### Costs—the Greatest Joke on the Farmer.

A city business man bought a farm and turned agriculturist in his spare hours. He had read a good deal about successful, scientific farming, and the money made by handling everything in a big, modern way—crops, rotations, cultivation, fertility, fine breeds, good machinery and buildings. His reading dealt chiefly with thousands of dollars. So he spent money freely for machinery, labor, seed, fertilizer.

Being a business man, he kept accurate cost records of everything. When the time came to sell his products these records showed heavy losses everywhere. But they also taught him that you have to watch all the little items on a farm. Profits from an acre of land are secured, not in thousands of dollars, but often in a $5 or $10 bill. Money spent in good methods will show profit, but farm operations do not offer the same field for heavy expenditure as does industrial production.

The farm next to this city man's place was run by a real farmer. The city man went over to get some advice. His neighbor seemed to be making money—the farm and family were prosperous. When they compared notes the agriculturist found that the farmer had few cost figures. Yes, he paid the hired man so much a month and his board, but did not know what it cost him in wages to plow and seed 20 acres of wheat. He got so much for his apple crop last fall, but did not know what it cost him to raise and pick the fruit. He remembered when he bought his harvester, and how much he paid for it, but knew nothing about the machinery per acre cost of raising grain.

When the city man went back home he knew how he lost money and how his neighbor made it. For every item of wages, machinery, interest, and expense generally had been faithfully charged against the agriculturist's crops, while the farmer had only charged incidental items actually paid out of pocket.

"What did it cost me to pick my apples?" he said in surprise. "Why, practically nothing—we all turned out and did the job ourselves!"

Which was the same as saying that the family picked apples without pay.

And that is the greatest business joke on many a farmer—that the work of himself and his family is thrown into farm production gratis, and that if accurate cost records were kept, and reasonable wages given Mother and the girls, and the boys paid like the hired man, many products would show a loss, and in the light of cost figures the farm would be turned to raising other things that pay.

One day a machinery salesman came along and tried to sell a gasoline engine and pumping rig to a farmer. The latter hesitated to pay $50 for the outfit. They had always pumped water by hand, and figured that it cost nothing. But by a few cost figures the salesman demonstrated that his family had been pumping water for about five cents an hour, for many years, because a gasoline engine would pump for that amount.

"Are you willing to work for five cents an hour?" he asked.

"I should say not!" replied the farmer. "I want that engine and pump rig."

Cost figures are like magic spectacles when used to view business operations, farming no less than factory or store. They show country people working at wages which no European peasant would tolerate, and often working for nothing. They show where crops and animals are being sold for less than it cost to raise them. They show where capital can be invested in machinery, buildings, and comforts to enable the family to produce more salable stuff with fewer hours' work, and easier work.

Every business house must have an accounting department. Every farm should have one. The business accountant is given an office, a desk, and suitable working tools. The farm accountant should begin with these same essentials. There should be a little office in the house or barn, with a desk, account books, and writing materials—perhaps a typewriter for farm correspondence. Very often separate places for entering records around the farm are a convenience—one in the milking shed, another at the grain bins or scales, so that figures can be jotted down on the spot and later taken to the office.

Then a cost-accounting system is needed. Such systems usually look complicated when one examines the various forms for keeping figures and the different books that must be posted and balanced. That is too bad, and part of the joke on the farmer who assumes that bookkeeping is superfluous drudgery. For the systems are really simple as soon as one begins to do the work, and call for not more than five or fifteen minutes' writing and figuring daily. Send to the Publications Branch of the Department of Agriculture, Ottawa, for the necessary equipment.

### Earning Up the Dollars.

One morning last spring a discharged soldier who had served in the chemical division of the army, saw a farmer burning a pile of straw and refuse.

"What are you doing?" he asked.

"Oh, this is the rubbish from the hen house," was the reply. "Makes a good blaze, doesn't it?"

"An expensive blaze," answered the soldier.

"Why—what do you mean?" demanded the worker, his face getting red. Then the soldier told him what I am setting down here for those who prize poultry litter for its blaze-making qualities.

If poultry manure could be saved from any loss whatever, its value as fertilizer, if purchased upon the market, would amount to $32 a ton at present prices. Each hen produces approximately seventy pounds of fertilizer each year. All but one-seventh of this manure can be saved, if desired. The ten pounds which can not be saved are lost in the poultry yards, or when the hen has range over the farm; but even then it adds something to the fertility of the soil. Four-sevenths of the manure is deposited on the dropping board and can be easily saved; the remaining two-sevenths is found in the litter on the floor of the poultry house.

At current prices, the hen's yearly production in fertilizer would be worth eighty-seven cents, not counting that deposited in the yards or on the range. Many people do not value the hen much higher than that.

Some of this value will, of course, be lost in handling if the work is not done properly. If the droppings and litter are piled outside, much will be lost in leaching from rains and snows. The best way to save the manure is to keep it dry and the moisture absorbed.

"Poultry manure," said the soldier-chemist, "is lacking in acid phosphates. When this is added, it is a fertilizer without an equal. I would suggest that acid phosphate be purchased on the market and lightly sprinkled over the dropping boards. It will absorb the moisture, make cleaning easier and will balance the manure. Do not burn the litter. Apply it directly to the soil."

### The Sweet Wild Rose.

In the moons of long ago two little Indian children wandered far from their father's wigwam and lost their way. That evening an unfriendly tribe came and carried into captivity all the people of the Indian village. There was no one left to look for the lost children.

Twice the sun set and three times it rose as the little wanderers struggled on through the deep woods. They loved the music of the day, but the queer, harsh night noises made them lonely and sad. Each night they wept, "If only one bird would wake and sing us a song!"

At last by the side of Singing River they found a warm lodge in the hollow of a great tree. In that hollow, for four moons, a big brown bear had slept. The little lost children did not know anything about the bear, which had gone away for a while, and they crept thankfully into the tree and went to sleep. They called it their home and did not wander any farther. Every day they left the tree and went out to find berries and water; every night the West Wind softly sang them to sleep.

One evening they found three little cubs fast asleep in the hollow tree. The children were afraid. They did not know that the old mother bear had been caught in a trap, and that the little cubs were lost, too.

When the cubs stole out to play in the twilight the tired children crawled into the tree and went to sleep; but they feared that the bears would take their home from them, and so as soon as morning broke they went and searched until they found some bushes to plant for a fence round their tree. After a few days lovely pink roses grew on the bushes and filled the air with their beauty and fragrance.

In those moons roses did not have any thorns. And so, when the bears returned one day and began to push through the rosebushes to the hollow tree, there was nothing to hold them back. The children were inside the tree, and they did not know what to do.

The Great Spirit was sad because the lost children were frightened, and he made very sharp thorns grow suddenly on the stems of the sweet wild roses. The bears could not enter with the wild roses keeping guard, and so they turned and went away for good.

Three times the moon had hung her silver horn in the night sky before the children's parents found them. They had escaped from the unfriendly tribe and had searched many weeks for the lost girl and boy. The children carried some of the pink flowers back to the village with them. And ever since then Indian children have loved the sweet wild rose.

INTERNATIONAL LESSON
JULY 13.

Baptism—Matt. 28: 18-20; Mark 1: 1-11; Acts 8: 26-40. Golden Text, Gal. 3: 27.

Matt. 28: 18-20. Go Ye Therefore. Jesus declared, before His final parting from His disciples, that all power had been given Him in Heaven and in earth. Out of that fulness of Divine authority He issues this great commission: "Go . . . teach . . . baptize." Baptism was to be in the threefold Name, "the Name of the Father, and of the Son, and of the Holy Ghost." It meant confession of faith in God, whose love was revealed in Jesus Christ, and whose saving grace was being manifested to men through the working of His Spirit in the world. And it meant admission into the fellowship of the Church, into the community of those who through zeal and heroic enterprise and patient suffering were witnessing for Christ and spreading abroad His Gospel.

Baptism without teaching would avail nothing. At the best it would be only the admission to the Church of one who was ignorant of the Church's faith and life. That is, of course, true of the baptism of children, which can only be justified when and where the parents undertake to teach the children, as soon as they are able to learn, the nature and meaning of this sacrament.

Acts 8: 34-40. If Thou Believest With All Thine Heart. For a man of mature years and intelligence that was and is the indispensable condition. Baptism would be of no use without a whole-hearted faith. In the former part of this chapter we read of Simon, the magician, who was baptized on profession of faith, but whose heart was "not right before God." Peter said to him: "Thou hast neither part nor lot in this matter." The gift of the Holy Spirit was not for such as he. But the Ethiopian officer, under Philip's careful instruction, believed. He was made to see, in the passage of Isaiah which he had been reading (Isa. 53: 7, 8), a marvellous provision of the character and ministry of Jesus Christ, and, moreover, that this Jesus was none other than the long-expected Messiah, King and Saviour, the Son of God. "He answered and said, I believe." The Ethiopian went on his way a new man, with a new understanding of his Bible and a great joy in his heart. He must have had a great story to tell when he returned to the court of Queen Candace, and he may have been one of the founders of that Ethiopian Church which continues in that country to the present day.

In Mark 1: 1-11, which is one of the prescribed readings for this lesson, we have the story of John's ministry and of the baptism of Jesus. Two features of the story are worthy of special attention. The first is that John preached a "baptism of repentance," that it was accompanied by a confession of sins, and that its intention was to secure forgiveness. These were the essential things—repentance, confession, and remission of sins, and these things were sought in and through baptism.

The second feature is that of the coming of the Spirit. As Jesus came up out of the water there came to Him this great experience. It would appear that none but Himself and John knew what happened. It was practically Jesus' call to His ministry of salvation, and with that the assurance of His relationship to God. The same gift of the Spirit came upon the apostles, and upon their converts, sometimes preceding, sometimes following, their baptism (Acts 8: 12-17), and confirming them in the faith which they professed.

In Rom. 6: 1-4 Paul compares the change which takes place in those who believe and enter upon a new life of faith in Christ to baptism into His death. Just as a man goes down into or beside the water and comes up a confessed and accepted disciple, so does He come to Christ, dies with Him and is buried with Him in renunciation of the old life of sin, and rises with Him into the new life of righteousness (compare Col. 2: 12). Again, in Gal. 3: 26-28, he says, "As many of you as were baptized, into Christ did put on Christ." It is as though they had put off the old, unclean garment of self and sin, and being washed had put on the new garment of the Christ-like life. Compare Col. 3: 8-14.

### Learn by Imitation.

Much of a child's earliest education, often the most valuable and most enduring part, is that which is acquired at home, not by precept or teaching, but by imitation. From the earliest beginnings of learning the child is copying the sights and sounds about him. If he lives among people whose language is correct and agreeable, whose manners are pleasant, who show a thoughtful consideration for others and whose behavior is gentle and kindly, he unconsciously acquires similar ways. The habit of courtesy comes not alone nor chiefly from direct instruction, but from imitation. Good manners are an invaluable asset to every person, but they have their root and foundation in fine qualities of mind and heart and only the constant daily exercise of them will give the children that charm of manner which is such a delight in persons of every age. The opposite qualities are likewise imitated and help to produce another sort of child.

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## WHAT SHALL I "MAKE" OF MY CHILD?

"I can see now where I made my mistake with Albert. He should have been a farmer and I made him a botany teacher." It was a mother speaking. "He was always crazy over plants and flowers and tending them and picking them to pieces to see how they were put together. The teacher we had when he was fourteen said he was a wonder in botany, so we pinched and scrimped to save our money and send him to high school and college and make him a teacher. But he ain't a success. He has a new school every year, can't hold the children, the board says. You see, Albert is shy. He's afraid of the boys and girls. But you ought to see his garden. He can make things grow where no one else ever could. He should have been a plain farmer or a market gardener. Can't make his living as it is without a garden to help out."

Her companion suggested that it might not be too late to change, but the mother did not agree.

"We spent too much money on his education," she protested. "He's got to make something out of it now. Is your boy good in figures?" she continued. "I see him figuring away so often when I come in."

"Yes, he's pretty good," replied the other, "but not startling."

"Why don't you make a mathematics professor out of him?" pursued the first mother. "They make lots of money and it's nice work."

"I don't believe we'll try to 'make' anything out of him," temporarized the second woman. "You admit you've made a mistake in picking out your boy's life work, and I'm afraid we wouldn't do any better. I think we'll leave him alone and see what he develops into when he gets older."

"And have him wind up a motorman, maybe," protested the first speaker. "That's all he talks now. I'd make him do something worth while. At least Albert has a job folks look up to, if he isn't very good at it."

And she left her friend wondering if after all, she knew what her mistake had been. A big mistake had been made with Albert, certainly. But the parents were still blind to the fact of what it was. They were in total ignorance of the fact that Albert was an individual, besides being their son, and that as such he had a right to make himself what he wanted to be. Their's was the bad old idea that the child belongs to the parents and must obey. They wanted Albert to do a certain thing, and he must do it, regardless of whether he was suited to it or not. But they are not alone in the mistaken idea that we can mold our children to suit ourselves. The world is full of such mistakes.

Consider the poor girls, and a few boys, whose parents want them to be musicians. Absolutely without any talent for music and devoid of any desire to shine in that line, they are forced to devote five and six hours a day to pounding out scales and exercises on the piano. And where do they get? Nowhere. Many a girl is selling ribbons or pegging in on switchboard calls to-day who has had enough money spent on her music lessons to keep her comfortably for life if it were wisely invested.

And the perfectly good carpenters and masons and mechanics and farmers who are drawing $10 and $12 a week clerking in stores or dawdling about in offices is appalling. An intelligent glance at the work boys prefer in school would tell the average parent that the things the average boy can do with his hands has a hundred times the appeal to him that arithmetic and bookkeeping have. Tools, machinery, athletics, these make the appeal to boys. Even hoes, spades and rakes are preferred to books, as our school war gardens have demonstrated. And how much better for the physical health to do some form of muscular labor than to be shut up in a schoolroom or store, or to bend over a desk all day long.

Once in a while a boy or girl shows marked aptitude for a professional career, but the number of these who do is small. If your child happens to be one of this small number, help him, or her, along on her natural career. But your part is to follow the child, not to pick out arbitrarily the thing you want him to do and force him into it, without regard to mental or physical qualifications. We'd all like our children to be marvels, but there's a natural law which says that water never rises higher than its source. Think of the source of the child when you insist on his vocation.

Mothers and daughters of all ages are cordially invited to write to this department. Initials only will be published with each queston and its answer as a means of identification, but full name and address must be given in each letter. Write on one side of paper only. Answers will be mailed direct if stamped and addressed envelope is enclosed.

Address all correspondence for this department to Mrs. Helen Law, 235 Woodbine Ave., Toronto.

Engaged: The joyous news might be announced at a luncheon or tea served on the lawn or verandah or in the dining room. To make the announcement at the right time lends a happy atmosphere to the meal. So it is best to decide upon the number of guests first and then prepare the announcements. The old saw—"the cat is out of the bag"—makes a splendid way of making known the engagement. Make bags of pale blue and pink tissue paper, using the blue to line the pink. Cut cats from thin cardboard and paint them black, for you know that the black cat as a surprise is good luck. Tie around the cats' necks narrow white ribbon and attach the cards of the engaged couple. Place the cat in the bag and then blow up the bag and tie with pale pink and blue ribbon, then fasten a place card to the neck of the bag. Or you may make a large bag of alternating strips of blue and pink tissue paper and use as a centrepiece, banking the bag with flowers. Place cats in the bag and then run a white ribbon to each place and fasten a place card to the end of each ribbon. Have the first course in place before seating the guests and while the second is being served have the cats pulled from the bag and the space then filled with a mass of flowers.

Puzzled: If you want to be real punctillious about the seating arrangements, here is the correct way to dispose of the wedding guests: the bride and bridegroom sit side by side at the head of the table. The best man sits by the bride; the maid of honor by the bridegroom. The bride's father sits at the other end of the table opposite the bride and bridegroom and at his right sits the the bridegroom's mother, with the wife of the clergyman at his left. Put the mother of the bride at one side of the table with the clergyman at her right and the father of the bridegroom at her left. Do you notice I have said "bridegroom?" One of my pet aversions is the word "groom." About the order of the bridal party: first, the ushers walk in, followed by the bride on the arm of her father.

Lonesome: Bless your heart! I am so glad you poured out your troubles to me for that is what I am here for. You have been awfully brave and I feel that things will "break" for you soon. Just keep up your courage and your father is bound to realize in time what a good mother and housekeeper you have been to those little motherless children and reward you properly. And whatever happens remember it is for the best. Write me again.

Proper: You do not have to acknowledge wedding announcements, but if this one is from a dear friend and you did not know she was going to be married, by all means write her a nice little personal note and wish her joy and happiness.

X. Y. Z.: I am going to be married very informally at home in the morning. What shall I wear? Also can you suggest some menu for a simple wedding breakfast?

A silk dress in some pretty navy blue, tan or gray shade would be appropriate and you can wear your hat. When you leave, slip your separate coat over your dress. A leghorn hat goes well with a silk dress and gives a festive touch. Of course you cannot carry a bouquet since you are not wearing a white bridal dress, but you can wear a small one and if you choose, carry a prayer book. For your wedding breakfast, I suggest some hot dish like creamed chicken in patty shells or on squares of toast, with a fruit or vegetable salad, sandwiches, rolls, jelly, olives, and ice cream with cake and coffee. For the centre piece, have a bowl of flowers or the wedding cake.

The following rules for producing clean milk may be resolved into one word—cleanliness—in the cow, in the milker, in the utensils, in the stables. That is the whole situation in a nutshell. None of these things are expensive, except the ice.

1. Brush the udder and wipe with a clean cloth; wash with clean water and dry with a clean towel.
2. Milkers should wash their hands with soap and water and dry with a clean towel.
3. Whitewash the cow stable at least twice yearly.
4. Feed no dusty feed until after the milking.
5. Remove all manure from cow stable twice daily.
6. Keep barnyard clean and have the manure pile at least one hundred feet from the stable.
7. Have all stable floors of cement, properly drained.
8. Have abundant windows in cow-stables to permit sunlight to reach the floor.
9. Arrange a proper system of ventilation.
10. Do not use milk from any cows suspected of garget or of any udder inflammation. Such milk contains enormous numbers of bacteria.
11. Brush and groom the cows from head to foot as horses are groomed.
12. Use no dusty bedding; wood shavings or sawdust give the least dust.
13. Use an abundance of ice in water tank for cooling milk.

Embroidered linen chair covers look cool and protect summer dresses.

### British Columbia's Lumber Sales.

The 1918 value of the lumber output was $54,162,523, which was almost double that of 1915, and 12 per cent. greater than that of 1917. The total production for that year was shown as 1,545,422,000 feet. Since 1915 the lumber cut has increased over fifty per cent.

Sewing machine oil should be put on any rust spots on umbrella frames.

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