

# THE MAGAZINE GUARDIAN For Parents, Teachers, Pupils, Dairymen, Farmers, Horsemen

## TO THE FARMER

Farmers and others interested are invited to contribute to *The Farm, The Dairy, The Turf, and Good Roads* departments of the *Guardian* either by question, correspondence or otherwise. Answers will be given by experts to all questions of general interest and space will be given to any article that will in any way help to advance Prince Edward Island interests.

Contributors are asked to have their articles at this office early each week, as only a short emergency item can be handled on late one p. m. Wednesday. All received after that hour cannot appear until the following week.

## THE SCHOOL AND THE HOME

Contributions for this department should be addressed to President Teacher's Association, Guardian's School and Home, P. O. Box 188 Charlottetown.

### SPELLING.

(James H. Devereaux, Inspector of Schools.)

In many respects this subject is one of the most peculiar in the course of study. One may be a brilliant mathematician, an accomplished linguist, or a forcible writer and the world will freely give him due credit for his attainments. To be a good speller, however, will bring him no distinction; while to be a poor one will discount his other attainments. It is of no avail that he can point to a college career as a proof that he is educated. This only renders his offence the more unpardonable. The world will forgive him solecisms in his speech and writings, errors in his logic, mistakes in his calculations, in his arithmetic; but mistakes in his spelling—never! Nothing will save him from being classed among the ignorant, not even the Tipperary Man's excuse—a bad pen.

In view then of the fact that spelling will have so much to do with fixing one's educational status it becomes of first importance that this subject be taught persistently throughout the common school course, for experience has shown that, if the child leaves the common school a poor speller, a poor speller in his orthography. It is of no avail that he can point to a college career as a proof that he is educated. This only renders his offence the more unpardonable. The world will forgive him solecisms in his speech and writings, errors in his logic, mistakes in his calculations, in his arithmetic; but mistakes in his spelling—never! Nothing will save him from being classed among the ignorant, not even the Tipperary Man's excuse—a bad pen.

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Word forms are impressed on the memory either through the medium of the ear or the eye. When orthography is taught through the ear, the oral method of teaching is used; but when taught through the eye the written method should predominate. Which method then should be adopted in studying and teaching this subject? We keep in mind the two facts (1) that a child learns to spell by forming and retaining correct visual images of word-forms, and (2) that he will never have any use for spelling except when he writes. It is for the second reason that orthography should be taught almost exclusively through the eye and chiefly by the written method. Every teacher has observed that the child often forgets what he sees, still more often what he hears, but seldom what he writes. The written method is, therefore, the strongest reason for teaching spelling by the written method and in accordance with the foregoing principle the child should be accustomed as early as possible to make (to write) the word forms he is endeavoring to impress on his memory.

The objection may be made that the inexperienced girl cook may spoil and waste things, and, curiously enough, such an objection is often made by mothers who will gladly and proudly spend hundreds of dollars up on their daughters' academic or musical education. The trouble is that such a mother does not have the proper respect for housekeeping herself. And it is the daughter of such a mother who grows up with a contempt for domestic duties and, when she marries, insists upon hiring a "maid" when her husband's salary or income is utterly inadequate to such an expense.

Train your daughter by precept and example into the idea that housekeeping is both a science and an art, and the normal bright, intelligent American girl will gladly and willingly perfect herself in domestic duties.

## SPIRIT OF EMULATION AMONG THE PUPILS.

But if it is important to have correct methods in teaching and studying orthography, it is equally important to know what to teach. Most educators agree that the child should be taught the correct spelling of every word in his vocabulary, and of every word like to form part of his vocabulary. The average teacher has not the time perhaps nor perhaps the experience necessary to complete such a list. Fortunately, however, the modern text book on this subject is written with this end in view and every teacher should see that all pupils in the intermediate and senior grades have spelling books and daily lessons in orthography. In addition the words of the reading lesson and the more important words in the other subjects of study should be taught. This practice persistently and intelligently adhered to during the child's school life should enable him to spell correctly some 6,000 words, which is more than most of us will ever have use for.

## SUGGESTIONS.

1. In conducting the spelling recitation pronounce the words distinctly and accurately. Require the pupils to pronounce before they spell. 2. Do not pronounce a word a second time for careless pupils, otherwise habits of inattention are encouraged. 3. Have pupils keep a list of the words that they miss. Give frequent reviews of these words until they are mastered. 4. Compose sentences for dictation into which are introduced homonyms possessive, abbreviations, contractions and arbitrary signs. Insist on the proper punctuation and capitalization of these exercises. Did not your nephew buy a cream separator? My nephew came home on Wednesday, April 7th at 6:35 p. m., etc.

5. Teach syllabication and accent. It will help both spelling and pronunciation. Occasionally require pupils to pronounce each syllable in oral spelling, thus directing attention to its phonetic value. 6. Give exercises in words often confounded in spelling pronunciation or meaning: Emigrant immigrant; being, dyeing; lightning lightning etc. 7. Keep on the board a list of the common words often misspelled; often, arctic, helm, bellows, ewe, quinary, etc. Give frequent drill in pronouncing these. 8. Teach word-building with prefixes and suffixes. Show the important part played by des-, un-, less-, er-, etc., in the formation of new words. 9. Study related words: Elect, election, electoral, electorate, etc. 10. Analytically let it be kept in mind that correct spelling is like any other habit. It is best acquired by tentative and interesting repetition. All work then in this subject should be conducted with this end in view; and every known method and device should be used to lighten as much as possible the drudgery necessary to make the pupil a good orthographist.

## GIRLS AND HOUSEWORK

Is your daughter among those who dislike housework and is anxious to get away to the city office or factory for a change? People only dislike to do a thing if they find it uninteresting. If a girl is always given the drudgery she naturally rebels. In most American homes, even the school girl has a certain number of household duties to perform. The troubles is that in nine cases out of ten those duties are of the faintest and uninteresting, uninteresting and uninteresting character, such as we can hardly blame the girl for classifying as "menial."

There are any number of mothers who imagine they are training their daughters in housework, when as a matter of fact they are merely utilizing their services as "help" in washing dishes, making beds, dusting and other tedious and mechanical duties. On the other hand, the selection, buying and preparation of food—the most skilled, scientific and interesting part of a sealed book to them. It is no wonder then, that a bright, intelligent girl should come to look upon housekeeping as a round of mechanical and uninteresting drudgery, and to make up her mind to do as little of it as possible.

As a reform in this direction it might be suggested that, during the years of a girl's life when her interests moulded, as little as possible of the being formed and her tastes are mechanical and tedious part of housework, as fast as she learns something of the principles underlying the selection and preparation of food and acquires some skill, she should be permitted to take full responsibility at certain times for the meals of the family. Even while in the school, during the long vacations for giving her this sort of training in household management.

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## DAINTY SANDWICHES

Following are a few delicious sandwiches that will doubtless prove a welcome addition to the school lunch box of any boy or girl:

**Olives Sandwiches.**—Slightly buttered slices of whole wheat bread; moistened chopped olives with mayonnaise dressing and spread upon the buttered slices; spread other slices with cream cheese and press together in pair.

**Peanut Sandwiches.**—Chop freshly roasted peanuts; pound them in a mortar until smooth and season with salt.

## SERVE ON LETTUCE LEAF BETWEEN BUTTERED WHITE BREAD.

**Fruit sandwiches.**—Cut bread, white, brown and graham, as thin as possible. Use four or five pieces in each sandwich, putting them together so that the colors will contrast. Apple, pear, peanut butter, honey or jam, spread thin, may be used as filling.

**Fig sandwiches.**—Chop one-third of a pound of figs fine, add one fourth of a cup of water, cook to a smooth paste. Add few almonds, chopped fine. When cold, spread the mixture upon whole wheat bread. Raisins, dates or marmalade may be used in place of the figs. The marmalade, of course, requires no cooking.

**Fancy cheese sandwich.**—Spread fresh bread with butter over this spread a layer of honey. Press two similarly shaped pieces together and serve at once.

## DAIRY

### KNOW THE INDIVIDUAL

The knowledge of the individual cows in the herd is one of most necessary things in the program of the successful dairyman. There is hardly a problem in the dairy business whose solution does not rest in some measure upon the individuality of the herd. Much has been said about the comparative worth of the different breeds of cattle, but there is more difference in individuals of each of the great breeds, than exists between the breeds. It is well to decide upon some breed and stick to that decision, but with that matter settled we are compelled to turn our thoughts to the individuals out of which we expect to evolve our future herd, and secure in whole or in part of our living.

### STUDY OF INDIVIDUALS PROFITABLE.

If we are to improve our herd by better breeding, we must discover our best cows. We do not want to go on from year to year simply guessing. If we are to build up our herd we want the heifers from our best cows. We can afford to take a great deal of pains to mate the very good cows. We cannot hope for great results from the daughter of a poor cow, even if the sire is a good one. If we have no really good cows in our herd, we should know it as soon as possible. Perhaps we may have one or two cows that are of great value, but we have never tested them and so their splendid performance has been concealed by the small results from the rest of the herd. The very first thing to do if we are to build up our herd, is to make a study of our cows as individuals.

Having discovered the comparative worth of our cows, we can breed the best ones to the sire that will procure the desired result. In selecting the origin, we shall naturally take the best care of the calves than we should if we knew nothing of the worth of their dams.

### DEVELOPING THE INDIVIDUAL

I have written thus far in a very general way, but I wish it might be possible to convince the average man who keeps cows of the difference between simply keeping a herd from year to year, milking them and raising their calves without any knowledge of them individually, and breeding and feeding those cows as individuals.

The writer has in his barn just now a heifer that has a right to be worth more than an ordinary cow some day. He knows this, and so he is watching her every day when he is at home. There are a number of heifers in this community that are born well enough to make them objects of interest to their owners. These heifers will receive much better care because of their good breeding.

The writer has become interested in some of them himself that are miles away. He is interested because he knows the cows and the sire from which they descended. But if it is important for the breeder to know the sire of an individual, it is no less essential to know her in order to feed her properly.

### MAKING THE POOR COW PAY

The longer I feed cows, the more I realize the necessity for more knowledge of them as individuals. There are some cows that can hardly be fed too much. They are of the class that keep right on milking more and more until the limit is reached, and do not carry more flesh than they should, no matter how much is fed. But those cows that swallow their food and give neither flesh nor milk in return are not to be trusted to eat until they are ready to starve. They must have someone to think for them. If the owner knows his business he can often make such cows pay.

A gentleman told me some time ago how he managed one of these other wise unprofitable cows. He was a member of the Cow Testing Association organized in the United States. One of his cows lacked nearly two dollars of paying for her feed in one month. During the next month he reduced her feed to the standard fixed in "The Hoeker Tables" and she made a profit of over a dollar and a half. He had known nothing about this cow as an individual she might have lived on, losing money for her owner for years.

### FEED THE GOOD COW LIBERALLY

On the other hand, the great producer is often injured by scanty feeding. A man of my acquaintance once purchased a very fine grade Jersey heifer from a neighbor. She was a descendant from one of the best families of cows I have ever known. In fact, I have not yet seen a poor animal that family. They were practically pure-bred Jerseys, but could not be registered.

He paid \$75 for that heifer when she was three years old. A pretty good price for a grade at that time. She was giving 35 pounds of milk per day, and probably tested 5 per cent. I saw him three months ago and asked him how the heifer came out. "I was cheated in that cow. She gives no more than the rest of the herd. She is all right when I got her, but she is not worth a cent more than my other cows, now that I have tried her out." "How much did you pay for her?" "I fed her as I did the rest," was his answer.

Of course I told him that the fault was his. No cow, good nor poor, can make "something out of nothing." The good may be fed more than the average cow because we expect more from her. The man of whom I have written did not furnish this valuable heifer enough food to enable her to work the machinery for the production of milk up to the limit, and so after borrowing for her body for a time, she refused longer to honor the checks which he drew upon her, that is, she reduced her milk flow to a point where she could still sustain her body. Of course, he was making little more profit from her than from his other cows, but because we expect more from her, the man of whom I have written did not furnish this valuable heifer enough food to enable her to work the machinery for the production of milk up to the limit, and so after borrowing for her body for a time, she refused longer to honor the checks which he drew upon her, that is, she reduced her milk flow to a point where she could still sustain her body. Of course, he was making little more profit from her than from his other cows, but because we expect more from her, the man of whom I have written did not furnish this valuable heifer enough food to enable her to work the machinery for the production of milk up to the limit, and so after borrowing for her body for a time, she refused longer to honor the checks which he drew upon her, that is, she reduced her milk flow to a point where she could still sustain her body.

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## POULTRY

### THE EARLY CHICKS.

Leave the chicks in the incubator until they are 48 hours old. Supply plenty of fresh air during the time. Remove to brooders thoroughly warmed and dry, with a hover temperature of 98 degrees near the outside of hover. The first few days in the brooder we see to it that they have the proper temperature, plenty of fresh air and sleep. The first feed we give is fine No. 11 mica spar grit, fed so they can't help but find it. Then water with the chill taken off is placed before them in such a way that they can't get wet. We keep a dish of grit, charcoal and oyster shell before them from the start.

### THE FIRST FEEDING.

For the first five days we feed the following mixture: finely moistened with sour skim-milk, five times a day: Eight pounds of rolled oats, to eight pounds of bread crumbs, two pounds of sifted beef scrap, and one pound of fine meal. In addition we keep the following mixture in shallow pans always before them: Three pounds of cracked wheat, two pounds of fine cracked corn, and one pound pinhead oatmeal. We scatter a little green food over the cracked grain mixtures.

Between the ages of five and two weeks we feed the above dry cracked grain mixture in the litter twice a day instead of keeping it before them in dishes. The mash mixture we continue feeding in the same manner with the exception that at this time we cut it down to three feedings a day, and in addition we use the same mixture dry always before them. Three or four hoppers. When they are two weeks old in order to economize in labor we cut down the wet mash feedings to two a day, continuing feeding the dry grain mixture in the litter and the dry mash in the hoppers. The above is a very popular method of feeding chicks, and has given universal satisfaction.

### ESSENTIALS OF RAISING CHICKS.

In the rearing of early chicks the following factors should be remembered: Proper temperature, careful watching, fresh air and sunshine, exercise, green feed, cleanliness and animal food.

When we first place them under the hover we watch them carefully, the first few days so they do not wander away from the hover and become chilled. We teach them to find their way back to the source of heat and do not allow them any great distance from the hover.

In the winter we aim to keep the temperature of anything, a little higher than in warm weather. A temperature of 100 degrees in the warmest place of the hover is about right. We catch the chicks more than we do the thermometer. We aim to heat it up high enough so that when we look at them the last thing at night, the chicks will all be near the edge of the hover curtain, and the majority of them sticking their heads out from underneath the same. The temperature should not be so high as to drive the chicks entirely from under the hover.

### FRESH AIR ESSENTIAL.

We believe in giving our chicks all the fresh air possible. We have a little opening in practically all the brooders, covered with a hinged muslin covered frame which we use as the weather dictates. We believe in having the exercising room, too, cold and sweet smelling, rather than warm and ill-smelling. After the chicks are three or four days old we allow them to get in the sunshine; previous to this time we deny them this privilege because until they know their way back to the source of heat, they are apt to huddle in the sunlight trying to get warm. We never allow this because at this age they are apt to get chilled.

### GREEN FOOD FOR CHICKS.

We feed a little green feed every day from the start. For this we like cabbage and a little onion cut up into three or four inch lengths and a bushel of green feed every day. The first feed we give is fine No. 11 mica spar grit, fed so they can't help but find it. Then water with the chill taken off is placed before them in such a way that they can't get wet. We keep a dish of grit, charcoal and oyster shell before them from the start.

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## 10 YEAR AVERAGE FOR THE THREE LAST, AND THREE POOREST COWS OF 11 DAIRY BREEDS SHOW THAT THE THREE LAST HOLSTEINS MADE \$12 EACH, MORE NET PROFIT THAN THEIR NEXT NEAREST COMPETITORS.

MADE \$22 EACH MORE PROFIT THAN THEIR NEXT NEAREST COMPETITORS IN THIS CLASS, AND WHILE NOTHING CONCLUSIVE IS CLAIMED FOR THIS COMPARATIVE TEST; YET 10 YEARS IS TIME ENOUGH TO GIVE EACH BREED AN OPPORTUNITY TO MAKE GOOD, AND AT TRURO AGRICULTURAL COLLEGE THE PRODUCTIVE OF HOLSTEINS IS EVEN MORE REMARKABLE. FIVE COWS INCLUDING ONE 2 YEAR HEIFER GAVE OVER 75,000 LBS MILK IN THE YEAR A NET PROFIT OF \$100 PER HEAD NO OTHER BREED HAS EVER OFFICIALLY MADE ANY LIKE SHOWING.

## POULTRY

### Get Ready for Early Eggs Next Winter.

Only early chicks make early layers. Hatch your chicks from eggs several months before you want shape for early incubation. Set them from healthy birds. Select only from one-year old hens and mate them with a good vigorous cocker. Mate one male with ten to fifteen females. Mate these for breeding about two weeks before you want to save eggs to incubate, and do not allow male birds to run with the rest of the flock.

### THE INCUBATION.

One hundred chicks are wanted use natural means. Arrange to set hens in house by themselves. (See Exhibition Circular No. 1). Set eggs as fresh as possible, and do not let them become chilled before setting. Dust the hens with insect powder before the chickens hatch. Set several hens at the same time, but be sure they will stick to business before good eggs are put under them.

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## THE odor. After the second week, if we can get it, we keep a dish of sweet-milk before them in addition to the drinking water.

In rearing of early chicks we lay great stress on the factor of cleanliness. We clean under the hovers every other day, and the exercising pens are cleaned out once a week. We disinfect thoroughly after each cleaning. The feeding dishes and drinking fountains are cleaned regularly once a week. The milk dishes are scalded twice a week and washed out each day.—F. W. K., in Michigan Farmer.

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## can have access to them. If it rains on them it will be little harm.

Then I use bran as a basis for all my soft foods or mashies. It gives bulk. Mixed with meal and chopped oats, equal parts—by weight, not bulk—and properly salted, and about five to fifteen per cent. of best scrap meal or granulated beef scrap added, and you have a wonderfully fine dish for your fowls.

Bran costs me in the winter near thirty dollars per ton. If it costs fifty dollars a ton, I should still use it quite largely, for with eggs at five cents each I can afford to give my hens a variety of all desirable foods that do not cost us more than two and a half cents per pound. If you have never fed bran to your hens, give it a trial and you will be convinced of its great value.—A. E. V.

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When we first place them under the hover we watch them carefully, the first few days so they do not wander away from the hover and become chilled. We teach them to find their way back to the source of heat and do not allow them any great distance from the hover.

### FRESH AIR ESSENTIAL.

We believe in giving our chicks all the fresh air possible. We have a little opening in practically all the brooders, covered with a hinged muslin covered frame which we use as the weather dictates. We believe in having the exercising room, too, cold and sweet smelling, rather than warm and ill-smelling. After the chicks are three or four days old we allow them to get in the sunshine; previous to this time we deny them this privilege because until they know their way back to the source of heat, they are apt to huddle in the sunlight trying to get warm. We never allow this because at this age they are apt to get chilled.

### GREEN FOOD FOR CHICKS.

We feed a little green feed every day from the start. For this we like cabbage and a little onion cut up into three or four inch lengths and a bushel of green feed every day. The first feed we give is fine No. 11 mica spar grit, fed so they can't help but find it. Then water with the chill taken off is placed before them in such a way that they can't get wet. We keep a dish of grit, charcoal and oyster shell before them from the start.

(Continued on page sixteen.)

## THE TURF

### TURF NOTES

The Horse Review Futurity, for foals of 1915, received 907 nominations.

Walter Cochato, 2.02½, goes to the stable of Harry Hersey next month. Two noted horses were passed away last week—C. H. Nelson and Fred Dietz.

Miles in the neighborhood of 2.10 are getting to be common at Los Angeles and Pleasanton, Cal.

Lee Axworthy, 2.08, Peter Volo, 2.02½, and Etawah, 2.03½, would be "some" race. The price paid for the Sheepshead Bay race track which will be converted into an automobile course, was \$2,240,000.

### THE INCUBATION.

One hundred chicks are wanted use natural means. Arrange to set hens in house by themselves. (See Exhibition Circular No. 1). Set eggs as fresh as possible, and do not let them become chilled before setting. Dust the hens with insect powder before the chickens hatch. Set several hens at the same time, but be sure they will stick to business before good eggs are