

tions, as given in Vol. 12, No. 41, of the Maine Farmer. I failed in one important point in my experiment. I judged the quantity of water directed to be used in diffusing the ammonia, would be sufficient to soak the wheat from a dry state, so applied it, but the water was all absorbed in five hours. I let the wheat stand 24 hours without adding more water, and then sowed. Five pecks of the wheat was sown to finish a field of several acres of moist, rough land, that had been long in pasture, and was planted to potatoes the year before. The remaining three pecks of prepared seed was carried to a field that was sowing to peas and oats. It was a piece of land too far from the barn to be easily manured, and had been mowed till last year, 1844, when it was not worth the mowing, and in Sept. we plowed it, and in the spring completed the culture with the harrow and roller; no manure. It was a piece of ground on which I could not have sowed wheat, having a reasonable measure of faith in reaping in autumn. And now for the result.

The piece first sowed proved to be full of tillages, which grew so stout that we cut the most of the piece while in a green state, for fodder. But the contrast through the season, between the wheat prepared with ammonia and the other, which was washed in brine, and then 1-4 lb. of nitre to the bushel, was so great that every plant could be selected by the most careless observer. This wheat was about a foot taller than the other, and when the rest of the field was killed by rust, as to ruin the crop, this continued to grow and fill. The other piece, of the three pecks' sowing, was tall, good looking wheat—the leaves broad, of a dark green through the season—the heads long and fine, and but for the weevil, I should have had a fine yield. As it was, I estimated the return from the two lbs. of ammonia, equal to ten bushels of wheat. I intend this year to give the thing a fair trial, and hope others will do so.

C. C.

Foxcroft, Feb. 2, 1846.

—Maine Farmer.

#### Truth in the Education of the Young.

Truth is a vital element of primary education. The mind of the child, when first capable of comprehending a subject, has been aptly likened to the clay of the potter when prepared for the purposes of his occupation. It will readily yield to any impression attempted on it by a matured mind; and the impressions on clay made permanent by the

hardening process, these thus made on the mind become indelible. Confidence is characteristic of childhood. The mind, in its artlessness, does not suspect, what it often subsequently learns by painful experience, that deceit has a place in the world. It looks up to its elder spirits with implicit trust, and does not for a moment doubt the correctness of any statement they make in its hearing. Childhood is a critical period, and future years will be affected for good or evil as care or inattention predominates with the guardians of youth. Too much attention cannot be paid all that comprises elementary instruction. An error here, may be an error for life; or at best, its eradication will cost a long and painful process. A statement or illustration not having truth for its basis, may pervert the tender understanding, and greatly perplex its future investigations. The same is true of the more advanced stage of intellectual culture. The false statement of a principle in science may prove an almost insurmountable barrier to progress, and erroneous premises may lead to still more erroneous conclusions.

These remarks lose none of their force when applied to an exercise in education, more fascinating, perhaps, than any other—we mean reading. The selection of judicious books for the perusal of the young is of great importance. Modern literature in general, is by no means favorable to a right development of the intellectual powers. The press teems with periodicals and works in a more durable form, the tendencies of which are to vitiate the taste and corrupt the morals. One cannot read the police records, which are made the life and spirit of some public journals, and the vulgarisms with which their columns abound, without pain to the moral sensibilities. Much of juvenile reading is embraced in daily or weekly newspapers, and among much that is really useful and calculated to enlarge their views of the world, is also much of the character just named, the influence of which is decidedly bad. The police reports, for example, to which we have referred, by their exaggerations and levity are calculated to blunt the finer sensibilities, and make vice and crime subjects of amusement, rather than beacons of danger. But better, far better, to use the language of the eloquent Channing, "go to the hospital and laugh over the wounds and writhings of the sick, or the ravings of the insane, than to seek amusement in the brutal excesses and infernal passions, which not only expose the criminal to the crushing penalties of human laws, but incur the displeasure of heaven, and if not repented of will be followed by the fearful retributions of the life to come." This description of literature, in its general tone is antagonist to truth, and the rising generation suggests the necessity of its reform.

The same is true of works of fiction, whose name is legion. These, by the false views they impart of human life, prepare the young mind only for pain and disappointment when it comes to know the world by experience; and by the attractive garb in which they clothe the most vicious of their heroes, they at once disarm the reason of the fear of wrong doing, and inspire a taste for vicious indulgences.—*Bost. Cult.*