

It will be noted that the significant fact in these figures is that in spite of the great increase in the rural population of western Canada there is still a much greater increase in the urban population.

If this process goes on indefinitely where will it land us? Into what danger shall we be plunged? Hunger and want in big cities are tragic enough, but neither so tragic, nor so pitiful as would be deserted fields and a barren countryside. There can be no health in the cities without corresponding health in the country. To put it in George W. Russell's words: 'Our princes and captains of industry with all they control—the high built factories and titanic mills—might all disappear without man disappearing, but cut away man from the fields and fruits of the earth and in six months there will be silence in the streets.'

Creation of Rural Civilization.

We, then, in this Parliament, who are making the laws of the nation may well ask ourselves: in what way can we best solve these questions of great national concern? It will not be denied that the safe-guarding of its productive classes is a matter of primary and fundamental importance to the nation. But in regard to the agricultural life of our country it is not alone the betterment of economic conditions that we should aim at, but something finer—the creation of a rural civilization which will at once ensure a fuller and happier life to those in its midst, and prove a source and fount of strength to the state itself.

In so far as this Federal Government is concerned, we have come to the conclusion that we can best help on this great work by freely and generously assisting the cause of agricultural education. If we are told that this is an innovation, we answer that it is the people's money, drawn from them, and that it is not only defensible but desirable that such money should be spent in what we believe to be the most efficient way to attain the objects referred to. In choosing education or instruction as a desirable line which federal expenditure should take we are following the best methods of the most progressive countries. Practically no advance was made in agriculture in the great German nation until the system of secondary and elementary agricultural instruction was organized during the second half of the last century. At the present time in Germany there is no branch of agricultural production for which special facilities for instruction are not provided, and the world knows the results.

The Work in Great Britain.

As to the United Kingdom the House is aware of the marvellous work of regeneration carried on in Ireland through the Board of Agriculture organized in 1899. Sir Horace Plunkett was its moving spirit. Instruction for the farmers and co-operation were the means then adopted and still carried on so successfully. In 1909 the British parliament set aside £500,000 a year for five years to give further assistance in England, Scotland and Ireland to agriculture, roads and fisheries. With these funds the Development Commission has been assisting agricultural colleges, encouraging many lines of direct instruction and providing for agricultural research.

Denmark Most Progressive.

Denmark is frequently referred to as the most progressive and most prosperous of purely agricultural countries. After being shorn of her rich southern provinces by Prussia, the Danish people determined to make a supreme effort to regain their former position and they have done so through two allied lines of work—co-operation and education.