

any general advantage under that system? Besides this, the sections are badly arranged, irregular in size and shape and are unequally taxed for educational purposes. Can any person suggest a sensible reason why the people of one section should be called on to pay a school tax 10 times as great as that in another section less than 10 miles distant and in which the educational advantages are superior?

REORGANIZATION THE REMEDY

It seems almost self-evident that the simple remedy for this is a larger unit. That unit should not be less than the county. In some 30 of the states to the south of us the district or section unit has been abandoned, a dozen of them have a township unit, and the rest a county unit. Were all the schools of a county under the direction and management of a board of education for the county as the schools of a city are under a city board, how much more efficient they could be made. The employment and location of teachers in positions for which their attainments were best suited, the adjustment and regulation of section boundaries, the establishment where necessary of rural continuation or high schools, and a greatly increased economy in the expenditure of school funds, would be some of the advantages that would result.

The argument that local requirements could not be so carefully and fully looked after as under the present system has no weight. The civic affairs of a county are managed by one board; why not the educational? If a board of ten or a dozen trustees can manage a city school system with hundreds of teachers, it should not require from three hundred to a thousand trustees to manage—might it not be said, to mismanage—at most four hundred country schools?

The argument that appeals to most people is that the cost of education would be equally distributed over the country, but if we believe in the principle that education is the duty of the whole state, this becomes really the strongest argument in favor of the proposed change.

Experience has shown that of the three units,

introduced with such magnificent results, it was preceded by the county board. I shall not proceed further, however, in a discussion of the consolidated school, as a special article may be devoted to that subject later.

A Suitable Rotation

J. H. Grisdale, B.Sc., Superintendent Dominion Experimental Farms

Here is a rotation we have tried for 12 years with satisfactory results. I do not mean that we have used it on an acre or two, but we have tried it on a 200 acre farm.

The first year, pasture early in the fall, that is in the month of August. We plow that pasture with a shallow furrow and work it down, and work it at intervals for the rest of the season.

“EDUCATION has now come to have vastly more significance than the mere establishing and maintaining of schools. . . . Beyond and behind all educational work there must be an aroused intelligent public sentiment. To make this sentiment is the most important work immediately before us.”

U.S. Com. on Country Life

Plow again in October, or, if you are provided with the necessary instrument, a double mould board plow. We ridge the fields. It is then more satisfactory to handle the next spring and conserves the fertility better. Ridge it up as though you were prepared for sowing potatoes, and leave it that way during the winter. The next spring work it down and sow peas and oats. If with these peas and oats we sow a small quantity of clover, we have found it will pay us. I won't say every year you will be satisfied because some years the summer is so dry that the growth of clover is very small. The next year that land into corn.

I have said that a bad rotation is one where corn follows grain, but in this case it is peas and oats and you will notice that I recommend clover

The International Institute of Agriculture*

By J. G. Rutherford

Those of us who have watched the growth of settlement on the western prairies have often observed the mutual benefit derived from the commingling in close neighborhood of tillers of the soil from many different lands. The almost unavoidable interchange of ideas and the comparison of different methods of doing certain things, gradually, if almost insensibly, lead to the adoption in such a community of a much higher composite standard than can be found in districts peopled by settlers of common origin.

The remarkably rapid advance in agricultural science which has taken place in the newer districts on this continent, especially during recent years, is unquestionably largely attributable to this commingling of the ideas of people from different countries, and when it is borne in mind that but few of our immigrants ago derived from the classes in which the greatest mental development and the highest training exist, it goes without saying that a universal interchange of agricultural knowledge would be of inestimable value to farmers throughout the world.

COMMUNITY INTERCHANGE OF IDEAS

We all know that if in any community farmers stand aloof and fail to meet with each other for the discussion of matters of common interest, but little advancement is made, while in those districts where Farmers' Clubs and Institutes flourish, the trend is in the direction of greater progress and prosperity.

In the same way, the province or state which devotes the most attention to agricultural education and the general spread of agricultural knowledge very soon begins to derive direct and tangible benefit from this policy. The same is true of those central governments which are sufficiently broad and farseeing to make the knowledge and experience of their various component parts available for the benefit of all.

INTERCHANGE IN OTHER FIELDS

From the beginning of time, students of theology throughout the world have endeavored with more or less force and fervor to impress their views upon each other; the scientists of all countries have long been in the habit of exchanging ideas, while that fine field for the imagination, international law, has been, and still is, a profitable source of revenue to the legal profession, the industrial world, and in mercantile life, knowledge practically ignores national lines, while in the realms of finance, we western forelopers have from time to time painful reminders that the supply of ready cash is controlled by the money kings of many different countries.

In this respect, as in many others, however, the farmer is now returning to his own; I use the word "returning" advisedly, because from the days when "Adam delved and Eve span" until the commencement of the period of tremendous expansion which followed the discovery of steam power, but little over a century ago, the tiller of the soil was always rightly regarded as the most important factor in the community in which he lived.

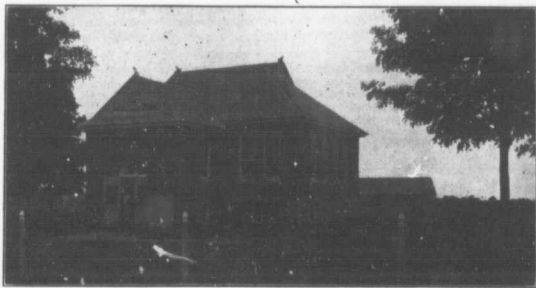
AGRICULTURE MUST LEAD

Although for a time his importance has been partially obscured by the brilliant achievements of those whom he has all the time been feeding, he has recently again asserted his eternal right to the leadership of humanity.

When less than a decade ago that remarkable man, David Lubin of California, stirred to action by the realization that, through the manipulations of speculative corporations and individuals, the farmers of America and of the world at large were being yearly robbed of a large proportion

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*Extract from address delivered by Dr. Rutherford, Superintendent of Agriculture and Animal Husbandry, Can. Pac. Rly., at Lethbridge, Alta.



A Two-Roomed School with a Record

School gardening has been carried on in this Carleton Co., Ont., school for about 10 years. The school is a pioneer in this kind of work. Note the neat wire fence, the shed for garden tools and how effectively a few shade trees frame in the school. This is a type of school of which we cannot have too many in rural districts.—Can. courtesy Ontario Department of Education.

the section, the township, and the county, the latter has proved by far the most efficient and economical. One respect in which it has proved so is that it has rendered possible the consolidation of rural schools. True, that is legally impossible with us at present, but practically impossible. The local jealousy, lack of community interest, and conservatism of section officials are all against it. The initiative must be taken by some one of the sections proposing to unite, all are afraid to do so and if any did some other would surely object for fear of being placed at a disadvantage. In almost all the states where the consolidated school has been extensively in-

to be sown with it. I think every farmer should always do it, but do not always expect good results; nine out of 10 times you will be satisfied.

The second year you have corn, and the third year you have grain seeded down with six or eight pounds red clover, two pounds alsike, six or eight pounds alfalfa, and six or eight pounds timothy. These quantities are as low as you can get them to be sure of the best returns and to give the most satisfactory results.

This five year rotation has given us very satisfactory results, and enables us to grow quite enough grain for the average requirement of the farm.—Extract from address.