

Legislative Union of the Maritime Provinces.

This question is an old one. Howe used frequently to speak in favor of it, and hoped to see it accomplished. In preconfederation days almost all the statesmen of these Provinces were personally in favor of the measure, but could not then decide upon the means of bringing it about.

The first official action was taken by the Nova Scotia Legislature, which passed a resolution on April 15th, 1861, recommending a union of the Maritime Provinces, or, possibly, a federation of British North America. This was forwarded to the Colonial Office, and was received with favor and communicated to the other Provinces, and brought to the notice of the several Legislatures in 1864, which resulted in the appointment of five delegates from each Maritime Province to confer upon the practicability or means of a legislative union. This question was discussed on its merits, outside of party lines, by leading men of both sides. Nova Scotia and New Brunswick appeared strongly in favor, but Prince Edward Island seemed to be dissatisfied with the proposal. The delegates were named, and the place of meeting at Charlottetown, on Sept. 1st, agreed to, when the Canadian Government asked permission to send a delegation and take part in the proceedings. This was complied with at once, and the meeting held. Nova Scotia was represented by Hon. Charles Tupper, Hon. W. A. Henry, Hon. R. B. Dickey, Hon. John McCully, Hon. Adam G. Archibald; New Brunswick by Hon. S. L. Tilley, Hon. John M. Johnston, Hon. John H. Gray, Hon. E. B. Chandler, Hon. W. H. Steeves; Prince Edward Island by Hon. Col. Gray, Hon. Edward Palmer, Hon. W. H. Pope, Hon. Geo. Coles, Hon. A. A. McDonald; Newfoundland was not represented; Canada sent as representatives Hon. John A. Macdonald, Hon. George Brown, Hon. Alex. T. Galt, Hon. George E. Cartier, Hon. Hector L. Langevin, Hon. Wm. McDougall, and Hon. Thomas D'Arcy McGee. These gentlemen not being especially interested in the matter for which the conference was called, were present informally and by courtesy of the convention. After due deliberation and full discussion, it appeared impracticable to unite the Lower Provinces, largely owing to the objections of P. E. Island, and the scheme was quietly dropped for the time, and the larger scheme, for which the Canadian contingent had attended, was taken up and informally discussed, being ably advocated by the leading statesmen of both parties in at least four of the Provinces.

Although that conference was not called for the especial purpose, it resulted in the birth of a new nation on this continent, controlling one half its territory, and destined to take its place among the leading countries of the world.

Some ten or twelve years later the matter was brought up in several of the "Grange" meetings in Nova Scotia and discussed. It was then referred to the "Maritime Provincial Grange," it having jurisdiction in the three Provinces, and as a preparatory move, it was first proposed to get the three to join, and establish an agricultural college, thus hoping to pave the way for a legislative union and do away with the expense of three separate governments where one would be better and have more influence.

Many of the leading men of Nova Scotia's Government seemed to favor the scheme, but the New Brunswick Government then in power gave it the cold shoulder, and Prince Edward Island refused to consider it.

Then the Maritime Board of Trade commenced to agitate the matter, and it has been brought up from time to time for several years, resolutions passed, strong arguments advanced, and much talk in favor of the scheme, but as yet it has not been taken hold of in a businesslike way, and except bringing it to the notice of the people, little has been accomplished.

We still live in hope. The greatest trouble will be in the adjustment of details. This can only be settled by the strong statesmen of the three Provinces getting together and discussing the ways and means in a broad and patriotic spirit, ignoring all local jealousies, and then using all their efforts to educate the people up to the necessity of the measure.

Every citizen, every taxpayer, every head of a family, if he thinks about the matter, must admit that we are exceedingly overgoverned. Just think of it! With a population of about 900,000 men, women and children, we have to pay for 3 Lieut.-Governors, 114 Assembly men, and 20 Legislative Councillors, with all the buildings, offices, deputies, clerks and machinery of three petty local Governments, where one should do all the work for less than half the expense. And, besides this, we have to pay our full share of the cost of the Federal Government, which seems to be increasing by leaps and bounds every year.

Is it not high time for the people to call a halt and insist on less extravagant expenditure on the part of their respective Local and Federal Governments throughout the Dominion?

Kings Co., Nova Scotia. R. W. STARR.

"What the Agricultural College can do for the Farmer's Son."

A brief survey, in retrospect and forecast, of some of the important services which the agricultural college can render the farmer's son would include the following:

I. The agricultural college becomes a means of imparting to students a knowledge of the methods which have been successful in agriculture, and of the principles underlying them—all in a practical manner and in the shortest time. The body of the knowledge which the student is trained to acquire is not something apart or different from the practice of successful farmers. It leads him to gain accurate knowledge from experiments and experience of his own, as well as from those of others.

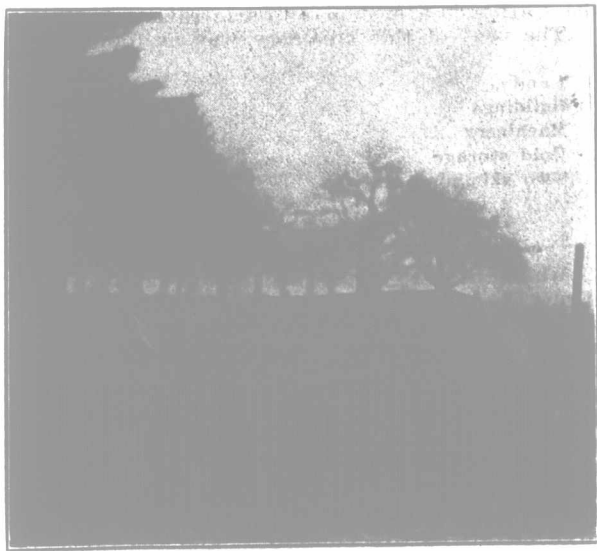
II. The college is a place where the student acquires a knowledge of the sciences closely connected with his future occupation in a manner which enables him to utilize his knowledge effectively.

III. The college trains the farmer's son to observe carefully; to distinguish what for his purposes are the important, and what the insignificant, characteristics of anything under consideration; to identify things on the farm by name, particularly weeds and insects; to understand relationships; to estimate relative values, and to form a mental habit of associating occurrences with an adequate cause.

IV. A course at the college helps him to understand to some extent the laws of nature which govern changes in soils, plants and animals; and to know something of the unfolding of life as disclosed in the growth of plants and animals.

V. It should give him a grip of what is known as the conservation of energy; and some knowledge of the rotation of matter and various forms of energy through natural processes.

VI. It enables the student to understand better the



S. H. Dalmeny Topman 2nd (imp.) 9051.

Yorkshire boar, bred by Earl of Rosebery, Dalmeny Park, Edinburgh. Property of Geo. M. Smith, Haysville, Ont.

problems of agriculture in relation to public welfare; for instance, in the co-operation between agriculture and other interests for the protection of public health, the improvement of transportation, and the promotion of education.

VII. It trains him into some measure of fitness to act as an intelligent leader of farmers on questions of public policy affecting their interests, and to co-operate with others in that behalf.

VIII. It tends to give attractiveness to farm life, and to implant, or, if already implanted, to develop, a favorable opinion of farming as an occupation.

IX. In furnishing speakers for Farmers' Institutes, in directing reading courses for farmers, and in conducting or supervising co-operative experiments, such as those most valuable ones conducted under the Experimental Union of the Ontario Agricultural College, other channels of usefulness are filled by the agricultural college.

X. In providing, in its own buildings, or in assisting in providing at convenient centers, short courses for farmers and their wives, and their sons and daughters, the agricultural college does much to educate them to appreciate agricultural education. The practical illustrations and demonstrations at these short courses by experts of ability and reputation have saved them from being superficial.

These are only some of the benefits to be derived by those who are able to attend the agricultural college; they do not profess to be a complete statement of them. Instances might be given in the actual records of those fortunate ones who have been able to attend the Ontario Agricultural College. Those who have taken its courses with earnestness and cheerfulness, testify unanimously to the immense benefit they derived from attending that institution; and maintain that it furnishes opportunities of the best sort for those intending to become farmers or to become instructors in agricultural subjects. Quite as much can be done for the farmer's daughter as for the farmer's

son along lines suited to her requirements and abilities. That is illustrated in practice, better than I can put it in words, at the Ontario Agricultural College and the Macdonald Institute.

However, the fact that the attendance in the regular courses at the Ontario Agricultural College has been at the rate of only one student from about every 1,000 farms in the Province makes me alter the topic slightly and offer a few thoughts on "What the agricultural college can do for the farming people."

A system or means of education which aims at helping directly the people who work on farms, must provide suitable, efficient, elementary rural schools. These are the schools where the vast majority of the future men and women of the farms will receive their formal education. The schools in the rural parts require to be adjusted from time to time to the needs of the rural population. One would like to see them have a direct bearing on the life interests and opportunities of the locality, and not become far separated in course of study, subject matter and outlook, from the home life and from the occupations whereby the parents earn their living.

XI. Agricultural High Schools and Consolidated Rural Schools of the highest grade will require men and women as teachers who are qualified by thorough training to teach the elements of agriculture and horticulture and the sciences related to them to advanced classes. The agricultural college co-operating with the Normal School appears to be the best means in sight for giving such a training to teachers.

XII. Teachers for elementary rural schools, with some training in nature-study work for children, and in one or more of the various forms of manual training and household subjects, do much to develop in the children a sympathy with rural life, and also ability in and contentment with its occupations. A school garden becomes a basis for much nature study work, and also prepares the pupils for the elements of sciences, and later on for the elements of agriculture in high schools. All that is here mentioned would not put agriculture into the elementary rural schools, but would give them what one has called "an attractive rural outlook," particularly for boys and girl whose life-work is to be connected with agriculture. The Normal Schools in co-operation with the agricultural college, by means of short courses, might give instruction to teachers of rural schools in seeds and selection of seeds, and regarding insects. Thereby, after a number of years, the children and the women would derive much satisfaction in helping in the selection of seeds, and in the fighting of insects.

XIII. A large number of people leave the country to take their children into town for their education. When the rural schools are improved, and agricultural high schools or consolidated rural schools are accessible, perhaps that migration would cease and many people would remove their families from the cities into the country for education. Of all the agencies that can quicken the country and advance its prosperity, the school is the chief.

XIV. A travelling instructor for school gardens and illustration plots, associated with the school inspector in rural districts, would advance the cause of rural education greatly and speedily. The agricultural college might furnish men with the special training for that important work.

XV. Probably a time will come when the farmers of every county where agriculture is the material mainstay will maintain an illustration and seed-grain farm, advantageously adjacent to an agricultural high school or a consolidated rural school. That may open another ever-widening field of usefulness for the agricultural college.

JAS. W. ROBERTSON.

The Macdonald College, St. Anne de Bellevue, Que., December, 1905.

[Editor's Note.—The foregoing contribution was prepared for our Christmas Number, but, unfortunately, did not reach us till that issue had been mailed. Its value as a contribution and its interest to our readers is none the less, however, and having given a week's thought to the other agricultural college articles, our readers will be all the better prepared for Dr. Robertson's able presentation of the same subject.]

Water Supply by Siphon.

I saw an enquiry some months ago in your paper about a siphon, and as I have one that has been working for some years I was interested in the replies. In my opinion the only thing necessary is water high enough so that you can get the outlet pipe lower than the end of the pipe in the well. As to the size of pipe, $\frac{1}{2}$ -inch pipe will water 100 head of cattle, if you have tank large enough to hold the water. As to mode of starting the water, get a common cistern pump, and have the hardware merchant put reducing collars on it to reduce it to $\frac{1}{2}$ inch; then get a piece of rubber pipe 5 inches long, to fit tight on the outside of the $\frac{1}{2}$ -inch rod on the pump. Shove the other one on the end of the siphon pipe, start to pump, pump the air out of the pipe and the water will follow. As a siphon is liable to run a well dry, as is the case with my well, it is necessary to have the pump handy to start it when the water is low. As to how deep the pipe should be buried, I did not bury it at all; it is lying on top of the ground, and so long as the water is running it will not freeze, and the water in the trough does not freeze either.

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