

wards it, rest assured they are only out at interest and not thrown away. *The interest of the farmer is our interest; the sun of his prosperity shines golden rays upon ours.*

NEW YORK STATE AGRICULTURAL SCHOOL.

An Institution, with the above name, was incorporated by the legislature at its recent session. Its location is not fixed by law, but it can be established wherever a majority of the stockholders shall choose to have it. In connection with the school, is to be an experimental and pattern farm, in cultivating which, the pupils must labor one half of the time, when it is suitable for out-door work. The number of Trustees is thirty two, of whom the Governor and Lieutenant Governor, for the time being, are *ex-officio* members. No appropriation whatever was made for its benefit. It is proposed, however, that if the friends of agriculture will subscribe \$25,000, (the sum necessary to start the institution,) there is no doubt but the legislature will give as much more to promote the great objects in view. Individual effort must take the lead in the enterprise. The legislature needs some palpable evidence that the farmers of the State desire to elevate their noble calling to a par with what are termed "the learned professions," in point of science, talent, and all the general influence and advantages which, in the order of Providence, are inseparably connected with high intellectual improvement. If the cultivators of the soil so wish, a few thousand dollars can be had, as well to make skillful and scientific farmers, as hundreds of thousands to aid in making skillful and scientific doctors and lawyers. Is the practice of medicine and surgery both an art and a science? No less so is the practice of good husbandry. Do the general intelligence and learning of the legal profession, enable a vastly disproportionate number of lawyers to fill our legislative halls, both at Albany and Washington, and to occupy nine-tenths of all offices of distinguished honor and profit? Then let those who are to follow the plough, enjoy equal advantages for mental improvement—equal opportunities to rise in the world, and they will soon assert their rights, and maintain their just influence in the community. Is it possible that general information and practical science are so very useful to attorneys and physicians—so valuable to all *non-producing* citizens, and yet be utterly worthless to the great producing classes, who can turn their additional knowledge every day of their lives, to a practical account, by vastly increasing the products of their better directed industry, and thereby augment all the comforts and enjoyments of civilized society?

I think it not amiss to say, that the producing classes should have more of their number in the councils of the State and nation; and I will take the liberty to add that I am profoundly anxious to see far more of their number *able and worthy* to guide the affairs, and direct the destiny of this young and rising republic. How is this to be done?

I answer, by uniting the labor of the hands with the culture of the mind, just as God has united in *one person* both mechanical and intellectual powers. These should operate together to achieve here on earth, that exalted destiny placed within our reach by Infinite Benevolence. If it were designed that one class of the community, or one portion of our race, should perform all the manual toil, and another do all the thinking, why have the exclusive workers natural mental powers and aspirations equal to the others, whilst those that set up for ex-

clusive thinkers, have hands, and are endowed with as great muscular strength by nature as the exclusive workers? The creator has made no such distinctions among the children of men.

Any system of education is defective, that fails to develop the whole man—his physical, rational, and moral nature. All these high constitutional functions can be impaired by defective and unwise management, when our mental and physical organs are in the soft, impressible wax of childhood; so too, they can be vastly improved by skillful and timely appliances, well adapted to all the wants of young humanity, when bursting from its chrysalis state. Combine study, learning, and science, with honest productive industry, and we shall soon bring upon the stage of life a race of great, sound, practical men, such as the world never saw. How few of the thousands that go through our colleges, and learn a smattering of Latin, Greek, Algebra, and other branches of the mathematics, are capable of earning their own living! They have yet to learn to be mechanics, farmers, doctors, lawyers, or clergymen. Their bodily strength and health are often sadly injured, from a lack of physical training—from the want of invigorating exercise and labor.

The study of natural science, of the laws of nature, is too much neglected in our higher seminaries of learning. How few of our young gentlemen who pride themselves upon their literary attainments, can tell why a baked potatoe is better for their breakfast than a raw one! Baking adds not a particle of matter to the root. Its constituent elements are the same. How few can tell what changes take place in the simple transformation of flour into bread, corn meal into pudding, and these again into alcohol, muscle, fat, tissue and bone. The practical farmer labors much of his life to transform certain elements of earth, air and water, into cultivated plants, and these again into domestic animals, their milk, butter, cheese, flesh and wool. Shall I be told, that for the sons of practical agriculturists to study and understand the uniform laws of nature that govern these and all kindred changes in the constitution of matter, is of less practical utility than for them to study heathen mythology or to spend years to learn to read in the original text, the licentious odes of Horace and Ovid?

I would be the last to undervalue classical learning. All I contend for is, that every laboring man who is to grow up from our sons, may, by superior opportunities, acquire more skill and knowledge in his branch of business, to the end that he may produce and enjoy more of the comforts of civilized society. As a farmer, I confess my anxiety not only to learn my children how to earn and enjoy an honest and comfortable living, but also how to keep what property their well directed industry shall produce. Tell me, who creates the immense fortunes accumulated by a fortunate few? Is it not our toiling farmers and mechanics, who work hard, fare hard, produce much, and consume little, live poor and die poor to enrich others? Our present system of common school and academical education, is not sufficiently practical, to be altogether adapted to the every day business wants of the pupils, after they shall have become men and women. So far as the successful practice of agriculture in after life is concerned, these defects will be removed in a well organized State Agricultural School. From such an institution, hundreds of young men, familiar with agricultural Geology and Chemistry, with the analysis of soils, manures and plants familiar with the organic structure and physiology of both plants and animals, would go forth into the community to teach the art, the sci-