

While this discussion was going on Mr. Brown was churning, and soon had the butter ready for inspection in the churn, which, on being inspected by all who desired, was washed thoroughly, then taken out, worked and salted, made into neat prints, which were greatly admired by those present. 15 samples of milk supplied by different farmers were then tested with the Babcock Tester, which proved satisfactory. The per centage of fat found in the different samples was as follows:—(1) 3.5, (2) 3.4, (3) 3.5, (4) 3.4, (5) 3.3, (6) 3.4, (7) 3.4, (8) 3.4, (9) 4.4, (10) 3.0, (11) 3.1, (12) 3.8, (13) 3.0, (14) 4.2, (15) 3.2. Different dairy utensils were then shown and their use explained, after which the meeting broke up, all expressing themselves as highly satisfied with what they heard and saw. Although this meeting lasted for over three hours the interest was sustained till the close.



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THE O. A. C.

As a Link in Our Educational System.

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It is not proposed in this essay to discuss very fully the Educational System of Ontario, its basis or its workings, but rather to consider the Ontario Agricultural College, its establishment and the rules under which it has been governed, whereby it has become a connecting link in our educational system, which if once broken might lead to results disastrous to the prosperity of the country.

Let us glance for a moment at the early history of this College. In the year 1874 the Ontario Government purchased the present farm of five hundred and fifty acres in the vicinity of Guelph, Ontario. The reasons for purchasing this farm were:—That it was deemed necessary that some institution should be established at which farmers' sons and those intending to follow farming as a profession should be given a thorough training in agricultural pursuits, and also that an institution should be established at which experiments could be conducted, tending to the solution of questions of material interest to the Agriculturists of the Province. A farm house

situated about the centre of the farm was at first used as a College and boarding house for students who were desirous of obtaining instructions in the various departments of agriculture, this building was enlarged from time to time until it assumed its present proportions.

Work was commenced on the farm in May, 1874, but owing to a variety of causes little was accomplished during the first year and a half, indeed for a few years it seemed as if the College could scarcely survive the attacks of its enemies and the mistakes of its friends, gradually, however, all difficulties were surmounted and the College attained that success which through years of prosperity and adversity it has since retained until it now bids fair to far surpass in its work and influence the objects for which it was first established.

The O. A. C. is certainly indispensable as a part of our educational system for the following reasons:—

(1) Ontario is a farming country, its soil, climate and the facilities for transport which it affords fit it admirably for agricultural pursuits, in fact its prosperity is largely dependent on the development of its husbandry.

(2) To aid in this development an institution is necessary where scientific agriculture in all its branches may be taught, where practical farming may be demonstrated and where experiments can be conducted tending to aid and instruct farmers in the way that they should go.

(3) Though our Public Schools are among the best in the world, the course of study embracing all the essentials of an elementary education. Still neither in these nor in our High Schools can agriculture be properly taught as facilities are not afforded for practical lessons.

(4) The successful farmer of today must be an educated man, must understand his business thoroughly. Farming is a profession, and the farmer, as a business man, must be able to cope successfully with those in other professions, both on the platform and with the pen.

(5) Hence given a country favorable in every way for profitable farming, and a class of men eminently suited to make prosperous farmers, and also a system of education by which the children of these farmers can obtain a thorough grounding in elementary subjects, we still find the need of an institution where the farmers and their sons can obtain the in-