

## A FARMER'S EDUCATION.

(From the *N. Y. American Agriculturist*.)

We can not think that the present system of educating the rural population of the country is what it ought to be. There are many things which might be taught in our district schools, which, so far as our information extends, seem never to have been thought of, things which may not only be made extremely interesting and instructive to children, but at the same time prove of great individual benefit when grown up, and they come to act for themselves; and such also as would add largely to the wealth, strength, and resources of the country. Here is one item, for example—apples. We find one person in this vicinity growing and shipping these to England, and realising \$9 per barrel; another selling them in this market from \$4 to \$5 per barrel; while apples of an inferior kind are not worth over \$1 to \$2, and many are so poor that they could scarcely be given away.

Now a child knows good and poor fruit by its taste; but there are other points about it to which it is important to direct attention. Suppose, then, any person residing in the school-district who may have paid some little attention to this subject, should take a dozen apples, pears, or any other fruits of the season of various kinds, good, bad, and indifferent, and make his way with them to the school-house, call up the children around him, and point out their relative value, and the true reason why one should be cultivated in preference to the other. He would explain that a good apple should be of a suitable size; regular, even shape, with a small stem, smooth, thin skin, rich, juicy, solid pulp, pleasant flavor, either tart or sweet, a small core, and few seeds. In short, that it should possess as much pleasant nutritious substance as possible, combined with the least amount of stem, skin, core, and seed. Now this, if a good bearer, would be a superior apple—worthy of a name, and of propagation. Then, by way of contrast, the children should be shown a poor apple, and their attention be called to that—not only by allowing them to judge of the difference in taste, but also by pointing out the long, large stem; the thick, coarse skin; the dry, tough, sour pulp, the large core, and the small amount of really nutritious substance in the fruit. After this they might be taught to graft, and be instructed upon fruit-trees in general, and the best system of their management. Boys from 12 to 15 years old may learn all this as easily as grown men, and when they come to be grown up and manage their own farms, the great majority of them would not only have plenty of fruit around them, but that also of a first-rate quality, although they might expect no foreign market for it. If good fruit were universally cultivated throughout the country, this alone would be adding to its annual wealth several millions of dollars. In the same simple manner, the children of every rural district could be taught to judge of the relative difference in the value of vegetables; that a dry, mealy potato is not only more agreeable to their own taste, but twice, or perhaps thrice as nutritious for their stock-feeding as a poor-flavored, watery one may be. How few, if asked, can tell the difference in the value to animals of sugar-beet and mangel-wurzel, or the succulent ruta-baga and the coarse, pulpy, white turnep. There is as great a difference in the nutriment of various kinds of winter-squash, and pumpkins; and yet scarce any one thinks or speaks of it. The same in the grasses; in wheat, rye, barley, oats, and corn; in cotton, and, we are not sure, in rice and sugar; the different breeds of horses, cattle, sheep, swine, and poultry, the plough, and, indeed, all agricultural imple-

ments. These may be called very homely subjects to be taught a child; but are they not of vast consequence in the aggregate to the man and to the country? We believe that persons may be found in nearly all our school districts, who would be quite capable of lecturing intelligently on the subjects herein-mentioned, and willing to do it gratuitously; and if one hour a day for three months in the year could be given to these, the farmers of our country would greatly increase their stores of knowledge in a few years, understand the reasons of their practice better than they now do, and be working to much more profit and advantage.

When the young men had attained a mature age, they might form themselves into classes, and devote their winter evenings to obtain a knowledge of manures, soils, and the best method of improving them; and the best system of a rotation of crops. To this might be added an acquaintance with the elementary principles of chemistry, geology, botany, and mechanics. It really seems to us, that all the subjects of education which we have here mentioned, are easily attainable by every person before arriving at 21 years of age, however humble his circumstances, and without detriment to the course of studies already pursued at the district schools.

Books for reading, in the country schools especially, ought to be different from what they now are generally. They should contain more upon the subjects of agriculture, horticulture, stock-breeding, and mechanics; and less of mere literary matter. Poets, orators, and fine writers, are not as much wanted as good farmers and mechanics. We have a burning desire to see every child in the republic, male and female, educated in such a manner as to be able to make the most of the resources of nature which surround them. A thorough education in the theory and practice of agriculture, the great business of our country, and, indeed, of mankind, is what our children should be taught. As the products of agriculture may be improved and cheapened, so will it follow with everything else—manufactures, arts, literature, and time, also, to avail ourselves of their pleasures and advantages.

## HINTS TO YOUNG FARMERS.

## CULTURE OF THE MIND.

You know well that one piece of land, a garden for instance, yields vastly more than another piece of ground of equal natural fertility. And you know equally well, that one man abounds more in knowledge and usefulness, than another to whom nature has been alike bountiful. It is culture—it is the industry and perseverance of man exerted in one case and not in the other, that produces the marked contrast in both. The cultivator is sure to be rewarded in his harvests, for the care and labor which he bestows upon the soil—and the reward is no less certain to him who devotes his leisure hours to the culture of the mind. The soil administers to our annual wants.—Knowledge not only greatly assists in supplying these wants, but is the primary source of intellectual wealth, which dollars alone cannot give; and when consoled with good habits, tends to refine, elevate and distinguish men above their fellows. Talent is not hereditary. You will see on looking round, that some of the most distinguished men of our country have sprung from the humblest parentage. They are indebted for the distinction, to the culture which they themselves bestowed upon their minds. The road to usefulness and honorable distinction is equally open to you, and the time has arrived when you must decide, whether you will compete for the noble prize,

If you wish to prosper in your business—to

know and profit by the improvements of the age, cultivate your mind; for this is the great labor-saving machine. If you wish to see your children intelligent, thriving and respected, teach them, by example, to cultivate the mind. If you would be useful to your friends, and merit the confidence and esteem of your neighbors, seek early to qualify yourself for the duties of social life, by the culture of the mind. If you aspire to intellectual enjoyments which flow from the study of the material world—from the order, harmony and beauty, which meet us in every walk, in the manifold and wonderful works of the creator, cultivate the mind. In fine, if you would prosper in your business, your family, and in society, cultivate your mind.

But knowledge is not always wisdom, and therefore, be as scrupulous in regard to your studies, as you are in regard to the seed which you deposit in the soil. You will reap whatever you sow, and the mind is as liable to be cumbered with weeds as the soil. Read, therefore, whatever tends to instruct you in your business, to establish you in good habits, and to fit you for the responsible duties of life. Acquaint yourself with the inventions and improvements of modern art. Make yourselves acquainted with the general facts of science, with the wondrous laws by which the Almighty governs all these around us; and with the endless illustration of laws, in the world and all its parts. The facts of natural history will afford abundant matter for agreeable and useful knowledge. The plants, the animals, the minerals, the soils of your country—the changes of the seasons—the make and composition of all that surrounds you duly observed, and made the subjects of reading, of conversation, of reflection, will at once store your mind, and raise your ideas of the wisdom and goodness of Him who formed you such as you are. Temperance, self-government, moderation, avoidance of all abuse of the body, are written in the very make of the body itself. And it will hence plainly appear, that when our maker says, abstain from all impurity, he does but say "Do thyself no harm."

Who aims at excellence, will be above mediocrity; who aims at mediocrity, will fall short of it.

**BACON AND CABBAGE.**—This is a very common dish in this country, particularly in the south and west. The articles are commonly put into the pots separately, but the Journal above referred to, says "it will be found a great improvement, if, instead of that, a hole be cut in the head of the cabbage, and a quarter or half a pound of fat bacon is thrust into it as a plug. The head of the cabbage should then be tied over so as to confine the leaves, and the cabbage boiled in a napkin, to prevent all escape of fat, which will thus be imparted to the vegetable, and render it so much more mellow and savory, that any housewife who tries it will never dress it in any other way."

**SOUSE.**—Take pigs' ears and feet, clean them thoroughly, then soak them in salt and water for several days. Boil them tender, and split them—they are then good fried. If you wish to souse them when cold, turn boiling vinegar on them, spiced with pepper-corns and mace. Cloves improve the taste, but turns them a dark colour. Add a little salt. They will keep good pickled five or six weeks. Fry them in lard.—*Id.*

**PULVERISED ALLUM** possess the property of purifying water. A large spoonful stirred into a hoghead of water, will so purify it, that in a few hours the dirt will all sink to the bottom, and it will be as fresh and as clear as spring water. Four gallons may be purified by a tea spoonful.