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EDITORIAL.

A folder boosting the National Dairy Show, of Chicago, sets forth that the dairy business in America aggregates over a billion dollars a year.

It is satisfactory to have the letter from President John G. Kent, of the Canadian National Exhibition, asseverating that upon securing the Garrison Common the Directorate were ready and anxious to provide better live-stock stables and a judging arena.

The large cities in the West are asking for boxed apples, remarked an Ontario operator lately returned from a Western trip. The city man without a good place to store fruit wants to buy it in small quantity, he explained, whereas the farmer customer of the smaller places prefers to take home a barrel.

It is queer that the Ontario Hydro-Electric Commission should take such pains to operate its farm-power exhibit so strictly on the quiet. The Farmer's Advocate made special efforts to announce its itinerary in advance, but could secure no definite or final list of places and dates. Even the local demonstration was nearly missed owing to postponement and uncertainty when it would be held, and the spectators present were but a fraction of those who would have been on hand had the affair been properly advertised.

Professional educationists have been apprehensive lest in the attempt to reform education to meet the needs of the times personal culture of the individual should be subordinated to utilitarian or economic ends. Were culture likely to be sacrificed by devoting a measure of attention to gardening, nature study and manual training, the apathy and opposition would be well justified, but experience proves the contrary. Christ was a carpenter, and a large proportion of all the intellectual giants of the ages have been reared in close touch with nature, many of them being trained of hand as well as head. A broad-based, well-balanced education cannot but make for personal culture of the highest order.

Unless Ontario wakes up she is going to be cleaned right out of the Western fruit market, remarked Lewis Jones, an apple buyer of St. Thomas, Ont., to The Farmer's Advocate last week. There was a great kick against last year's fruit from this Province, he said. Our apples are poorly packed, poorly assorted and overpressed. They seem to bruise more easily, too, than fruit from the Western States. In a recent trip covering fifty Prairie towns and cities, including Winnipeg, Brandon and Regina, he saw only two small lots of Ontario apples. One lot was fair, the other culls. Pacific Coast fruit, on the other hand, is always as perfect as waxwork and reaches the consumer in prime condition. Good culture, thinning and care in picking and packing must account for the result. There must be some exceptions to these strictures on Eastern apples, for several co-operative associations and certain individual growers are sending good fruit to the West, but applying to the general output the criticism is only too true.

What Education Means.

The best definition of education we have ever heard comes directly from the original Latin derivation of the word—e (out of) and duco (I lead). It really signifies a drawing-out or development of the faculties, and the broadest kind of education is that which develops its pupil in the most directions. It is a perversion of the idea of education to assume that it applies only to mental faculties. It applies equally to the manual, the moral and the artistic. It is a common and egregious error to suppose that the great purpose of it is to acquire knowledge. Knowledge is inevitably and very desirably obtained in the course of education, but the acquisition of knowledge is not education, except in so far as it trains the faculties. Knowledge is a good thing to have, but, as Mr. McArthur points out, the Encyclopedia contains far more precise knowledge than any man can ever hope to master. Training is more important than knowledge. It is likewise a mistake to suppose that education and schooling are synonymous terms. A person may be highly schooled but poorly educated; or, on the other hand, may be broadly educated without ever having been near a school. Totally unlettered men may be found who are more broadly and more highly educated than some holders of university degrees. Intellectual crate-feeding does not produce educated men. Not a few who undergo that process emerge little better than pedantic fools. Education means training. All life is an education, and education is far broader than schools.

One-sided Education.

The conception designated in the foregoing paragraph has brought advanced thinkers all over North America to enquire whether a really well-balanced education could be acquired from the study of books alone. Their attention has also been pointed along this same direction of enquiry by the undeniable tendency of our schools to depopulate the rural districts, giving a large proportion of the cleverest pupils an impetus toward professional life, whether inclination ran naturally in that direction or not. Many a first-class farmer, and many a first-class mechanic, but especially, we repeat, many a first-class farmer has been thus spoiled to make a third-class teacher, doctor or lawyer. The stubborn fact must be faced that education as we have known it in the past has engendered a pronounced distaste for manual labor and a preference for sedentary employment. Why?

Consider the case of a farm boy whose parents have always bewailed their hard lot and hoped for a day when they could retire from the farm. The boy himself has doubtless had many a distasteful though wholesome experience of enforced work when he wanted to play. Probably his work was never made interesting by any scientific insight, any sign of progress, or anything except hard, hopeless grinding toil. The real interest of farm work and farm life has never been unfolded to him. He brings to school a barren forbidding impression of farm life.

And what does the school do for him? It introduces him at once into a world of literature and science and books, a world of learning, opening the door to new employment providing he be diligent enough to pursue his studies on through the higher institutions. Scarcely anything he learns relates to the life he leads at home. The examples in the arithmetic are nearly all drawn

from such crafts as carpet-laying, paper-hanging and so on. One would think he could learn to calculate the capacity of cylinders as well by figuring on silos as on tubes, but the text-book authors seem quite innocent of any such happy inspiration. The readers contain far too few lessons referring to plant and animal life or to rural conditions of any kind. The geography is not much better, while the history lays precious little emphasis on agricultural development. So all through; the whole bent of the curriculum is away from the practical affairs of farm life and towards the academic and the sedentary. The tendency is accentuated in most cases by the teacher, who brings to her school an impression that the farm is a good place for all the clever children to get away from if possible. So she encourages the brightest of them to secure an education and become "something better" than a farmer. The seed thus sown falls usually upon all-too-ready ground. Ambition is directed from the farm. And that is where rural depopulation commences. The members of The Farmer's Advocate staff were all educated in country schools and not one of them remembers ever being encouraged by his teacher to educate himself especially for farm life. Whenever appeal was made to ambition it was to get an education and "do better" than his parents. Yet statesmen and philosophers go up and down the country extolling the great occupation of agriculture, maintaining that it is the basis of the country's prosperity, urging the fine opportunities it presents and trying to persuade people to get back to the land. We preach in one direction and educate in another. Surely there is a screw loose somewhere. Either the preaching is humbug or the education irrational. We maintain the system of education is at fault. It is unbalanced because it fails to develop the manual, the pragmatic, the capacity to do things. It is also unbalanced because by direct and indirect means it turns the child's interest and attention away from the best, most wholesome, most interesting occupation of all. It fails to take advantage as it should of his natural interest in growing things. Our education is too bookish in method and therefore too academic in tendency.

Well Balanced Education.

It is at this point that many of our reformers have fallen down. They see the defect and jump to the conclusion that we must remedy it by teaching agriculture in the public schools. We must do nothing of the kind. That has been tried and did not work. It defeated its purpose. We have no business to teach agriculture as a subject in the public schools except in the secondary ones, and no business to attempt by education to draft tots of children wholesale into farming or any other occupation. We must remember first and always that the great purpose of education should be to develop or train the child in character as well as in mental and manual capacity. Education must never be prostituted to purely economic or utilitarian purposes. What we should do is to eliminate the prejudice against agriculture that is created by the present system, giving the child a broad, well-balanced schooling that shall train hands as well as head, inculcate the true dignity of labor and open his eyes incidentally to the real interest and pleasure of scientific agriculture. Then the boy with a natural bent that way will have it developed and