

of literature, of history, and of philosophy, and it is equally true of students of science. A good teacher finds that the greatest stimulus he can give comes from relating new truths to old truths and to practical life.

No one who reads the details of the science subjects prescribed for the first year of the course for the degree of Bachelor of Agriculture would, we feel convinced, regard them as a really good introduction to agricultural study. If they were treated as pure science, there would be less objection than there is at present. The whole arrangement is a makeshift, and is quite insufficient to provide the quality of agricultural leadership the Dominion requires. The university year is followed by two years of study and practice at Lincoln College. As the amount of practical farm work is apparently considerable, there must inevitably be a lessening of the time devoted to teaching and study. The time devoted to the degree course—three years—is in itself too short, and the emphasis laid upon farm work increases this shortage. Moreover, the great majority of students at Lincoln College are non-matriculated and are taking the lower course designed for practical farmers. If the teachers necessarily take both groups of students for common lectures and laboratory work, it is certain that the work must be kept at a much lower standard than degree students require. Or, alternatively, there must be a great strain on teachers and degree students in providing and receiving special tuition outside the ordinary time-table.

Defects in degree course in agriculture.

The course at Lincoln College is by no means adequate for a good degree course. Certainly the economics of agriculture should receive much more time and attention. If one fact stands out above another in the progress of Danish agriculture it is that every question involving changes in methods of production and of marketing has been considered in its economic aspect. A Danish "counsellor" in the employ of an association of farmers does not merely inquire into and advise as to an improved balanced ration designed to produce a greater amount of butterfat, but he goes minutely into costs and returns. The confidence of farmers will never be gained and kept until this is done by his advisers, for the farmer's problem is not merely to produce in quantity, but to produce with a satisfactory margin of profit.

Economics of agriculture should be stressed.

Since February of this year a School of Agriculture, so-called, has been established at Victoria College, Wellington. The following evidence was given to the Commission by Professor C. F. Peren, Professor of Agriculture:—

School of Agriculture begun at Victoria College.

"The School opened at the beginning of the present academic year with twelve students. The permanent staff consists solely of myself, but lectures are also being given by three members of the Biological Laboratory of the Department of Agriculture. At present we have neither lecture rooms nor laboratories, such accommodation being lent to us when not required for its normal uses. We have neither land nor live stock, and must surely constitute one of the most extraordinary Schools of Agriculture which ever accepted students. During the present year we are confining our work to those subjects which can best be taken under the present conditions, but next year the situation will be extremely serious unless we are provided with proper facilities. There are, however, only eight months before the next academic year begins, and, therefore, unless action is taken almost immediately there will not be sufficient time to make proper provision, as buildings cannot be erected and laboratories equipped in a day.

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"I submit that the folly of this weakness in the system of education of an agricultural country should be strongly emphasized, and that agricultural science should be presented to those in higher quarters as a very valuable combination of science and practice, not merely as a hobby for scientists."

The Commission learns that the establishment of a Chair of Agriculture at Victoria College was not part of a well-considered scheme of agricultural education adopted by the Dominion Government, but was the result of a gift to the College of £10,000. This sum, supplemented by a subsidy from the Government, is just sufficient to provide the salary of one professor. We learn further that the Auckland University College is also the recipient of a bequest of £20,000 to enable a School of Agriculture to be established in that city, and that a professor has recently been

Two new Schools of Agriculture begun without adequate financial support.