

their charges in a unit, but turnover, if handling an cost is \$100, if the cost is not \$170, in the hands of the cost to the s, his selling

each turnover, the farmer uses the prices he altogether out case. When, on monopolies, the original increased, the much greater consideration of the increase selling price of per cent. on price he pays more.

tragedy is now land are being cities; the last eity containing such sales. The d by these enormous total savings of peop afford the use Ontario, and its radius of about 300 miles collapsed, three months to us. The people ously represents. They were also had recollected in the early without the aid of friends and in western retail soaring high made in a few ere investments, to withdraw the them into some became grade change was made, the boom. The present in many years that was, the need of felt.

by which a rep- all its attend- to industry, ea value taxation. ically. Unless only be a m- turn under which themselves and eternalis of last value taxation. is of land. Under low until wanted poses. Men of able to prey with the tollers. Had reduced in Canada than cities would than they are- the savings that to the credit of ed.

The Agricultural High School

EDITOR, Farm and Dairy:—The following, taken from the editorial columns of an Ontario farm paper indicates a possibility that there are some who do not know that agricultural high schools are already practically provided for and in operation in this province:

"Some of the money expended upon collegiate institutes and high schools could well be devoted to this purpose and the farmer would be better served than he is today. It is not education away from the farm we need, but education back to the farm. The county agricultural school with a farm attached would help to solve the problem. In this new departure the Minister should keep the county school in view. Instead of an expensively-equipped school to serve half a province, let the aim be for more moderate expenditure, looking forward to multiplying these schools, so that there will eventually be one in each county."

At present there are in the province ten high schools, six collegiate institutes, and five continuation schools conducting classes in agriculture and the number is rapidly increasing.

Buying Commercial Feeds

OWING to the scarcity of feed, many farmers who have no experience of the use of commercial feeding stuffs will be forced to purchase them this fall and winter. They will be more or less at a loss to know how to put their money out for this purpose to the best advantage. Many of our Fellows have had years of experience in buying and feeding commercial concentrates and have a fund of practical information on the subject. Such will welcome an opportunity for assisting their fellow farmers in solving the feed problem. We will be glad to publish letters dealing with the comparative merits of commercial feeds and their relative values at present prices. For the best letter on the subject we will extend the writer's subscription for one year. All others, whose letters are published will have their subscriptions extended for a month. Letters should not exceed 300 words in length and must be received by November 15th.

Address, Question Editor
FARM AND DAIRY,
Peterboro, Ont.

These schools are located in different parts of the province and represent 19 different counties. The attendance upon the classes is optional at present, and the introduction of the courses into the schools is also optional, consequently the establishment of agriculture as a part of the high school course, will proceed only so far as public opinion will permit. The number of students now receiving agricultural instruction in the high schools is about 800.

At the end of the second year of the course there is a departmental examination which may be counted as a bonus subject. In 1916 about 190 students took this examination. The work includes experimental laboratory work, relating to the fundamental principles of agriculture, and is made as practical as possible.

A course in the middle school is also provided and is arranged for two years, but where conditions are favourable and students are able to carry the work, it is possible to cover it in one year. There is, therefore, practically a four year course in agriculture arranged for the high schools,

and the equipment is paid for by special grants distributed by the education department when the requirements are fulfilled.

A further provision is made for agricultural education by the establishment of a "department" in the high school under the management of an advisory council composed of men engaged in agricultural pursuits. Such schools as provide the accommodation to carry on the department, are intended to be the fore-runner of regular agricultural high schools. Quoting from the annual report, we have this statement: "When the public interests necessitate agricultural high schools they will be duly established and liberally aided by the government."

At present one high school has organized a department and two others are making arrangements to do so. It should be said here that liberal financial encouragement is given by the education department towards establishing and maintaining, not only a department of agriculture, but also, on a similar basis, a department of household science.

County agricultural schools have been established here and there in the United States, but they have not proved a success. They have become agricultural high schools. It was found that these schools could not secure the attendance because the courses did not lead anywhere except back to the farm. An ambitious student upon entering an agricultural high school is encouraged by a professor as his course may lead to a profession as he wishes. After taking the course, however, he may go back to the farm, but he is attracted by the fact that there are other doors open to him.

Minnesota has now 175 agricultural high schools and no county agricultural schools. Wisconsin had several county agricultural schools, but has now only one. In Michigan the county agricultural schools have not been a success and there is now only one left. All these three states are pushing as fast as possible the agricultural high school, which is nothing more than a high school giving a good course in agriculture. We have now in Ontario 21 such schools, and this number would be increased enormously if agriculture were recognized as an elective subject for matriculation. In the three states mentioned agriculture has a standing similar to that of other studies and may be offered for matriculation.

In view of one statement in this quotation: "Some of the money expended upon collegiate institutes and high schools would well be devoted to this purpose." It should be said in justice to the education department, that agriculture, as a subject in the high schools is more liberally aided financially than any other subject, but the chief reason why it is not introduced more rapidly are because of an extreme difficulty in securing qualified teachers, and because the subject has the standing of only an option, not being recognized at all in matriculation, and being only a bonus for the teachers' examination.

In conclusion, it might be said that the influences of agricultural classes is already being felt, for in several instances, boys passing the entrance, are attracted to the high school for a year or two, knowing that they will receive some instruction on the principles of agriculture. In schools where such classes are not yet introduced, boys stultically situated stop school when they pass the entrance, for, if they go back to the farm the high school has little to offer.—J. B. Dandene, Inspector of Elementary Agricultural Classes.

To get rid of ants, mix equal parts of sugar and borax and sprinkle shelves and floors.



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