

sea fishing enthusiasts may also gratify their ambitions, for one of the finest sword-fishing grounds in the North Atlantic lies off Ingonish and Neil Harbour.

Commercial fishermen use both the small "snapper boat" carrying a crew of about three men, and the large schooner, with its tall mast and lookout stations. Both types of boat are equipped with the picturesque "pulpit", or station on the bowsprit, from which the harpoon is thrown at the swordfish. Angling for swordfish, as well as other large species, including tuna, is becoming very popular in Nova Scotia, and recently new North American records were established for both tuna and swordfish caught by rod and line in Nova Scotian waters.

Cape Breton Highlands National Park is still in its early stages of development as a national recreational area and wild life sanctuary. However, as time goes on, orderly development along approved lines will be carried out, including the construction and improvement of highways and trails, the restoration of mammalian wild life indigenous to the area, and the provision of additional facilities for accommodation and recreation. Endowed by Nature with many natural advantages Cape Breton Highlands National Park for years to come will serve the aesthetic and recreational needs of the people of Canada and visitors within her gates.

## The Danish Farmer, His Cooperative and His Folk High School

BY PETER MANNICHE

DENMARK is not an Eldorado, but there are certain aspects of its life and activities which are of significance to foreigners who are interested in social and educational reform. It has been called a cooperative commonwealth and though this is an exaggeration it is true that Danish farmers have carried cooperation through to a greater extent than the farmers in any other country.

A Danish farmer is now environed by cooperation. He gets the working capital he needs from a cooperative credit association. He buys a great deal of imported fodder and fertiliser through cooperative purchasing societies. Though the consumers cooperatives cover one fifth of the selling of the country as a whole, the cooperative stores in the

villages cover seventy per cent of all sales out there.

As to producers' cooperation more than eighty-six per cent of the milk is sent to the 1,400 cooperative dairies and some eighty per cent of the pigs to the 50 cooperative slaughter houses.

The chief services of cooperation to the Danish farmer have been: (1) that it has made it possible for him to unite the advantages of intensive small-scale farming with the advantages of large-scale machinery in dairies and slaughter houses; (2) that it has freed him from the commercial responsibility of his job and allowed him to concentrate on the production of good crops and stocks; (3) that the dairies and slaughter houses, through mutual cooperation, are able to adapt their production to the changing needs of the markets in a quicker and more expedient way than would otherwise have been the case; 4 finally there is little

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doubt that cooperation has helped to raise the ethical standards of the farmer. When the farmers are cooperating the failure of one man cannot be the stepping-stone for the success of his neighbour. They all go up or down together.

Why is it that the Danish farmers have been able to cooperate so well?

It is often said that there is a very close connection between the economic and the cultural emancipation of the farmer. When Sir Horace Plunkett, the Irish land reformer, went over to study Danish agriculture he discovered that it was the Folk High Schools, which taught general culture to the farmer, and not so much the technical and agricultural schools which was the secret of their success. By trying to make the young country people better men and women they eventually made them better farmers.

There are, however, important external factors which must be taken into consideration. First of all the fact that Danish agriculture for many years has been dependent on foreign markets for its export. Therefore it was fortunate for Denmark that when America, Argentine and Siberia with their large-scale production came in on the European market as irresistible competitors, England did not shut its gates to Danish products. Not only did it remain open, but with the development of the industrial population the English farmers found it more profitable to sell their milk directly to the towns rather than to work it up in the form of butter. Thus the Danish dairies and cooperatives found a ready market in England for their output. But this was not the only factor to help the cooperative movement along. Just as cooperation helped the small farmer to maintain himself against the competition of the large farmers the fact that there was created an increasing number of small and medium-sized farms on the Danish soil has greatly helped cooperation. There is no class distinction between small farmers. They mix socially and therefore it is easier for them to join in economic cooperation. There are now about 125,000 small holders

in Denmark. Some 665,000 medium-sized farmers own between 35 and 150 acres of land and only about 5,000 own more than that. As these small holders and medium sized farmers were exporting a large part of their products to another country and this necessitated wholesale transportation, uniformity of quality and steadiness of supply, they stood before the choice of handing over their products to big private firms or of joining a cooperative society and thus avoiding the middleman's profit. They chose the latter course. They were able to do this and to direct the cooperative movement without any help from State or University because the Folk High Schools had been operating among them since 1844 and had rapidly developed especially after 1864, the year when Germany defeated Denmark. Between one third and one fourth of all Danish farmers have attended these schools. The boys go there for five months in the winter, this being the time when they can best be spared from their work, and the girls for three months in the summer. In between terms, especially after harvest time, big meetings lasting for several days are held at the schools for farmers from the neighbourhood. The majority of the leading men in Danish agriculture and cooperation have been educated in these schools.

The schools may be briefly characterised as personal in method, individualistic in educational principle and ethical in purpose. They are personal in method because they are residential schools, situated out in the country apart from the distraction of the big city and emphasizing the value of personal contact and the power of the spoken word. The founder of the Folk High Schools, Bishop Grundtvig, called the spoken word "the living word" because it is an expression of life extant in the moment. Through the spoken word, in lectures and, in recent years, also in study circles the Folk High School has acquainted the Danish peasants with many new activities and created a thirst for intellectual pursuits.

The schools are individualistic in educational principle because they try to adapt

themselves to the needs of the farmers. They do not work for any examination or degree. Though they are supported by the State the schools are not controlled by the government. They are allowed to form the curriculum as they like and to specialise in the subjects which they consider particularly valuable for their purpose. Grundtvig maintained that the method of the true folk school is not to put questions or examine the students, but to help them to get an answer to their questions. Therefore he would not appeal to the children. "The child", he said, "is like a young plant and the germ must be kept fresh and green in the early spring. The full development of the flower cannot come until later. The education given to children must be adapted to the standard of the child." Nor would Grundtvig appeal to the adolescent between fourteen and eighteen. This is a dangerous age at which it is not good to be shut up with pen and ink and book without any relation to practical life. "The best school at this time," he said, "is the farm of clever farmers, the workshop of good artisans where youth can get an interest in practical life and live life before they have it described to them. The proper time for educating for good citizenship is the age between eighteen and twenty-five, for then the mind is ripe, the religious life has awakened also the erotic life, the feeling for fatherland and poetry. The mind is full of questions."

Grundtvig took it for granted that the deepest question of all is the question about life itself. Therefore the Folk High School became ethical in its purpose, its main task being to help its pupils to understand the meaning of life. They became schools for life, not for a position in life. History was the main subject, not as a meaningless mass of details but as an organic development, the career of mankind. The religious current was spoken of as the deepest current in this development and the teachers were to help the young to become active participants in the stream of history, not purely passive spectators or analytical observers.

History should teach them to understand themselves and their task in society.

In the ordinary Folk High Schools for the rank and file of the farmers the teaching is simple and easy to follow. The aim is to awaken, develop, give culture, make efficient and form the character of the youths who come to the schools.

Generally speaking, the day begins with prayers; then after a song the principal or a teacher will give a lecture and the closing song will have a bearing on what has been the subject of the lecture.

What often strikes the foreigner who visits Folk High Schools in Denmark is this community singing. Every lecture begins and ends with singing. After the lecture may come gymnastics, a very important item in the curriculum, especially in view of the fact that the pupils are young men and women who are accustomed to an active life. Then may follow an hour of discussion on current events or some special question which a pupil may have brought up. Then all gather for lunch in the big dining hall where the principal presides. After lunch, in the afternoon the lessons may be Arithmetic, Danish or a foreign language, sociology, geography, literature, history etc.

It will be noticed that education given in the Danish Folk High Schools is very general in nature. But one good result is that while farmers in many other countries tend to become rather slow and passive in cultural development the rank and file of the Danish farmers have in a singular way understood how to apply the latest scientific methods in their daily work and to appreciate higher forms of culture. The fundamental idea of the Folk High Schools has always been to bring education and culture to the farmers' sons and daughters, not so that they should become too learned and too fine to handle a plough or do the cooking, that they should be able to put their best into whatever work they are doing with the result that Danish agricultural products has quickly secured a good reputation. Though cooperation was not

taught as a special subject cooperation in building creameries, slaughter-houses and egg-collecting centres grew spontaneously among those engaged in agriculture—on their own initiative and with their own leadership.

Askov, the largest of the Folk High Schools, has about 300 students for its winter course. The others have on an average 50 or 60 students. The International People's College at Elsinore

which receives students from all classes of society and which has an international teaching staff and student body has this winter 136 students, 36 being foreigners. In summer the number of foreign students is comparatively larger. The Folk High Schools have in recent years spread to the industrial workers and it may be that they will perform a similar mission among these as among the farmers.

## Dairying in the Maritime Provinces

BY M. CUMMING.

### Live Stock vs. Crop Farming.

The rearing and selling of livestock in contrast to the raising and selling of crops is vital to the building up and even to the maintaining of soil fertility. The farmer who raises and sells grain or hay or other farm crop removes from his farm all the elements of fertility contained in these crops and unless the crop has a market value much in excess of the value of its fertilizing ingredients, he will find it practically impossible to make amends to the soil.

The farmer who raises and sells beef removes about 25% and the farmer who produces and sells butterfat about 5% and butterfat plus hogs about 10% of the fertilizing elements contained in the fodders raised to feed the livestock which produces these products. Barnyard manure is the medium by which the remaining 75% to 95% of the fertilizing elements is returned to the soil. In addition, barnyard manure contains organic matter popularly called humus, a vital factor in soil fertility, which is lost to the farmer who sells crops in their natural condition.

### Live Stock Farming Constructive.

In practice, the good livestock farmer not only conserves most of the fertilizing

ingredients which are removed from the soil by his crops but, because of extra nitrogen obtained from the air through clover growing, through mineral matter brought up to the surface by deep-rooted plants, and finally by contributing the fertilizing elements contained in purchased feeds, actually increases farm fertility. Anyone, who has a knowledge of farming communities of the Maritime Provinces can recall numerous farmers who have increased the crop producing capacity of their farms two and three-fold through the constructive effects of livestock and good farming methods.

The importance of "majoring" in livestock is often overlooked, at least for a period, on rich farm lands such as those of Western Canada. But, in the Maritime Provinces, where soils are of only average or slightly higher fertility, the practice is inescapable.

### Dairy Cattle Economic Producers of Food.

Cattle constitute the most important branch of livestock in these Provinces, notwithstanding which the principles described in the foregoing are alike applicable to other classes of livestock—sheep, hogs, poultry, and horses. Of the two classes of cattle, beef and dairy, Maritime farmers have gravitated strongly towards dairy cattle. Their care and

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