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EDITORIAL.

The spring equinox is past and spring begins in earnest. Are you ready?

If you have a friend in the city, write to him and invite him out to help with the farm work during his vacation.

Canada must produce more. To do it more manure is necessary. This means more live stock. All of it should be high-class.

Read "50 below zero" in this issue, and think of our mild winter. But our stock is not yet at pasture, as it is in the Peace River District.

Canada must be prepared for the military fight now at its hottest, but also must be ready for hard, commercial and readjustment battles to come.

There are other seeds besides corn which should be put to the germination test. Perhaps the oats, the clover, the turnips, the beets and many others are not up to 100 per cent. germination.

The school teacher, proficient in every way, rarely is well enough paid. The one not numbered in the proficient class is over-paid at any price. What is the duty of the inspector in such cases?

More and more does it appear that if Canada is to raise 500,000 men or more for the front, there will have to be some systematized form of enlistment or enrolment. Cities have been taking a census. Why not the Dominion?

Lord Shaughnessy advises that military units, already formed, should be recruited up to full strength before others were authorized and put under way in the same districts. This looks like good business reasoning. Why the extra expense?

Figures relating to the amount of money received in the United States for horses and mules sent to Europe for the war do not increase the Canadian farmer's appreciation of the manner in which the Canadian horse market has gone to pieces.

There are some figures in the report of the Commission on the High Cost of Living which should be significant enough to prove to the city man who grumbles: "The farmer is the only man making any money these days," that the farmer gets mighty small returns compared with those of some city business.

In order to keep himself from perishing with cold, a poor, old man stole two sticks of wood from an Ottawa yard, and the Police Magistrate fined him \$10 and \$2 costs, or two weeks in jail. If he had robbed the country of a quarter of a million timber limit or subsidy, to what would the fine and imprisonment have amounted?

Some of our military authorities still persist that no Canadian industry will be short of labor if 500,000 men go to the war, and some go so far as to make it a million, but none of these are called upon to work 200 acres of land alone this year. And we believe other basic industries than agriculture already feel the effects of promiscuous recruiting.

A Comparison of Product Values.

It is not an uncommon thing to hear a man of the city make this statement: "The farmer is the only man making any money these times." It was not an uncommon statement before the war. Somehow, the consumer had the idea that because it cost him more to live than it formerly did, the farmer was getting all the money. The other day, while reading a part of the voluminous report of the Commission on the High Cost of Living, we came across a few figures which are worthy of some attention, and which perhaps more than many of us think, show a clear reason why the rural population of Ontario dwindled by over 50,000 during the first decade of the present century, while the urban population increased nearly 400,000. Just study these figures for a minute. In 1911 the total capital invested in agriculture in Canada amounted to \$4,224,695,387, and the value of the total product of agriculture in that year was \$663,349,190, or 15.7 per cent. This means that the total product of the farms of this country in 1911 represented only 15.7 per cent. of the capital invested in agriculture, which was, according to figures given in the report, a decline from a return of 20.4 per cent. in 1901, at prices which were much smaller than those which were obtained in 1911. Let us look for a moment at the gross returns which manufacturers made on capital invested in 1910, one year earlier. According to figures given in the report, manufacturers of food products made a gross return on capital invested of 184.6 per cent. Capital invested in other lines of manufacture made returns as follows: Textiles, 124.9 per cent.; iron and steel products, 91.9 per cent.; timber and lumber and their re-manufactures, 71 per cent.; leather and its finished products, 128.8 per cent.; paper and printing, 74.1 per cent.; liquor and beverages, 66.9 per cent.; chemicals and allied products, 103.2 per cent.; clay, glass and stone products, 56.2 per cent.; metals and metal products other than steel, 109.1 per cent.; tobacco and its manufacture, 116.9 per cent.; vehicles and land transportation, 141.1 per cent.; vessels for water transportation, 63.5 per cent.; miscellaneous industries, 44.4 per cent.; hand trades, 133.3 per cent. These percentages represent the value of the product turned out by these various lines of manufacture in 1910, in comparison to capital invested in them. They average 93.4 per cent. of the capital invested, and during the ten years from 1900 the percentage decrease in return was only 13 with manufacturing plants, as compared with 25 with capital invested in agriculture. But all that is necessary is to compare the 15.7 per cent. gross return on the capital invested in agriculture with the 93.4 per cent. gross return on the capital invested in manufacturing industries, to realize that the farmer is not getting anywhere near the same returns as is the manufacturer, and the very fact that the manufacturer is able to make higher returns, and, in many cases, is bonused besides, enables him to pay higher wages than the farmer can afford to pay, and consequently the trend of the rural population is bound to be cityward.

The Teacher's Important Position.

One of the drawbacks to our educational system in this country is the comparatively small salary paid public school teachers. The school teacher, particularly the rural school teacher, is always looked up to as a leader in the community, and so the teacher should be. The training of the children should always be in the hands of the most competent among us. The teacher, next to the parents, has the most influence upon the receptive mind of the child. The character, thought, and ability of the rising genera-

tion all depend, to no small degree, upon the character, thought and ability of the teachers, who, in the public schools of the country, labor to decrease the percentage of illiteracy. This being the case, it does not seem to be quite in keeping that the profession of school teaching should be so poorly paid that few young men consider it at all in mapping out their life work, and those who do simply use it as a stepping stone to something, possibly not higher, but which returns a higher remuneration for service rendered. Teaching is by no means an easy occupation. The proficient, successful teacher certainly earns more than the average of \$500 or \$600 or \$650 per year, which obtains in rural districts. It was pointed out the other day in a discussion of the subject, that while many of the teachers are under-paid, others, who do not take an interest in their work, who are not proficient, and who are teaching simply for the money that is in it, get more than they earn. It was a Public School Inspector who made the statement. We wonder what the duty of the Inspector is in such a case? If the teacher is not capable of earning the salary that the average rural school pays, he or she certainly should not be in the school, and the Inspector of such schools should make the fact known to the Trustee Board. Whether or not teachers are getting enough remuneration, the fact remains that there are very few men, forty, fifty, and sixty years of age, who have thought enough of the profession to make it their life work, and who are still teaching in a country school. Surely the rural school should have just as good teachers as the city schools, and surely the education of our children should be in the hands of the most capable men and women the country produces. There is only one way to accomplish it, and that is to pay the teachers the salary that their ability can command, and insist upon a rigid inspection of the schools, so that none but the best are permitted to train the young minds of the country. But before the rural teacher can get the salary that a good teacher must earn, the farmer's returns on capital invested in his business must compare more favorably with the returns which manufacturers and business men are able to get on the capital invested in their various lines of business.

While on this point we might also suggest that too much stress should not be placed upon the teaching of agriculture in the public schools. Why should agriculture be taught any more than any other trade or profession in the elementary teaching common to the public schools? We believe that more good could be done if the teacher had the proper appreciation of agriculture, had the proper knowledge of the subject, and then proceeded to teach reading, writing, and arithmetic from books not prejudicial to the cause of agriculture, from an un-biased mind ready to encourage the boy who expressed the desire to farm to be persistent in his desire, ready always not to prejudice the young mind against agriculture and hold out rosy prospects for the child in some other walk of life. Give agriculture a fair field, with the boys and girls of the country, and there will be no need of teaching agriculture as a subject in the public schools. We believe, however, that it should be a subject given more consideration in the secondary schools.

How gratifying to read that the Allied lines in France hold! And how gratifying to the man who realizes that he is doing his bit to help it hold! The men at the front make the supreme sacrifice, and those at home who do their utmost in production, in money, in comforts for those who fight, in the maintenance of Britain's commercial supremacy, provided they give liberally, are essential to final success.