a question of education. Nearly all the criminals of the future, the thieves, burglars, incendiaries and murderers are now in our public schools and with them the greater criminals who commit national crimes. They are in our public schools now and we are educating them. We can mould them now if we will. We know that we can make the same boy—Protestant, Roman Catholic or Mohammedan. It is simply a question of education. We may put into his little hands, as first toys, whips, guns and swords, or may teach him as the Quakers do that war and cruelty are crimes. We may teach him to shoot the little song bird in spring time, with its nest full of young, or we may teach him to feed the bird and spare its nest. We may go into the schools now with book, picture, song and story and make neglected boys merciful, or we may let them drift until, as men, they become sufficiently lawless and cruel to throw our railway trains off the track, burn half a city or involve the nation in civil war."

Is not the work worth doing? Let us take up this branch of it, the study and protection of the birds. Let the schools teach it, the press print it, and the pulpit preach it, but above all, in the home, call the attention of your children to the singing of their feathered brothers of the air. Teach them to notice their beauty and grace of form, plumage and movement, to watch them care for their little ones, to notice their nests, their happy little homes, and as you listen to their songs call to mind,

"'Tis always morning somewhere, and above
The awakening continents from shore to shore,
Somewhere the birds are singing evermore."

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EDUCATION OF FARMERS’ DAUGHTERS.

GERTRUDE M. GIBBONS, Sharon, Wis.

Essay which won first prize at Delavan Institute, March 1, 1898.

"True education is the symmetrical and harmonious development of the various powers and faculties of the human body and soul. It influences action, saves us from evil, secures good, conduces to happiness and guides the ruling of conduct in all directions under all circumstances. It teaches in what way to treat the body and mind, to manage our affairs, bring up a family, utilize all sources of happiness, which, nature supplies, and how to use our faculties to the greatest advantage."

Farmers' daughters should receive a good general education which will enable them to lighten the cares of the farm, carry on the duties of the household, cheer the home, and live a pure life.

Let us consider their education along three lines: First, that fitting for a broad, general culture; second, for the practical; and third, that which gives broader sympathies and increases their power of enjoying life. From the first they gain a foundation. Under the second comes the training of the housekeeper and mother. Success depends on the ability to manage and it must be an educated mind that can plan and calculate and be able to solve the problem of existence according to Carlyle's theory of
lessening the denominator rather than increasing the numerator.

It is very necessary that any girl should know all about the art of housekeeping.

Farmers' daughters may become farmers' wives and they should consider themselves as much responsible for the success of the family as their husbands. First of all, they certainly wish to understand all about the farm. Something of the construction and uses of machinery, which they will get in physics, and a knowledge of irrigation and fertilization is also practical.

What a pleasure it is to the parents to have their daughters add up their accounts, tell them the contents of a bin, the amount of fencing for a lot, or lumber for a building, helping them generally to brighten their lives.

From chemistry they will get a knowledge of the elements of the grains and soil; they will be able to tell what is best fitted for certain lands and what elements the various kinds of grain take from the soil.

That included under the third division naturally comes with a good education, but it is well to speak of it separately. The well-educated daugh-
ter will not think farm life dull and a life of drudgery for she will see much in her surroundings to enjoy.

We are all aware of the great influence the mother has on her children. We may say up to a certain age she has almost entire control over them. If educated she will know what the fruits of knowledge are and it will be her aim to educate them and know to what they are best suited. Children in the country do not have the advantage of the city, so they have more need of an educated mother, because with her help and the books she advises them to read their faculties will be developed. For, as Lowell says, "books are the key which admit us to the whole world of thought, fancy, and imagination. To the company of saint and sage, of the wisest and wittiest at their wisest and wittiest moment."

The value of a good education is apparent to all thinking people, when they consider how an education develops the faculties of the mind and better fits one for all the duties of life.

I therefore leave the question with you as to who has a greater need of a good education than the farmer's daughter?

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THE FARMER AND EDUCATIONAL REFORM.

ANNA J. EVANS.

Read at Farmers' Institute at Bangor, January 13, 14, 1898.

Mr. Chairman, Ladies and Gentlemen:—Although I am not a patronizer of apologies, yet it is nothing but justice to state that I have had but a few hours to prepare this brief paper. I deem it a high compliment to have the privilege on this interesting occasion to address such a deliberate and intelligent people—those who are able to distinguish between wit and argu-
ment, sarcasm and logic, sneer and evidence, eloquence and demonstration. It is a greater honor for a country school teacher to address this respectable and thoughtful audience on educational reforms, on the best methods and means to instruct country children in the path of a prosperous and noble life than to be a Robert Ingersoll before a half-full house in La