



The Farm Labor Army decreases as the National Army increases

In spite of the labor shortage *more* food must be produced—*more* acreage must be put under cultivation. *More* work must be done by *fewer* men.

There is just one solution,—machinery must fill the gaps in the ranks of farm labor.

Tractors must be used—thousands of them—tractors that will actually do the things you want a tractor to do—tractors that work on practically any kind of ground—in any part of the country.

These are exacting demands but Cleveland tractors by the thousands are meeting them effectively.

They are producing food—in larger quantities than ever before—and are consuming none of it.

They are plowing $3\frac{1}{2}$ miles an hour, eight to ten acres a day and under medium soil conditions are pulling two fourteen-inch bottoms. This is equal to the work of three men and three good three-horse teams.

And the work is not only done faster but *better* with the Cleveland.

The Cleveland is an all-purpose tractor that does a wider range of work than is possible with other types. It is the tractor that works successfully on the side hill.

It plows, harrows, sows and reaps. It hauls, does grading and road work, cuts ensilage and does the hundred and one odd jobs which are always to be done about the farm.

It is tractor and stationary engine in one.

The Cleveland is built on the same

principle as the giant battle "tanks". It crawls on its own tracks, laying them down and picking them up as it goes along. It will work practically anywhere—over rough ground, ditches and hummocks, close up to fence corners, and under small trees.

With 600 square inches of traction surface, it goes through sand, gravel, gumbo, mud and even wet clay. It travels over the newly plowed ground without packing the soil.

The Cleveland is only 96 inches long, 52 inches high and 50 inches wide. It can easily be operated by one man and can be housed in less space than is required for a single horse. It weighs less than 3200 pounds.

Yet in spite of its small size the Cleveland develops twelve horsepower at the draw bar and twenty at the pulley.

The Cleveland Tractor was designed by Rollin H. White, the well-known automotive engineer, and is built under his personal supervision. Only the best materials are used throughout. Tracks and gears are protected from dirt and dust, and the track sections are joined by hardened steel pins which have their bearings in hardened steel bushings.

Every farmer can fill up the gaps in the ranks of his farm labor *profitably*—can help the nation meet the food crisis *profitably*—by installing one or more Cleveland Tractors *now*.

Speed up your production. Make more money. Write us for complete information and the name of the nearest Cleveland dealer.

The Cleveland Tractor Co.

19105 Euclid Avenue

Cleveland, Ohio

The largest producer of crawler-type tractors in the world
Canadian Office: Windsor, Ontario, Canada

Cleveland Tractor

MAX STOCK
WATER TROUGHS



The kind that are better and will last longer. Write today for Full Particulars and Prices.

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P.O. Box 5009, G.G.C. 618 WINNIPEG, MANITOBA.

fusion by the pupils. The recipe should be made for the number of pupils in attendance and copied down as follows:—

Potato Soup (for 20 Pupils)

4 cups mashed potatoes.
4 tablespoonfuls butter.
4 quarts milk.
Seasoning, pepper and salt.
8 tablespoonfuls flour.
1 small onion.

Melt butter in large saucepan. Gradually add the flour till all the butter is absorbed. Then slowly stir in milk; heat, add potatoes, onion, and pepper and salt, and serve hot.

Other suitable recipes are—Soups: Onion, corn, bean, pea, tomato. Puddings: Rice, tapioca, sago, blanc mange, custard, batter. Eggs: Fried, boiled, poached, omelet, scrambled. Potatoes: Creamed, mashed, potato balls, potato puff. Salads: Potato, lettuce, waldorf, cabbage. Macaroni and cheese, muffins, baked beans and hot biscuit.

Have all the pupils copy the recipe for future use and reference. And here, drawing may be related to household science. Let each child prepare a booklet, using the conventional design of some plant that forms a food, as a motif for the cover. The pea or bean make pretty decorations and color designs can be effectively carried out by means of water colors. Manila paper makes a firm but pliable cover, the leaflets being made of writing tablet paper, and all the work inside done in pen and ink. Arrange the contents in the form of a menu, using only the essentials—soups, meats, salads and desserts. In the drawing period, the pages may be suitably illustrated by pen and ink sketches of small teapots, cups showing steaming fluid, rolling-pins, etc. Great pride will be taken in competition for the neatest and most attractive booklet.

Short talks should be given the older pupils in elementary science, making them acquainted with the nutritious properties and constituents of each food, also the changes they undergo in cooking. Geography period will become more interesting as the home of each food is located, and comparative lessons of great value can be derived from the study of the production of any particular food, especially one that is foreign to the pupils, as sugar, cocoa, rice, etc. A study also can be made of the evolution of cooking.

Collections of foodstuffs will provide opportunity for research among the more advanced pupils, these articles can be procured from firms producing same. Cocoa in all its forms, makes an interesting collection, and one worth preserving in the school. While the older pupils are at work on this, the juniors may spend their time in modelling and drawing the various parts of the kitchen equipment. Plasticine may be used for modelling and raffia for weaving table mats.

Do not omit to relate spelling to the cooking of food as here we find a great many words that are often neglected. Pupils will want to write to their friends telling them of their hot luncheon and we must see to it that their spelling is correct.

Each pupil should be required to keep a tabulated account of the expenditure for the hot luncheon. A list of the prices of the staple products should be tacked up for the pupils' reference.

Those who have cameras may be induced to take snap shots of the kitchen, work-table and dining-room, and nothing could be more suitable than to have a few of the good prints enlarged and used as pictures to decorate the walls of the schoolroom.

In the fall of the year, when the school exhibit is open to the public, a golden opportunity is open for the pupils to display some of their handiwork and show the advantages gained from their daily training. A hot luncheon can be prepared with very little extra exertion, the pupils displaying their skill in cooking, setting the table, serving the meal, and waiting on the guests. By careful management and supervision the community will be brought to realize the unlimited social and educational values resulting from this one phase of industrial education, viz., the "hot rural luncheon."

of table etiquette may be acquired, incidentally. When all pupils are through, at a sign from the teacher they should arise and pass out to the kitchen, each child taking his dishes with him and placing them on the work-table. Then the dish-washer, dish-drier and monitor will proceed to clean up.

Devote the last 10 or 15 minutes of each day in preparation for the next day's lunch. Suggestions will be readily offered by the pupils, the teacher exercising care in selecting a dish that is easily prepared as well as nutritious. Write the recipe on the blackboard and explain clearly the procedure in making the dish, so that there may be no con-