

EDITORIAL.

The Patrons of Industry.

Editor FARMER'S ADVOCATE.—Would you kindly inform me, through your widely circulated and influential journal, how long the Patrons of Industry have existed in Canada, to what extent they have grown, and what their platform is, or what are the objects they seek to accomplish? ENQUIRER.

1st. The organization of farmers known as the Patrons of Industry took root in Canada about three years ago, the Grand Association for Ontario and Quebec being organized in February, 1891. A second Grand Association exists in Manitoba and the Northwest, where the movement has had a rapid and vigorous growth.

2nd. As far as we can ascertain, there are over 120,000 Patrons in Ontario and Quebec, and some 5,000 in the Prairie Province and Northwest Territories. The organization is still growing steadily.

3rd. The platform adopted by the Grand Association of Ontario and Quebec in 1891 was as follows:—

1. Maintenance of British connection.
2. The reservation of the public lands for the actual settler.
3. Purity of administration and absolute independence of Parliament.
4. Rigid economy in every department of the public service.
5. Simplification of the laws and a general reduction in the machinery of government.
6. The abolition of the Canadian Senate.
7. *Re grand jurymen*—struck out—number having been reduced as asked for.
8. A system of civil service reform that will give each county power to appoint or elect all county officials paid by them, except county judges.
9. Tariff for revenue only, and so adjusted as to fall as far as possible upon the luxuries and not upon the necessities of life.
10. Reciprocal trade on fair and equitable terms between Canada and the world.
11. Effectual legislation that will protect labor, and the results of labor, from those combinations and monopolies which unduly enhance the price of the articles produced by such combinations or monopolies.
12. Prohibition of the bonusing of railways by Government grants as contrary to the public interest.
13. Preparation of the Dominion and Provincial voters' lists by the municipal officers.
14. Conformity of electoral districts to county boundaries, as constituted for municipal purposes, as far as the principle of representation by population will allow.

PROPOSED PLANKS.

- (a) Cumulative voting.
- (b) Initiative and Referendum.

As a result of a meeting held not long since in Toronto of representatives from the Patrons of Industry, the Dominion Grange and the various labor organizations of the province, for the purpose of forming, if possible, a common platform for political action, it was found that all these bodies had very much in principle upon which they could unite, and each undertook to take certain "planks" into consideration. The first of those which the Patrons are considering, "Cumulative voting," involves the grouping of constituencies for electoral purposes and giving to each elector as many votes as there are constituencies united, such votes to be distributed or centered upon one candidate as may be chosen. We understand this system has given satisfaction for years in Great Britain in the election of School Boards. It would secure to important minorities a fair representation in legislative halls. By the "Initiative" it is contemplated to press directly upon the attention of legislators questions deemed important to the welfare of the people, who, under the "Referendum," by their votes would approve or otherwise of legal enactment. Local Associations will consider and report back upon these two proposed planks.

At the next Dominion and Provincial elections it is proposed to run Patron candidates, or to support candidates who subscribe to the Patrons' platform and whose record is deemed satisfactory.

From the foregoing it would appear that "Patronism" aims to secure a "fair deal" for the farmers in the legislation of the country, and to resist all enactments that tend to the development of monopolies in whatever guise. By a bombardment of petitions and depositions, members of parliament have already begun to hear the voices of their constituents regarding the tariff and other vexed questions, and if the Patrons will but unitedly back up their principles by their votes, there will before long be a mighty shaking of the political dry bones.

The Patrons of Industry have what might be termed secondary objects not specifically laid down in their platform. Though engaged in the same grand occupation, and having interests in common, a spirit of isolation has been the bane of many

farmers. The organization seeks to remove this by frequent gatherings, such as the great series of picnics held this summer, and others, where farmers' interests are freely and fully discussed. Conducted aright this should promote a better acquaintance with public questions, and go far to prevent party demagogues and papers from splitting farmers into two hostile camps at election time, when effective blows on behalf of agriculture can be struck. A more general and active participation in the country's public business by broad-minded, intelligent farmers would have a most wholesome influence in promoting national thrift.

In the breaking up of the salt combine, the establishment of a large independent binder twine factory at Brantford, and otherwise, the Patrons have done a good work. No provision is made in the platform for methods of trading, as some suppose, whereby Patrons secure special privileges from dealers or manufacturers; but any body of men and women, whether Patrons or not, have a perfect right to do so, and, as a matter of fact, a good deal has been done along the line of co-operative buying by Patrons. If "Enquirer" desires any additional information, we will endeavor to supply it so far as possible.

Agricultural Education.

It is frequently stated that the more education farmers' sons and daughters receive, the more ready are they to forsake the old homestead and seek employment in the cities and towns. So far as that education is of a kind to draw them away from the farm, this, doubtless, is quite true. The trend of education in all our high schools and colleges, and even in our common schools, is toward the learned professions. Even the accumulated wealth of those who have directly made their fortunes from the sweat and toil of the agriculturalist are often bequeathed, in the shape of college endowments or scholarships, for the benefit of those entering the so-called learned professions; would it not be more in keeping with the fitness of things if some of this capital were employed to benefit those from whom it was in too many instances wrung? Why should the height of ambition with most boys and girls in the rural schools be to become school teachers, shop clerks, dressmakers, &c.? We think principally from the following causes: At home it is all drudgery, chores morning, noon and night, with steady work between times; if there is one especially smart child in the family, the parents decide to make something of that one (anything but a farmer is meant), and openly talk of their intentions; parents in conversation with neighbours generally discuss the *terrible* amount of work to be done, or the extent to which the next neighbour is mortgaged. On the boys' occasional visit to town, they see the well-dressed clerks handling lots of cash and skipping about full of business—in fact, the whole town looks bright, smart and busy, with a great variety of amusements, and, with all, only short working hours; and, of course, he only sees the bright side. So that it is not only natural for the boy to "hanker" after city life, but it is frequently the desire of the parents. To counteract this existing state of things, it will be necessary to teach the children that there is something honorable and noble in agriculture—that it is a science as interesting and wonderful as any other science, and a *profession* as worthy of the name as any. We cannot do better than quote from the paper read before the Virden Teachers' Institute by James Elder, and published in our June 5th issue, and which we would recommend to the careful study of all interested in this most important subject. Mr. Elder remarks: "Not only is agriculture a science, but it is the grandest science on earth. 1st. Because it is the fountain of the world's life. 2nd. Because it was the only science practised by man in his unfallen state. The sciences of law, medicine, etc., are only the results of sin. 3rd. It is the most independent mode of existence offered to man. 'Happy and free as a king is he who bows' but to God alone." Therefore, we believe that the time has come for agriculture to be taught in our public schools.

And we agree with him, that the time has come for the teaching of agricultural subjects in the rural schools. An elaborate course is certainly not necessary to begin with; the reading lessons, instead of being fairy tales or such like, could be simple lessons on the why and wherefore of many operations that the scholars come in daily contact with at home. The arithmetic questions could be based on marketing wheat or poultry, or other things bearing on daily life. It will be necessary to commence with the teachers, and we think the government of Manitoba, instead of starting an agricultural college, for which we think there is time enough, would make a wise move by offering some premium to the schools requiring the teaching of agricultural sciences by qualified teachers; and by making arrangements whereby teachers could take up these subjects and be sure of being paid, and well paid, for their extra time and study. Ontario is leading the way by organizing a special summer session for teachers at the Agricultural College, Guelph. Could not Manitoba arrange for one or more professors to teach these subjects in the Normal schools, or even in Manitoba University?

Ontario Agricultural College.

We have just received the annual circular of the above institution, and are pleased to see that this, the only institution in Canada where a farmer's son may receive an education fitting him for his life-work, is progressing favorably and to-day is stronger than ever. The college will re-open for the admittance of students on the first of October. Each county council has the privilege of sending one student to the college free of all tuition fees, with this one restriction, that he must be the son of a practical farmer, resident in the county, and have lived on his parents' farm for at least two years previous to his admission to the college.

The tuition fee is twenty dollars to residents of Ontario who have had at least one year's experience on a farm, while to others the rates are somewhat higher. Board, lodging and light, with the washing of towels and bed linen, is charged at the rate of two dollars and a-half a week. Students must provide their own pillows, pillow-covers, sheets and linen bags. The work which they are required to do in the outside departments on the farm, livestock, garden, carpenter shop and experiments during the afternoon of every second day, and during the summer months when there are no lectures to attend, is paid for at the rate of from four to ten cents per hour according to the ability and experience of the pupils; so that the net cost of board, washing and tuition to an Ontario farmer's son, able and willing, with considerable experience in farm work, will not be more than fifty to sixty dollars a year, while if he be a county student it will not be more than thirty or forty dollars; while if he remains at the college during the summer term he should not only reduce this amount, but in many cases will be able to even up so that his year's education will actually cost him nothing but the time.

The subjects taught are: Agriculture—Soils, Reclamation of Lands, The Preparation of the Soil for Crops, Succession and Cultivation of Crops, Improvements of Soils and Lands, Breeding, Feeding and Rearing of Farm Animals, Arboriculture, Implements, General Economy and Business of the Farm; Natural Science, including Botany, Physics, Chemistry in all its Relation to Agriculture, Geology with special reference to the Geology of Ontario, Horticulture, Entomology, Hygiene, Veterinary Science, Literature, Political Economy and Farm Bookkeeping.

The more education that a young man has at the time of entering, the better advantage he will be enabled to take of the opportunities which are offered for his improvement. A high school entrance certificate is all that is required for entrance, and those who have not passed at this examination will be required to pass a somewhat similar examination before being admitted to the college.

Besides becoming fairly skilled in the work of the farm, the student takes part in the cultivation of a garden, and thus increases his knowledge and improves his taste in a very important direction. He also acquires more or less skill in the use of carpenter's tools, which cannot fail to be of service to him in after-life. The different breeds of cattle, sheep and swine commonly found in Canada become familiar to him from daily contact with them; and he learns the strong and weak points of each from lectures in the class-room and by reference in the yards. He is taught how to keep live stock registers, accounts of field cropping, and regular farm accounts. He obtains a knowledge of the structure and functions of farm animals, and the most approved method of treating and preventing the ordinary diseases to which such animals are liable. He gets practical instruction, with lectures, on the feeding of cows, the treatment of milk and cream, and the churning, working, printing, and packing of butter, &c. The study of the relations of the plant, the soil, and the animal to each other, and to his profession, under the heads of Botany, Chemistry, &c., not only shows him the reasons for the best farm practice, but forms in him habits of reasoning closely, systematically and correctly, which cannot fail in after-life to make him a better citizen. And, lastly, by this, as well as by the teaching in the class-room, by reading standard works in the library, and newspapers and periodicals in the reading room, by contact with his fellow-students, and by discussions carried on with them in the Literary Society, his mind is sharpened and strengthened, his views broadened, and his powers of thinking and his ability to express his thoughts greatly increased. If the student be careless, thoughtless or lazy, few of these advantages will be gained; but if he be attentive, energetic and diligent, the majority of them will be secured.

For further particulars apply to the President, Dr. Jas. Mills, O. A. C., Guelph, Ont.