

medium by which the disease is fed to healthy larvae. The above test applies where the colonies are being examined early in spring, before there is much brood. Later, we find the dead brood. To be sure such has died of this disease, and from no other cause, insert a toothpick, give it a twirl and draw out, when the decaying mass will string out a half inch or so. This test is sure.

Infected colonies should be plainly marked to distinguish at a glance from the healthy ones, and fed the same evening a quart or so each of medicated syrup, made by mixing one ounce of salicylic acid in sufficient alcohol to dissolve it, in about 25 quarts of thin syrup or honey. This feeding, if continued at intervals, will hold the disease in check until such time as it can be properly treated to effect a cure. The very greatest precaution should be taken to prevent robbing.

Bees Making Good Progress.

Mr. J. J. Gunn, of Gonor, reports that his bees came out of the cellar on April 17th in first-class condition, but showing rather more than the average consumption of stores for the winter. The weather since then has been mostly cool and windy, but so far the bees seem to be in good shape and doing well.

Bees Sales.

Mr. William Frazer, of Fernon, has sold out his apiary of eighteen colonies and appliances to Mr. J. J. Gunn, of Gonor. Mr. Frazer has kept bees in a small way and with very satisfactory results for the past twelve or fifteen years, but owing to advancing age has decided to go out of the business.

Teacher and Scholar.

The public school, its associations and improvement are subjects of growing interest and vital concern to every farmer's family in the West. We should be pleased to receive concise communications of a helpful and suggestive nature for this department of the "Farmer's Advocate" from those interested.

Agricultural Knowledge.

A Plea for a More Thorough Method of Instilling its Principles into Our Country Pupils.

Formerly agricultural education was not so necessary as at the present time. Then the farmer did not have to combat noxious weeds, parasitic diseases or insect pests; he was not brought into keen competition with the whole world. To-day no calling requires so much thought as agriculture. Canada is pre-eminently an agricultural country, and if agriculture is to hold the position which its importance indicates, it must receive more attention than it does at the present time in our country schools.

A boy at school cannot be developed into a practical farmer, but he can have his curiosity aroused about the meaning and purpose of everything that the farmer does. At present our school programmes seem to be shaped without consideration of the wants of the farm. Fortunately the more thoughtful and experienced teachers are now turning to nature study as a means of counteracting the cramping effect of a too exclusively bookish education. Agriculture affords the very best kind of nature study, and with a teacher who is thoroughly interested in the progress of agriculture, who has acquired a knowledge of the principles and sciences involved; and the most rational methods of imparting this information, the deepest interest can be aroused. Small children can learn the names and characteristics of the various common birds, insects and smaller animals, and to distinguish between those beneficial and those injurious to agriculture.

The higher forms could deal more with the classification, life history and habits of insects, birds and animals; collection and classification of grains, grasses, weeds; use of sun, air, frost, dew, etc., to the farmer; classification and adaptation of soils, drainage and its uses. The time devoted to flowers, trees and shrubs on the school premises is well spent, and must have a splendid influence in arousing a deep interest in the mind of each pupil, and this changing of the dull, dreary surroundings of many public schools into such bright, cheery, attractive spots, will create in the child a love for rural life and rural pleasure, at the very time when habits are being fixed and occupations chosen.

Seventy-five per cent. of our exports are farm products, produced by men with no special training save the tradition of the past. If schools and colleges gave what is needed by the practical farmer more farmers would be in attendance, a new sentiment in favor of agriculture would be created, and the very erroneous conceptions which the public now entertain of agriculture would be removed.

There are those who think that the way of a man's genius is hedged in on the farm; that

there is no opportunity for him to make a name for himself; that if he must gain riches and honor he must seek more congenial occupations. If this view were entertained by those who are strangers to the farm, it would not matter, but when this heresy finds its way into the firesides of Canadian homes and makes the sons and daughters tired of their rural surroundings, it is time for the public school teacher, who, in most



A MORNING BAG AT CAMP BARR.
Saskatoon.

instances, is herself a farmer's daughter, to speak out and do her part in creating a sentiment in favor of agriculture, and showing the boys and girls what they have in prospect when they turn their backs upon the homes of their youth. It is time that other callings and professions were known to the farmer's boy in their true light, and that he realized that the industrious, thoughtful, honest farmer stands a far better chance of success than his seemingly more fortunate countryman in the city. If the public schools do their part in arousing in the minds of the pupils a noble ambition to become progressive and successful agriculturists, they will do a great deal toward counteracting the cityward trend of the rural population, and will have led Canadians to realize that the farmer is one of the most valuable citizens of the British Empire, a man to be respected, appreciated and honored by every member of the community. Until this takes place, the agriculturist will not receive the place in society that his calling deserves, and where it rests in the Old Land. The nobility of England do not consider it a compliment to be classed with the doctors and lawyers, but are proud to be called agriculturists.

RUSTIOUS.



THE HOSPITAL TENT.

Miss Helberg on right; Nurse Still on left; Nurse Farmer, matron, in center, holding the latest arrival, Barr Colony.

A newspaper was running a serial story, "The Truth." One week, so much space being devoted to other matters, the editor was unable to continue the story, so made the following announcement, containing perhaps more truth than any other item in the paper: "The truth" was crowded out of this issue on account of the press of more important matter."

School Aims.

No school is a good school that educates children away from work. No boy should be taught that it is better or more respectable to be a lawyer than a farmer. A good carpenter or blacksmith is as good and useful and respectable as a good doctor, and infinitely better than a poor one. It is just as honorable to shoe a horse as it is to edit a paper. The banker is no whit better than the mechanic. An honest calling is worthy of the best efforts of an honest man. The humblest and most lowly calling can be dignified by following it worthily and efficiently. Every good school will help the children to see and appreciate this fact. The school that does not do this is not doing the most or the best for the children. The children in every school should be familiar with the spirit as well as the words of the beautiful story of "The Village Blacksmith."

CANADIAN TEACHER.

The Inefficiency of Rural Schools.

In a recent issue of the "Advocate," we noticed an article by a country teacher, taking Mr. Nichol, of Brandon, severely to task for saying that our rural schools cost us a great deal, and are "miserable failures" compared with city schools.

Notwithstanding "Teacher's" valiant defence of rural schools, we are inclined to think that there is a great deal in what Mr. Nichol said, and that our rural schools are not playing the part that they should in the intellectual development of the children in the farming districts, as is evidenced by the continued exodus of farmers to the city.

The Canadian farmer appreciates the value of a good education, and many either sell or rent their farms in order to move into the city and give their children the advantages of an education which they cannot secure in the country school as it is at present conducted.

"Country Teacher" mentions several men who, despite the adverse conditions of rural schools, achieved success, but these men represent a condition that existed thirty or forty years ago, when the art of teaching was very similar in both city and rural schools. During the past quarter of a century great advances have been made in all lines, and especially in the art of teaching as applied to city schools, but, unfortunately, the conditions in the country have been such that the rural schools have been unable to keep pace with the city schools. Men like those whom "Teacher" mentions do not represent the masses of country school children. They are men who, like Abraham Lincoln, would have forged to the front had there been no rural school within miles of them.

"Teacher's" idea of the requirements of a rural school seems to be a place where shelter and warmth is provided, and these requirements, we believe, the trustees have met, but, like "Teacher," they do not seem to have made any provision for

the esthetic side of the pupil's nature. They take it for granted that the educational advantages which they enjoyed are a sufficient preparation for life to-day, notwithstanding the fact that competition in every line of business is daily becoming keener.

Now, we are not finding fault with the teachers of Manitoba, for we are confident that they are, under the circumstances, as efficient as the teachers of any other country or Province. The fault lies, as Mr. Nichol says, in the system.

1. The rural schools are providing much of the practice for the teachers who, later on, may receive positions in town or city schools, thus leaving to the rural schools the majority of inexperienced teachers.

2. The bleak, barren country school premises do not compare favorably with the city schools.

3. Owing to the number of classes the recitation period for each class is very limited.

4. Many children are so isolated that they have access to the school for but a brief period.

5. Boys and girls, who having passed the entrance examination, cannot continue their