

THE FARMER'S ADVOCATE AND HOME MAGAZINE.

THE LEADING AGRICULTURAL JOURNAL IN THE
DOMINION.

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JOHN WELD, MANAGER.

AGENTS FOR THE FARMER'S ADVOCATE AND HOME JOURNAL,
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1. THE FARMER'S ADVOCATE AND HOME MAGAZINE
is published every Thursday.

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, dairy-
men, gardeners, stockmen and home-makers, of any publication
in Canada.

2. TERMS OF SUBSCRIPTION.—In Canada, England, Ireland
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We are always pleased to receive practical articles. For such as
we consider valuable we will pay ten cents per inch printed
matter. Criticisms of Articles, Suggestions How to Improve THE
FARMER'S ADVOCATE AND HOME MAGAZINE, Descriptions of
New Grains, Roots or Vegetables not generally known,
Particulars of Experiments Tried, or Improved Methods of
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13. ALL COMMUNICATIONS in reference to any matter connected
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Address—THE FARMER'S ADVOCATE, or
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LONDON, CANADA.

ALASKA - YUKON - PACIFIC EXPOSITION.

It is the modern fashion for ambitious cities
to try to get into the world's-fair class. Seattle,
Wash., is now arranging for a display called the
Alaska-Yukon-Pacific Exposition, to be held
from June 1st to October 15th, 1909. Unique-
ness, originality, are nowadays considered es-
sential to the success of such commonplace events
as world's fairs, and, accordingly, Seattle's press-
agent comes forward with two exceptional claims.
One is that the management is determined to live
up to its promises, having everything in readiness
on the opening day. The other is that no grant
or loan will be asked from Uncle Sam to carry on
the work. Former expositions have been aided
by the Federal Government in many different
ways. Outright gifts of large sums of money
have been made by Congress to some world's
fairs, while others have negotiated loans from
Uncle Sam, some of which were paid back, and
some of which were not. Some expositions have
received both donations and loans. Since the
United States Government began to patronize
expositions, down to the Jamestown Fair, Con-
gress has appropriated a total of \$28,752,251 for
world's fairs. Only \$485,000 of this money has
been spent west of the Rocky Mountains, the
Lewis & Clark Exposition receiving the benefit of
that amount.

The Alaska-Yukon-Pacific Exposition wants
nothing that can be called a loan or a gift. All
it asks is an appropriation from Congress of
\$1,175,000, to enable Uncle Sam to take advan-
tage of the opportunity for "effective advertis-
ing," the money to be expended as follows: Gov-
ernment building \$200,000, exhibit \$350,000;
Alaska building \$100,000, exhibit \$200,000;
Philippines building \$75,000, exhibit \$75,000;
Hawaii building \$50,000, exhibit \$75,000; Fish-
eries building \$50,000.

It is intended that the exhibit palaces shall be
permanent structures. The grounds are located

on the property of the Washington University, a
State institution, and, after the Exposition is
over, the substantial buildings will be taken over
and used for educational purposes.

The purpose of the Exposition is declared to
be the exploitation of Alaska, Yukon, and the
countries bordering on the Pacific Ocean. Of
course, Uncle Sam will not be able to resist the
opportunity for "effective advertising." It is a
most seductive name for a grant.

AN INDEX TO THE CHARACTER OF THE PEOPLE

I am very grateful for the healthy tone you
have given your magazine. I feel proud of "The
Farmer's Advocate," for nothing, I think, is so
clear an index to the character of a people as
the periodicals they support. Very many, too, of
your readers, are doubtless thankful with me for
your able help in the feed troubles. Feed is not
at all scarce in our county, but those of us who
have never been to the Agricultural College should
be eager to learn all we can about wise and
economic feeding, and I was very much pleased
with your "Some Principles of Economic Stock-
feeding." It practically answered a lot of ques-
tions suggested by your last year's "Questions of
the Grain Bin," and which I was tempted to hurl
at you. I must thank you, too, for the Home
Magazine Department, on behalf of my family. I
recognize it as a very important part, too.

Prescott Co., Ont. GORDON L. LAMB.

LESSENING THE STRESS ON EXAMINATIONS.

We have been favored with an advance copy of
a circular issued by the Minister of Education for
Ontario to Boards of Trustees, Inspectors and
Teachers, explaining that henceforth the Depart-
ment proposes to reduce the stress upon examina-
tions in Public, High and Separate Schools. In
1904 a regulation was issued providing that, in
High Schools approved by the inspectors, candi-
dates for non-professional certificates might be
admitted to examination without examination in
Reading, Bookkeeping and Business papers, Art
and Elementary Science. The above regulation
was intended to improve the situation in the
High Schools, and with the improvement in the
public schools, also, in view, a similar change
was made in the provisions for the High-school
Entrance Examination.

This regulation, the new circular states, gave
the teacher more freedom, and reduced the ex-
amination stress during the first two or three
years of the pupil's course beyond the fourth
form of the public school, but even in these re-
spects was only a partial means of reform. We
quote the circular somewhat at length:

"Complaints have, indeed, increased of late,
that, in very many cases, the products of our
Secondary Schools do not possess what have
long been regarded as the essentials of a practical
education. They are too often poor in Spelling,
Penmanship, Reading, and Letter-writing; and
in the elementary operations of Arithmetic they
are lacking in speed and accuracy. These com-
plaints are well founded. Even if the Depart-
mental and University examinations were suitable
for pupils intended for commercial and industrial
pursuits, which they are not, the examination
test in the foregoing subjects is quite inadequate.
With so many examination centers, there could be
no adequate test of a candidate's ability to read,
and, in any event, it would be regarded by the
public as unjustifiable to reject him; that is, to
put him to an additional year's labor and ex-
pense because he was a poor reader. So, too,
if his Spelling or Penmanship were poor, or his
Letter-writing lacked the proper form, or his
Arithmetic answers were inaccurate in details. In
Arithmetic, indeed, under our system, he might
obtain high marks from the principles of the
problems, even if all his answers were inaccurate
in other respects. Accordingly, as has already
been announced in Circular 19, the Education
Department proposes, as a step in the regenera-
tion of the system, to conduct the examinations
for entrance to the training schools for the sole
purpose of testing the competency of candidates
for teachers' certificates; and to extend the
'Approved School' system to the subjects of
Writing, Spelling, Arithmetic and Mensuration,
English Grammar and Geography. As a conse-
quence, henceforth the examination stress will be
removed from all the Lower-school subjects, the
special preparation of the intending teacher will
be transferred to the training schools, and great-
er freedom will be given the Secondary School
staff during the first two or three years of the

pupil's course, when such freedom is most needed.
A thorough academic course is now provided in
the Normal Schools, and no candidate will be al-
lowed to pass the final examinations without a
competent knowledge of all the subjects he will
have to teach in the Public Schools, including, of
course, Geography, English Grammar, and Arith-
metic and Mensuration. As far as practicable at
present, the same provision has been made in the
Faculties of Education, and the same provision
will be made in the Model Schools of the future.
It is also the policy of the Education Department
to increase the importance of the teacher's per-
sonality, and, in this way, to allow the forma-
tion of character to become the main function of
the schools. Moreover, subject to judicious De-
partmental control and direction, it is the aim
of the Education Department to place upon
the Trustees and the Teachers the responsibility
for providing, according to local needs, the edu-
cation for his life-work which every pupil has the
right to receive. AS A RESULT LARGELY OF
THE DOMINANT EXAMINATION INFLUENCES
OUR SCHOOL SYSTEM HAS FAILED TO TAKE
SUFFICIENT ACCOUNT OF OUR ECONOMIC
CONDITION. WE HAVE EDUCATED TOO
MANY FOR CLERICAL AND PROFESSIONAL
PURSUITS, IN WHICH THERE IS LITTLE
ROOM, AND TOO FEW FOR INDUSTRIAL PUR-
SUITS, IN WHICH THERE IS ALWAYS ROOM.
THE FUTURE OF ONTARIO DEMANDS THAT
THIS SHALL CEASE.

"The 'Approved' School scheme of 1904 did
not fully realize the expectations of its promot-
ers. Diversities of standards and laxity of ad-
ministration resulted from the inadequacy of its
provisions. The appointment, in 1906, of an
Inspector of Continuation Classes, in addition to
the Inspectors of High Schools, has removed the
main defect in the machinery. The new scheme
will, accordingly, be carried into effect by a small
number of Inspectors, who will confer together
from time to time, and who are controlled by and
are directly responsible to the Minister of Educa-
tion. In this connection, it may be noted that,
in 1909, when the scheme goes into full operation,
the Normal Schools will not reopen until the last
week in September. Candidates from non-ap-
proved schools will, accordingly, have ample time
to review the subjects for the September exami-
nation of the Normal Schools and the October
examinations of the Faculties of Education; and
the postponement of the examinations from the
close of the Lower-school course until these dates
will relieve from immediate pressure the Lower
School of non-approved schools. In explanation,
it may be added that, beginning in 1909, the
members of the staffs of the Normal Schools will
hold Institutes of Instruction for Public-school
teachers during the month of September in the
counties and districts of the Province."

"Approved Schools" are then defined in the
regulations, and the following explanatory para-
graph added:

"When, at his regular visit, the Inspector
finds the school equipment adequate, the staff
competent, the organization acceptable, the time-
table suitable, and the pupils' work satisfactory,
he is justified in assuming that, given the teach-
er's honesty and zeal, the final preparation of the
pupils will also prove to be satisfactory. Be it
noted, also, that, at the discretion of the In-
spector, a school may be paid a second visit dur-
ing the year. With special ability on the part
of a pupil or a teacher, or of both, schools which,
from the point of view of equipment and organi-
zation, fall below the prescribed standard, may,
it is true, also produce satisfactory results. But,
at his visit, the Inspector is not in a position to
pronounce upon the situation; and, for testing
such results, an examination has necessarily been
provided."

The effect of this departure is to practically do
away with the stress of examination in the Public
and High Schools, though increasing it in the
Normal Schools, by requiring academical as well
as professional examinations. It might be desired
that the stress could also be lessened in the Nor-
mals, but the Department evidently does not deem
it wise to take the risk of allowing teachers to
pass through the Normal Schools without making
sure that they have a sufficiently thorough train-
ing in the subjects they are to teach.

The circular concludes as follows:

"The Minister of Education regards the pres-
ent extension of the Approved-school scheme as a
most important step in advance. He confidently
counts upon the sympathetic co-operation of all
who know what education really is, and he hopes
that the success of the scheme will justify him in
extending it still further in both the High Schools
and the Public Schools. The personality of the
teacher, he believes, should become a far more im-
portant factor in the adaptation of our schools to
the necessities of the Province. The examination
holds an important place in any well-ordered sys-
tem of education; but a system which depends