

	bushels.
Rye has increased per acre	
from	23.86 to 36.69
Oats has increased per acre	
from	49.79 to 81.48
Barley has increased per acre	
from	38.25 to 57.57

Mr. R. B. Greig in a special report to the Board of Education in England points out that:

Belgian farms produce 10,000,000 pounds more annually than they did twenty-five years ago at a cost for every kind of agricultural education of not more than 40,000 pounds a year. What is now the densest population in Europe is almost supported by the product of its own farms, which yield an average of 20 pounds per annum per acre as compared with less than half from British land.

France for many years has been carrying on a well planned and comprehensive plan of agricultural instruction. I cannot sum up the results better than in the following words from a recent issue of a Canadian weekly journal, the Weekly Sun of the 20th of November, 1912:

Value of Agricultural Education.

If anyone doubts the value of agricultural education when carried directly to the home, the barn and the field of the farmer, he should consider the case of France. Since that country established a practical system of agricultural education fifteen years ago the value of the annual crops has increased by five hundred million dollars.

I would like to point out to the House a notable advance made recently by the United States, and especially because their problems of federal and state jurisdiction are not unlike our own.

Since 1862 Congress has passed six Acts providing for grants to the states for agricultural colleges, experiment stations and various lines of agricultural instruction. During the past fifty years no less than \$68,000,000 has been turned over to the states for agricultural investigation and instruction. These grants still continue but they are now inadequate for the demands of carrying instruction direct to the farms and increased appropriations are required.

Last year the introduction of the Page Bill marked a new departure in their attitude to the national question of agriculture. The Page Bill, now in its final stage, provides appropriations approximating twelve million dollars per annum to be apportioned among the states largely for agricultural work but including also technical training. In dealing with this Bill the New York State authorities remarked:

It is recommended that in the development of federal efforts to promote agricultural education the autonomy of the States should be preserved; that established state policies should not be reserved by federal legislation; and that a single centralized control

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over all states which would lead to bureaucratic regulations should be avoided.

It is added that in the policy adopted, of providing federal funds for agricultural work in the states, the different states should have the same liberty in the application of these funds to the purposes named as they had in the use of their own funds. In the working out of their proposals there is to be co-operation between the state, the state colleges and the federal authorities.

In Canada it is equally desirable that there should be somewhat similar co-operation. We, of course, propose to develop what we may call the direct work of the federal department by assisting and developing the live stock, dairying, fruit growing and other industries along lines of investigation, research, improvement in transportation, markets, and so on, but in respect to funds applied to education we propose to follow what may fairly be termed constitutional lines, using and strengthening the machinery already existing in the provinces, or by them properly established.

The crying need in this country is for men—men who are eminently fitted and trained to teach others. At present in our search for such men we are pursuing the old plan of 'robbing Peter to pay Paul' and there is a continual transfer of the good men from agricultural colleges to departments of agriculture and from the departments back again to the colleges or to other departments. The harvest is plenteous but the labourers are few. It is in a sense one of the great encouragements and one of the proofs of the earnest spirit animating our people at the present time that for every trained, efficient, first-class agriculturist there are half a dozen first-class opportunities for service. There was a time when such men left us for the great republic to the south. We are now drawing such back, and what we have we hold.

It is proposed by the Bill to strengthen all lines of instructional and educational work. The scientific researches of the past half century have revolutionized agriculture, but the full benefits of those researches have not reached the great multitude who to-day till the fields in Canada. Too often the spectacle is witnessed, pathetic and pitiful, or ceaseless, honest, laborious toil, bringing distress of mind and body, and, even after long years, bringing no reward, solely and simply from lack of knowledge and misdirected energy. It has been finely said that:

Where mind co-operates with muscle we get a new kind of man, as compared with the empirical drudge who digs and digs from childhood to death without an idea to redeem his labour and without a hope to realize the solvency of his life. The soil is a great educator. Let men know the reason