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Our School Department.

Hints on Teaching.

A COMPARISON OF FOREIGN WITH NATIVE AGRICULTURAL PRODUCTS.

BY GEO. W. HOFFERD, M. A.

"Every season hath its pleasures; Spring may boast her flowery prime, Let the vineyard's ruby treasures Brighten autumn's sob'rer time."—Moore.

LEAD pupils to see that both mixed farming and special farming are practiced in Ontario, and, consequently, there is a wide range of agricultural products for distribution. Contrast our agricultural mode of life with that of the simple hunting and fishing practiced by the Indians of bygone days. Indeed, primitive tribes the world over, like the lower animals, depended upon the collecting of edible fruits, plants, and animals which they could gather from the forests, lakes and streams. Their stores were limited, and, therefore, frequent suffering from semi-starvation was the result. Their practice was to destroy the means of existence provided by nature without doing anything towards increasing production. Our agricultural mode of life, on the other hand, has not only ceased to live by destroying, but is constantly busy developing new resources; which partly accounts for the great variety of agricultural products of Ontario and Canada. The constantly improving conditions of agricultural production depend chiefly on the geographical environment. No matter how desirable it may be, the frozen tundra of the Arctic regions cannot support the fruit growing industry of a Niagara district; nor can any desert region support a dairy industry like that of Dundas or Oxford Counties. Hence the principle of correlation with geography through which pupils can be made to appreciate the influence of latitude, topography and climate, should not be overlooked. These are real factors which determine the agricultural products of man. Moreover, any production should, in a measure, be related to the three fundamental interests of commercial geography, namely, PRODUCTION, TRANSPORTATION and CONSUMPTION.

By no means should the lessons consist of making bald lists of the chief products of each important country, and formal memory drill on these lists. Rather vivify the presentation of the lesson with a rich geographical background. Have each pupil supplied with an outline map of the countries whose products are being considered; and, as the development of the lesson proceeds, the pupils can record neatly on these maps the names of the agricultural products peculiar to each district. Later, products of other industries may be added to such product maps. In the Ontario School Geography, pp. 81 and 83, are illustrations of such map records.

Three very useful library books which would aid in showing the relation between geography and agriculture are, "How the World is Fed," "How the World is Clothed," "How the World is Housed," all by Carpenter, and published by the American Book Co., N. Y., at about 60 cents each. The Second Book of "Essentials of Geography," by Brigham and McFarlane, contains a very convenient and useful review of important products from a comparative standpoint in pp. 403-410.

Judging Dairy Calves.

IN last week's issue a few points to be observed when judging dairy calves, or more particularly, when selecting them for exhibiting, were given. On this occasion we propose to mention the chief features to look for in dairy calves, so as to enable juvenile stockman to select, show and judge this class of animals.

On the former occasion we mentioned conformation, quality, fleshing, development, constitution, character and breed type. These terms apply more or less to the judging of dairy calves, only one would look for a different conformation and less fleshing.

The chief function of a dairy cow is to

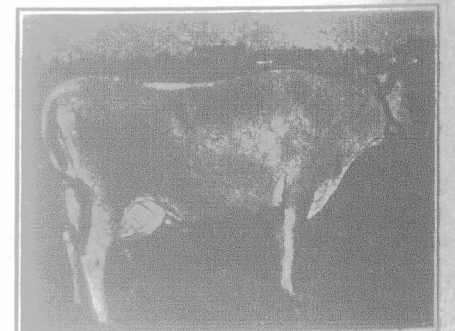
produce milk, and by milking a cow one can tell how efficient she is, and how valuable she would be in a herd. One can weigh the milk, test it for butter-fat, and arrive pretty closely at her value. However, it is different in calves, and one must be a shrewd observer to determine just how valuable a cow the calf will make.

The dairy cow, in performing her daily duties, utilizes four vital systems. These are the digestive system, the circulatory system, the nervous system, and the milk-secreting system.

The digestive system receives and handles a vast amount of feed, converting it into different ingredients that can be absorbed and used to sustain the body and produce milk. This food material must be transported all over the body, and here is where the circulatory system functions. The heart pumps blood to and fro throughout the body, and in the blood is carried this food material. The nervous system regulates all the functions of the body, and sees to it that they do their work well and right. The milk secreting system is active only during parts of the year, but during lactation it is very busy.



True Beef Type.



Dairy Type.

Compare this animal with the Hereford on this page and note the differences.

When all these systems are normally developed, the dairy animal will be lean and wedge-shaped, rather than broad, low-set and thick. An animal with a good digestive system capable of converting large quantities of feed into sustenance for the body will have a deep, thick barrel. The dairy cow which does a great amount of work has large lung capacity, where the blood is purified; consequently, one must look for a large heart girth, or a good constitution, as it is generally called.

All animals have a nervous system, but it is commonly said that beef cattle are lethargic, or sluggish, and therefore lay on flesh readily. Dairy cows perform another kind of work and are therefore alert, with a bright, full, mild eye, giving indications that she is capable of long, steady work and much of it.

In judging the milk secreting system, one would look for the development of the udder, teats and milk veins. The udder should be well developed, and veins long and tortuous.

NOTE.—The above article will be continued in next week's issue when a scale of points for dairy cattle will be given.—EDITOR.

A weedy school garden is not a good advertisement for a school, but it is quite useful for nature study lessons—more useful, in fact, than a clean garden. Make good use of what you have!