

The Farmer's Advocate and Home Magazine

"Persevere and Succeed."

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EDITORIAL.

The lightning rod is no fake, but many lightning rod agents are fakers.

If Roosevelt is not spotted, it won't be because the public has not done its best.

A seed corn variety, September 19th to 24th, is to be observed throughout Minnesota in selecting seed corn for planting in 1944.

Will someone be good enough to state why it
that so much valuable land is devoted to and
so much energy absorbed by the somewhat un-
productive business of growing the winds?

The social situation is looking upon as a terrible
catastrophe, and the last storm motion to apprehend
and punish the culprits. Wholesale murder, such
as I have described, accidents, is regarded compla-
cently and allowed to go on. When shall we
see the cessation of human life above dividends?

On the one, Macdonald College is losing its
best staff. Unless some strong, capable
leader be found and positive assurance given of
adequate resources to prosecute investigational
work on a broad scale, the institution will soon
prove to be a potent factor in the unlimited field
were it bade fair to lead. If Sir William Mac-
donald's resources are spent will not someone
else come to the rescue?

Some counties are complaining of what is called the peddler insurance. The best way to get rid of it is to cease buying from the peddler. If you patronized, it is the best possible proof that you are not a misuser. — *Toronto Globe*.

to no means economy is not the only factor perhaps not even the chief one affecting the course of business. The personal element is strong. The psychological influence of a skilled salesman standing at one's elbow frequently causes him to let others purchase some things he does not need, and others that could be bought cheaper elsewhere. Curiosity, sentiment and various other influences also have their weight. Thousands of people buy from peddlers who would rather see the country clear of them. We are not closing the peddler question one way or the other, but merely pointing out the fallacy of our contemporary's paragrapher. A similar fallacy runs through much other pseudo economic dog-

Key to an Encyclopedic Volume.

In this issue the usual half-monthly index, giving a summary of the developments published in the Farmer's Advocate, is omitted. The reason is that the usual reasons for publishing such an index as the one given above, namely, the fact that the paper is the organ of the present movement, and that it is the organ of the other papers, are not needed here. The Farmer's Advocate is a single paper, and its index is not given in the usual form. It is given in the form of a list of the names of the members of the movement, and the names of the members of the movement are given in the usual form.

LONDON, ONTARIO, JUNE 30, 1910

Where the Public School Fails.

Existing systems of public-school education in Canada discriminate against the business of the farmer in favor of commercialism and the so-called learned professions. Because of the teacher training, curriculum and text books, backed too often by a faulty home sentiment, the driving force of the rural schools is towards the high schools, and with offshoots to commercial college work, the high schools prepare for the university. An outgrowth, during the past century, of imported Old Country methods of education, the school system of Canadian Provinces developed so gradually that the people assumed it to be the proper time, acquiescing in what has proved to be a menace to country life, by steadily draining its best blood and brawn, leaving the few to work the land and carry on the basic industry of the country. To supply the vacancies in the ranks, we import thousands of immigrants, many of whom in turn drift into the towns. By reason of the very atmosphere and sentiment of the school and the fact that the "schooling" instilled has little or no relation to the life and business of the farm those left behind suffer by want of education to understand and successfully undertake the tasks of what is at once a complication of sciences and an art, requiring skill and

and judgment at every turn.

By and by people began to realize that some thing was wrong, and attempted to remedy defects by applying treatment at the top, instead of permitting, as should be done, at the bottom. Agricultural colleges were established, which all too few even yet appreciate, and now in the Province of Ontario we are working down another step, by appointing specialists to teach agricultural classes in the High Schools and Collegiate Institutes, but impose upon the men the task of "working up" the necessary student material. At considerable outlay we have also evolved a comprehensive system of Farmers' Institutes, county short courses in agriculture, and Farmers' Clubs, all of which are educational in their design, but which had their efforts made more difficult by reason of the sins of omission and commission on the part of the public school system. It is probably true that one dollar expended right in the education of the country youth would give more durable and permanent results than five dollars now perforce used to stimulate activity among those who lacked the earlier training. But the eyes of the people are opening, a new leaven is at work, and rural school boards will presently be demanding and putting a premium upon the services of teachers who by reason of their training are in sympathy with rural occupations, and, by means of school gardens, study of nature, and properly prepared school books, will develop a new and more patriotic type of school and schoolboy.

Technical Education and the Farm

and the United States in giving special industrial education, pressure has been brought to bear upon the Dominion Government from two quarters—organized labor on the one hand, and the Manufacturers' Association on the other that something be done to put Canadian artisanship to the front. Under the British North America Act, the Provinces of Canada control the subject of education, subject only to the right of the Dominion to make remedial legislation to protect the rights of minorities in respect to separate schools. The Confederation Act took away from the Provinces excise and customs revenues, but, by way of compensation, made specific yearly grants for the support of their Governments and Legislatures, and an annual per capita grant called a Provincial subsidy, which, with certain Provincial sources of revenues, supply the funds for education and other purposes. Very properly, the Provinces are jealous of their rights, so much so that, before the appointment of the Industrial Education Commission was decided upon, the Provincial authorities were consulted. As the business of the Commission is to collect information and report recommendations to Parliament for the benefit of all the Provinces, it was evident that one commission would be more economical and efficient than individual ones representing the nine different Provinces all more or less concerned. Presuming the report to be favorable to the establishment of some system of industrial schools or training beyond what we now have in the way of manual training, domestic economy, etc., a very large outlay will unquestionably be involved, probably not less than one million dollars per annum apart from the cost of the Commission, which the Federal Government bears. To carry out the scheme would doubtless involve supplemental appropriations to the Provinces for the purpose of technical education, by special grants on a per capita or other basis, amounting to a third, or even a half, of the total expenditure. As a tax payer, the farmer is concerned in these probably large expenditures, but he is more deeply interested in the whole proposition from another point of view. In so far as technical education makes better and more successful the life and industrial occupations of the cities and towns, it will afford more and better customers for the product of the farm, but it will at the same time have the effect of enhancing the attractiveness of the town, and thus drawing still more heavily over the rural population, handicapping the farmer in his efforts to handle the soil with the skill and force needed to supply the food products, upon the sale of which he depends. Even now he scarcely keeps pace with the demand. What will be his position under the new conditions? Obviously the rural population must be increased, and must be more skilled. If manufacturing requires technical skill so does farming, increasingly so as day on the high-priced lands of older Canada, which, under proper treatment, will give handsome returns. Splendid opportunities open along all lines, requiring not only manual skill, but also knowledge which, in range of science and practical far exceeds that demanded of the factor or man. Is the farmer to face an equal chance? At present, because, as we have seen, there is no system of education, he is not rendering up. A farmer is a self-sufficient unit, and can, if he so desires, largely his own salvation, becoming ever more and more the aid of co-operative efforts, while the great captains of town industries are failing. He can classify and systematize his work, perfecting their methods, and even accumulate savings, accumulate fortune. Denmark and some of the Germanic countries have accomplished much in this direction through co-operation, and this is the present farm condition of Europe.