for the theory part of the work, which I know in my classes, is the part that, through lack of time, is most likely to go to the wall. The last fifteen or twenty minutes, often sadly reduced, is the washing-up period, and before this is done the pupils generally find time to dispose of the article cooked, or, as is more often the case, tenderly parcel it up to take home.

The work of dish-washing is greatly lessened by our having a cistern in the school, and a plentiful supply of hot soft water, I find, makes the task a great deal shorter and pleasanter. Then, when four girls do their dishes all together--one washing, one wiping, one putting away dishes and washing off the table, and the fourth putting away supplies, or looking after stoves or sink,-they do not take long. I am afraid, though, that no matter how you look at it. Household Science methods are not conducive to dish-saving devices. However, as was said before, "Many hands make light work," and after the nerve-racking anxiety of mixing a muffin, and the half-hour of torture in which it appears uncertain as to whether to rise or fall, the dish-washing period which follows is a pleasant relaxation, and, in many cases, a blessed relief.

To the pupils taking up Household Science in the four different grades, we endeavor to give a working knowledge of the composition, food value, preparation and combination of the different kinds of foods. The first year, the simplest way of caring for, and preparing of the principal foods is taught. The next year to this is added advanced ways of preparing the food, and some work in theory is given. In these first two years the pupil prepares but one dish at a lesson. In the next two years a more intensive study of food is taken up, along with the preparation of more difficult dishes, and two or more dishes are often prepared in the lesson, with the idea of coming as close as we can, in an hour and a half, to preparing a meal.

I have tried in the above remarks to give as clearly and as briefly as possible, an idea of the work as it is carried on in our school, and as some of our disadvantages were also asked for I will now proceed to them, for I can assure you we are not without them.

Our greatest disadvantage is lack of time. I have mentioned it before. I couldn't help it—the thought that we must be through in such a short time is always before us, and I think it is not a good thing. I do not believe in dawdling over work, but I do believe in having sufficient time to do it properly, and I feel that here we have not.

The reason that we must be through so punctually, leads to our second great disadvantage, and that is our Household Science room is a class-room, too, and must be used immediately after our lesson by other teachers and pupils, and no matter how much we might wish to stay for five or ten minutes longer, we can't do it—we are interfering with someone else's lesson period. Also, on account of our Household Science room being a classroom, we are inconvenienced by lack of space. It seems to me, no matter which way we turn we bump into a desk, and that, as well as being trying to our temper, is detrimental to our bones, especially if they happen to be rather near the surface.

Then, too, if the teacher happens to teach English and several other subjects as well as Household Science, it's a far ery from fishballs to "The Lady of Shalott."

But notwithstanding our disadvantages, and the many defects that are to be found in our work, I feel that our time is well spent, that though we may come far short of what we set out to accomplish, yet we have made a start, and have laid a foundation for something better, in the future.

DR. G. F. BUSH DIET AND DENTISTRY

In giving a talk on Diet and Dentistry, I take it for granted that you expect, and rightly so, to learn of some ways of so regulating the diets of yourselves and others that the visits to the Dental Surgery may not be as frequent as they otherwise would be.

The alarming increase of dental disorders leads us to look for the cause. Our modern mode of living has undoubtedly much to do with it and our modern foods must bear the blame for a considerable portion of dental troubles.

There are several dietetic theories of the cause of the prevalence of dental caries; one element, however, is common to them all, viz.; that the change brought about by up-to-date processes for preparing the refining food is answerable for the prevalence of the disease. It is maintained by some that the removal of the husk from the grain impoverishes the amount of bone-forming salts, phosphates, etc. By others, again, that the removal of the coarse part diminishes the amount the jaw is required to be used and so lessens the blood supply to those parts, and the consequent lessening of the nutrition of the teeth. By still others, that the refinement of food causes the food-stuffs and bacteria to be special lodgeable in the crevices of, and between the teeth.

It is not my intention to enter into a discussion of the different views. The three I have just mentioned are probably to a great extent correct, and so, no doubt, are many others, but we will not take time to discuss them. At the present day, there is a positive eraze for the elimination of coarse and fibrous matter from the food-stuffs, and thus, to a certain extent, real mastication can be but imperfectly performed, and its beneficient effects largely lost.