

Conservation and Technical Education

He told us that he had 100 acres which he had been farming for 23 years, and his revenue was now twice as much in a year from the same area as 20 years ago. Had he reached the limit of production? No, he told us; if he could get the right kind of labour—it was not so much a question of price as of kind of labour—labour that knew how to grow crops and look after live stock—he could again double the production in ten years. There is conservation. The farm itself was worth twice its value of 20 years ago.

Here are some sentences transcribed from his testimony:—

“Q. A great deal of land in Western Canada is as good as your land naturally? A. Yes, lots of land just as good naturally, with the same climate.

Q. Have you any special advantage in regard to market? A. No, further than I have a little better market for dairy produce than land further away would have.”

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“Q. Did you get any help in your own school days to enable you to understand how plants grow? A. No.

Q. Or the meaning of rotation of crops? A. No, I learned that by practical experience; it would have helped me materially if I had learned that in school the same time I learned geography and other things.

Q. If you had known the names and character of weeds, as a boy of twelve, would that have helped you much in regard to farm management? A. A good deal.

Q. Do you see anything too difficult for a boy to understand in the names and nature of farm weeds? A. Nothing very difficult as I could see; I think it would be very beneficial and I think apart from that it would be interesting to the average country boy.”

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“Q. Supposing a Committee should ask for your farm to be an Illustration Farm for two years where other farmers could go and see how you carry on your work, if you got enough compensation just to pay you for the time and expense you were put to, would you agree to that and would you publish a statement of your accounts for two years? A. Yes, I would be willing to do that.