

## THE FARMER'S ADVOCATE AND HOME MAGAZINE.

THE LEADING AGRICULTURAL JOURNAL IN THE  
DOMINION.

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AGENTS FOR THE FARMER'S ADVOCATE AND HOME JOURNAL,  
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Prizes for penmanship and drawing continue to be popular. Why not introduce classes for fancy-work done by girls under fifteen or sixteen years? There are many simple, practical and instructive features that can be worked out by any live board of directors.

By way of furnishing something that will further the interests of agriculture in the locality, the suggestions of Professor C. A. Zavitz, in an address at the convention, are worthy of consideration. Too many varieties of a given crop in a locality are injurious to the market. To help overcome this handicap, the professor would offer special prizes for the variety that the directors considered best adapted to the area covered by the exhibitors. He would also stimulate the growing of alfalfa, by offering prizes for the best sheaf of alfalfa hay, and notes explaining how it was produced. These hints but furnish groundwork on which something that requires local stimulus can be given assistance.

These things should be thought out before seeding operations begin. The greatest shows are held where the directors lay plans far ahead. Secretaries welcome suggestions from any source. It is only by enthusiastic co-operation that agricultural societies are of maximum usefulness.

### Protection from the Weak-minded.

The shocking tragedy enacted by Geo. E. Stewart, in Huron County, recently, speaks most loudly in behalf of compulsory incarceration of the weak-minded. As it was, two vigorous human beings were slain, but had Stewart's work been as thorough as his intentions, the number might have been nearer twenty. Only a miracle preserved several others from a most horrible fate. The merest accident saved some of them from the maniac murderer.

It may be that County Crown Attorney MacKay was casting undue reflections on the parts of Ontario with which he is acquainted when he estimated that there were three thousand human creatures at large in the Province who should not be allowed their freedom. Whether or not this

is an exaggeration makes no material difference. The fact remains that anyone who has reached an age that gives a knowledge of fellowman knows one or more persons admittedly weak in mind and more or less of a dread to the entire community. True, seldom is a calamity so horrible as that of Melancthon Township the outcome. But how frequently are such persons responsible for fires and damage and destruction of divers kinds!

The situation calls loudly for a remedy. Institutions are required for the housing of members of the human race who are so unfortunate as to be affected in mind. Human nature embodies a disinclination to allow a member of the family to be sent to a lunatic asylum—the same trouble might be found if the institution were called by any other name—but there are many rules and regulations enforced that appear absurd to part of the populace. Then why not enforce what might seem to be a hardship upon the families of this three thousand, more or less, in order to relieve the minds of neighbors and protect the community? Instead of it being an injustice, it would be a blessing to all concerned.

### How to Teach Agriculture.

Commenting upon what it is pleased to call "an able article," published in "The Farmer's Advocate" of January 21st, under the heading, "As the Twig is Bent," in which it was urged that the rural public schools, instead of fostering an interest in agriculture, have been rather tending to alienate the pupils from it during the impressionable days of youth, Hoard's Dairyman takes exception to one point. To quote its own words:

"But 'The Farmer's Advocate' falls into the general error of saying we must not teach agriculture as a 'subject in the country schools.' We must teach 'school gardening' and 'nature study.' Of course we cannot teach agriculture in all its breadth, as a subject. Neither can we teach anything else—reading, writing, arithmetic, etc.—in all their breadth."

Our Wisconsin contemporary then proceeds to urge that the elements of agriculture should be taught as a subject in the rural schools, advocating the teaching of definitions of agricultural terms, to the end that the pupils might be enabled to read agricultural literature understandingly, and concludes in these words:

"The real point is to make the country school do its duty by the country boy and girl; make it teach country children the knowledge that will enable them to understand as they grow older the literature of their own profession."

There really is not much difference in the ideals of rural education held by Hoard's Dairyman and "The Farmer's Advocate." The principal difference is in the way of going about it. Two objections are to be raised to the teaching of agriculture as a formal subject in the rural public schools. First, it is not the most effectual way to attain the end in view; secondly, the introduction of agriculture as a subject would open an inconvenient demand for the teaching of innumerable other trades and professions in the same way. In view of the recognized importance of agriculture to the state, the latter objection might be successfully met. Not so with the former. Some years ago the Province of Ontario undertook to teach agriculture as a subject in the schools. A simple text-book was prepared and placed in the teachers' hands. Few of them used it much or long, because they were not themselves trained in the subject nor interested in it. Besides, the curriculum was already overcrowded, and the new subject, being optional, was naturally pushed aside. By training the teachers in agriculture and making the subject obligatory, results might have been better, but the fact is that the experiment did not seem to commend itself or warrant further effort along that line. The truth is that the kind of agriculture we need in the lower grades of the public schools is an agricultural spirit and flavor throughout the whole curriculum—agricultural examples in the arithmetic, agricultural lessons and terms profusely scattered through the reading and spelling books, agricultural emphasis in the geography and even the history, agricultural principles expounded and illustrated in the sciences taught in the high schools, and, along with all this, interwoven throughout

the course, the study of nature, including as an important part school gardening, performed by the pupils themselves. In this way we can introduce into the schools all the agricultural principles and knowledge that young children can be advantageously taught. To attempt to teach agriculture as a distinct and formal subject would, in all probability, be to set many against it. As well attempt to teach morality as a subject. The principles of agriculture, like the principles of morality, should pervade the whole life and curriculum of the country school. This is better than teaching either as a subject.

## HORSES.

### Clydesdale Society of Great Britain

The Secretary's report of the Clydesdale Horse Society of Great Britain and Ireland for the year 1908, presented at the annual meeting of the society recently, showed that the society had had a prosperous year. The roll of members as at 31st December, 1908, shows an increase of 62. The society had replaced the Cawdor challenge cup for stallions at a cost of 50 guineas, and offered gold medals for competition among Clydesdales at six of the principal fairs or exhibitions in Canada. It has also published a stallion index to the first thirty volumes of the Studbook, with three introductory essays on the Clydesdale.

During the year 531 export certificates were issued by the society. These were distributed as follows: Canada, 386; U. S. A., 76; Argentina, 47; Russia, 11; New Zealand, 6; Australia, 4; Sweden, 1.

Believing it to be sound policy to encourage the breeders and exhibitors of Clydesdales in Britain and other countries, the society expended the sum of £212 3s. 6d. in premiums during 1908. To six Canadian associations two gold medals were contributed, and these were competed for during the year. The fairs or exhibitions thus benefited were those held in Quebec; Winnipeg and Brandon, in Manitoba; Calgary, Alta.; Regina, Sask., and Victoria, B.C. An increased number of gold medals has been granted for 1909, the exhibitions being the same as in 1908, except that the fair at New Westminster, B.C., has been taken in place of the State Exhibition at Victoria, and the Toronto Winter Show has been added, making seven in all. Besides these premiums offered outside of Scotland, the society's silver or bronze medal was competed for under the society's affiliation scheme at twenty-eight shows in Scotland and the north of England. Each affiliated society receives a gratis copy of the current volume of the Studbook, in addition to the silver or bronze medal.

The third Cawdor cups having been won outright—that for stallions in 1907, and that for mares and fillies in 1908—new cups were ordered, and amended regulations drawn up in connection with the Cawdor-cup competitions. The cups are of the same value as before, viz., 50 guineas each. The principal new regulations are: (1) That either of the cups must be won four times by an exhibitor, with a different animal each time, before it becomes his absolute property; (2) that no animal can win the cup more than once; (3) that a stallion rising four years old and upwards must be proved to have left 35% of the mares served by him in foal; and (4) that all animals competing for the Cawdor cups must be passed as sound, in accordance with a fixed schedule drawn up by the Council. This Schedule is as follows:—

|                    |                       |
|--------------------|-----------------------|
| Roaring—Whistling. | Spavin (Bone).        |
| Ringbone.          | Stifle Joint Disease. |
| Sidebone.          | Stringhalt.           |
| Unsound Feet.      | Chorea (Shivering).   |
| Navicular Disease. | Cataract.             |

A special committee has been appointed to examine stallions' service certificates, and to see the veterinary inspection carried out at both the Glasgow Stallion Show and the Highland and Agricultural Society's Show. The Council desire that all animals competing for the Cawdor cups be examined by the Veterinary Inspector before they enter the judging ring to be judged. This will ensure that only horses and mares or fillies passed as sound compete for the Cawdor cups.

### False Floor in Horse Stalls.

The editor of Wallace's Farmer suggests, in reply to an inquiry, that the objection to cement floors in horse stables may be overcome very easily by putting false wooden floors in the stalls where the horses stand. He tells of a barn he has with a concrete floor throughout, but in the stalls are movable slat floors which are hooked to the sill in front to hold them in place, but which may be raised up from behind when desired, or may be unhooked and removed altogether, in order to make a thorough job of cleaning. The false floors are made of elm slats, two inches wide, and set one inch apart. He says it has proved a very satisfactory floor.