

laboring class. They look forward to the time when the hardest, most repulsive work may be, forsooth, the highest, not the lowest, paid, and when the constant aim shall be to eliminate all menial tasks so far as may be, and to lighten them where they cannot be eliminated. On the inventive progress of the nineteenth century they base a supreme faith that the originality, genius and skill of the Canadian people will be able to so far eliminate hardship from labor and so far to encourage it that native youth and brawn, supplemented by critically-selected immigrants from the most desirable sources, will be able and willing to fill every necessary place in whatever industries are worth developing in the Dominion. They do not want to see Canada permit any business to develop, any industry or any system of economics that will make us dependent on a supply of cheap foreign labor. Industries which cannot succeed by affording acceptable employment to some part of our native population were far better undeveloped until such time as they can be built up on a sound and enduring economic basis.

Those who take this view will sympathize heartily with the position of Hon. Wm. Templeman, who is reported to have expressed in a speech at Victoria, B. C., the opinion that immigration into Canada should be of races that would become permanent citizens of the country, people who would settle on the land and become citizens in the fullest sense of the term. He would reserve Canada for a people which, however varied at first in race and tongue, would, eventually resolve into one great homogeneous confederation and united citizenship.

Does this not seem to point the way to a solution of the Japanese question? As we understand the situation, all that the Island Kingdom contends is that her subjects must be accorded the same rights as the citizens of European countries. If we adopt a policy of strict censorship of immigrants from all lands, Japan would not be discriminated against, and should not feel aggrieved. If it were deemed inadvisable to bar any races entirely, what is the matter with adopting an exacting monetary, physical, educational, and perhaps even a language qualification, for admission? Of course the judicious imposition and exercise of any censorship would prove a difficult problem in itself, but it is worthy of the utmost study if it presents a solution to our exceedingly awkward predicament.

A SUCCESSFUL SUMMER SCHOOL OF AGRICULTURE.

Editor "The Farmer's Advocate":

I have been much interested in the discussions which have been going on (principally editorial) in "The Farmer's Advocate" relative to the public-school system of Ontario and its adaptation to the farmers of the Province. There is certainly no subject which affects the farmer more vitally. It is far more important than the question of what is taught at the agricultural college, since the vast majority of the pupils of the public schools never get to the college. And it seems to me that the suggestion of Mr. Stothers, that our Normal Schools need remodeling, is a very timely one, for we must get at the root of the evil if we are going to deal with it effectively. Next to getting the parents of the farm boy to realize the importance of educating him toward the farm, and not away from it, it is certainly important that the teachers should realize their power in directing the ambitions of our pupils, and should be educated so as to exercise that power in the interests of agriculture.

As a step in this direction, of interesting the teachers of the state in things agricultural, I believe that the Summer School of Agriculture, recently held at the Massachusetts Agricultural College, was a conspicuous success. It was to the teacher what the agricultural short course is to the farmer; and certainly, if one may judge from the expressions of those who attended, it was instrumental in awakening an interest in rural matters, and an appreciation of the agricultural college that was most gratifying.

When the plans for this summer school were being made, it was thought by those who had matters in charge that the attendance might reach fifty, and this would have been considered decidedly successful as a beginning. But the final en-

rollment was two hundred and fifteen; and, before leaving, ninety of them registered for next year's school. This certainly showed an appreciation of the value of the work to themselves as teachers. And as showing their appreciation of the agricultural college and what it is doing for the people of the State, a permanent association was formed, with the avowed object of working in all legitimate ways for the interests of the college, particularly in the matter of getting appropriations from the Legislature. It is hard to overestimate the value of two hundred teachers scattered over the State, not only in the way that has been suggested, but still more in influencing their pupils to take a course at the college.

The faculty of this Summer School was not confined to the regular staff of the Agricultural College, but many specialists, eminent in their own lines, were brought in from the outside. Dr. Clarence M. Weed, the well-known author of books on insects and fungi, had charge of the studies of insects; Mr. E. H. Forbush, Ornithologist, of the Massachusetts Board of Agriculture, conducted the studies of bird life; Dr. H. W. Conn, Dr. C. F. Hodge, and others, gave evening lectures on subjects in their own special fields.

The instruction given was arranged in four courses: 1, Plant Life; 2, Plant Culture; 3, Animal Life; 4, Methods of Teaching. In every line, the work given, so far as possible, was such as could be duplicated in any of the common schools. School-garden work had a prominent place on the programme, and it was certainly an inspiration to any teacher to see the sixteen model gardens in the Horticultural Department, which were being grown by sixteen pupils from the Amherst School.

Of course, the Normal School, as suggested by Mr. Stothers, is the proper way of educating the

say to the humblest citizen of Ontario, whether he comes from the farm of the backwoodsman or from the workshop of the most modest laborer, that he has no right to aspire to any position in which manhood and character are the qualifications? Take, for example, the influential men to be found in the professions, in the pulpits and Parliaments of Canada, and the majority of them have made for themselves an honorable name, because their country has been magnanimous enough to provide them with a liberal education.

We, as tillers of the soil, should realize and appreciate more fully the educational advantages placed before us. Every year the practice of agriculture is becoming more scientific and more truly professional. A few years ago it was a common occurrence to hear people ask, "Of what use is an education to the farmer?" and the utility of a knowledge of botany, chemistry or physics was to them hopelessly puzzling. But, fortunately, conditions are changing rapidly. Those of us who observe, realize that successful agriculture depends to a very large extent upon a liberal intellectual endowment, wide and accurate knowledge, combined with technical skill. The farmer should know something of commerce, how to buy and sell successfully, how to keep his farm books, and how to make his business pay. He should study science, and be able to successfully apply it in his own practice, always being more or less directed by scientific research carried out at agricultural colleges and experiment stations.

Of all men, the farmer should have the best education. He needs it most; everything he does requires his most careful consideration and the application of sound knowledge. Everything with which he deals appeals to his intelligence. But to be a farmer means more than merely a tiller of the soil, however delightful. In Canada, it means to occupy a position of first importance in the nation. This is an era of agricultural development. This is an agricultural country, the majority of our people being farmers; the bulk of our capital is invested in agricultural lands, and we derive the greater proportion of our wealth from agricultural products. Evidently, the farmer is our most important citizen. From a selfish

point of view, he is more vitally interested in his country's progress than any other man. There are exceedingly few problems offered for solution, or national questions suggested to the public, that do not directly or indirectly affect the individual farmer. Why is it, then, that in so many cases the farmer is passed over when men of ability are required? There is one answer only. It is a question of education.

There is no reason why the farmer should not have an intelligent grasp of the fundamental principles operating in business, in Governmental functions, and in society. In view of the fact that

"no country can be greater than its rural population," the farmer should take a conspicuous part in the government of his country, and direct his thoughts to the educational needs of our rural districts, where he will find many difficult and vital problems in our national life awaiting solution.

Our far-seeing Government understands human nature, as well as the foundation of national greatness. This is manifested in the establishment of agricultural departments in six different High Schools throughout Ontario. But these schools, with their respective agricultural teachers, cannot accomplish the best results without the hearty co-operation of their surrounding communities. Success in education, whether it be for university or agricultural college, not only depends on up-to-date equipment and earnest, efficient teachers; but also upon the co-operative methods followed by enthusiastic people.

While our academic school curricula have, to a great extent, tended to prejudice the youth against farm-labor and crowd professional life, it has done much in paving the way to future national greatness. But if the youth is to remain contentedly on the farm, and show interest in his daily work, his early education should be of an agricultural nature. Problems concerning the percentage of fat in milk, and the value of milk according to quality, etc., should occupy prominent space in public-school mathematics. His knowledge of botany and nature-study should be more or less extensive, as successful agriculture depends to a great extent on a thorough knowledge of weeds, weed seeds, insects and birds. Furthermore, a



Getting in Touch With Rural-school Problems.

Group of Massachusetts teachers watching children at work in school garden.

teacher of the future, but for the teacher of the present, I believe such summer schools at our agricultural colleges would be enthusiastically appreciated, and would accomplish a vast amount of good.

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Massachusetts Agricultural College.

ARE WE TOO HIGHLY EDUCATED?

Editor "The Farmer's Advocate":

There seems to be a prevailing opinion among certain classes of people that we are becoming too highly educated. In defence of such an argument, they claim that the laboring classes become discontented in the sphere in which they were born, and dissatisfied with the remuneration of humble though honest labor. It is rather difficult for me to understand how people can obtain too much education. I venture to predict that, even in the technical sense, there are very few over-educated people to be found in Ontario to-day.

But, as education advances, man aspires beyond his station in life. What right has any man to choose another man's vocation? Vassalage perished in England with the Magna Carta. To restore it, so that he that is born a carpenter shall be a carpenter still, and he that is born a blacksmith shall be a blacksmith still, would be a wrong step in the march of our educational progress. What is meant by the declaration of social superiority of which we sometimes hear, when the education of the masses is discussed? What makes one man better than another? Is it not energy, character and education? Who would attempt to