

Winter Feeding of Cattle.

"If I were living in this country I think I would have some cattle ready for the market early in spring. You are a long way from the market here; condensation of your product is essential, and the present custom of having all the cattle ready for market at one time has little to recommend it." The above from Duncan Anderson, the live stock lecturer at present taking part in the work of the stock judging schools is worthy of serious consideration in many parts of the west, and especially so in southern Alberta where the words were spoken.

The south is admirably suited for stall feeding of cattle. Alfalfa and roots do well, particularly on irrigated land. The winters are not severe; expensive buildings would not be required, and all the coarse grains can be produced in abundance. The business naturally adapts itself to an intensive system of farming such as is essential to an irrigated country. It would do much to relieve the congestion of the fall markets and the day is coming when this will become one of the most profitable branches of agriculture in the south.

Imported Bulls Must Go Higher.

The Canadian breeder of Shorthorns will be wise who picks up an imported bull now. Imports from Great Britain have practically ceased, the Senors from South America, and the Irishmen will not let the North American breeders have a look in at all. If you need a herd header make your selection soon, as prices are bound to go up and that before many moons. Bulls fit to head purebred herds are never plentiful—therefore do not wait until the other fellows have made their selections.

FARM

Persistence Brings Success in Clover Growing.

Like many another man in the Dakotas, I have for years been making almost annual trials of clover. If any larger measure of success has been mine it must have been due to a firm belief that a practical plan of clover raising has been within our reach. I believe that I have learned the trick of growing clover in the Red river valley and that anyone can do it that follows the rule. The rule is this: Be content with a one-year crop. The mistake we have all been making is trying to follow eastern methods and keep a clover field for two years.

Nine times out of ten we can carry the clover crop successfully through the first winter, the high stubble of the wheat with which it is sown catching the snow and protecting it. It is the second winter that has done the harm.

It is hard to see a beautiful clover field go at the end of a single year, but I believe that the one-year plan for clover is actually better for us. One crop of clover gives good returns of itself, puts the land in good condition and restores it to the business of wheat raising in half the time required when it lies in clover two years.

I speak now of clear clover sown with wheat for a nurse crop. I advise every farmer in the valley to try a little clear red clover, but I most especially, and most earnestly, urge upon every valley farmer to add two or three pounds of clover to every acre of land sown in timothy. Then if the clover kills out as mine did in the dry spring of 1900, you have the timothy left.

To raise one-year clover in the Red river valley scarcely any specific directions are required, but I may make these suggestions: Mix the clover seed with the wheat, seed shallow on a well prepared, firm seed bed, be early in seeding operations, leave a high stubble when cutting the wheat, and look confidently for a good catch of clover the next spring.

And if you get a good catch hardly anything but a drought can prevent you from having a good crop.

We sow three pound of clover seed with six quarts of timothy. For clear clover (with a wheat crop) we have been sowing eight pounds of alsike clover or ten pounds of red clover per acre, but I am inclined to think twelve pounds of the latter might prove a better quantity.

My experience until late years has been mostly with alsike clover because of its greater persistence in the land, but with the adoption of the one-year crop, I much prefer medium red clover.

In our business we do not need a clover to persist in the soil. Let us take one good crop and plow it down, and with it take courage.

Buy the best quality to be had and from reputable seedmen.

Let me add, don't summer fallow for clover. Take an old field that needs a change and do honest work with it.

The nitrogen-gathering bacteria are abundant or at least apparently everywhere present in the soil of my farm, and no doubt would soon manifest themselves naturally in any good heavy soil of the state.

I have addressed myself more particularly to the farmers of the Red river valley, but since my farm is twenty-five miles back from the river it appears that there must be large areas of good clover soil in the state outside the valley.

My farm consists of 2,880 acres. Of this acreage the following showed clover, 160 acres timothy pasture with good clover in every acre; 160 acres in timothy and clover meadow, and 160 acres of clear clover, half alsike and half red clover. Everywhere the clover was good, yet I am proud to say that all but forty of the above 480 acres will be in grain crops next year.

Blockford, N. D.

D. C. SMITH.

[The above experience is valuable, and although for a short time the cost of clover seed will deter some, yet as soon as some Manitoba, Saskatchewan and Alberta farmers realize the money to be made, home-grown seed will be available. It is well worth noting the experience of the North Dakota station which shows that about 50 per cent will live over the second winter.]

All Purpose Granaries.

EDITOR FARMER'S ADVOCATE:

Having noticed several articles lately in your valuable paper re portable granaries, I thought I would offer a new suggestion which, I trust, will be of some benefit to your readers. Having built a number of portable granaries myself, the ones I find most suitable for farm purposes are simply a shell 14x16x7 ft. high having no floor and using 2x6 for sills. When I move these granaries to the field I pull the stubble on the inside and lay down loose boards as closely together as possible for floor, they do not require to be built very strong as they will hold any ordinary setting and not be more than half full; if more than half full it may be well to prop them on the out side.

When these granaries are empty they may be moved to winter quarters and placed face to face and the loose boards formerly used for floor may be tacked on the one end and roofed over with a few poles and some straw which will form a shed and two stables 14x16. These granaries I find are very handy for keeping hogs, calves, colts, or in fact any kind of stock. I used ship lap for siding and 2x4 for studding.

Sask.

W. R. HOWAY.

The Lack of Artistic Taste.

EDITOR FARMER'S ADVOCATE:

Human nature is many sided. To each person's nature there are the mental, moral, physical, social and aesthetic aspects, each of which bears a sympathetic relation to each of the others. Hence if abnormal conditions exist in any one, neither of the others will be naturally developed.

Our public schools, especially our rural schools, ignore this natural law, while our colleges are endeavoring, though with little success, 'to round out' the character and manhood of the students coming up from these schools.

We must provide for an all-round fully developed manhood and womanhood in our primary schools if we would have improved social conditions and a worthy citizenship. It is folly to starve certain sides and cram other sides of a child's nature in the primary school and expect to resurrect these starved faculties in the higher schools.

Nature has implanted in all children a love for the beautiful in flower, plant, tree, brook, bird, and, in fact, everything that comes from the hand of the Creator, and if this aesthetic taste is not indulged, it will all too soon, become defunct. He who suffers this misfortune loses the music and happiness of life. Surrounding the college with beautiful flowers and plants will have little effect upon the students who come from those unsightly little country school houses found everywhere in our country—buildings erected from an economic rather than an artistic point of view; the windows devoid of flowers and shades; the interior and exterior sternly unattractive; the outbuildings inferior to many a farmer's stables; the grounds devoid of fence, walks, and foliage except an occasional blade of grass or thistle.

The children attending these schools spend the most plastic fifteen years of their life in such schools and in homes presenting about the same degree of artistic arrangement, at the end of which time their mental powers may have been fairly well developed, but they are scarcely conscious of possessing an aesthetic nature. Those who enter colleges with their beautiful surroundings, may at first enjoy looking at the flowers and foliage as a novelty, but their aesthetic natures have already become so calloused that a flower to them is only a flower and nothing more, while the child who has been favored by flowers

and beautiful surroundings, learns to love them more and more, and to see in all the Hand and Love of the Creator.

The absence of beautiful public schools and attractive grounds may be attributed to the fact that the problems of home making and money-making have engrossed the attention of our people to the exclusion of improved schools. We strive to improve the homes and farms handed down by our fathers, but continue to send our children to the same old style of school that our fathers attended. That people tolerate such schools is not due to want of enterprise but rather to lack of educated ideas along this line, and when our citizens are shown their duty in this important matter, they will rise to the occasion as they always have done in other enterprises.

In several country schools in the eastern provinces, this aesthetic reform movement has already begun. The trustee boards, teachers, pupils and parents, encouraged by local governments, have erected modern schools equipped with improved appliances, and begun school gardens with gratifying results to all concerned.

It was the writer's pleasure, within recent years to hold forth in one of those proverbial country schools in Stormont Co. Ont. He agitated a new modern building and within six months the contract was let and the operations begun. At the opening of the new school the following New Year the pupils gave a large concert and raised enough money to buy a number of large framed pictures of the King, Queen and noted Canadian statesmen, also a bunting Canadian Ensign. The following Arbor Day, a public programme was given, the first number being the Raising of the new Flag on the new mast erected by the board. It was an inspiring scene to parents, pupils and visitors to hear sixty children singing 'Raise the Flag Our Glorious Banner,' as one of the boys hauled up the new ensign to the breeze. After rousing cheers for King and Flag, the company retired to the school room, where short patriotic addresses were given by the parents. After a few more patriotic numbers by the pupils came the unveiling of these portraits. Each class unveiled a picture and gave a short biography of the person. The party then retired to the front yard where each class planted good specimens of oak and maple to help keep green in their minds the memory of the great person whose portrait they had unveiled. A chart was then made for preservation showing in the grounds the exact position of the Queen Victoria tree, the King Edward Oak, the Sir John McDonald Maple etc. This chart was placed on the wall in the school room so that the children might become familiar with each tree.

It is by bringing parents and children together in their school to participate in such popular demonstrations as these that the parents learn to appreciate the illimitable possibilities towards an elevated citizenship resulting from a well-organized school and the pupils understand more fully that school life has for them some reality.

After clearing up the grounds and making flower plots the happy party went to their homes each experiencing in his breast an awakening which makes towards nobler and truer manhood and womanhood. Did not this day's education mean more to each young life than any two regular day's work? Only those who have participated in such a day's exercises need presume to answer.

Several schools in Eastern Canada have begun school gardens neatly laid out in walks and plots. Each class is given a plot in which each pupil plants and cares for a certain number of plants, vegetables and flowers. The teacher takes the classes out twice a week for a short period of weeding and hoeing. Each pupil owns what he grows and does what he wishes with his products. The board engages some one to care for the garden during the summer holidays.

In the school throughout the year each pupil is allowed to bring a potted plant, care for it and at the end of the term, prizes are given each class for the best specimens. When the pots are set side by side in a galvanized iron window tray, the effect is that of a pretty window box.

We have here stated a few of the many schemes tending towards this rural school reform movement; but each teacher and board must exercise their resourcefulness to meet the particular conditions existing in each community.

By studying nature in conjunction with books, many an apparently dull and stupid child may be awakened to respect his capabilities and thus become a broadly educated citizen. Thus after reviewing the possibilities resulting from this philanthropic scheme, affording not only an aesthetic, but also a mental, moral, physical, social and patriotic education to our boys and girls, we are assured that such citizenship will safe guard the destinies of our nation.

Calgary, Alta.

J. E. RUNIONS.