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have been disposed of, and many necessities for further advancement have arisen. I propose to deal with some of these.

A new country—standing as it were on the threshold of its career—has many necessities peculiar to its situation, and, in my opinion, first and foremost among these is co-operation, co-operative buying and selling. Naturally settlers in a new country are of limited financial means in many cases, and it is imperative that they buy in the most economical manner, and co-operation alone assures this. The clearings are in many cases small, hence the occasion for purchasing a larger proportion of the stock-rations than is necessary in a more fully-developed district; we are far removed from the large mills, and freight rates can only be reduced by buying in bulk. However, the necessity for co-operation is not limited to buying; it applies with equal force to production and then to marketing.

We need the co-operative production of certain standard varieties of produce. We should greatly benefit by the organized production of the most suitable variety of, say for example, potato. A carload of first-class potatoes, one variety and graded, can be shipped quickly to the best market, commands the highest price and the readiest sale. The advisability of co-operative marketing and the many advantages accruing are obvious,—reduced freight charges and marketing expenses, the ability to cater to a more extensive market, and the avoidance of further glutting an already overcrowded market. Hence we see that co-operative buying, producing and marketing would be of immense benefit to the settlers of this district; and the time to organize for this object is now, whilst the country is young and the surplus marketable produce is comparatively limited. As time progresses the difficulties of such organization will be materially increased; organized now, the scheme would grow with the country and the resulting benefits would be manifest the sooner.

The next essential need is prompt and drastic action by the Government relative to the veteran lots. Existing throughout the district are quarter sections of land assigned to various parties for worthy actions wrought in the past; said lots are held indiscriminately through the district, and the owners are exempt from the improvement duties that apply to the settler. Now an examination of northern conditions will reveal the fact that every acre that the individual brings into cultivation redounds to the advantage of the whole community, because increased acreage under cultivation means reduced bushland, and a reduction of the timbered area contributes to a lessening of the summer frost risk; it has been observed that as a particular locality has been cleared of bush the damage from summer frost has been very materially reduced, and it is thought that as the north is brought into cultivation the frost danger will be practically, if not entirely, eliminated. Thus a little thought will show the hardships occasioned a settler located in the immediate vicinity of an undeveloped veteran lot, not only the reduced chance of successfully maturing his own crop, but also the very real fire-danger that arises from unoccupied timber land. This is a very real grievance of the northern settler; these unoccupied lands are actually retarding the progress of the district, and valuable land is idle to the detriment of the country. The remedy is simple: either the owners should be compelled to perform their development duties or pay to have them done, or the veterans should be awarded their grants in a solid block in a part of the country not calculated to materially influence the genuine settler. In the writer's opinion the holding of all agricultural lands for purposes of speculation should be strongly discountenanced by those in authority; the essential requisite for land holding should be willingness to farm it. This will reflect favorably to the individual and to the community.

Another necessity is the extension of the facilities for bringing cash returns for our dairy produce. We have a creamery at New Liskeard, the first of its kind in the district, and considerable cash returns have accrued to farmers patronizing this institution. The idea is a good one and should be extended. At the present time cream is shipped for many miles, and it is felt by many that a similar business could well be established at one or two other points in the district. The operation of cheese factories or creameries,

by virtue of their cash returns, offer incentive to larger holdings of cattle, and any action tending to encourage this is necessary and should be well supported. Some of the land in this district has been greatly depleted of decayed organic matter by the destructive action of bush fires, and the presence of live stock and the consequent crop rotation that such keeping entails tends to compensate for and correct this condition.

We need, in common with the rest of agricultural Canada, representation at the seats of government by genuine agriculturists, men who, having farmed, appreciate the difficulties of the farmer, men who, by reason of their actual personal experience in wresting a living from Nature, are qualified to deal intelligently with legislation affecting agriculture. Canadian agriculture has to face in the near future one of the most critical periods of its history, and it is only by having experienced men to deal with the problems that satisfactory solutions can be reasonably expected. We have problems peculiar to our district, and we need a northern farmer to represent us.

The problem of rural education, always a complex one, is more acute in a new district than an old one; scattered schools

Methods of Education in the Rural School

(By NORMAN SYNNOTT, R. R. 3, MANSFIELD, ONT.)

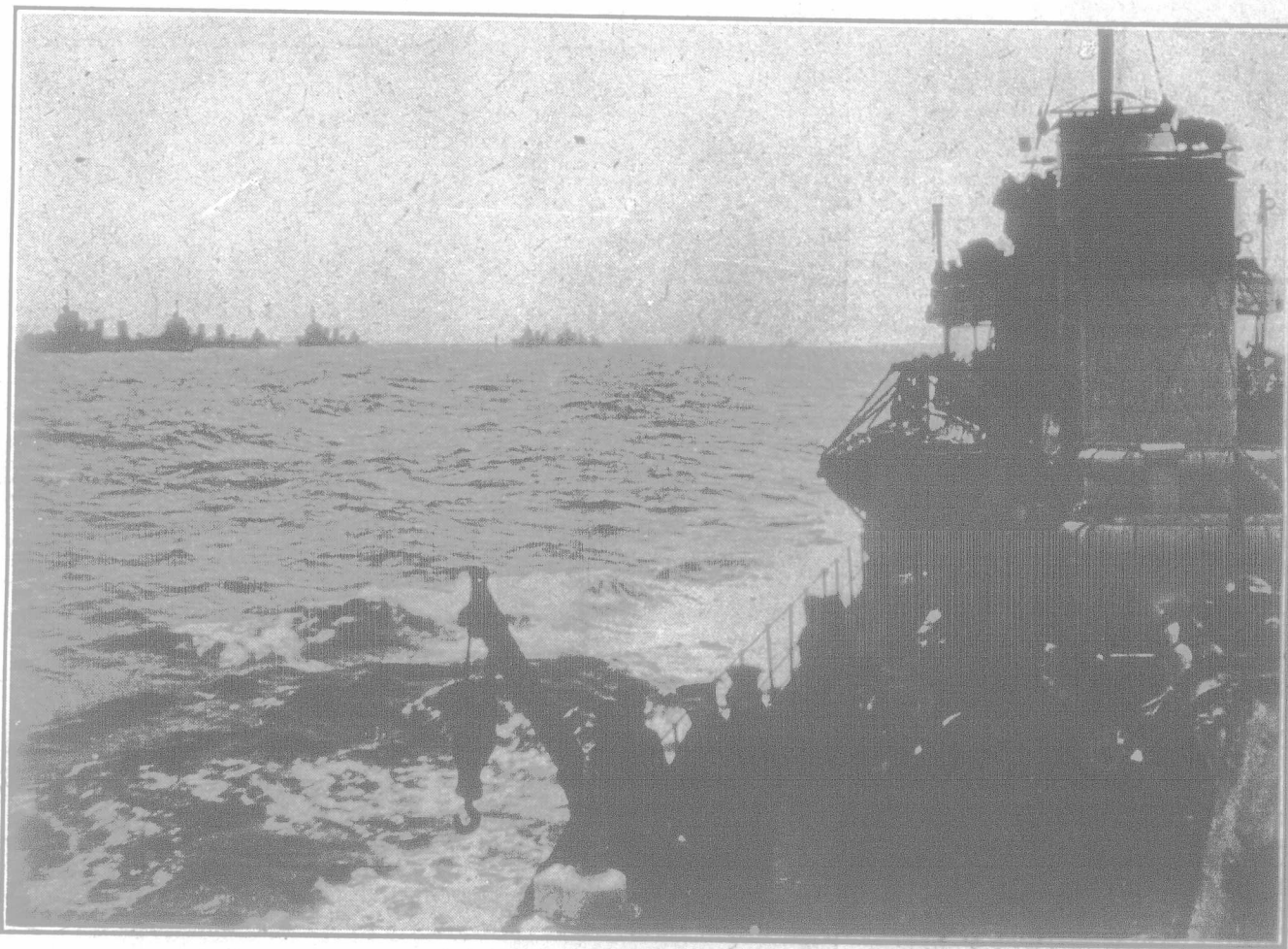
What is the purpose of the rural school? Its aim is social efficiency. If this aim is accomplished the child goes out from the school into the larger world, able to maintain his health, and earn his living, to enjoy life and be a help instead of a burden to his fellows.

The methods employed depend upon the pupil's progress toward the desired end. The teacher will ask himself, "How can I improve my method in order to facilitate progress?" "What games are the most recreative and healthful?" "What is the influence of corporal punishment?"—And so he must decide what methods produce the best results.

When father attended the old log school house to receive instruction in the three "R's" the principal method in vogue was the "birch rod method." Rarely did a day pass without every scholar receiving an applied treatment. Whether this medicine was beneficial or not, no doubt the master went home considering it

seen an ant-hill but its height above the sea-level did not interest me in the least. A list of names was written on the black board, probably the capes of North America. These, the pupil chanted over and over again till his poor mind at last gave in to remember. The result of such parrot repetition was surely exemplified by the pupil who had to remain after school and write "I have gone" fifty times. The teacher left the room for a few minutes and on her return found the pupil's slate on her desk with the following explanation: "I wrote 'have gone' fifty times and I have *went* home." Here is another one; Among the answer papers at an examination, the following definition of equator was found: "The equator is a menagerie lion running round the earth." Fortunately the method with results like the above, is like the old snake fence, practically a thing of the past.

What is Geography? It is the study of the world in its relation to man and his activities. So the child learns of the activities of the world by observation of the activities in his own neighborhood. He learns land and water forms by observing and studying, under his teacher's guidance, the pond where his raft is



The Surrender of the German High Seas Fleet.

The German Navy is seen passing through a lane of British, French and American vessels,—the lane being 40 miles long and 6 miles wide.

and indifferent roads make for this; and although our educational facilities compare very favorably with other similarly situated districts, still there is room for considerable improvement. One great contributing factor to this improvement would be the more extensive establishment of public libraries, my own immediate neighborhood, Englehart, standing in great need of such an institution. Owing to the distance from school, many children are, in some parts of the district, unable to attend school regularly, and much of their education, if obtained at all, is necessarily obtained at home. To conscientious parents this is a matter of some importance, for the success of their efforts to educate depends largely upon their own education and their ability to impart their knowledge to the young. I doubt if any one factor will contribute so largely to their success as their having easy access to a wide field of literature.

Better roads, more opportunities for social intercourse, increased educational facilities, and the fostering of a healthy community spirit are all factors conducive to the neighborhood's advancement, and as such are necessary.

"We are not responsible for our enemies, but for our enemies. A man may have enemies without being an enemy to a single individual in the world."—Wright.

"the end of a perfect day." "And the whining school boy with satchel and shining morning face creeping like a snail unwillingly to school!"

In my school days I have anticipated about as much pleasure and delight, when we burned the teacher's strap as a farmer at the burning of the old mortgage. But now in most country schools, such an engine of persuasion is almost forgotten, where it lies in the bottom drawer of the teacher's desk—to be used, like the chemical fire extinguisher, in case of emergency only.

In teaching grammar, the inductive method is chiefly used instead of the old way of assuming certain things beforehand and then applying that assumption to solve the problem. Consequently, the pupil is given a chance to think for himself, and apply his old knowledge in gaining new.

Let us compare the old and the new way of teaching Geography. A few years ago the pupil was required to learn by heart, formal definitions of capes, bays, peninsulas and other land and water forms too numerous to mention. I can well remember the little brown note-book from which I memorized—"A mountain is an elevation of land over two thousand feet above the sea-level." I dare say I knew the definition but I was not any wiser to the meaning of a mountain. I had often

floating, or the brook at the foot of the school yard.

The child's school life must be related to his home life. When he starts to school he enters a little society or world in itself, of which he becomes a part, leaving behind his beloved mud pies and sand pile. Consequently he delights to model things from plasticine, and make hills and gardens at the sand table. Gradually, his actions are developed in the forming of desirable habits. He learns that his own rights are limited by those of his associates. When the teacher turns a deaf ear to the pretty tales of the tattler a disagreeable habit is eliminated.

"Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it."

The little Beginner is full of self-consciousness, that is, he feels strangely out of place in his new environment. There is nothing better than construction work to give confidence and make school-life like home-life. Here, too, the teacher has a good chance to study the individual. Houses, pets, dolls and toys, fruits and vegetables may be modelled from clay, and there is no end to the number of articles that may be made out of paper.

In the Primary, the children delight in representing stories, for example, "The Three Bears"—the large bowl, the middle-sized bowl, and Tiny's bowl; the