

# THE FARMER'S ADVOCATE

## AND HOME MAGAZINE.

THE LEADING AGRICULTURAL JOURNAL IN THE DOMINION.

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It is impartial and independent of all cliques or parties, handsomely illustrated with original engravings, and furnishes the most practical, reliable and profitable information for farmers, dairymen, gardeners, stockmen and home-makers, of any publication in Canada.

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the long run it proves a delusion and a snare. It will not insure, as so many imagine, our permanent industrial supremacy, but in the end will threaten it. The nations which loom up to-day in international competition are not those with abundance of cheap labor, but those with the best-trained, best-directed and most highly-paid agricultural and mechanical skill. Just in this connection let us quote the correspondent of the Toronto Globe, who has been investigating agricultural conditions in Ontario. Summing up the Provincial situation, he says: "It was quite noticeable that farmers have allowed the labor problem to worry them less than ever before. The scarcity of farm hands has not interfered with the work to be done to any extent. More machinery has been purchased, and, in fact, machinery is now being used wherever possible. Apparently, the farm-labor problem is being left to work out its own destiny." It is true that the situation has also been eased by the influx of British immigration to the rural districts, but the main remedy undoubtedly lies in the use of machinery to economize labor, and in co-operation. Now, note the result: "All over the Province mortgages have been discharged to a wonderful extent during the last ten years, and new and better buildings have been erected. The farmer has steadily been earning money. \* \* \* The farmer of Ontario is on a good financial footing."

The fact is our farmers have prospered exceptionally, notwithstanding scarcity of help, because there has been a keen demand, at good prices, for farm products, and our agricultural methods are improving. Some may think we would have prospered more abundantly but for this scarcity. Perhaps, and then again perhaps not. Those who have been wont to regard the farm-labor problem of the past ten years as an unmitigated evil, should think more deeply into the problem.

### GEMS FROM AN ADDRESS ON RURAL EDUCATION BY DR. JAS. W. ROBERTSON, AT HILLSBORO, P. E. I.

Agriculture is the culture of the field.

\* \* \*

The whole child goes to school—body, mind and spirit.

\* \* \*

It is hard indeed for the idle rich to enter the Kingdom.

\* \* \*

We need teachers who are in sympathy with rural life.

\* \* \*

Our national greatness depends upon the quality of our education.

\* \* \*

We cannot escape hard work in this world if we desire to be honest.

\* \* \*

The Consolidated School stands for conserving the love of hard work.

\* \* \*

Salaries for teachers will have to go up, or the people will go down.

\* \* \*

The people of Canada are trustees for the education of their children.

\* \* \*

The love of money is the root of all evil, and the love of children the means of all good.

\* \* \*

The school needs to be a place where there is more time for training and less for telling.

\* \* \*

The teacher requires scholarship in the subjects and questions vital to the people of the locality.

\* \* \*

The greatest hindrance a man can leave to his child is sufficient money to live without working.

\* \* \*

The school garden is a means of training, inspiring and nourishing the power of children into ability.

\* \* \*

The school should teach the children that there is no more satisfying and honorable calling than agriculture.

\* \* \*

A little knowledge is not a dangerous thing, otherwise it would be better to remain ignorant and be in bliss.

\* \* \*

Youth has those fine qualities that belong to unsullied life, and all those handicaps that accompany inexperience.

\* \* \*

It would be a good thing to pay some of your best men good, alluring salaries, to induce young men to go into this profession.

\* \* \*

A little stupidity, or a little or a great deal of selfishness, are very dangerous when joined to a little or a large amount of knowledge.

\* \* \*

Education is needed by each individual to develop his power of service as a citizen, as one of the community, for no man liveth unto himself.

\* \* \*

The school has been so busy imparting knowledge that it has had little time or place or power to train ability for the affairs of common, everyday life.

\* \* \*

The perennial disputes regarding Latin pronunciation in different schools might be ended by substituting standardized phonographs for the living teachers.

\* \* \*

If the people will starve the schools, the schools may retaliate by letting the people starve, mentally, then morally, and in a measure materially also.

\* \* \*

I have seen teachers so intent upon having the children pass examinations on formal subjects that they did not know anything of the locality or the people in it.

\* \* \*

The attitude of the taxpayers of Canada to

a

teachers makes one wonder whether they count the latter's services really vital to the well-being of the nation.

\* \* \*

Everybody has his own problem in life, and just so far as he solves the problem wisely—i. e., with real benefit to others and himself—just so far is he successful.

\* \* \*

To seek to escape one's share of toil in life is really to waste one's powers, to wrap one's talent in the napkin or in cerements of the tomb. It is burial before death.

\* \* \*

By teaching and training, I would let the youth learn that the real, satisfying joys of life come from doing work with the hands and the mind and the spirit for the uplifting of the locality.

\* \* \*

Any parent or any boy who seeks education as a means to be delivered from the need of working hard will find it a disappointment, a delusion and a snare, both as a means and an end.

\* \* \*

No greater misfortune could befall a people than a general belief that labor—I mean manual quite as much as intellectual toil—is to be shunned, to be evaded, or to be looked down upon as disgrace.

\* \* \*

The school should not be so much a place for imparting information as a place for training the child into ability to make the best of local conditions, and towards the development of good, unselfish character.

\* \* \*

Conditions of rural life should be made so attractive that the boys will be impelled to work hard for sheer love of doing things; for the delight that comes through the labor that increases mastery for service.

\* \* \*

If the study of Greek, Greek History or Greek Civilization usurp the study of the conditions of Prince Edward Island, and of subjects for the development and uplift of its people, then, "Let the dead past bury its dead."

\* \* \*

The Scripture has warned men against laying up treasures on earth where moth and rust do corrupt. Let your treasure be laid up in the hearts, hands and heads of your children, for of such is the Kingdom of Heaven.

\* \* \*

The kind of school I would like to see for rural life is one that spells ability, intelligence and good-will—for body power and skill, for the mind grasp of truth and insight, and for the spirit "Peace on earth, good-will to men."

\* \* \*

The individual who, having no children, contends that he has no right to pay taxes to educate other people's children, should take himself and his belongings where there are no children and then see what his money and his land are worth to him.

\* \* \*

I am inclined to agree that one-quarter of the time of the school should be devoted to training mind and body by means of the hands with tangible things; one quarter to the mother tongue, language, literature and history; one-quarter to mathematics, the science of numbers; and one-quarter to the natural sciences.

### ESSENTIAL PRINCIPLES OF CO-OPERATIVE ORGANIZATION.

This issue of "The Farmer's Advocate" concludes the reproduction (excepting the appendix) of the excellent bulletin on "Co-operation in the Marketing of Apples," by A. McNeill, Chief of the Fruit Division, Ottawa. Two reasons decided us to quote this bulletin in full: first, the importance of the subject, and, secondly, the concise and practical nature of the text. Particular attention is directed to the last instalment, which will be found in the Garden and Orchard Department of this issue, and which elucidates the fundamental principles of co-operative organization.

By illustration and argument, the point is well enforced that the object of true co-operation is