

cultural Experimental Station, Wooster, Ohio; Mr. Thos. Greiner, LaSalle, N. Y., and Prof. Taylor, of Lincoln, Neb.

President Mills, in opening the meeting, spoke of the constantly increasing attendance at the College, which would before long require increased dormitory accommodation.

#### THE FARM AND THE SCHOOL.

The paper read by Mr. Thorne was greatly appreciated by the audience. It gave evidence of careful research and preparation. In the High Schools and Universities a great deal of the student's time was occupied with the study of dead languages. He thought the majority of students derived little practical benefit from such a course. The best works of these ancient writers were now translated into our own language and could be studied with equal advantage in our mother tongue. Besides, the study of these languages was largely a question of memory. The Chinese had trained their memories so that they could repeat thousands of verses of their ancient traditions, but what practical benefit was that to them. Memory was not all that was required in a modern education, and a person who possessed a good memory, but loaded with useless matter, would be one from whom we expect little originality or mechanically inventive genius. It is to our inventive genius that we owe our recent valuable discoveries, and by its use the biologist and zoologist have discovered more valuable information for the farmer than has been derived from any other invention of the age.

Statistics reveal the fact that the average life of our citizens is about thirty years. To the ignorance of hygienic laws in connection with our homes, and habits of life, this short period was largely due, but in many schools this subject is entirely neglected or indifferently treated. In fact a great deal of the public school education was unpractical. The primary function of these schools was to provide the pupil with tools which he could use and apply to advantage in after years. What is the study of Zoology or Biology without the objects themselves before the pupil, from which he can draw his own conclusions? The Book of Nature is the great educator when wisely studied, especially for the farmer. He admired greatly the work being done by our College, and almost looked upon it with jealous eyes. The teaching here was practical and in close sympathy with the farmers of our Province, and he sincerely regretted that the girls were not co-partners with us in enjoying the benefits of such a practical education. But happening to glance in the direction of our worthy matron, her eyes were seen directed upward as if she was imploring the fates to protect her boys from such dangerous innovations.

#### DOMESTIC SCIENCE.

Mrs. J. Hoodless, of Hamilton, was next introduced. There are very few women who make a success as public orators. They always excite a feeling of curiosity, but often fail to impress their subject decisively upon their audience. This can not be said, however, of Mrs. Hoodless. She is a woman of commanding appearance, has a clear, soft, penetrating voice, and a lucid delivery. The way she turned to Dr. Mills when she had any very strong point to assert, was very amus-

ing. He smiled on her pleasantly, but as to whether she was able to drive her points home of course nobody could tell.

She spoke first on Domestic Science as related to our public schools. This introduction of Domestic Science was no new fad. In 1880 a school had been established in Boston; now they were located in nearly every city of importance in the union. Germany, always ahead in science, had established similar schools and they were now a leading feature of her educational system. England had been slow in realizing the importance of these schools but they were now fast coming to the front, while in our sister colony of New South Wales an excellent system was in operation.

The effect of similar schools in our country would be to elevate the dignity of labor, and secure for our daughters an education which would be of practical benefit to them in their every day life. Our educational system, excellent as it is, fails entirely to educate our women for practical work. The men were not to blame for this; for how could a man understand a woman's requirements? Women had allowed matters to drift and they were now reaping the fruits of their indifference.

Manual training for girls has been introduced into the platform of the National Council of Women. This feature of their work had been very successful. Girls of all classes were desirous of taking advantage of such training wherever it could be obtained. Manual training is always associated with intellectual development: it always increases the acuteness of the pupil's observation and stimulates his creative powers. In such a training, neatness, promptness, cleanliness, and discrimination were encouraged and insisted upon, and all subjects were taught in a thoroughly practical manner.

Some people object to manual training because they think it would detract and retard their mental development, but such is not the case: it rather assists them. In an institution in New York a part of the scholars devoted six hours a day to study, another part devoted three hours to study and three hours to manual work. Examination proved the scholars who devoted only three hours to study were developing mentally faster than those who only studied.

Our educational system is good, but it is not perfect. In our schools we try to guide the moral tendencies of our children by teaching moral maxims. But it is the home life which decides the morality of the nation to a great extent, and clean, well managed homes, and healthy, tasteful food have a far greater influence for good than we imagine. Our mental effort is often wasted unless it is accompanied by practical work along the same line, and in the same way our practical work has no educative effect unless accompanied by mental effort. A union of both is necessary to produce best results.

She then directed our attention to Domestic Science as related to agricultural education, but a separation was difficult. In England competent teachers were employed to give lessons in cooking to farmers' and artisans' wives, and these lectures were greatly appreciated. A great deal of the present insanity could be traced to poor or improperly cooked food, most people being ignorant of the necessity of tissue-forming food for our system. She advocated the establishment