

general knowledge of elementary, agricultural and animal chemistry would doubtless interest the average farm boy, and provide him with a spirit of investigation and experimental work. All these subjects, with others too numerous to enumerate here, might well occupy space in our curriculum, and eventually prove a wholesome stimulus in deepening the young man's appreciation of the prevailing advantages of the independent farm life.

As a consequence, more young men would be considering the question, "Will it pay me to take a course at an agricultural college?" If a young man enters such an institution as the Ontario Agricultural College, with the determination of making the best of his opportunities in the classroom, in the college organizations, and in the magnificent library there, he will never regret it. Not only does the college literary society aid men in voicing their sentiments intelligently, but it broadens their minds and gives them confidence while on the public platform. Such a course aids one in getting out of the neighborhood groove; provides a man with a mind of his own, ability to think and judge for himself, shows him how little he knows of scientific research work, and certainly tends to elevate Canadian citizenship.

Shall we, in the zenith of our agricultural prosperity and intellectual vigor, allow our public-school system to depopulate our rural districts? Shall we, rich as we are in resources, favored as we are geographically, regret the lessons of history and allow the youth to become prejudiced against his most noble calling—farm husbandry? Should we not rather co-operate, and so strengthen the foundation of our school system that the records of the past would be a prelude to still greater achievements as regards agricultural education?

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OUR BOASTED EDUCATIONAL SYSTEM.

Editor "The Farmer's Advocate":

"I say more power to your elbow" (or pen) when you set out to score our educational system. It is at the root of much of our difficulty in making progress, and the common schools are becoming worse, instead of better. A common-school education should be thorough enough to do most people through life, without going to High School or College. In fact, a common-school education is all the great majority get; therefore, it should be more efficient. Parents and trustees are largely living in "a fool's paradise" in regard to the education of their children. Because their children get into the third and fourth class, and that at an early age, they conclude that the children are "smart to learn," "very clever," and so on, when, as a matter of fact, the standards for classes are much lower than, say, twenty years ago. A student in the third or fourth class is little better educated than we were in what was called the second class twenty-five years ago. Children are now not educated; their minds are not developed, but they are trained to pass examinations, as a dog might be to jump through a hoop. And the town common schools are not a bit better than the country schools. It is examinations every little while, and the children are either writing on them or cramming for them. And teachers keep sending us reports showing what a good standing the pupils are making in these examinations.

But I happen to have a good education myself, most of it drilled into me by a common-school teacher; but he was an uncommonly good one, and was not satisfied unless we really knew the wherefore and the why. Now, I know my chil-

dren, although high in their examinations, are not being educated in the true sense of the word, because, when I give them practical work, such as they should know how to do, they don't know how to do it at all. Fancy a student who has passed out of our common school, having gotten all they will give there, and been told to go to the High School; then, after being there six months, standing well in all examinations, yet not being able to do such easy and practical work as making out cheese-factory accounts. Given the amount of milk and amount of cheese, to tell the amount of milk required for one pound of cheese; or given the total milk and total price, to get the price per cwt., and what each patron should have. Surely we don't have to engage an expert accountant to do such work as this. But this is only a sample. In other questions the pupils show inability to apply their knowledge or reason out things. As I said before, they are "crammed," not educated. Their minds are not developed so they can reason out things. Now, there is Euclid: if the student memorizes each problem, it does him very little good, but if he reasons out each problem, gets at the why and wherefore, then this subject is of the greatest benefit. I believe Euclid was just as much benefit to me, when a student, as arithmetic; but it can be taught so that it is of no benefit at all.

Now, all this affects town and country alike. The children cannot get therein anything like the education they should have, because, when they get up to be in the fourth class, there is no class for them to go higher, and they have to leave or go to a High School. Many parents conclude, because their children are in the highest class, they must be well educated; but let me tell you, parents—and I know for a certainty—that the fourth-class student of to-day is no better equipped than we were in the second class twenty-five years ago. Parents, are you satisfied to let such a state of affairs continue? If only parents knew how they are being "gold-bricked" in the matter of the education of their children, they would surely rise in their might and demand a change. A child, to get anything like a decent education, must now go to the High School, and, perhaps, college, and here is where it is affecting the rural people. As the High Schools are all in town, the students must go there, which means to farmers a considerable outlay for board and travelling expenses. But, worse still, from a farmer's point of view, the children being in town at this impressionable age—from 14 to 18 years old—imbibe town notions, and country life is too slow for them ever after. They then see only the bright side of town or city life; their parents furnish the money. They do not have to struggle for a living, and are not brought into competition at this age and at school as they will later on, if depending upon their own resources and having their own way to make in the world. Now, experience has shown me that, once a person gets accustomed to town or city life, they are of little use in the country again. Laboring men, who have found it hard to make anything in town, and have gone to the country again, are imbued with the spirit of discontent, and cannot satisfy themselves. While this is true with grown-ups, it is much more so with the youngsters, and we must either have a higher standard for our common schools, so that the children can get an education there that will be of some use to them in after life, or, if they must be sent to the High Schools, then must we see the country farms drained of those that should remain there. Already are the professions crowded, until many in them do not really make a decent living. When too late, they wish they had remained in the country. Their whole training has been away from it. With the

advanced system of farming, now open to all, which makes farm life more interesting, and gives more scope for brain, at the saving of brawn; good postal facilities, many farmers getting a daily mail and daily paper; the extension of electric trolley lines, etc.—certainly there is enough excitement on the farm. To the uninitiated, town or city life may seem more attractive. To laborers, it means the monotony of doing the same thing day after day, until the man or woman becomes part of the machinery of the shop. To others, it means being cooped up in an office, like a hen rearing a brood of chickens. With such monotonous, machine-like life during working hours, the town people are driven to find some excitement when off duty. The towns and cities are already overcrowded. The country offers every opportunity; and when farming operations are conducted with equal expenditure of thought and brain, a sure recompense is the reward, even unto luxury. GEO. RICE, Oxford Co., Ont.

HORSES.

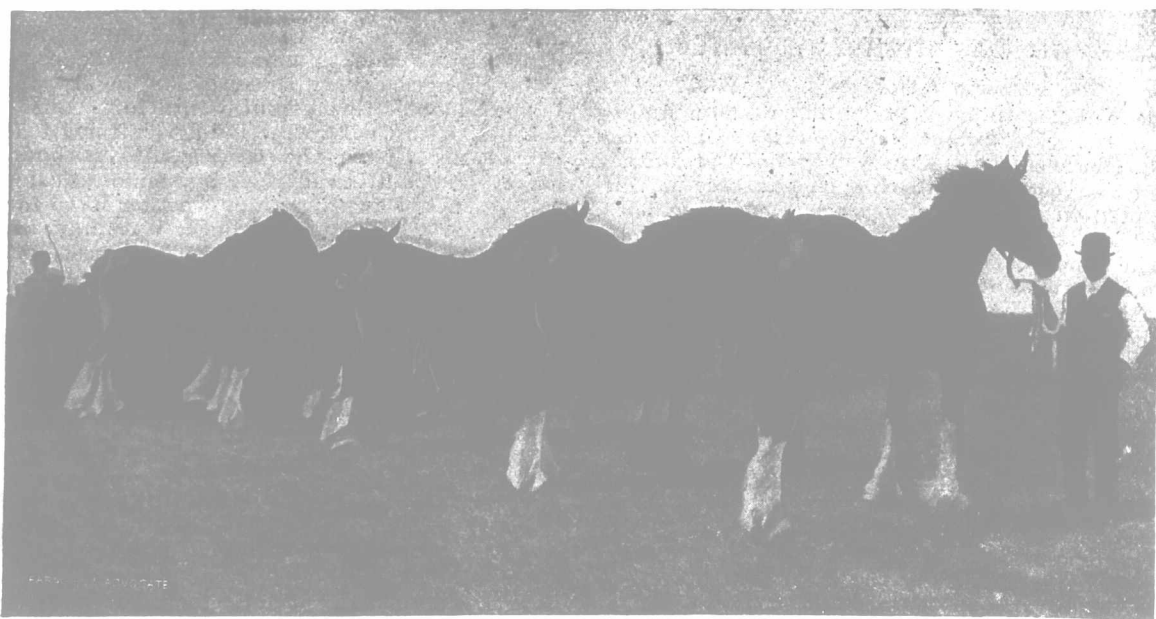
LAMENESS IN HORSES.

SWEENEY OR SHOULDER-SLIP.

Sweeney or shoulder slip consists in a sprain, followed by atrophy or wasting away of the muscles of the shoulder, principally those covering the shoulderblade. In severe cases, the shoulder-joint (the bones of which are held together simply by a capsular ligament, there being no lateral ligaments) appears to slip out and in at each step taken by the affected limb, hence the name. This lameness is noticed principally in young horses that are put to work on soft or uneven ground, and especially in young horses that are worked in the furrow to the plow. The horse, not being used to such work, will frequently place one foot on the land and the other in the furrow, and this uneven treading tends to sprain the muscles mentioned, and the bones of the joint being principally held in position by muscles, will, when these muscles have wasted away to a considerable extent, show the slipping action noted.

Symptoms.—The lameness in the early stages is not well marked; in fact, may not be noticed. The earliest symptoms noticeable are a heat and swelling of the muscles, soon followed by a wasting or shrinking of them. The shoulderblade is a flat, triangular bone placed upon the ribs and held there by muscular attachment. On the outer side of the bone is a ridge of bone, running from above downwards. This is called the spine of the scapula, or shoulderblade. It divides the blade into two unequal parts, about one-third in front and two-thirds behind. This spine, while easily felt in the healthy animal, is not visible, as the muscles on each side are of sufficient size to make the surface practically smooth; but when the muscles are atrophied, it is quite visible as a ridge running from above downwards, with a more or less well-marked hollow on each side. The skin appears to the touch to be quite close to the bone, but there is an absence of heat or soreness to pressure. When the muscles passing over the joint are affected and atrophied, the slipping in and out of the joint is quite noticeable, but this is not noticed in most cases. The lameness is not pronounced, except in these extreme cases, when the slipping is well marked. Action is defective, but it is doubtful if pain is experienced. The limb is brought forward with a rotary motion of the foot, and more or less difficulty is experienced in lifting the foot over obstacles. The animal stands sound, and there is usually, except in the first stages, no heat or tenderness to pressure. As the disease progresses, the peculiarity of action and the wasting of the muscles become more marked, and in advanced cases the animal has considerable trouble in progressing. Horses affected with sweeney in an ordinary degree progress with considerable ease on level ground, but in soft or uneven ground the defect in action is usually well marked.

Treatment is slow. It requires several months to effect a cure of a well-marked case. Treatment should be directed to cause a reproduction of muscular tissue. The muscular elements are still there, but have become so reduced in size and strength that the muscles cannot perform their functions. It is better to give the patient absolute rest; but, at all events, he should not be used for hard work or on soft or uneven ground. While a little light work on level ground may be given without serious results, recovery will be quicker if he be given perfect rest. In order to cause a re-growth of the muscular elements, it is necessary to set up and keep up an irritation. Different methods are followed. Some recommend a seton or setons, extending from the top to the bottom of the shrunk muscles, both before and behind the scapular spine. Some recommend repeated friction with the hand or a smooth stick, some recommend the application of strong liniments, and some favor repeated blisterings. Probably better results are obtained from blisters than from other modes of treatment. The ordinary paste blister, made of two drams each of biniodide



Yield Clydesdale Mares at Regina Exhibition, 1907.

Rosadora, Irene, Gay Jess, Lady June, Montrave Geisha.