

whom force is more conspicuous than finish, strenuousness than suavity, an aggressive ambition than the calm of unquestioned attainment.

The social habit of nearly a score of formative years is not greatly altered by a relatively short residence in academic precincts; especially when vacations are generally spent under familiar home influence. Nevertheless, novel conditions may produce odd results. Human nature is never at a standstill, and some degree of modification may be looked for as a result of college environment.

Captious critics seldom take into consideration the fact, that in college a girl is taken out of natural relations with the world at large and becomes a member of an artificial community. Her sense of individual responsibility is sometimes weakened from living in a crowd, and there is a resultant loss, for the time being, of that delicate consideration for the rights and feelings of others that is the basis of good manners. In particular instances, there may also be a feeling of escape from leading-strings, under the impulse of which the girl takes a naughty pleasure in doing what she has never been allowed to do. Her peccadilloes, however, are offensive against taste, not against morality. Furthermore, being thrown so much upon her own resources, she may be guilty of self-will and conceit—faults, by the way, not unknown among young people outside of college precincts.

These tendencies do not add to the attractiveness of the individual, and often provoke indiscriminate criticism of the whole student body. Nevertheless we are glad to believe the phase to be merely a passing one. As soon as normal relations with the outside world are resumed, the girl perceives that courtesy is essential to social success, and also comes to a

salutary realization of her own relative insignificance in the great plan of creation.

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#### AGRICULTURE IN PUBLIC SCHOOLS.

In the first place it may be said that a common complaint is made that there is a tendency among boys to leave the farm and seek employment in towns and cities. Our system of education is blamed for this, and I think with justice.

Again, the occupation of farming is said to be unprofitable except for those who work under the most favorable circumstances.

Again, the methods of farming are changing from year to year. Different crops are being raised owing to the closing of markets which were once profitable. Instead of raising wheat and other grains, more attention has to be given to the raising of stock and poultry, and the production of butter, cheese and eggs. Nor should it be forgotten that competition with foreign countries, where labor is cheaper than in Ontario, makes a change, not only in products, but in methods of procuring them a necessity.

The farmer should be a botanist. He has to do with a variety of plants. He should know which are annuals, biennials and perennials, and their various habits and proclivities. He should know which are useful and which harmful. The soils in which they grow best, and the conditions most suitable for their maturity and development should be known.

The farmer should be a chemist. He should understand the composition of soils and the conditions under which plant food is assimilated by the plant. He should understand the various changes in the chemical composition of each part of the plant from