

FARM AND DAIRY & RURAL HOME



We Welcome Practical Progression Ideas

The Recognised Exponent of Dairying in Canada

Trade increases the wealth and glory of a country; but its real strength and stamina are to be looked for among the cultivators of the land.—Lord Chatham

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More Money for Rural Schools

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35 Years in Use



One Example of Progress

More Liberal Support the Remedy for Many of the Present Defects. Sources of Revenue that Would Not Burden Rural Taxpayers. How the Money Should Be Spent

"The Chief Business of a Commonwealth is Education."

WHEN some of my readers observe the heading of this article they may be disposed to say that if no other remedy but increased expenditure can be suggested, things had better remain as they are. There will be the

tate proposition could possibly bring such handsome or satisfactory returns. But the return in material things is the least important. The others cannot be reckoned in dollars and cents. They are culture and morality, wisdom and happiness. There is certainly little in the argument that we cannot afford to pay more for education so long as we are paying five times as much for smoke and drink.

the rapid increase that has taken place during recent years. The statement has recently been made that there are employed in the departmental stores of Toronto a sufficient number of persons holding teachers' certificates to man the schools of the city. Why are they there? Can it be that they prefer the conditions of life in the big store to those in the schools? If so it is but another reason for a radical reform in school conditions. The more probable reasons, however, are that the pay is better and the chances for promotion much greater. In business life there are prizes to which every faithful worker can hope to attain that are entirely wanting in the teaching profession.

In 1911
the amount spent on each pupil attending the Public Schools of the cities of Ontario was

\$37.48

The amount spent on each pupil attending the country schools, was

\$17.64

Is this fair to the country children?

Then if any of my readers have had the actual experience of paying for education in a private school, where the actual cost has to be met by

"The Assessment of the city of Montreal rose from 428 millions in 1910 to 638 millions in 1912, an increase of over 100 millions a year, at least half of which was in increased land values.

In Toronto land values alone rose from 107 millions in 1910 to 210 millions in 1912, or an increase allowing for added area of over 80 millions in two years."

Who earned this immense increase of wealth? Who has it? Why should not part of it be used for rural educational purposes?

old story about high taxes and the present enormous cost of education.

In a former article of this series the statement was made that we are paying a mere pittance for education. A very reasonable estimate of the amount paid for intoxicating liquors by the people of Canada places it at about \$11.30 per head of the population. It is probably considerably more. For tobacco we pay at least two-thirds as much. Taking the population as determined by the last census and assuming that the average for Ontario is the same as for the Dominion as a whole we find that Ontario pays annually 28½ millions of dollars for liquor and 21 millions for tobacco. In 1911 we paid for public and separate schools, \$10,802,174. That is, for every dollar we pay for schools we pay two for tobacco and nearly three for liquor. Surely no one would contend that we cannot as a people afford to pay as much for public schools as for liquor and tobacco together, but as a matter of fact we are only paying a fifth as much. More than that the 50 millions that we spend for drink and tobacco bring no return, while all experience goes to show that no money spent by a people brings more ample and direct financial returns than that spent for schools.

If we should start now and spend four or five times as much on education, provided it were spent wisely, the increased productiveness of our people, in a very few years would meet the added outlay 10 times over. No gold mining or real es-

those who use the privilege, they will have realized the full significance of the assertion that our public school education is costing a mere trifle.

The present scarcity of teachers is due in a larger degree to the smallness of the salaries than to any other single cause. Even in the cities where the larger salaries are paid the remuneration of the teacher is small compared with that of other callings that are comparable as regards qualifications and responsibility, notwithstanding

HOW TO SPEND THE MONEY

Thoughtful readers will probably ask, what I would do with the additional money, and where I would get it. My reply to the former question is, that I would spend a considerable part of it in improving rural school conditions. The present out of date system should be abandoned, the rural schools consolidated as rapidly as those concerned can be induced to give their consent, and buildings erected in which provision would be made for the development of all that pertains to country life.

A considerable sum should be spent in the training of teachers specially fitted for the work of teaching a rural school. Recognition should be given to the fact that the rural school ought to be a type distinct from the city school, and that so long as the same training is given teachers of both classes at schools, so long will there be failure in one or both. Then salaries should be increased. Without taking time to combat

IN BRITISH COLUMBIA
The Province Pays
\$480 of the Salary of Every Rural School Teacher
And in Addition
Half of the Balance Necessary to Secure a Teacher
Why should British Columbia do so much better in this respect than Ontario?