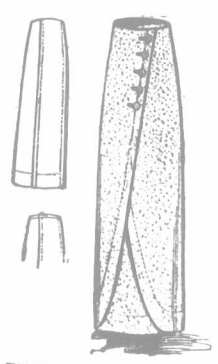
DESIGN BN MAY MANTON.
7781 Fancy Blouse, 34 to 42 bust.
7780 Four-Piece Draped Skirt, 22 to 30 waist.

Suitable for foulard trimmed with plain material; or for cotton crepe or crepe de chine, trimmed with all-over lace.

DESIGN BN MAY MANTON.
7854 Girl's Tucked Dress, 10 to 14 years.

Materials suitable for this dress are: cotton-voile, lawn, batiste and crepe de chine.



7798 Five Gored Skirt, 22 to 32 waist.

7914 Girl's Russian Dress, 10 to 14 years.

7918 Child's Under Waist and Drawers, 1, 2 and 4 years.

7892 Baby's Short Set, One Year

7889 Fancy Blouse for Misses and Small Women, 14, 16 and 18 years.

7923 Fancy Tucked Blouse, 34 to 42 bust.

MATERIALS FOR LITTLE DRESSES.

Materials suitable for the pretty little dresses, 7,914, 7,922, 7,891 and 7,892, are chambray, gingham, linen, percale, pique, and galatea. May also be made with long sleeves for fall and winter wear, in which case suitable materials are serge, French flannel, etc.

ENVELOPE FROM MOUNT HEALY.

We have received an envelope addressed to our Fashion Dept., and containing ten cents, but nothing else. The postmark on the envelope is Mount Healy. Will the sender please write?

HOW TO ORDER PATTERNS.

Order by number, giving age or measurement as required, and allowing at least ten days to receive pattern. Also state issue in which design appeared. Price ten cents PER PATTERN. If two numbers appear for the one suit, one for coat, the other for skirt, twenty cents must be sent. Address Fashion Department, "The Farmer's Advocate and Home Magazine," London, Ont. Be sure to sign your name when ordering patterns. Many forget to do this.

When ordering, please use this form:

Send the following pattern to :—
Name.....
Post Office .....
County .....
Province .....
Number of pattern.....
Age (if child's or misses' pattern) .....
Measurement—Waist, ... Bust, ...
Date of issue in which pattern appeared.
.....

Address: Pattern Dept., "The Farmer's Advocate and Home Magazine," London, Ontario.

The Ingle Nook.

[Rules for correspondence in this and other Departments: (1) Kindly write on one side of paper only. (2) Always send name and address with communications. If pen-name is also given, the real name will not be published. (3) When enclosing a letter to be forwarded to anyone, place it in stamped envelope ready to be sent on. (4) Allow one month in this department for answers to questions to appear.]

The Grown Farmer Lad.

Last day we talked about the little farm laddie, the little "barefoot boy with face of tan," who trots off pack-a-back to school, straw hat on top of his head and "long, long thoughts," if we may believe the poet, inside of it.

But the barefoot boy must needs grow up, and much has been the speculation as to whether—if he is to be a farmer—he should stop school at once on passing the "Entrance," or whether he should still put in a few years in some sort of educational institution. Controversy has raged, also, as to whether these years should be spent at the High School or in an Agricultural College, the advocates of the former arguing that habits of study and the faculty to think for one's self are the main thing, and that it does not matter in the least where those habits are acquired, while those in favor of the Agricultural College have argued, with perhaps stronger claims to recognition, that, so far as the farmer is concerned, these habits should be acquired in study along his natural line of work.

Personally, I do not think that anyone can have too much education, and, if it were possible, I should like to see every farmer equipped with a full High School, if not University, course, with a course at an Agricultural College to finish off!! Of course, that is a very visionary idea, and not to be realized in our day. Perhaps it will come in the day of the superman, to whom Nietzsche and Sir Oliver Lodge confidently look forward. But there is no reason for not looking to a better chance for the young farmer of to-day and to-morrow than the average of those of the past have had. Continuation Schools, High Schools and Collegiate Institutes, are now within reach of the majority of farms, and, in Ontario, at least—I do not know about the other provinces—courses in agriculture are to be placed, henceforth, on the regular curriculum for study.

If prepared with no further education than that to be got at such institutions as these, the farm boy of the future, who has not wasted his time, should be not badly equipped for his life and his life-work—there is a difference between the two, as you will recognise if you will think the matter out. If, however, a course at an agricultural college can be afforded, why, all the better. The agricultural college is the farmer's university—it is the place where he can specialize in his own profession, while acquiring besides such extra breadth of vision and culture as can be gained from the courses in English, etc., which are included.

I have heard people sneer at the Agricultural College as an institution for the education of farmers, at agricultural courses in general, and at agricultural journals and all "book-farming." You, no doubt, have heard such talk also. Next time sift the matter down, and you will probably find that the sneering one is basing his conclusions wholly on the fact that he has known one or two agricultural college graduates who have been "failures" financially, or upon some one or two experiments recommended by some agricultural journal, which he has tried and found wanting.

Now, there is nothing more narrow than to condemn anything as a whole because one or two solitary examples have not come up to the mark. Into every Agricultural College or agricultural class, as well as into every University and every High School, are bound to drift a few boys who have "no business head" whatever, and who are almost certain to make a failure, from the money standpoint, in almost anything they try. Into every such institution, also, are bound to drift a few other boys who just "put in a good time" all through each term, trusting to a six-weeks' cram at the end and "lucky papers" to squeeze through. Some of them do squeeze through. I know one young man who took his B.A. degree at Toronto University on systematic six-weeks' cram at the end of every year. He told me so. Now, does it stand to reason that such young men are really educated, or that anything they have acquired in such slap-dash fashion, can ever stick? If you are far-seeing, you never think of judging the entire benefits of a university or an agricultural college by such delinquents as these. Yet you will hear some people say: "I don't believe in the Agricultural College for farm boys. There's George H.—he never made anything by it."

Prejudice, too, accounts for some of the sneers that one hears launched against all educational institutions. Some people seem to hate anything they don't possess themselves, and so, without personal education, they decry it for others. They are just about as reasonable as the man whom I heard say one day (he was a Conservative, by the way, but I don't think his party could be very proud of him). "The Globe's no good. I never read it. I picked it up one day, but I wouldn't read it. I threw it on a chair." Admirers of "The Globe" will appreciate the joke.

The fact remains, despite these grumblers, that scientific investigation, the result of work at agricultural stations and colleges, has been at the bottom of every marked advance that agriculture has made, and that agricultural books and papers, circulating far and wide, have disseminated the knowledge gained and methods approved at these institutions. The advantages are evident. When the country was new and the earth still rich, things would grow "anyhow," and there were few weeds to combat. Nowadays, when land has become more or less "run out," and weeds from other lands are running rampant, all the scientific knowledge available is needed to bring the land and its products up to the mark. In a book, entitled, "Rural Life in Canada," I saw, the other day, two pictures. One showed two loads of grain taken from two plots of land, one of which had been previously enriched by growing clover, while the other had been indifferently cropped with other things. The one load was just twice as large as the other. Now, no untrained, unscientific farmer ever discovered that clover takes nitrogen from the air and embeds it in the soil, or that nitrogen is a necessity to plant growth. Such discoveries were made by scientific men, the famous German agricultural chemist, Hellriegel, of Bernburg, and his assistant and successor, Professor Wilfarth.

The other picture was of a field of oats grown on land which had been subjected, for some years, to strictly scientific treatment. It was a "Grand" crop—with a capital g. The footnote said 87 bushels per acre were realized from it. the world's average being—28! You did not wonder that the footnote also added, "Scientific husbandry vindicated."

But this is enough. I am sure that those of you who are open-minded, and who have looked into the matter at all carefully—the majority of you, it is to be hoped—will never think of sniffing at advanced information and advanced research work in farming. The whole world is moving ahead, with astounding rapidity. Why, then, should the honorable art of farming alone stand still?

And now, just to close, may I quote you a few paragraphs from "The Independent." The article takes the stand that, eventually, all farming must be "intensive": that is, that farmers must not depend on large acreage for their profits, but that they must learn to