

APPENDIX No. 4

worth of butter exported from Canada last year. Do you catch my point? A crop from 200 acres of land shipped out of Canada in the form of hay depletes the soil of the country more than the whole \$6,000,000 worth of butter exported last year. Do we not need more education, more agricultural education, more industrial education for the management of the land of this country? The condition which I have mentioned does not prevail over the whole of Quebec. It is not quite so bad in many parts of Ontario, but a similar condition will inevitably prevail over the prairies of the west, and with much more disastrous results, unless the farmers on those lands, especially the newcomers, are informed and trained how to make the most out of the land without robbing it; how to get the best of crops with regularity while keeping the land reasonably free from injurious weeds. If the land of the west becomes harried and impoverished like some of the lands in the St. Lawrence valley was betide the west. It has nothing else to fall back on.

For the whole country, then, as a matter of protection, safety and insurance, it behoves us to look well to the training of the young people towards rural life, and to look well to the training of leaders for them. The Macdonald Movement, as helped by Sir William C. Macdonald, has nothing destructive in it. It does not desire to destroy anything that now exists in rural districts, except weeds, but it hopes to help in building up something better than is now known and done, and thereby displace what is poor. It aims at helping the rural population to understand better what education is and what it aims at for them and their children. It plans to help in providing more competent leaders for the horticultural and agricultural population. Somebody's watchfulness, somebody's thoughtfulness, and somebody's thoroughness are always required; and the progress of the people in all worthy ways can be increased in what might be called geometric ratio through intelligent leaders who possess and use such qualities with unselfish public spirit.

SOME RESULTS FROM AGRICULTURAL EDUCATION.

Let me offer you briefly a few instances. The dairying industry is the rural industry in Canada which has been helped most by organized educational effort. It is not the only one that needs it, and it is not the only one that would respond to and profit by it, but it is the one which has had the advantage of organized educational effort for the longest period. Twenty years ago the value of the exports from Canada of butter and cheese was about seven and a half million dollars, whereas the value of the exports of those products last year was over thirty million dollars. There is no part of agriculture that would not respond as fully as the dairying branch has responded. The benefits are not only in the improved quality of the products, in the increased volume and value, but also in the heightened and deepened intelligence of those who are engaged in dairying. The dairy farms of to-day yield more than they did fifteen years ago; the very opposite is true of the hay fields of Quebec which I mentioned a moment or two ago. Besides, there is the intellectual and social alertness of the people. In the one case you have comparative isolation with the least intelligent kind of labour on the land; in the other, you have co-operation at creameries and cheese factories, and the development of business methods and business ability which bring the farmers into association with the manufacturing and transportation interests of the country. I need not pursue that illustration further.

Another instance of the same kind of thing might be taken from the experience of Denmark. Shortly after I had the honour of being appointed a public servant, to help in this forward movement for agriculture and education in Canada, some twenty-one years ago, I paid a brief visit to Denmark. I saw and learned very much there from which I tried to bring back the lessons to the Province of Ontario. At that time the people of Denmark were developing organized industrial and agricultural education for the grown people and for the young people who were to follow rural occupations. One of the means which they used in later years was what are