

# Adaptability



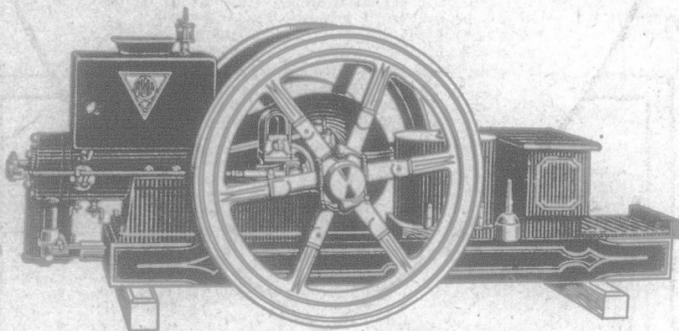
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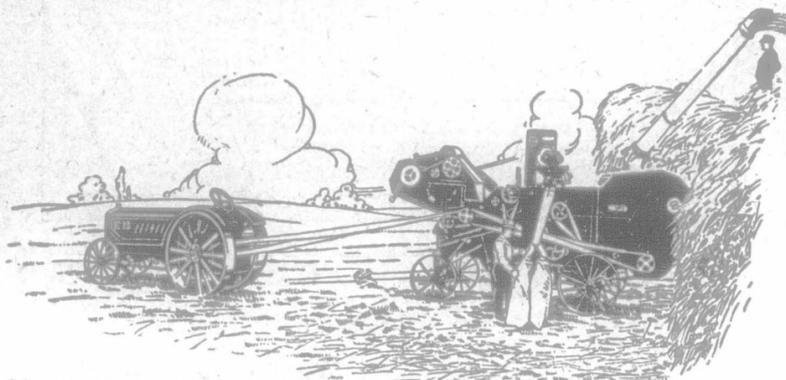
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## Canada Farmers Independent with E-B Geiser Threshers

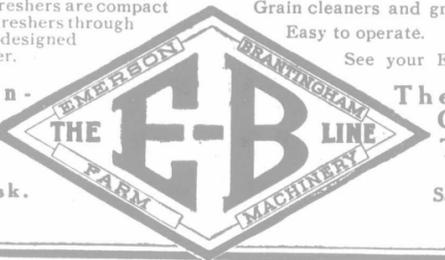
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E-B Geiser Threshers are compact but are real threshers through and through—designed for small power. Grain cleaners and grain savers. Easy to operate. See your E-B dealer.

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## Our School Department.

### Ideas for the Fall Term.

It will not be long before school will be started again for the fall term: Teachers and pupils who are interested in the study of agriculture in public schools should begin now to plan work that will make the fall term interesting as well as profitable. It is nearly always a hardship for pupils if they are forced to maintain a steady grind day after day on a somewhat bare and uninteresting study laid down in the curricula of public schools. If subjects such as nature study and agriculture, which are after all very much alike so far as their study in public school is concerned, can be taken up in such a way as to prove of interest to both teacher and pupils and so as to serve as a relief from steady poring over books, they can be made very useful and will be welcomed by all concerned.

Some time ago the writer mentioned in an article for this Department some of his own experiences as a public school pupil in connection with nature study. A good many of the things mentioned in that article, such as the collection of weeds and weed seeds; the identification of birds, and studies in the fields at odd times can be continued during the fall term. There are, however, one or two things that were novel at that time, and so far as we know are still worth passing on. One idea which this teacher inaugurated in our school was a collection of the fruits and seeds of trees. From some place or other he secured a large-framed cabinet that could be hung up on the wall like a picture. This was divided up into small pigeonholes, perhaps two inches by four inches in size and three or four inches deep. During the fall the seeds of all kinds of trees growing locally were gathered, and these included walnuts, hickory nuts, the winged seeds of the maple, various types of cones belonging to the pines and other evergreens, and as many other tree seeds as could be secured. Each separate kind was placed in one of the small pigeonholes and labelled with the name of the tree from which the seed came. As the collection became more or less complete so far as local trees were concerned, a glass was put in the frame just as a glass is put in a picture, and the whole thing was hung on the wall on one side of the room so that the lettering and the seeds themselves were in plain view of the pupils. Here then was opportunity to study the seeds of common trees in the neighborhood, a very important item in nature study, and indirectly, important in the study of agriculture because, as nearly everyone knows, the kind of trees that grow in the neighborhood indicate more or less the climate and the quality of the soil.

Another splendid idea that is worth passing on, and which has a distinct bearing on training for citizenship and the teaching of Canada's boundless natural resources, was the building of a products map. A frame, possibly six feet by four feet, was made of fairly good light wood, and on to this was tacked a cover of white cotton cloth. On the white cloth was drawn a map of Canada as large as the frame would take, the outline being made with heavy black pencil and only the provinces and great lakes shown. The principal railway lines could be shown on such a map, and the principal cities in Canada, but as we remember the map referred to, these features of the geography of Canada were not shown. Farm products were gathered of every different kind, as well as samples of different kinds of fur and wood, likewise minerals. These small specimens were then pasted on to the map on those parts of Canada where they are produced in any quantity. For instance, Ontario was largely taken up with areas of the different grains, pictures of the different kinds of fruit and pictures of live stock of all kinds. In Northern Ontario, the picture of a pulp mill might be seen and close by a few spears of clover, or other grasses, glued to the cloth, because clover and grasses luxuriate in great

quantities in the cultivated areas of Northern Ontario. In the mining areas, small samples of lead or tin or zinc, or quartz rock, indicated the product of the mines, while in the lakes, pictures of different kinds of fish used in commerce were to be seen. In Quebec, agricultural products were again dominant, with ship building, manufactures of various kinds, and paper mills represented in suitable fashion. In the Maritime Provinces there were representations of the steel and coal industry, as well as fishing, while agriculture, of course, was again to be represented. In the Prairie Provinces, the southern and more settled portions—which at that time were comparatively small—were represented largely by grains of wheat glued to the cloth, in such a manner as to almost cover the cultivated area. Away to the north in the unexplored regions where the muskox and the reindeer, and all of the fur-bearing animals are to be found, small samples of the fur were secured from odds and ends,—perhaps from the shop of a fur dealer or the homes of the neighborhood,—and pasted in their proper places on the map. In the far West, in the great ranching district, this industry was suitably represented by illustrations of range cattle, and so on. British Columbia with its greatly diversified and abundant natural products was represented by mining, lumbering and fishing chiefly, with agriculture, principally ranching and fruit growing, in the more settled portions.

So much for the map of Canada itself. At both Vancouver and Halifax, as well as at Montreal and Quebec, which represent the principal ocean ports of Canada, ships were drawn, both pointing to and from the Canadian shore. On the outgoing ships were pasted products exported from Canada in that direction, and from that port. British Columbia, for instance, would export large quantities of lumber and canned goods, also fruit now, and many other products. Ships reaching Canada and finding port at Vancouver would come from New Zealand, Australia, China and Japan; bringing perhaps rice, wool, mutton, butter, and thousands of smaller items of foreign make. Ships leaving the Atlantic ports for England and continental countries would carry vast quantities of agricultural products, such as beef, butter, cheese, grain, eggs, etc. All these products would be represented by articles pasted to the outline of the ship, and written in some place might be the destination in general of ships going in that direction. From England, ships would come to Atlantic ports bringing great quantities of manufactured articles, and on these ships, too, should be represented the large numbers of pure-bred live stock that are brought across from the Mother Country. Probably no more graphic representation could be made than a map of this kind, of the wonderful position England holds as the source of pure-bred animals of nearly every common breed for nearly every country in the world.

The making of such a map, we will be told, required a considerable amount of work. That is quite true, but the part that the teacher did was after all mostly a matter of superintendence and oversight. The pupils put the cover on the frame, they drew the map with some assistance and correction, they brought a great many of the products from home, and they pasted them on the map under supervision as to where they should go. The result of actually handling these different products, or their pictures, and themselves actually placing them upon the map, which was afterwards hung on the wall, was clear as to give each pupil who assisted a lasting idea, in general at any rate, of the great variety of products both natural and manufactured which the Canadian people utilize and supply to the people of other countries. So far as we remember we have never seen another map made up on the same plan, or with the same idea in view, but we believe the idea is not beyond the reach of every rural teacher and could well be copied to the advantage of everyone in the school section.

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When sending information advertisement, A. A. C. Stock Farm, Newcastle as follows: "I have several bulls of serviceable age my advertisement in but I have several calves, dropped in January to offer all sired by my Primrose Duke, which