

POETRY.

(From the Colonial Farmer).

THE FARMER'S SONG.

In sweet healthy air with a farm of his own,
Secluded from tumult and strife,
The farmer, more blest than the king on his throne,
Enjoys all the comforts of life.
When the sweet smiling spring sheds its perfume around,
And music enchants every tree,
With his glittering ploughshare he furrows his ground,
With mind independent and free.

When summer to fruit the sweet blossoms transforms,
And his harvest fields wave with the breeze;
Sweet anticipation unfolds all her charms,
And points to contentment and ease.
When bountiful autumn her treasure bestows,
And her fruits are all gathered and stored;
His heart to the Giver with gratitude glows,
And plenty presides at his board.

When Winter howls dismally over the earth,
And want tells her tale at the door;
Serenely he sits by his clean blazing hearth,
And dispenses relief to the poor.
Then let idle ambition her baubles persue,
While wisdom looks down with disdain,
The home of the farmer hath charms ever new
Where health, peace, and competence reign.

A. W.

☞ The following lines very simply illustrate the manner in which individuals frequently become involved in difficulties which they might amicably adjust by a little reflection.

GOING TO LAW.

An upper and a lower Mill
Fell out about their water.

To war they went—that is, to law—
Resolved to give no quarter.

A lawyer was by each engaged,
And hotly they contended;

When fees grew slack, the war they waged
They judged, were better ended.

The heavy costs remaining still,
Were settled without bother—

One Lawyer took the upper Mill,
The lower Mill the other.

Available Means of Agricultural Improvement.

Societies and premiums were tried in vain in Germany, to renovate agriculture, says Mr. Fleischman, and so was theoretical farming. "The practical farmer, uneducated and full of prejudice," he says, "was not able to understand the principles of the new system; the man of scientific education had no experience and knowledge of applying science to practice properly;" and so both failed, or improved slowly. At last, agricultural schools were established, and the science and practice were taught simultaneously. "In six years," he continues, "the influence of these schools was felt throughout the whole country." Rotation of crops was introduced; the stock was increased and improved; the fertility of the land was renovated; prejudiced neighbours became convinced; they began to imitate, to read, and to think, and in a short space of time, the old system was abandoned, and the

farmer soon saw and realized the advantages of the science of agriculture."

"I took to the establishment of agricultural schools," says our highly intelligent Otsego correspondent, "as belonging to an earlier state of things than agricultural exhibitions. To him who has made no advance," he adds with great truth, "an agricultural exhibition is a source of mortification and a wounding of self-love—[because it throws his own labours and skill into the back ground]—but a school will awaken the spirit of improvement; and a few young men going forth from such an establishment, will be like a little leaven in the inert mass."

It requires but little reflection and foresight to predict, with great certainty, that unless something is speedily done, by the people and the people's representatives, to improve the state of our agriculture, the farmers of Europe will soon supplant; will undersell us—in our own markets, in the products of the soil. We already find the bread-stuffs of Europe and even of Asia, put in requisition to feed our population. From the low price of labour in Europe, and particularly from the recent improvements in agriculture, which are doubling and trebling the products of agricultural labour there, the disparity in the actual cost, to the cultivator of these products, is constantly increasing against us. The venerable Ellenburgh—and may he yet enjoy a long and happy life—was the first to demonstrate the utility of combining the science with the practice of agriculture—of making farmers gentlemen, and gentlemen farmers—of combining intellectual with physical power, and literature with labour—in a school for the education of young men. The sagacious Frederick, king of Prussia, soon saw the advantages to the state, which were likely to result from schools like that at Holfvyl, and soon established the great school at Moegelin, under the distinguished Thaer, and has since incorporated its principles into the common schools of his kingdom. Bavaria, Austria, and other of the German states, and France, have since established like schools; Russia has agricultural schools near St. Petersburg and Moscow, liberally endowed and supported by the government; and even Ireland, has started in this noble career of usefulness. The United States, which should be foremost in efforts to enlighten, improve and elevate the agricultural population, will, we fear, be last to establish agricultural schools, and the last to profit by their usefulness.

The only present available means of accelerating the introduction of these schools among us—for established they ultimately must and will be—is the agricultural press—the enlarged circulation of agricultural periodicals among the people. They are every day increasing the sphere of their usefulness, and the extent of their circulation. They are bringing into notice the best practices in husbandry, and promulgating the principles of agricultural science. They are producing a salutary change in the public mind in regard to the importance of improving our husbandry; and this change will ere long, we trust, be felt and manifested in our halls of legislation. The sooner the better, for all classes of our citizens.—Buel.

TO HAVE MINCE PIES ANY TIME.—Prepare your meat by boiling and chopping as though it were for immediate use—mix it with a suitable portion of suet, spice and salt; then put it in an earthen pot, pound it down with a pestle, and then cover it with the best of molasses; keep it where it will not freeze, and it will be fit for use any time. My wife has adopted the above course for four or five years past with perfect success; so that we have had mince pies made from meat killed in December as constant in July following

as in January, and quite as acceptable.—Maine Farmer.

On Educating Children at Home.

SCHENECTADY, May 9th, 1830.

FRIEND BUEL—In the April number of your Cultivator, under the head, "We spread our nets too broad," page 38, the writer says, "The worst place to educate a boy, so far as depends on the advantages of the school, is his native village, where he is wont to lean on parental support, and to remain a mere succour. Send him among strangers, and he will learn to go alone, and to depend for knowledge and character, upon his personal application and good conduct," &c., &c., &c.

These assertions may be plausible to some of your readers; but so far as I have experience, the contrary is the safest course as to the government of children by their parents.

So soon as my children could recognize me, I delighted them by the greatest attention to amuse and please them. This daily attention and fostering care for their comfort and amusement, soon produced their warmest affections and supreme love. They were the most happy when in my care, and were unhappy in my presence, if not in my care and attention. As their knowledge increased and faculties improved, we were extremely careful not to promise the least thing that we did not most rigidly fulfil; so that when they were told any thing, they were certain of its truth, and faithful fulfilment of every promise. Their supreme love and perfect confidence in us was established. If they showed the least disposition to disobey, I told them that I could not love a child who did not love and obey me. This was sufficient for their immediate compliance, for the greatest pain would be loss of our love, and the birch was never needed nor used. The poet's remark on the influence of love was verified:—

In kindred minds it flourishes alone,
And claims attachment equal to its own.

We never gave them any pocket money to absorb their thoughts, and to spend at their pleasure. Money was never given them but for specific purposes, although they were always allowed to have free access to it, and were told its objects and uses. They were provided at home with all that was deemed proper, and they had no desire to enter the attracting and debasing cellars and shops for fruit and luxuries, which are the pests of good morals, and ruin of multitudes of otherwise good children.

Before they reached their seventh year, (the age when the human organ of faculty, the brain is fully developed and matured in volume), they were manly and womanly enough for the age; for they were spoken to as rational and adult beings, and not in trifling language. They were told that God was the author of them, and their kind parents, and all good things; and that their love to Him was paramount—next they might love their parents, &c. These are duties not to be looked for from strangers; nor will children receive moral instruction with the same faith from them, as from parents.

When their age increased, and their manners and principles were formed, they travelled without us. They were furnished with money liberally, and were told not to spend money because they had it, but to pay for all useful and honourable wants—to spend nothing in vice nor evil company.—They always had enough and to spare, and never asked for a dollar that I had the least hesitancy to furnish, for it never was misused or abused. We are now happy in their