AGRICULTURE

Benefits Of Cow Testing

(The Journal of Agriculture and Horticulture.)

From correspondence with members of cow testing associations the following good reasons why every dairy farmer should commence and continue the system, have been classified.

Individual Cows.

1. Cow testing enables one to find out the poorest cows, those not paying for their feed, so that they may be gotten rid of.

In many cases one-quarter of the cows in the herd have been discovered to be not worth keeping, in some cases half the herd and even as high as three-quarters have been turned out.

This means certainty in dairying; no more guesswork as to individual performance.

2. Cow testing shows that many cows considered only average are really the best in the herd.

3. Cow testing points out definitely which cows are the best producers, both in milk and butter-fat.

4. Cow testing proves that many cows considered the highest in test are really the lowest.

5. Cow testing saves good cows from being beefed; they are found to be profitable when actual yield and cost of feed are considered.

6. Cow testing proves that many fine looking cows do not bring in much cash from the factory.

7. Cow testing helps to discover the great difference in persistency of flow.

8. Cow testing brings to notice the slighest variation in flow and urges one to seek for the cause of the shrinkage.

Herds as a Whole.

9. Cow testing helps to increase the total yield of milk and fat from the same number of cows.

11. Cow testing helps to build up a profitable berd quickly because heifers can be selected from the best cows.

Herds.

12. Cow testing allows more discrimination in feeding, apportioning the grain according to the yield of fat.

13. Cow testing emphasizes the benefit of liberality in feeding succulent, digestible food stuffs.

14. Cow testing abundantly proves that it pays handsomely to give dairy cows the best of care and kind treatment; this includes regularity as to milking, early stabling in the fall, protection from cold rains, spraying to protect from flies; and above all, particular attention to cleanliness, light and ventilation in the stable.

15. Cow testing demonstrates that many good cows can be kept at a smaller cost of feed. This not stinginess, but economy.

The Dairyman Himself.

16. Keeping records makes one more observant of all those little details that go to make up success.

17. Because cow testing develops this faculty of observation and induces reading and studying, members of associations are becoming far better dairymen.

18. There is a great stimulus received from comparing notes and results with other members.

19. The hired men take more interest in the cows, consequently they give them better attention and get more milk.

20. Neighboring farmers who originally scoffed at the idea of cow testing have become impressed with the results obtainedb y members.

21. A great measure or personal satisfaction results from studying each cow as an individual performer, not as a mere machine.

22. Cow testing increases one's love for good cows, and creates infinitely more pleasure in the work of the farm.

23. The definite knowledge obtained from the regular monthly testing is much more satisfactory in every way than getting an occasional result only once or twice a year.

24. Financially, cow testing is of very great benefit; young bulls sell for higher prices. Cows sell for double the old prices when buyers see records.

25. Cow testing not only interests the boys and girls more and more in farm life, but materially assists in providing additional home comforts for the women and children.—Extracts from 1911 Report of the Canadian Dairy and Cold Storage Commissioner.

Culled Thoughts On Education

(The Journal of Agriculture and Horticulture.)

"We should so live and labor in our time, that what comes to us as seed may go to the next generation as blossoms, and that which comes to us as blossoms, may go to it as fruit. This is what we mean by Progress."

Respect for labor and the volue of handwork will never have the place they should have in the opinion of children and people until what are known as the "utility subjects" are given the same prominence in schools as the cultural subjects.

George Macdonald, that writer of wise and beautiful things, said: "The day will come—and may I do something to help it hither—when the youth of our country will recognize that, taken in itself, it is more manly, and therefore, in the true sense a "more gentle" thing, to follow a good handicraft, if it make the hands black as coal, than to spend the day in keeping books and making up accounts." Not but that, from a higher point of view still, all work set by God and done divinely is of equal honor, but where there is a choice, I would gladly see a boy of mine choose rather to be a blacksmith than a clerk. Production, making, are higher things in the scale of reality than transmission, such as buying and selling. It is, besides, easier to do honest work than to buy and sell honestly. The more honor, of course, to those who are honest under the greater difficulty!"

In the preface to his First Lesson in Agriculture, written for the Ontario Public Schools in 1870, Dr. Egerton Ryerson says:

"Identified as I am by birth and early education with the agricultural population of this country, I regret to see so many of our agricultural youths leave the noblest of earthly employments, and the most independent or social pursuits, for the professions, the counting room, the warehouse, and even for petty clerkships and little shops. I know that persons in public offices, and in habitants of cities and towns who have no farms, must for the most part, bring up their sons to callings other than that of agriculture; personal peculiarities and relations may prompt to the same course in regard to some farmers' sons; and a divine call may select from the farm, as well as from the shop and college, for a divine vocation; but that, as a general rule, the sons of farmers, as soon as they begin to be educated, leave the farm is a misfortune to the parties themselves, a loss to agriculture, and to the country. A boy's leaving the farm because he has or is acquiring a good education is an assumption or admission by all consenting parties, that the farmer does not need such an education; and as long as this is admitted, by farmers not being educated, agriculture will be looked down upon, instead of being looked up to, as a pursuit for educated men. . . . But let the boy be educated to make him a better farmer, as well as a better citizen; let it be assumed, and become a recognized fact, that a farmer as a lawyer, doctor, or clergyman must be educated as a master of his work, and agriculture will hold a ark equal to, if not above, that of law or medicine . . .

I know it may be said by some. "Our fathers were not educated, and yet were successful farmers." But those very fathers will bear witness that they would have done and felt much better had they been educated. Besides, the soil was then new and more productive, and the mode of cultivating it most simples; but the culture of the soil, the growing of crops ,the raising of stock, and the business transactions and social relations of the farmer are very different now from what they were in former years.

The first and great staple interest of our country requires young men who will devote to agriculture their talents, their attainments, their fortunes, and their lives; and in no other pursuit is a wider and more inviting field of enterprise open to them."

HOW TO AVOID TUBERCULOSIS.

(The Journal of Agriculture and Horticulture.)

A healthy body is the best protection against the tubercle bacillus or any other disease-breeding germ. Therefore, keep well by observing the followin rules:—

Live, work and sleep in rooms flooded with fresh air and purified by sunlight every day. See that your sleeping room is thoroughly ventilated.

Use good, pure, nourishing food, and thoroughly masticate what you eat.

Cultivate cleanly, temperate and regular habits of being.

If you have a cough do not resort to quackery, but consult a physician or go to a dispensary. Make full use of good food, fresh air and rest. Live as much as possible in the open air, and have your sleeping room always thoroughly ventilated.

For the protection of others when coughing or sneezing hold a handkerchief before your face.

Is Education Of Value To Farmers

(The Journal of Agriculture and Horticulture.)

How many a youth says: "I haven't time to go to school." How many a father has thought the same thing. Haven't time to go to school? Let us figure on this a little and se.

Professor Warren, of Cornell University, in his book on Farm Management, in speaking of education, says: "The young man who propose to start farming sould first get an education. Education is much more essential in farming than it was 25 years ago. It will certainly be more essential in the future than it is today. A young man who is getting ready to start farming is not preparing for today only; he is preparing for 40 years from now.

"In one country the farmers who had attended high school made almost twice as much as those who had never been beyond the district school.

Relation of Education to Labor Income. 573 Farms.

Education	No. of Farmers.	Labor Income.
Attended district school	398	$318
Attended high school . . .	165	622

More than high

"A high school is worth more than an investment of $6,000 in five per cent bonds. We do not have figures for a large number of college men, but a college course seems to be worth as much more. Time spent in high school seems to be worth about $7 per day to one who le to be a farmer."

The labor income above stated in the table means the earning above all expenses and interest on the entire investment. It measures the ability of the man in earning capacity. It is interesthg to note here that Professor Spillman of the United States Department of Agriculture has estimated from the census figures that the average labor income for all farms in the United States is $318.22, which is almost indentical with the figures given by Warren in the above table for 398 farmers in a New York county.

This shows that the high school and the college place a man above the average in his earning capacity on the farm. If his advantage in greater pleasure and appreciation could be measured in dollars and cents the sum would mount up many times higher.

Model Country School

(The Journal of Agriculture and Horticulture.)

A model school grounds in miniature was a feature of interest at the Toronto Exhibition. It should contain one acre of ground. One-half acre should be set aside for a boy's playground in which they can play ball or other games. The other half acre should be devoted to a school farm and garden. Somewhere is reserved a little space for a kiddies' playground, where they may be provided with a sand heap in which to amuse themselves. The school should be the local beauty spot of the section.

Under the direction of Prof. S. B. McCready, the teaching of agriculture in public schools is fast gaining headway. As pointed out by Prof. McCready the school of the future will be a local experimental farm in a simple but effective way; it will introduce new varieties of field crops and test methods of cultivation through the children's school farm; it will be the local beauty spit wit neat fences, well-kept buildings, lawns and flower beds; it will be the local playground, not only for the children but for the grown-ups; it will be the local centre for social gatherings; its library will serve everyone with books, magazines, bulletins and reports that concern themselves with the farm work in home and field as well as with literary matters.

In the school work it will not consider examination as the be-all and end all of its effort; it will not cheat the many for the sake of preparing a few for advanced work in a higher school; it will remember that most of the pupils will have only a short time at school and a long time at work, and it will make its instruction fit the needs of the worker no les than the future needs of the scholar; it will try to keep the boy who is not clever in book studies at school and to educate him through practical activities with tools and in the garden; it will remember that children are educated for life through activities in play, in work at home, in handling tools, in experiences in Nature's Workshop, no less than by learning from books; it will bring the fathers and mothers back to school again in using the daily home interests as the means of education of their children.

Building An Empire

Every loyal Canadian is an "Empire builder." He is anxious to add to the health and prosperity of the Dominion. But you can't build an Empire out of lands and mines and railroads alone. You have to build an Empire with men—and the way to make men is to give growing youngsters a food that builds strong and sturdy bodies. Such a food is

SHREDDED WHEAT

It contains all the material in the whole wheat grain made digestible by steam-cooking, shredding and baking. It is better than mushy porridges because it induces thorough mastication and thus develops sound teeth and insures perfect digestion. A food to study on, to play on, to work on.

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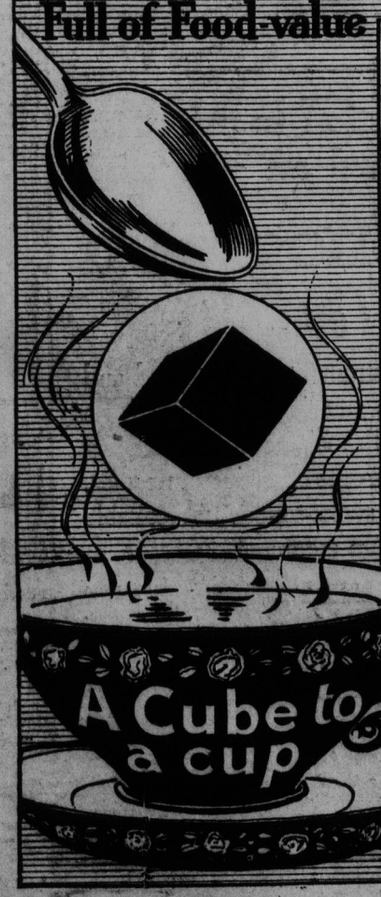

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