

said, let there be light!" And there is light now for us, free and overflowing, if

"While the west winds play
We throw the windows of our souls
Wide open to the day."

MARGIE.

EDUCATION OF THE FARMER.

The following extract is from Mr. Greeley's late address before the Vermont State Agricultural Society:

No man can afford to bring up his children in ignorance of the principles and facts which underlie successful farming. I do not know that this truth is accepted by the great body of your farmers; if not, I must try and make it so. I hear complaints that our clever farmer's sons dislike their fathers' vocation, and I am not surprised that it is so. The father has unconsciously taught them to despise it as the least intellectual and most stolid of all possible pursuits. He never brought home a book that treats attractively, wisely, enthusiastically of Agriculture. He has, as a general rule, never considered an agricultural journal worth taking. He has not deemed it important that they should be instructed in the natural sciences which underlie and elucidate his own vocation. He never made the latest improvements and discoveries in aid of agriculture the subject of inquiry, of study, and of fire-side discussion. In his daily life and thought, farming is as dreary and mindless a drudgery as it can be to a horse in a bark-mill. How, then, can he expect his sons, if they have any aspirations beyond hog and hominy, to like farming? He has given them every possible negative reason to detest it.

Now I do not hold that every man, or even every farmer's son should be a farmer. There are other pursuits equally important, laudable, honorable. But I do contend that every farmer should instruct and train his children, that they shall at least respect his vocation, though they should not follow it, and understand its laws and processes so thoroughly that they will never forget them. I would have every farmer's son feel that, if defeated in his chosen pursuit—law, medicine, trade, mechanics, or whatever it may be—he can, at any moment, return to the vocation of his youth, and earn therein an honorable and adequate subsistence. He is morally certain to prove more upright and independent in whatever pursuit, if he enters it with well grounded confidence in his ability to live without it. But I still more urgently insist that each farmer shall so honor and esteem his own vocation, shall so render it and respect it as an intellectual and liberal pursuit, that his better educated and mentally developed sons shall not despise and reject it as fit only for oxen.

In the absence of any better plan for agricultural information, we highly approve of Agricultural Colleges, but chiefly as normal schools for preparing lecturers. Many years ago we lectured upon agriculture in various parts of the country, and time enough has since elapsed to enable us to judge of the advantages arising

from popular lectures on that subject. Farmers' sons if educated at Colleges, do not always return to the farm; like the students at West Point, many of whom never join the army, but find a means for turning their education to other account.

One hundred lecturers paid by the state, could deliver a course of lectures every year in every county, and in almost all the larger townships. Select these lecturers from the best pupils of the colleges, after they have graduated and had five years practice on the farm, and we believe that a less expenditure would disseminate a greater amount of agricultural information, than by any other means at an equal cost. It is not only necessary to instruct youth, but middle-aged farmers. There will not be a sufficient number of colleges in a century, to furnish an educated farmer for each county, while by the lecturing system a million of men may have the improved systems placed before them each year. If necessary, let the lecturers submit the points of their lectures to a board of censors, or any other check which may be deemed proper; it should be remembered that farmers, unlike mechanics, are kept at home, and the discoveries of others cannot reach them, unless carried to their very neighborhoods.

We remember well our first lecture at Somerville, New Jersey, sixteen years ago; at that time there was not a single acre in that neighborhood holding drain tile. Mr. Cornel and Mr. Campbell were the first to adopt our views, and now, in that town, more than a million of tiles are manufactured annually for the use of farmers. In the whole state of New Jersey there was but one sub-soil plow, and that was on our own farm. We carried a model of this all over the state, and now there are thousands in use, and many foundries manufacturing them. It is all very well to suppose that the truths of agriculture may be printed and thus disseminated, but experience proves the advantage of oral description, with opportunities of questioning the lecturer. Several of our friends and pupils have since been similarly engaged, and the experience of all leads to the same conclusions. Everywhere lecturers produce results which cannot otherwise be so readily achieved; the excitement of the lecture room gives an anecdotal value to the facts here stated; the occasion causes farmers to compare notes, and every new truth finds some ambitious experimenter willing to put it in practice.

Lecturers would naturally collect much information, which would be disseminated elsewhere, and thus they would spread new facts, as birds do seeds. We cannot wait for the results of colleges; all that now exist are entirely insufficient to cause any wide-spread enthusiasm, and then, too, farmers are afraid of them.

The agricultural press may do much, but the lecturer can render new truths more effective and more immediate in their application. It need not be feared that errors will be disseminated, for lecturers will soon learn that they must go prepared to fully sustain all they offer, for farmers are a thinking class, and will