

course at a High School in any of our towns gives a boy a distaste for farm life, and in many cases the parents are put to the expense of providing him with means to prepare for a profession for which he may not be specially adapted. In this way there is withdrawn from the farm the capital expended and the boy who might have become a prosperous and successful farmer.

There are many other advantages which will no doubt occur to the reader, but these are some of the salient ones. In my opinion, the merits of this system will commend themselves to the observant and thinking public, and I have no doubt that in the next twenty years we shall have many of these district schools established in our counties.

### Graded vs. Ungraded Schools.

BY W. CARLYLE, INSPECTOR PUBLIC SCHOOLS, OXFORD COUNTY.

A graded school is one in which the number of pupils in attendance is so large that the work of teaching them cannot be performed by one teacher, and is divided among a staff of two or more, as the requirements of the school necessitate. Every member of the staff takes charge of a grade, and teaches all the subjects taught the pupils in his grade. This is the custom in our public schools that are not taught by one teacher. Of course, another division of the work of instruction may be adopted, as in high schools, where the subjects taught (instead of the pupils) are divided among the teaching staff, every member of the staff teaching the subjects specially assigned to him, and teaching his subjects to all pupils in the school pursuing them, whatever form or grade they may belong to.

As to the respective merits of graded and ungraded public schools: 1. It may be stated the graded school is cheaper, considering the number of pupils educated. The principal must be a superior teacher, and paid a fair salary. But the assistants, shall we say, are cheaper teachers, grading downwards in scholarship, teaching ability and salary, most of them aspiring to become nothing more than assistants. A staff comprising a principal and nine assistants may teach as many pupils as would be found in ten strong rural schools, each under the management of one teacher. But the ten teachers of these ten ungraded schools would need the scholarship and teaching skill of the principal in the graded school, and nearly, if not quite, his salary, and thus, for instructing an equal number of pupils, cost their school patrons approximately the salaries of ten principals, instead of the salaries of one principal and the nine assistants on his staff.

2. On the other hand, the character of the instruction given in each class of these schools is important. The assistants in the graded school cannot reasonably be expected to teach with the efficiency of the principal. The deviation from him in this respect may be, and frequently is, extreme. But the pupils of the graded school are for six years out of seven of their school life undergoing training at the hands of the assistants, spending, if they ever reach it, one year in the principal's department. The same pupils, if taught in a strong rural school would, from start to finish, have been under the tuition of one, and perhaps the same, superior teacher, equal in all respects to the principal.

3. The amount of teaching received by the pupils in each: Many competent to judge believe in all graded schools of, say, more than six grades, the children get too much teaching, being under the manipulation of the teacher all day long; six hours of feeding, but none for digestion. In the ungraded, the teacher, having a large number of classes and a greater diversity of subjects to teach, takes under his personal manipulation and direction every class less frequently, is driven to economize time and energy in the bestowal of assistance, and to inculcate in his pupils the severe but wholesome lessons, of self-application and self-reliance. An experienced collegiate principal once pertinently remarked in this connection, "My entrants from the rural schools on entering the collegiate get right down to work and do it, while those from graded schools generally sit down with folded hands waiting to be told, shown, helped, pushed, many of them spending one or two years of their high-school life learning how to study, while some, owing to the years of spoon-feeding they have undergone in the graded school, are beyond help, and in time leave us, accomplishing no success."

The departmental entrance examination as an academic test has, ever since its introduction, brought into annual contest both classes of pupils. Do the results show that those from graded schools have the advantage? Wherein the test is mere memory work they have the advantage, if at all. But follow both classes of pupils as they work shoulder to shoulder through their high-school course of study. Who then gain the mastery? One more pertinent question may be suggested: To which class of pupils do the stronger men and women in future life belong?

### Horses at the Winter Fair.

To the Editor "Farmer's Advocate":

Sir,—The late Winter Fair at Guelph has been pronounced by all a great success. It is agreed that the present building is not large enough, and I see the board are considering how best to improve and enlarge it to meet the growing demand for space. After being an exhibitor at the last two shows, I have not a word to say other than praise for the management. They have done the very best they could, and have been willing to hear from the different breeders' associations as to what they would suggest or require. There is another association—the horse breeders'—not yet represented at this great show, and I think this a good time for them to present their claim. Some may say that will mean additional expense. I admit it, but why should the horsemen not have

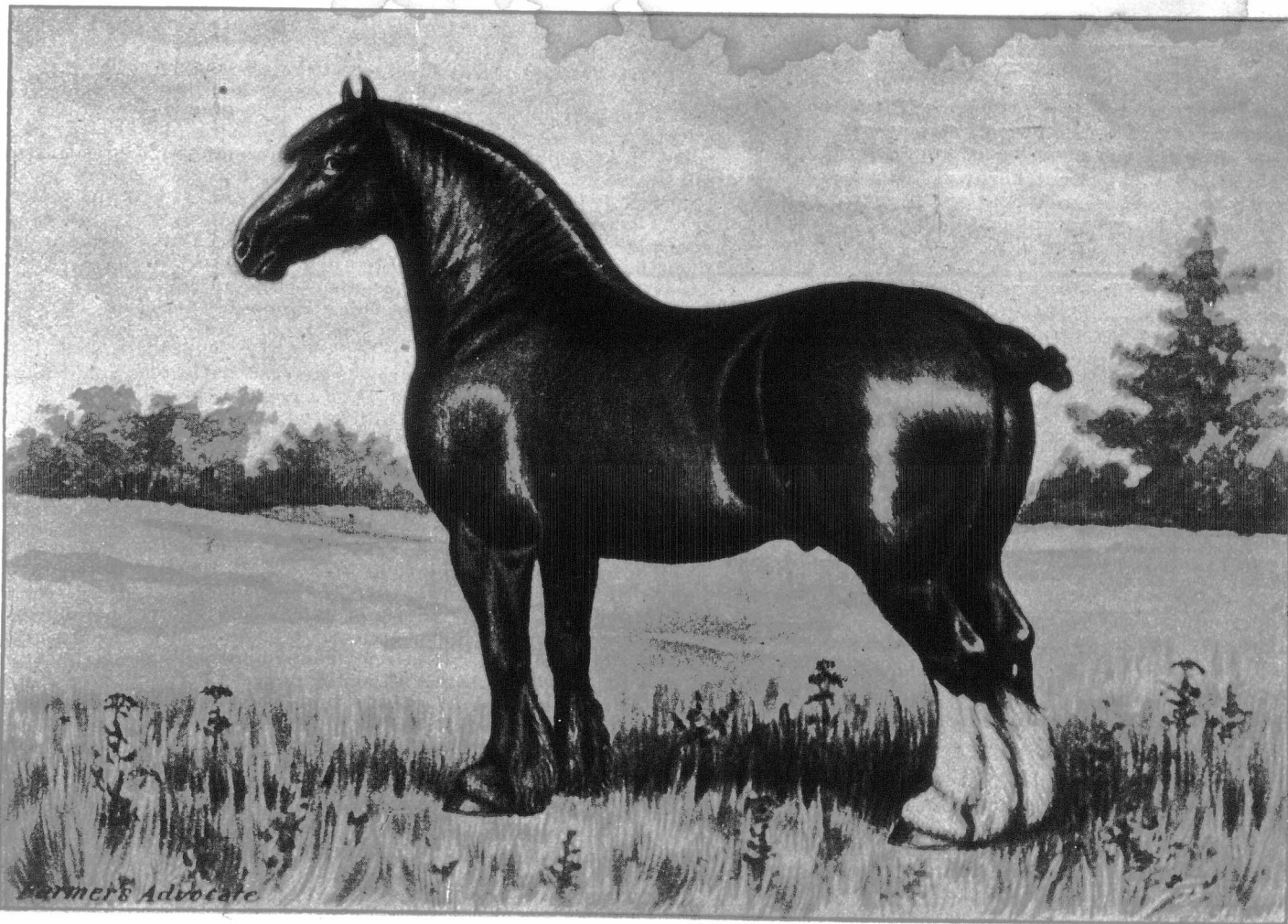
## HORSES.

### Standard of Excellence for Clydesdale or Shire Stallion.

HEAD.—Ear of medium size and pointed; Cranium nicely rounded; Forehead broad and flat; Eye full, prominent and mild; Nasal bones straight; Nostrils large, firm and flexible; Muzzle rather small; Mouth of medium depth; Lips compact; Muscles of Cheeks well developed and prominent; Jaw rather broad, with branches of lower jaw wide apart at the angles..... 4

NECK.—Of medium length, deep and full where it joins the body, being continuous with the withers without any line of demarcation; Crest well developed, well arched, broad and strong, but not so heavy as to turn to either side; the whole neck to be well and prominently muscled, surmounted by a good full mane of hair of good quality, and attached to the head in a graceful manner, not too thick and heavy at the throat; the general appearance of the head and neck to be strongly masculine..... 5

WITHERS AND BACK.—Withers in line with the posterior part of the upper border of the neck, tolerably high, rather broad and well muscled; Back straight and rather short; Loins broad, strong and well muscled..... 8



PRINCE STANLEY [2443].

Second-prize three-year-old Clydesdale stallion at the Winnipeg Industrial Exhibition, 1901. Sired by Grandeur [1729] 58202; dam Miss Stanley (2307) 5877.

THE PROPERTY OF A. & G. MUTH, CRAIGIE MAINS, LUMSDEN, ASSINIBOIA.

a share of Government expenditure through the Winter Fair? We have cattle, sheep, swine, poultry, and I think it somewhat unfair that the horse breeders are left out. The educational side of the show is spoken of very highly, and I think the people could be taught, with equal benefit, what the horse export trade calls for. I would not suggest at present what classes should be represented, but think horses fit for export and dray purposes would add greatly to the interest now taken. It would give amateur breeders in rural districts a chance to place their horses before the public, and bring seller and buyer together at less expense. I would like to hear, through the "Advocate," from other horsemen what they think of the proposal.

Wellington Co., Ont.

S. YOUNG.

### Address Label Important.

We desire every subscriber to note carefully the date on the address label on the paper in order to see that due credit has been given for remittance. If same is not correct, write us at once, giving full particulars as to amount of remittance, date of sending, and whether sent by registered letter, money order, or an ordinary letter. We do not hold ourselves responsible for moneys sent in the latter way. The date on your label serves as your receipt, showing the date up to which your subscription is paid.

CROUP.—Rather long, well and prominently muscled, not too drooping; Dock coming out fairly well up, well clothed with straight and not too coarse hair, and well carried..... 4

CHEST.—Ribs long and well sprung, with well-marked angles; False Ribs long; deep through the Girth; Breast broad and well muscled..... 8

SHOULDER.—Moderately oblique from above downwards and forwards and heavily muscled, the muscles covering the Blade thoroughly developed and prominent..... 5

ELBOW.—Strong, muscular and fitting closely to chest..... 2

FOREARM.—Large, strong, well clothed with prominent muscles extending well down limb. 4

KNEE.—Straight, well developed and strong in all directions..... 5

KNEE TO FOOT.—Cannon Bone rather short, broad, strong and flat, with an absence of beefiness; Ligament and Tendons well developed and not too much tied in below the knee; Skin lying close to bone and tendon; the Posterior Border of the limb to be well feathered with a moderate quantity of straight, silky hair, especially in the region of the fetlocks (wavy, woolly or coarse hair very objectionable); Fetlock Joint large and strong; Pasterns rather short, strong and of moderate obliquity..... 10