

the weather warm, fermentation often commences within a few hours after expressing the juice, while if the weather is cold and the fruit well ripened, days, or possibly weeks may elapse before fermentation commences. In either case, it is better to place the casks under a shed protected from the sun, but open to a free circulation of air. Leave out the bungs. Have ready a cask with the bung kept in, and as the fermentation goes on, and the froth issues from the bung-holes, fill up from day to day from the cask in which the bung has been kept. As soon as the froth ceases to issue from the bung-holes, see that the cask is full, then drive in the bungs tightly, leaving open a small vent or spigot for a few days, or until the froth becomes like pure light cream, free from dirty particles, then close all up tight; the less fermentation takes place, the better will be the liquor. Clean, sweet casks must always be supplied, and if any tinge of mustiness, slack some fresh lime in each cask, leaving it from one to four hours. If one operation is not sufficient repeat the process.

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Education of Farmers' Sons in Canada.

EDITOR AGRICULTURIST—This is a subject at every true Canadian should feel a deep interest in, and which is not only of importance to the agricultural class of the community, but the vital interests of the Province itself. Canada is purely an agricultural country, and must remain so for many years to come; and in proportion as this department of Canadian industry flourishes, will the country rise in importance and wealth. Every Canadian farmer will duly see the desirability of having our present state of agricultural art and science improved, and the very intimate connection which exists between this improvement and his own prosperity, and the prosperity and future wealth of his posterity. Admitting then the desirability of this he will see the necessity of the enquiry, how may this improvement be best brought about? I am led to believe that one thing only is wanting, viz: more educated farmers: not Latin and Greek scholars, but farmers educated in their own calling and profession—educated in both the *theory* and *practice* of every routine of farming operations, and in all physical sciences bearing upon them. With such farmers, and with such an agricultural soil as we possess, what might we not expect in future Canada and of the Canadian people? But a class of men cannot be made out of our present farmers. Their time of education has elapsed. They of course may increase their knowledge of the practical part of their profession, and this is nearly all the improvement that could be expected of them; but it is not so with their sons—on whom the hope of Canada in this respect altogether depends. This class

of men, unfortunately for Canada, is extremely scarce, but it could not be otherwise with the present generation. The majority of our present Canadian farmers belong to that sturdy class, who, with stout hearts and strong nerves, have in an almost miraculous manner changed a wilderness into fertile fields, and into the comfortable homes of a happy and prosperous people. They have done their duty well, and a happy thing it would be for Canada, would we their successors battle as energetically for its success as our fathers have done. But the work we have to do differs from theirs. The pioneers of Canada had to do with felling trees; clearing away the forests; removing stumps, stones, and whatever might interfere with the plough or harrow; opening up highways and such like improvements; all of which we receive from their hands ready wrought. While engaged in those arduous employments they had no opportunity for acquiring a practical and scientific knowledge of agriculture, and in fact they had no need of it. Their work was different from that of the farmer now. They indeed had to learn their business, but it was all handi-work, there was no science in it. Had they been acquainted with all the various branches of natural science which are now in older countries happily called in to the farmer's aid, and without a knowledge of which no farmer can compete successfully, they could have made no use of such knowledge. So far they have done their duty well, but there remains still one duty for them to perform—a duty which every loyal subject owes to his country, which every Christian owes to his posterity—one which is of vital importance to our common country, and on the faithful performance of which the future greatness of Canada in a great degree depends—that duty is to *educate their sons*; not as lawyers, doctors, merchants, or tradesmen, for we have too many of these already, but to educate them *as farmers*. The majority of the children of school age in Canada are those of farmers, whose parents are the bone and sinew of the country, and who represent the greater part of its wealth; yet this is the class of children most neglected in their education. If ever one of them is pushed on beyond the mere rudiments, it is to prepare him for some one of the round of trades or professions; all of which are already over-stocked. Occasionally a farmer may be found who thinks he is not keeping up with the times in educational matters, if he is not educating some one of his sons for a doctor, or a lawyer, but how rarely will you find one educating his children for his own noble calling,—whose sons are at the University learning the principles of Agriculture? A great improvement is required in this respect, and should be loudly called for. There are some obstacles in the way of this improvement, but they chiefly lie with the farmers themselves. The principal one is the very prevalent notion, that to be a farmer a boy requires very little education. To teach him to work is thought the only thing