6 6
Victoria Poem, gr m (Scott), 5 5 5
Alconon, blk g, (Kearns), 6 7 7
Time, 2:20, 2:19, 2:26.

JAN. 8. TROTTING, 2.30 CLASS, PURSE \$500.

Creosote, b g, by Lodd (Ray), 1 1 1
Lon McDonald, b g, by William Penn (Higgs), 2 5 2
Ora B., blk g, by Ora Wilkes (Bedford), 5 2 4
Arie Audubon, blk m, by J. J. Audubon (Dennis), 4 3 6
Miss Brownlee, br m, (Burnham), 7 4 3
Midnight Oro, blk h (McEwen), 3 6 5
Florence G., b m, (McDowell), 6 7 7
Time, 2:27, 2:27, 2:27.

THE HOME OF FUTURITY WINNERS.

The above title is a most appropriate one for this article, for from the splendid farm of Duncan Robertson, North River, has come more futurity winners than was ever sent forth by any breeding farm in the Maritime Provinces. Mr. Robertson is a man who has given years of study and thought to the breeding problem and has solved it better than any other breeder in this province. Recognizing the fact that to produce speed you must have the strains of blood necessary, he early surrounded himself with a superior brand of brood mares paying great care to their selection. His first success came with Lucille with which he won the two year old futurity. He followed this up with similar success for Capicola, Arlene Ball, Perpe-lion, and Iona Girl the latter getting a four year old mark of 2:19 1/2 in 1912. Space does not permit us to elaborate on the purses won and the various other trotters and pacers turned out by this "speed farm" but enough has been shown to convince you that D. Robertson is a good man to go to when you want early and extreme speed. He seems to have the art of getting them gaited and mannered as no other breeder in this Province has done. At present he has a splendid lot of prospects to dispose of this spring, including one, two, three and four year olds by George Creosote 2:24, Princeton 2:19 1/2, Brazilian 2:19 1/2, Commodore Ledyard, etc. The above list no doubt contains other futurity winners which will still further enhance the trotting reputation of the Robertson farm.

STOCK NOTE.

A horse transfer of more than ordinary interest was made Saturday when Prince Marjor, the handsome three year old, was sold by D. A. McKinnon to J. H. G. Murphy of this city. Prince Marjor was bred at the world famous Walnut Hill Farm, Donerail, Ky., and was bought at the Midwinter Sale of 1912 for Mr. McKinnon. He was one of the finest colts ever brought here being capable of stepping a 30 clip as a two year old. He unfortunately was sick dur-

ing last summer and his training had to be stopped, he has now regained his wonted vigor and was greatly admired by the horsemen who saw him Saturday. The breeding of Prince Marjor cannot be excelled. He is a son of the great Moko, the sire of futurity winners and his dam is by Sidney Dillon, sire of Lou Dillon, 1:58 1/2, etc. His 3rd, 4th and 5th dams are among the choicest bred in the catalog of the trotting world. Mr. Murphy is to be congratulated on owning such a handsome, well bred and desirable stock horse.

SADDLE HORSE BRINGS \$6,500.

By Mayor Dare, a Tennessee saddle stallion has just been sold for \$6,500. His new owner is Paul Brown of St. Louis. It is said that the horse has won \$10,000 in prizes in the last two years. Senator Ernest Smith of Smith County, Tennessee, who sold him, tells this story concerning the stallion: A stock buyer was sent into the country with \$250. to buy sheep, but he saw a saddle mare that filled his eyes, and he forgot all about the sheep and bought the mare. She was with foal by My Dare, a son of Chester Dare. Senator Smith gave the sheep buyer a profit of \$85, and got her a few months before she dropped the colt, now known as My Mare Dare. The mare was burned to death soon after the colt was foaled. Am. Horsebreeder.

GOOD ROADS

DRAINAGE.

Isaac B. Potter, an eminent authority upon roads, says:— "Dirty water and watery dirt make bad going and mud is the greatest obstacle to the travel and traffic of the farmer. Mud is a mixture of dirt and water. The dirt is always to be found in the roadway and the water, which comes in rain, snow and frost softens it; horses and wagons and narrow wheel tires knead it and mix it, and it soon gets into so bad a condition that a fairly loaded wagon can not be hauled through it. We cannot prevent the coming of this water and it only remains for us to get rid of it, which can be speedily done if we go about it in the right way. Very people know how great an amount of water falls upon the country road and it may surprise some of us to be told that on each mile of an ordinary country highway 3 rods wide within the United States there falls each year an average of 27,000 tons of water. In the ordinary country dirt road the water seems to stick and stay as if there was no other place for it, and this is only because we have never given it a fair opportunity, to run off the dirt and find its level in other places. We cannot make a hard road out of soft mud, and no amount of labor and machinery will make a good dirt road that will stay good unless some plan is adopted to get rid of the surplus water. Water is a heavy, limpid fluid, hard to confine and easy to get loose. It is always seeking for a chance to run down a hill; always trying to find its lowest level.

An essential feature of a good road is good drainage, and the principles of good drainage remain substantially the same whether the road be constructed of earth, gravel, shells, stones or asphalt. The first demand of good drainage is to attend to the shape of road surface. This must be "crowned" or rounded up toward the centre of the road, thus compelling the water to flow rapidly from the surface into the gutters, which should be constructed on one or both sides, and from there it may be discharged into larger and more open channels. Furthermore, it is necessary that no water be allowed to flow across a roadway; culverts, tile, stone or box drains should be provided for that purpose.

In addition to being well covered and drained, the surface should be kept as smooth as possible, that is, free from ruts, wheel tracks, holes or hollows. If any of these exist, instead of being thrown to the side, water is held back and is either evaporated by the sun or absorbed by the material of which the road is constructed. In the latter case the material loses its solidity, softens and yields to the impact of the horses' feet and the wheels of vehicles, and, like the water poured upon a grindstone, so the water poured on a road surface which is not properly drained assists the grinding action of the wheels in rutting or completely destroying the surface. When water is allowed to stand on a road the holes and ruts rapidly increase in number and size; wagon after wagon sinks deeper and deeper, until the road becomes utterly bad and sometimes impassable, as frequently found in many parts of the country during the winter season.

Road drainage is just as essential to a good road as farm drainage is to a good farm. In fact the two go hand in hand, and the better the one the better the other and vice versa. There are thousands of miles of public roads in the United States which are practically impassable during some portion of the year on account of bad drainage, while for the same reason thousands of acres of the richest meadow and swamp lands lie idle from year to year out.

SURFACE DRAINAGE.

The wearing surface of a road must be in effect a roof, that is, the section in the middle should be the highest part and the traveled roadway should be made as impervious to water as possible, so that it will flow freely and quickly into the gutters or ditches alongside. The best shape for the cross section of a road has been found to be either a flat surface, sloping uniformly from the middle to the sides and joined in the center by a small circular curve. Either of these sections may be used provided it is not too flat in the middle for good drainage or too steep at the gutters for safety. The steepness of the slope from the centre to the sides should depend upon the nature of the surface, being greater or less according to its roughness or smoothness. This slope ought to be greatest on earth roads, perhaps as much as in some cases as 1 foot in 20 feet after the surface has been thoroughly rolled or compacted by traffic. This varies from about 1 in 20 to 1 in 20 on a macadam road to 1 in 40 or 1 in 60 on the various classes of pavements, and for asphalt sometimes as low as 1 in 80.

Where the road is constructed on a grade or hill the slope from the center to the sides should be slightly steeper than that on the level road. The best cross section for roads on grades is the one made up of two plane surfaces sloping uniformly from the center to the sides. This is done so as to avoid the danger of overturning near the side ditches, which would necessarily be increased if the elliptical form were used. The slope from the center to the sides must be steep enough to lead the water into the side ditches instead of allowing it to run down the middle of the road. Every wheel track on an inclined roadway becomes a channel for carrying down the water, and unless the curvature is sufficient these tracks are quickly deepened into water courses which cut into and sometimes destroy the best improved road.

(To be Continued.)

THE SCHOOL AND THE HOME

Contributions for this department should be addressed to President Teachers' Association, Guardian's School and Home, P. O. Box 188, Charlottetown.

THE IMPROVEMENT OF SCHOOL SURROUNDINGS

A school is a number of children organized into grades or classes and having one or more teachers to supervise them in their studies and assist them in solving their difficulties. School surroundings, therefore, include school buildings, furniture, apparatus, out-houses and grounds. In this province there is a crying need for improvement in all of these things.

The influence of environment upon character has now become a commonplace. That mean and sordid and filthy surroundings are not good, especially for growing children, is admitted by all; for it is realized that the conditions which surround the growing boy or girl, stamp themselves forever on the plastic mind and soul as well as body. No one advocates extravagance. Everything necessary could be done at a trifling cost, much of it by teachers and pupils themselves. It is in most cases the will rather than the way that is lacking. Indeed, it is generally the unkempt, untidy, dilapidated school that is run at the greatest cost; for property uncared for rapidly deteriorates. Unless teacher and pupils can take a pride in the school surroundings, the former becomes careless and the latter destructive, and much waste of property results. Besides, it is poor economy to spend large sums of money for education, and then have school work carried on under conditions that make good work impossible. That is the economy of the foolhardy reaper who thought he could not afford a whetstone nor the time to sharpen his scythe.

It is the general experience of teachers that it is almost impossible to have a good, orderly school and do even fairly good work amid disorderly surroundings. Good order and industrious habits are fostered, comfort and health are promoted by favorable physical conditions. Disorder, idleness, mischief, discontent and disease are produced by unfavorable physical conditions. The destructive propensities of children are awakened by disorder; but their love of order, neatness and beauty are easily cultivated if the conditions are favorable. Let school buildings and grounds be once made attractive, the children speedily take pride and delight in keeping them so; and the wanton destruction of school property becomes at once a thing of the past. Thus the improvement of school surroundings will pay even in dollars and cents; it will pay still better in the health, happiness, culture and character of the children.

The school lot should be healthful, dry and airy and of not less than one acre in extent. It should be neatly fenced and have trees and shrubs planted around it, be cleaned of all rubbish and kept clean and tidy. This lot should have paths crossing it leading to the doors, in such a way that parts of it are reserved for lawns and flower beds, parts for two play grounds, one for the girls and a large one for the boys, and another part of considerable extent for a school garden. The school building should not be a model of ugliness and inconvenience, but well and warmly built of good material, and carefully designed to meet the requirements of the work to be done in it, and should have the walls and ceiling attractively painted outside. The windows should have blinds of agreeable color. The walls are to be painted and hung with appropriate pictures. The floor should be a durable one, the upper surface smooth, close and durable. The room should be furnished with substantial and comfortable single seats and desks, adjustable to the size of the pupils using them. There should be plenty of blackboards, maps and other apparatus; and special attention should be paid to heating and ventilation. In summer the windows and doors will perhaps suffice to let in the pure air and let the impure air out. But in winter other means should be provided. The simplest and best form of heating and ventilation for small schools is to have a cold air box extended from the outside of the building, under the floor, to a point immediately beneath the stove. The opening beneath the stove should be provided with a slide to regulate the inflow of air. The stove should be surrounded by an iron jacket which would be firmly fastened to the floor and should extend about a foot above the top of the stove. By this simple plan fresh air is admitted into the room in any desired volume; is warmed by passing between the stove and the iron jacket surrounding it and is diffused through the room without any danger from draughts. To get rid of the foul air, every schoolhouse should have a ventilating flue, with a smokestack made of thin cast iron or thick sheet iron inside of it. The stove pipe which opens into the ventilating flue from the room should be placed not more than two inches from the stove. The heat in the smokestack will warm the air in the flue and give it an upward current which will draw the foul air from the school room through the register placed near the floor. The out-houses, one for the girls and one for the boys, should be located in the rear corners of the school lot. They should be well and healthfully built. The vaults should be a solid tank of concrete, or of masonry plastered on the inside with cement, and so arranged as to be easily cleaned. Such a quantity of dry soil or ashes should be frequently placed in the vaults as will absorb all liquids and keep the excreta covered. The vaults should be cleaned out at least four times a year. These out-houses could easily be hidden from view by shabby or climbing plants. Such, very briefly, is a very imperfect outline of what our school surroundings should be. We all know what they are. In many districts the school house is the most forlorn and disreputable looking building in sight. It stands on the roadside unpainted, dilapidated, fenceless, treeless, flowerless, looking as though it belonged to some one long since gone away or dead. It has no lot worth mentioning around it. What ground there is, is littered with ashes and chips, and logs and stumps. The out-houses, if it has one, is a disgrace to civilization, an offense to decency, a nuisance to health. And it is general-ly the case that the interior of the school building is worthy of the exterior. In too many instances they are alike unworthy of this province. Many districts have neat well-kept school buildings and fairly good grounds; but it must be admitted that in the majority of cases the school surroundings are disastrous. Who is to blame for this? The trustees and ratepayers of course. But the Education Department, the Superintendent, the Inspectors and the Teachers can hardly be held blameless. It is certainly a serious reflection on any teacher to have taught in such a school district and to have left the school surroundings no better than he found them. When a teacher goes into a dismally neat and shabby school, he tries to teach, he finds them to begin with; but he must not be content to blame them so. The first step is to



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awaken in the pupils a desire for a better condition of affairs; the next is to set them to work, with himself at their head, to make what improvements are possible by their united efforts. The school room can be thoroughly cleaned, furniture and apparatus repaired, the rubbish on the grounds burned or removed. An entertainment may not only awaken an interest in the school, but also provide means to get blinds for the windows and pictures for the walls. The teacher must be tactful. It will not do to talk the good people of the district that they are barbarians because everything isn't as it should be. They are just as good as the teacher; but, owing to the fact that there was no one to lead, they have neglected their school. The teacher must also be patient; he can't expect everything at once. He should form a plan of the school surroundings as he thinks they could and should be; then he should work patiently but persistently towards the realization of his plans. Should he resign before his plans have all been carried out, he should leave full statement of them for his successor.

There are certain men in every district who are leaders. The teacher ought to be able to pick these out and get them interested in what he is trying to do; be willing to flatter them a little and give them credit for all they may do, and even for what he does himself. A little judicious puffing in the press, may aid in awakening the local pride of the district. The teacher cannot afford to act like an outsider come to enlighten the dark minds of the natives. If he does his usefulness vanishes. He must be one of them; and everything done and asked for must be for the honor and credit of the district. When good furniture, maps, globes and other apparatus are provided, the teacher must see to it that they are protected from injury and used with care. If the teacher is the right kind of person the school surroundings of the district in which he teaches will soon show the power of his influence in continuous if not rapid improvement.

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THE RANKING OF TEACHERS.

As our teachers are graded at present there is no recognition of special ability in the profession. Those who stand highest in examination, close and durable. The room should be furnished with substantial and comfortable single seats and desks, adjustable to the size of the pupils using them. There should be plenty of blackboards, maps and other apparatus; and special attention should be paid to heating and ventilation. In summer the windows and doors will perhaps suffice to let in the pure air and let the impure air out. But in winter other means should be provided. The simplest and best form of heating and ventilation for small schools is to have a cold air box extended from the outside of the building, under the floor, to a point immediately beneath the stove. The opening beneath the stove should be provided with a slide to regulate the inflow of air. The stove should be surrounded by an iron jacket which would be firmly fastened to the floor and should extend about a foot above the top of the stove. By this simple plan fresh air is admitted into the room in any desired volume; is warmed by passing between the stove and the iron jacket surrounding it and is diffused through the room without any danger from draughts. To get rid of the foul air, every schoolhouse should have a ventilating flue, with a smokestack made of thin cast iron or thick sheet iron inside of it. The stove pipe which opens into the ventilating flue from the room should be placed not more than two inches from the stove. The heat in the smokestack will warm the air in the flue and give it an upward current which will draw the foul air from the school room through the register placed near the floor. The out-houses, one for the girls and one for the boys, should be located in the rear corners of the school lot. They should be well and healthfully built. The vaults should be a solid tank of concrete, or of masonry plastered on the inside with cement, and so arranged as to be easily cleaned. Such a quantity of dry soil or ashes should be frequently placed in the vaults as will absorb all liquids and keep the excreta covered. The vaults should be cleaned out at least four times a year. These out-houses could easily be hidden from view by shabby or climbing plants. Such, very briefly, is a very imperfect outline of what our school surroundings should be. We all know what they are. In many districts the school house is the most forlorn and disreputable looking building in sight. It stands on the roadside unpainted, dilapidated, fenceless, treeless, flowerless, looking as though it belonged to some one long since gone away or dead. It has no lot worth mentioning around it. What ground there is, is littered with ashes and chips, and logs and stumps. The out-houses, if it has one, is a disgrace to civilization, an offense to decency, a nuisance to health. And it is general-ly the case that the interior of the school building is worthy of the exterior. In too many instances they are alike unworthy of this province. Many districts have neat well-kept school buildings and fairly good grounds; but it must be admitted that in the majority of cases the school surroundings are disastrous. Who is to blame for this? The trustees and ratepayers of course. But the Education Department, the Superintendent, the Inspectors and the Teachers can hardly be held blameless. It is certainly a serious reflection on any teacher to have taught in such a school district and to have left the school surroundings no better than he found them. When a teacher goes into a dismally neat and shabby school, he tries to teach, he finds them to begin with; but he must not be content to blame them so. The first step is to

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A country school teacher was cashing her monthly check at the bank. The teller apologized for the filthy condition of the bills, saying:—"Not a bit of it," the schoolmarm replied. "I'm sure no microbe could live on my salary!"

THE RANKING OF TEACHERS.

As our teachers are graded at present there is no recognition of special ability in the profession. Those who stand highest in examination, close and durable. The room should be furnished with substantial and comfortable single seats and desks, adjustable to the size of the pupils using them. There should be plenty of blackboards, maps and other apparatus; and special attention should be paid to heating and ventilation. In summer the windows and doors will perhaps suffice to let in the pure air and let the impure air out. But in winter other means should be provided. The simplest and best form of heating and ventilation for small schools is to have a cold air box extended from the outside of the building, under the floor, to a point immediately beneath the stove. The opening beneath the stove should be provided with a slide to regulate the inflow of air. The stove should be surrounded by an iron jacket which would be firmly fastened to the floor and should extend about a foot above the top of the stove. By this simple plan fresh air is admitted into the room in any desired volume; is warmed by passing between the stove and the iron jacket surrounding it and is diffused through the room without any danger from draughts. To get rid of the foul air, every schoolhouse should have a ventilating flue, with a smokestack made of thin cast iron or thick sheet iron inside of it. The stove pipe which opens into the ventilating flue from the room should be placed not more than two inches from the stove. The heat in the smokestack will warm the air in the flue and give it an upward current which will draw the foul air from the school room through the register placed near the floor. The out-houses, one for the girls and one for the boys, should be located in the rear corners of the school lot. They should be well and healthfully built. The vaults should be a solid tank of concrete, or of masonry plastered on the inside with cement, and so arranged as to be easily cleaned. Such a quantity of dry soil or ashes should be frequently placed in the vaults as will absorb all liquids and keep the excreta covered. The vaults should be cleaned out at least four times a year. These out-houses could easily be hidden from view by shabby or climbing plants. Such, very briefly, is a very imperfect outline of what our school surroundings should be. We all know what they are. In many districts the school house is the most forlorn and disreputable looking building in sight. It stands on the roadside unpainted, dilapidated, fenceless, treeless, flowerless, looking as though it belonged to some one long since gone away or dead. It has no lot worth mentioning around it. What ground there is, is littered with ashes and chips, and logs and stumps. The out-houses, if it has one, is a disgrace to civilization, an offense to decency, a nuisance to health. And it is general-ly the case that the interior of the school building is worthy of the exterior. In too many instances they are alike unworthy of this province. Many districts have neat well-kept school buildings and fairly good grounds; but it must be admitted that in the majority of cases the school surroundings are disastrous. Who is to blame for this? The trustees and ratepayers of course. But the Education Department, the Superintendent, the Inspectors and the Teachers can hardly be held blameless. It is certainly a serious reflection on any teacher to have taught in such a school district and to have left the school surroundings no better than he found them. When a teacher goes into a dismally neat and shabby school, he tries to teach, he finds them to begin with; but he must not be content to blame them so. The first step is to

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TODD 2.14 1-4

Sire of 82 Standard Performers Sire of 12 with records of 2:04 1-4 to 2:10 Sire of MAYOR TODD (47893) trial 2.18 last half 1.08

- BINGEN 29967, 2:06 1-4. Sire of 11 in 2:10, inc. Uthlan 1:58 Admiral Dewey 2:04 3/4 King Cole 2:05 1-4, John Ward 2:05 3-4, etc. FANELLA 2:18 Dam of 5, including Sadie Mae 2:05 1-4, Magowan (2) 2:10 8-4 etc. ALCLAYONE 1220F, 2:20 1-4. Sire of 19, including Louise G. (4) 2:08 1-2, Lelia Wilkes 2:14 1-2, William H. 2: 15 1-4. WILKETTA Dam of Alclayetta 2: 36 1-4. MAYOR TODD 47893. TODD 38822, 2:14 3-4. Sire of 12 in 2:10, inc. Bob Douglas 2:04 1-4, Northern Man 2:06 1-2, Gordon Todd 2:07 1-4 Iowa Todd, 2:07 1-2, Geo. Todd 2:07 3-4 Todd Mac 2:07 3-4, Al Stanley 2:08 1-4, etc. ALCLAYONE 1220F, 2:20 1-4. Sire of 19, including Louise G. (4) 2:08 1-2, Lelia Wilkes 2:14 1-2, William H. 2: 15 1-4. WILKETTA Dam of Alclayetta 2: 36 1-4.

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