

Mr. Glover: How much does it cost per cow to do this testing?

Prof. Woll: I don't know that we care to figure that out, for the reason that we send a man to the farm to make these tests. He can take care of ten cows just as well as he can take care of one cow and naturally the more cows a man puts into the test, the cheaper will be the per cow expense. It is the cost per herd that is important, and that amounted to \$5.00 per month, \$60.00 a year, and for that a man could test ten cows. But under the present arrangement we conduct yearly tests at \$8.00 per month, and that will be the price from now on, and we take care of ten cows for that. These tests are all conducted on a basis of tests conducted each month for two consecutive days, that is, each month of the year that the cow gives milk. And then we arrive at the milk yield of the cows, and get figures from the farmers and verify those figures as best we can, and we assume that the average test of the milk for those two days will be the average for the month.

Mr. Scribner: Is it not true that this expense has been taken care of a good deal by the different breed associations; that if the cow has qualified for advanced registry the breeders' association has paid that expense?

Prof. Woll: That is true in the Jersey Club, but not in the others.

A Member: You spoke of the test being of very great value to the pure breds. Wouldn't it be of great value to those who had grades also?

Prof. Woll: Yes. I have had many illustrations as to the testing value in that respect. The cattle business in Wisconsin has received great impetus through the results that we have obtained in these competitions. It naturally goes throughout the state through these parties who have entered cows in this competition.

WEDNESDAY EVENING, NOV. 15, 7:30 P. M.

President Griswold in the chair.

Music. High School Orchestra.

ADDRESS.

THE THREE R'S; A PLEA FOR THE BETTER EDUCATION.

REV. JENKIN LLOYD JONES, CHICAGO, ILLS.

(Inasmuch as Mr. Jones' address on "The Three R's; or a Plea for the Better Education," is one of his most popular lectures, frequently called for by educational and other gatherings, we are permitted to print only the following brief abstract.)

I am an alumnus of the log schoolhouse; a log schoolhouse built in the middle of the road, because it was built before the road was there; I got ahead of the surveyor. It would ill become me then to speak lightly of the old three R's that were considered the adequate foundation of an education in the old schoolhouse, readin', 'ritin' and 'rithmetic. But it has become clear that there is need of something more fundamental than these R's in the development of character and the training of citizens. These R's serve the rogue as well as the painter, the forger as well as the honest man.

There is much said in these days of the higher education—none too much. But I plead for the better education, that which was outlined by the great philosopher and pedagogue, Goethe, in his story of "Wilhelm Meister".

In that scheme reverence was made the fundamental object of education, "for," he said, "this was a grace always acquired; no child is born reverent."

In his training school for boys there were three classes; the boys on the front form were taught on occasions calculated to stir deep and high feeling, to fold their arms before them and cast their eyes upward and to think of the marvels above.

The next higher class on similar occasions was taught to fold their arms behind them and cast their eyes downward, and think of the marvelous beauty in things lowly.

The third and highest class on similar occasions was taught to drop their arms beside them, and in military phrase to "touch elbows" and cast their eyes to the right and left, "form line," and think of the sanctities of the human, the marvel in their neighbor's eyes.

These, then, constitute the three R's, more fundamental than reading, writing or arithmetic; the reverence with the upward look, the reverence with the downward look, the reverence with the 'round look. And reverence in this connection means not only the old attitude toward the divine, but also necessarily it means respect for and deference to those in authority, tenderness towards the dependent and the helpless, respect for old age.

To develop these three reverences is the object of this lesson.

The first reverence was the primitive reverence, reaching back to the shepherd priests, who watched the stars and clothed them with divine powers.

The second reverence is peculiarly the gift of modern thought. Darwin, the great scientist of the 19th century dwelt upon the high services of the worm; he sickened at the thought of hunting, the taking by man of that which cannot be restored. * * *

Lincoln, the great twin brother of destiny, born on the same night as Darwin, was tender to the bird and the dog.

These qualities of these and other great men are illustrated by many stories. They teach the lesson that comes home to girls as well as boys, to women as well as men,—the atrocities of the milliner's trade menaces the gardens and the orchards of the country, as well as denudes vast acres of "God's animated flowers." * * *

But the third reverence is the crowning grace of the present age. The concern for society rather than for one's individual well-being, the development of commonwealth rather than wealth, the growth of the community feeling, the realization of the horrors of war, the growing passion for international peace. The lesson of the barnyard enforces the quest of the statesman; the thrifty farmer has learned to dehorn his herd that they may live at peace with one another, that they may make common cause against summer's heat and winter's sleet. The time is ready for the dehorning of the nations, so that rivalry and antagonism will give way to coöperation and the serving of mutual interests.

Thus, within the limits of an evening's lecture, I have tried to outline the better education which is so sorely needed, and which reaches from the little red schoolhouse on the corner to the university; begins with the kindergarten and does not end when life ends. This education glorifies things common, sanctifies things lowly, and makes beautiful the humblest life. This education is needed everywhere, nowhere more than on the farm and among farmers, for it is given to them to deal first-hand with the verities of life, the realities of nature, which are texts in God's great book of revelation.

Music.—High School Orchestra.

Adjourned to meet next day at 9 O'Clock, A. M. President Griswold in the chair.

9 O'CLOCK, A. M THURSDAY, NOV. 16, 1911.

ADDRESS TO YOUNG MEN TAKING PART IN THE BOYS' JUDGING CONTEST.

E. H. SCRIBNER, ROSENDALE.

I am glad to see so many boys here this morning. We want to interest them particularly along the line of live stock breeding. Those of us who have been through the mill believe there is nothing more interesting, and that if you are going to follow farming the question of live stock must necessarily be of the greatest importance, and for that