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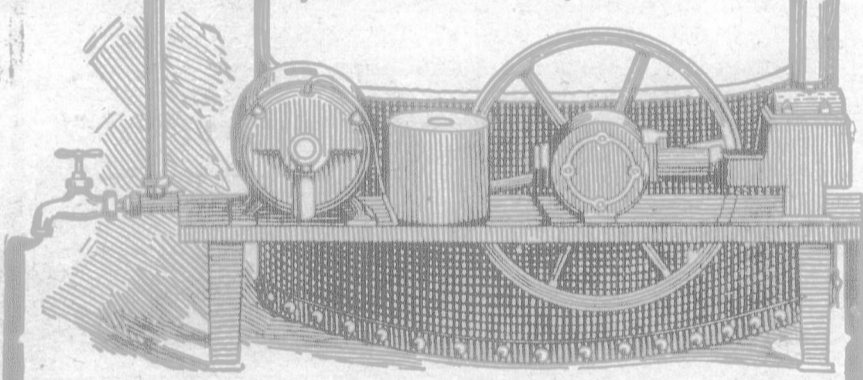
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That very fact, that Shinn-Flat Protects Property, means profitable business for dealers. This year property owners—and particularly farmers—can't afford to take chances on lightning. Lumber, labor, grain, stock and implements are all too valuable to carelessly risk a lightning stroke. It's a splendid time to sell Shinn-Flat Protection.

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LIGHTNING RODS

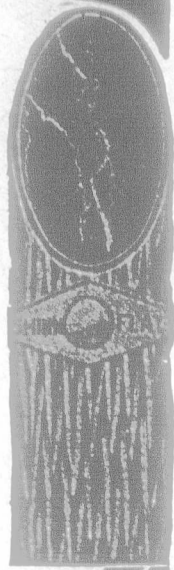
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"The Kind That
Are Guaranteed."

Lightning Can't Strike
if
Shinn Gets There First



Our School Department.

How We Learned to Know Weeds at School.

FROM THE NATURAL SCIENCE READER,
BY S. B. MCCREADY.

(Continued from June 17).

For next day's lesson Miss Allin asked us to try to find out at home what the names of some of the unknown weeds were. None of us were very successful in this. I gathered about a dozen of the same kinds of weeds in our land when I went home, and after supper asked father and mother about them. They did not know any names for most of them, and "didn't like to say" what the others were. When we reported to Miss Allin our failures, she told us she was going to let us try to find out for ourselves by looking them up in Farmers' Bulletin No. 28. (U. S. Department of Agriculture—Ed.). She handed over her copy of the Bulletin and said she would give us until the next afternoon to work at it. We had a busy time at recess and noon hour that day and the next. Many a weed was pulled, too, to compare with the pictures in the book.

This time we knew the names better. There were a few that we were not very sure of, and there were a few we couldn't find in the Bulletin. But we had correct names for twenty.

Miss Allin was quite pleased with our results and gave us the names of the unknown ones. There were two that we had to send to the Agricultural College to be named for us. We made a list of them all on the blackboard and afterwards wrote this out on a large sheet of paper to hang as a record of our discoveries for future weed students to wonder at. For Miss Allin said that now that we knew what a weed bed our school yard was, it would be a disgrace if we allowed the weeds to remain. This is another story. I haven't time to tell you how we got rid of most of them and got grass to grow in their stead.

From our school grounds our weed studies were extended to the gardens, the fields and the roadsides. Before the snow came, we had learned to recognize about sixty weeds. We made studies of the seeds of some of them, too, and collected samples to glue on cards or put in little glass bottles. Miss Allin showed us also how to press the weeds and mount them on paper. I mounted only six last fall, but I now have over thirty. I keep them in a portfolio. It is an interesting collection to me, for nearly every plant represents a new discovery. I have also learned a great deal about the plants while I have been working with them. Both father and mother are interested in my collection. They know the weeds now about as well as I do. Sometimes they find a new plant that none of us knows. If we cannot find it in our Bulletin and Miss Allin does not know what it is, we send it off to the Botanical Department of the Agricultural College to be named. The professor there is always pleased to help us.

At school we have had some interesting weed examinations. Miss Allin would hold up specimens for a moment and then we would write down their names. Or we would go outside and, as we went about, write down the names of the plants that Miss Allin would point out for us. It is pretty hard for her to catch us now with anything that we cannot recognize. We have had some good naming and spelling contests on Friday afternoons also. As a rule the boys can beat the girls at naming, but the girls beat the boys in spelling.

In the winter we had a few lessons with samples of clover seed. My father got them from the seed dealers in Lynden, and I brought them to school. We found that one of the samples had eight different kinds of weed seeds in it. Another had six, another had four, and the best of the samples had three. None of the samples were fit to sow on our farm. There would be thousands of weed seeds in a bushel. We didn't know the names of all the weed seeds, but found them by forwarding samples to the Agricultural College. The most abundant of the impurities were dodder, ox-eye daisy, common ragweed, buckhorn, wild carrot,

black medick, worm seed mustard, and pigweed. Father decided to send away and get guaranteed seed. He had to pay a high price for it, but he considers it cheaper to do that than to fight bad weeds.

I do not suppose there is any place or any farm in the world that has not its share of weeds. The Stony Plain School district has its full share. I know that. We have to keep fighting them. That seems to be part of a farmer's job. But knowing them when one sees them and understanding their habits give one a great advantage in the fight. I feel that my weed studies at school will help me now to keep this enemy under control, and it makes work more interesting, too, when one is thinking about the things he is working with.

SUGGESTIONS.

1. If the school carries on correspondence with a school in another part of the country or in another country, it will be interesting to exchange specimens of weeds as well as wild flowers.

2. Send to Washington and your State Agricultural College for Weed Bulletins. Articles from the agricultural papers might be cut out and pasted on the back of the weed mounts, or on other sheets of paper that will fit the portfolio.

3. For a reference collection for school use, selections of the best mounts made by individual pupils should be donated. Likewise the school collection of weed seeds should be a souvenir of the work of different pupils. The recollections should be kept in a cupboard or a drawer where they will be safe.

4. For your school fair, an interesting event is a weed-naming contest. Some times this is combined with the naming of varieties of apples, species of grasses, trees from specimen leaves, kinds of grain, etc. When grown-ups can be prevailed upon to join the contest, there is usually more fun for the boys and girls.

5. If several pupils in a school are mounting specimens of weeds for collections, it is advisable to buy a supply of suitable paper sufficient for all cut to a uniform size. The standard plant-mount paper is a white ledger paper, 11½ inches wide and 16½ inches long. For ordinary collections, however, a strong, heavy manila paper will suit better, and a sheet the same dimensions as letter note paper is more suitable for keeping in a handy portfolio.

What do We Plant?

BY HENRY ABBEY.

What do we plant when we plant a tree?
We plant a ship which will cross the sea,
We plant a mast to carry the sails,
We plant the beams to withstand the gales—
A keel, a keelson, and prow and knee;
We plant a ship when we plant a tree.

What do we plant when we plant a tree?
We plant the houses for you and me,
We plant the pillars, the shingles, the floors,
We plant the studding, the laths, the doors,
The rafters and roof, all parts that be;
We plant a home when we plant a tree.

What do we plant when we plant a tree?
A thousand boons that we daily see;
We plant a spire to out-climb the crag,
We plant a staff for our country's flag,
We plant a shade, from the fierce sun free;
We plant all wealth when we plant a tree!

How a Steer Will Dress.

A 1,200-pound steer will dress out about this way:

	Lbs.	Lbs.	
Sides.....	660	Dried blood.....	4
Hide.....	85	Hard bones.....	4
Tallow.....	60	Horns.....	2
Fertilizer.....	14	Hoofs.....	5
Liver.....	10	Sweetbreads.....	2
Heart.....	4	Sinews.....	4
Tongue.....	5	Tail.....	2
Weight of steer.....	1,200 pounds		
Net.....	861		
Waste.....	339		

Sub
we will adv