

# The Farmer's Advocate

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### EDITORIAL.

#### PRESIDENT ROOSEVELT ON EDUCATION.

"If there is one lesson taught by history, it is that the permanent greatness of any State must ultimately depend more upon the character of the country population than upon anything else. No growth of cities, no growth of wealth, can make up for a loss in either the number or character of the farming population. In every great crisis of the past a peculiar dependence has had to be placed upon the farming population, and this dependence has hitherto been justified. But it cannot be justified in the future if agriculture is permitted to sink in the scale as compared with other employments. We cannot afford to lose that pre-eminently typical American, the farmer who owns his own farm."

Thus spoke President Theodore Roosevelt to the fifteen or twenty thousand people assembled to hear him, May 31st, on the campus of the Michigan Agricultural College, and a thrill of approval echoed the unanimous amen. Mr. Roosevelt took as his subject, "The Man Who Works With His Hands," and it will richly repay every person into whose hands this paper falls to read and ponder every word of the report found elsewhere in this issue. He speaks not as one on a pedestal talking at the people, but as one of the people discussing problems of mutual interest.

We shall not attempt a resume of his speech. It needs none; whoever reads will surely understand. A few words of comment and endorsement, however, will not be out of place. First, then, it is a speech fraught with vast significance to the farmer and artisan of the nation. It shows that the chief magistrate of the American Republic realizes clearly that the school systems in the various States are not fully adapted to the needs of the age. The public schools of to-day are for the many, not the few, and courses of study designed merely to produce scholars and cultured gentlemen are manifestly ill-adapted to train farmers, artisans, civil engineers and others who have necessarily to grapple with the stern problems of practical affairs. It is not at all surprising, therefore, that the schools have inclined the boys away from the bench and the forge, and, worst of all, away from the stable and the plow. There is a great lack in the educational systems of the United States and Canada, a lack which must be recognized and met. As the President wisely pointed out, the American and Canadian worker need have little fear of competition by pauper labor; the real test is with those nations, such as Germany, which make a strong point of industrial efficiency. The fact that in the United States many of the skilled mechanics are of foreign birth, while in large areas of the country agriculture has been declining, points unmistakably to the need for a public-school system which will relate the child to his environment and develop his intellect, while instructing him, meanwhile, along lines that will enhance his efficiency as a worker, and not develop in him an unwillingness to labor with his hands. We must, as he further pointed out, get over the mischievous idea that to earn \$12 a week and call it salary is better than to earn \$25 and call it wages. We have not yet begun to appreciate the real dignity of labor. There is a deal of patronage bestowed upon it, but comparatively little willingness in so-called higher society, to acknowledge the working man as a social equal. All this must be changed. We must seek to eliminate, so far as possible, work which calls only

for unskilled muscular exertion. We must bring about conditions under which there is increasing play for the brain to aid the hand. We must increase the scope for intellect in the farmer and artisan. We must elevate the plane and improve the industrial economic and social position of the average citizen.

The social condition of the rural community must be raised. The boy leaves the farm very often to seek congenial social conditions in the city—more life, closer contact with the world of action. We must bring these city advantages to the country. The trolley, the telephone, rural-mail delivery, the magazine, the literary society, the library, the opera, the local assembly hall, the school, the church—all these and other agencies must be used to make farm life more attractive, for simply raising the average returns per acre of wheat and corn and pork will never of itself make children contented with farm life. The most important thing is to make rural life attractive.

Having done this, we must train the children to appreciate the other advantages that inhere especially in country life—the love of nature, health, freedom, independence, fresh air, and natural landscape beauty—and here, again, we must look to the school for help. We need more agricultural and technical colleges, and must insist that they make their courses increasingly practical; but, more important than this, we must devise some means of training the pupils in the public schools along lines that will be helpful in making them more efficient workers in the industrial and agricultural army. We need a few universities and a certain number of scholars, but we need everywhere men; we need men before scholars. Also, we need to train our daughters in domestic science, seeing that for the great majority of women the one indispensable industry is the industry of the home. We need good homemakers—the very best. In short, America requires to-day a long step forward in the direction marked out by the establishment of the American Colleges of Agriculture and Engineering. We must have a system of education rationally adapted to the needs of the daily life of the masses. We must improve the position of the rank and file.

We must train people to live well, it is true. We must not get the idea that the growing of corn or the erection of buildings is the be-all and end-all of the worker's education. He should be educated as broadly as possible; but to undertake to teach a child how to live, without also training him in such a way as to help him to earn a good living, so that he may obtain the privileges we have taught him to prize, is irrational and absurd. It is putting the cart before the horse. Rather, it is leaving the horse off the cart altogether.

#### THE PLACE OF CLOVER ENSILAGE.

Quite a few of our readers will doubtless be interested in a letter by Mr. Richard Attridge, of Wentworth Co., Ont., detailing his experience in the making of clover silage. The ensilage of clover is by no means a new idea, many having tried it here and there throughout America, including the Central Experimental Farm, Ottawa. Mr. Attridge's experience is noteworthy, however, because of the gratifying success which attended his efforts.

It is a matter of no small importance in a country like Canada to know that good silage may be made from clover, for there is always the possibility of a failure of the corn crop, and in such a case it is a great boon to have an aftermath of clover to ensile. As to whether clover should be regularly grown as a substitute for corn, is another question. We never advise grow-

ing clover instead of corn, nor corn instead of clover. Our plea is for more of both. At least one-third of the average farm should be under clover each year, while in districts where corn succeeds we believe it will pay to have about a quarter of the arable land under this giant forage grass. Under such circumstances, it is certainly better to ensile corn than the clover, for the latter cures, as a rule, into a better quality of dry fodder. And, seeing that no animal should be fed wholly on silage, as it contains too much acid to be thus used, the ideal practice is to grow enough corn to fill the silo and some besides, and cure the clover into prime-quality hay to feed with the corn silage. In exceptional seasons, however, it is assuring to know that, so long as the clover grows, the silos need not go unfilled, even if the corn crop should be short. There are sections also in the Maritime Provinces, as well as in parts of Ontario and Quebec, where corn has not proven much of a success, even in the ordinary season. Hence, we commend our readers to a careful perusal of Mr. Attridge's experience.

#### THE SHORTAGE OF FODDER.

The late, cold spring experienced this year is responsible for what promises to be an unusual scarcity of hay and other fodder crops. Men who have been over the most of the Provinces report the same conditions prevailing everywhere, the young clover having been generally killed out, and the growth of meadows very backward, while pastures have been cropped closely already and will probably be short through the whole summer season. The necessity, therefore, of making provision for supplementary supplies of fodder seems to be urgent, as, unless the weather conditions undergo a radical change to heat and moisture—and that very soon—the returns from dairy herds will be seriously checked, and a considerable outlay for grain or millfeeds will be necessary. In such a contingency, fortunate are those farmers who have a supply of ensilage left over for summer use, but we fear these are few and far between. The next best provision will be the planting of a few acres extra of corn, to be cut green, and a few acres of millet or Hungarian grass, to be made into hay. There has been no time lost in not having these crops sown, as, up to date, the warm weather essentially needed for their growth has not come to us, but we may reasonably hope for and expect it later. Fields in which the young clover has been killed, will, if plowed soon and well disked or harrowed and rolled, make a good preparation for either corn or millet, or for peas, or a mixture of peas and oats, to be cut green or nearly ripe and made into hay for sheep, or indeed for any class of stock. The prospect is that millfeed, owing to the shortage and the higher price of wheat, will make bran and shorts more expensive than usual, and unless the season turns out more favorable than its present promise, there may be a general shortage of grain feed, and it may be wise to consider whether some land that is not likely to yield a paying crop of hay or pasture may not be used to advantage in growing fodder of the classes we have indicated.

Millet may be sown any time in June, as nothing can be gained by sowing it before the arrival of settled warm weather. Pearl millet is considered the best variety for fodder or pasture purposes, and should be sown at the rate of two to four pecks per acre; probably three pecks is safest on average lands, and the seed-bed should be made very fine by repeated tillage and rolling. The seed may be sown broadcast or with the grass-seed attachment of the grain drill, and lightly covered with the harrow.