

tip-rooting sorts, the latter quality predominating.

There are some other cap varieties requiring further testing, such as the Surprise and Elsie, which are large and of bright color, Duncan's Blackcap, reputed quite large, and Hamilton Blackcap, also said to be very large and fine.

The Ontario, which originated many years ago at Fairport, N. Y., and which is a good and productive variety, failed to become popular on account of its dull color, and is now little cultivated. Nearly the same remark will apply to the Ganargua.—*Country Gentleman*.

SOME NOTES ON A FARMER'S EDUCATION.

At the Farmers' State Convention, held at New Britain, Conn., the leading topic was: "What the Farmer Ought to Know, and How he may Learn It." The following remarks are extracts from our notes taken upon the lectures and discussions:

The old view that anybody could be a farmer is passing away. Farmers are "looking over the fence" more than ever before; they observe, and imitate when it seems desirable. This awakening of thought has developed into the establishment of various agricultural schools, many of which have been unsuccessful, and for various reasons. Too much was expected of them; the teachers were not trained to their work, and the pupils, in many cases, have been educated away from the farm. The love for farming and farm life must be developed in the child. The home teachings mainly shape the farmer boy's future. Object lessons, instead of book lessons, most interest and instruct the young—and the farm with all its plants and animals offers the very best opportunities for this training of the powers of observation. Study

nature and refer to books, and not study books and afterwards refer to nature.

The great lack in the farmer's education is system and balance. In no occupation is there greater demand for independent thought and accurate judgment. To obtain these he must read the best agricultural papers, establish and attend farmers' clubs, take part in the annual exhibitions, and in every way possible meet his fellow farmers, that by so doing he may increase his knowledge.

There is much work for agriculture to be done in the common school. The apparatus required is simple and cheap, and plants, etc., are always at hand. A text-book of the rudiments of farming could be put into every common school with great advantage to every child, and as Professor Johnson remarked, we should then have "more broth and less dish-water in our schools." Scientific methods should be cultivated in youth; the method is as valuable as the facts. The only reason for this lack of agricultural instruction is the indifference of the people. Boards of Education and Boards of Agriculture should put their heads together and help to bring in this new dispensation. The village and city school should share in this work; the whole system leading up to the Agricultural College, where the highest and most thorough education can be obtained. As a stimulus and an aid in bringing about this system in agricultural education, schools of a few months' duration, in the winter season it may be, might be held at various points. The nation is safest only when the youth are educated thoroughly—and agriculture is on a sound and permanent basis only when the boys, and girls too, are instructed in the elements of farming.—*American Agriculturist*.