

*H. Markoe Esq. Sec. National Institute*  
*Pres. to Nat. Institute*  
*by Henry O'Reilly, Albany, N. York -* (Extra Number—Please circulate when read)  
*Washington*

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# NEW-YORK STATE AGRICULTURAL SOCIETY

## 1844

ARRANGEMENT for DIFFUSING AGRICULTURAL KNOWLEDGE

THROUGH THE INSTRUMENTALITY OF

COMMON SCHOOLS AND PUBLIC LIBRARIES,

WITH THE CO-OPERATION of the OFFICERS OF THE COMMON-SCHOOL ORGANIZATION.

TOGETHER WITH THE

## PREMIUM LIST AND REGULATIONS

OF THE

### ANNUAL FAIR AND CATTLE SHOW.

(TRIAL OF IMPLEMENTS AND ARRANGEMENTS FOR THE FAIR, ON TUESDAY THE 17th :  
GENERAL CATTLE-SHOW AND FAIR ON THE 18th AND 19th.)

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(Concerning the Annual Fair and Cattle Show at Poughkeepsie in 1844.)

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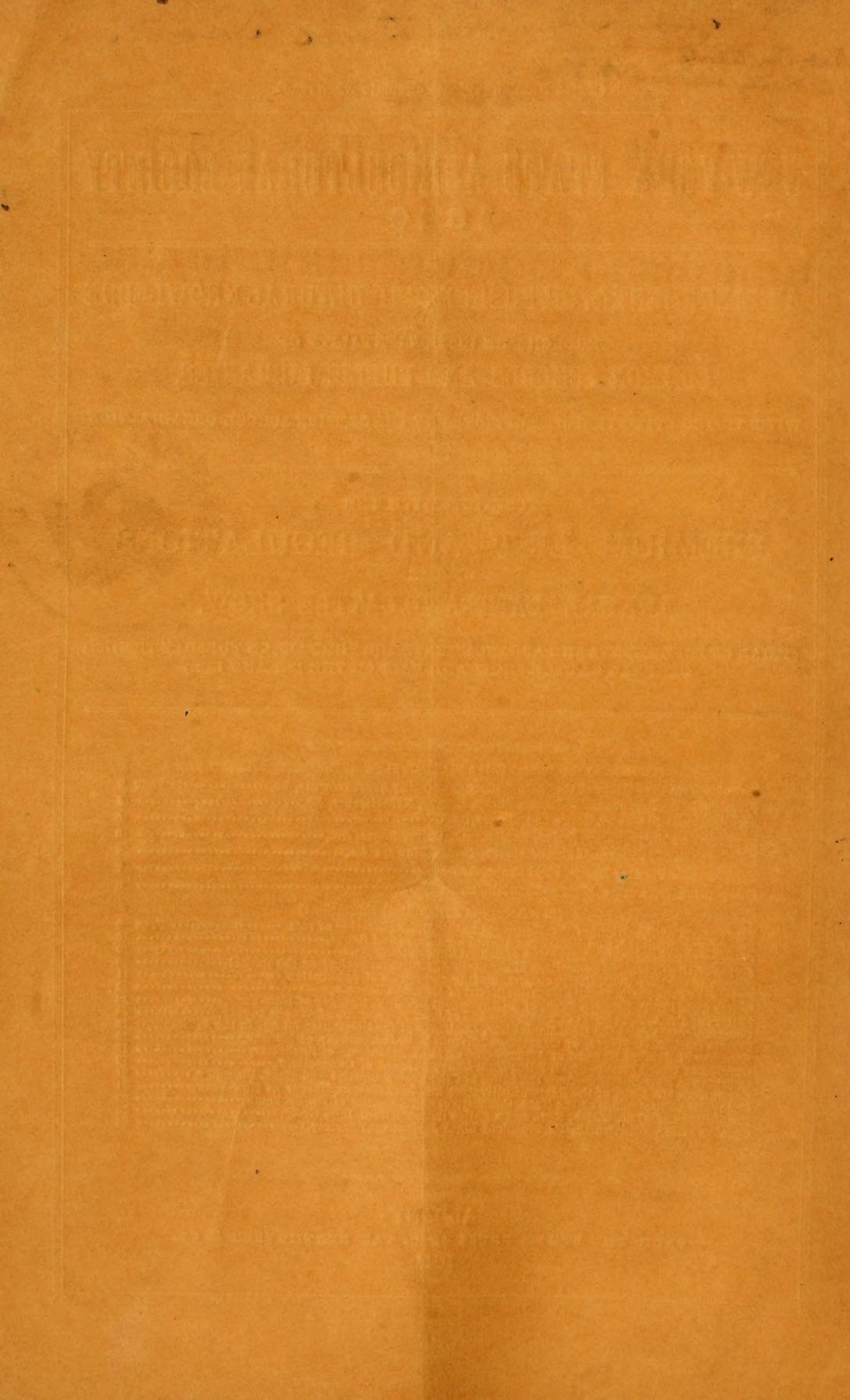
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ALBANY :

FROM THE STEAM PRESS OF C. VAN BENTHUYSEN & CO.

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# OFFICERS OF THE STATE AGRICULTURAL SOCIETY—1844.

JOHN P. BEEKMAN, Columbia, *President*.

*Vice-Presidents.*

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GEORGE VAIL, Troy,  
ALEX. WALSH, Lansingburgh.  
JOEL RATHBONE, Albany.

The above-named officers constitute the *Executive Committee*, the sessions of which Committee are held regularly on the second Thursday of each month, in the Agricultural Hall, Old State-House, Albany. The regular meetings of the *Society* are held in Albany in January, for the election of officers, and at such other place as the Cattle-Show may be held in September. Special meetings of the Executive Committee are called by the President whenever occasion requires. The Hall of the Society is open at all times (except the Sabbath,) for receiving visitors; and the extensive Geological Collection resulting from the State Survey, is included in the same edifice—free also for public examination. Officers and members of Agricultural Societies, Superintendents of Schools in the towns and counties, and all others who feel interested in promoting Agricultural education and improvement, are invited to visit the Hall when sojourning in Albany.

Meetings of Friends of Agriculture, commenced last winter, will be continued during each session of the Legislature—many members of which body, as well as other persons visiting Albany from different parts of the State, are usually found attending the Agricultural Meetings.

## COMMITTEES FOR THE ANNUAL FAIR, APPOINTED BY THE JOINT MEETING AT POUGHKEEPSIE, JULY 11, 1844.

On Arrangements generally—Joel Rathbone of Albany, Frederick J. Betts of Newburgh, and Henry O'Reilly of Albany.

On Arrangements at the Place of Exhibition—Alexander Walsh of Lansingburgh, E. P. Prentice of Albany, Thos. L. Davies of Poughkeepsie, Benj. P. Johnson of Rome, Luther Tucker of Albany, George Vail of Troy, and N. Sweet of Poughkeepsie.

On the Transportation of Stock to the Fair—Messrs. Vassar and Wilkinson of Poughkeepsie, Beeman and Hillhouse of Albany, Vail of Troy, Walsh of Lansingburgh, Beekman of Kinderhook, and O'Reilly of Albany.

\$95  
.A6  
2d. set.

# ANNUAL FAIR AND CATTLE-SHOW

OF THE

NEW-YORK STATE AGRICULTURAL SOCIETY,

AT POUGHKEEPSIE, SEPT. 17, 18, AND 19, 1844.

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The Annual Exhibitions of the State Society, it is already well known to the public, are steadily increasing in interest and importance. The Fairs held within the last three years at Albany, Syracuse and Rochester, have proved every way satisfactory. The exhibition at Rochester, particularly, was attended by immense throngs from different sections of this state, and by large representations from several other states, as well as from the neighboring British Provinces.

The next Fair, to be held at Poughkeepsie, will doubtless surpass any of its predecessors, if we may judge from the interest excited and the arrangements in progress. The facilities of reaching that place by water communication, will greatly promote the convenience of persons who have articles to exhibit, as well as of visitors generally. The numerous excellent steam-boats on the Hudson offer ready access and egress, which will prevent inconvenience from over-crowded hotels—enabling visitors to spend a day at the Fair, and return homeward in the evening. Visitors leaving New-York or Albany in the morning boats, will be able to take evening boats homeward, after spending eight or ten hours at the Fair: so that, with the reasonable charges and excellent fare on the steam-boats, and the arrangements of the State Society in connection with the liberal preparations of the citizens of Poughkeepsie, (including the facilities for visiting Westpoint, Newburgh, and other places where good hotels may also be found,) the fullest confidence may be felt that the thousands who annually visit the State Fairs, will be satisfactorily accommodated this year, whether they remain during the whole days of the Fair or spend merely a few hours on their route up or down the Hudson.

The example of former years enables the officers of the State Society to remedy some inconveniences heretofore experienced; and the efficient police that will be maintained, with the improved mode of arranging the grounds and buildings for the Fair and Cattle Show, must render the exhibition more than usually satisfactory to families visiting the place in carriages and otherwise.

In addition to the multitude of premiums specifically offered, many *discretionary premiums* will be awarded by the committee on non-enu-

merated articles, so that persons who have articles of any kind proper for exhibition or competition on such an occasion, may feel assured that their articles will be properly considered in the Reports and Premiums.

Premiums are also offered specifically for competition among animals of various kinds from other states; and the premiums for Books on Agricultural Improvement, and for improved farming implements, are also thrown open for competition to the citizens of other States. Various members of examining committees are selected from New-England, New-Jersey, Pennsylvania, &c; from which states, it is hoped, there will be sent to the State Fair many specimens of improved breeds and agricultural implements.

It may not be improper to add, in this connection, that many eminent Agriculturists and Public Officers from other States will be present, and participate in the proceedings of the Fair, as in former years; and that meetings of the friends of agriculture will be held during the evenings of the Fair, as well as on the show ground during the last day, for the purpose of interchanging opinions on subjects connected with the progress of agriculture in this and other states of the Union.

It is hoped that friends of Agriculture in all sections of this and the neighboring states, (and especially the conductors of the press, whose presence is invited to the greatest practicable extent,) will exert their influence in arousing attention among their neighbors to the satisfaction and advantage which may be derived from attending exhibitions like those at the Annual Fairs and Cattle Shows of the New-York State Agricultural Society.

Deputations are respectfully invited from the Agricultural Societies in other states, as well as from the County Societies in this state. Particular attention will be paid to the arrangements for accommodating the ladies in the exhibition of articles of domestic economy; and such order will be preserved as may enable all to examine the articles exhibited, without confusion from crowds.

JOHN P. BEEKMAN, Prest.  
HENRY O'REILLY, Rec. Sec.

## PREMIUM LIST.

### MANAGEMENT OF FARMS.

For skill and improvement in the management of a farm, taking into view the land, stock and produce, with all the appendages,

First premium, a gold medal—Second and third, silver medals.

No premium will be awarded unless an accurate description of the farm and statement of the crops, &c., with all the expense of the management and profit of the farm, is furnished. These premiums will be awarded only to those whose farms are improved in a manner that renders them examples worthy of imitation.

JUDGES—On Farms—J. P. Beekman, Kinderhook; J. S. Wadsworth, Geneseo; Thomas Hillhouse, Albany.

### BOOKS AND ESSAYS FOR PUBLICATION.

For the best series of Essays on the importance of scientific knowledge in prosecuting successfully the ordinary pursuits of Agriculture,..... \$100

For the best Text-book on Agriculture, for the use of schools, ..... 100

For the best essay on Farm Management, including all the details connected with the successful management of a farm, .. 20

For the best essay on the Rotation of Crops adapted to the climate of this state,..... 20

For the best essay on Subsoil Plowing, with the results of actual experiments in the state of New-York,..... 20

For the best essay on the Culture and Manufacture of Silk, ..... 20

For the best essay on the cultivation of the Apple, for exportation as well as domestic use, ..... 20

### EXPERIMENTS AND IMPROVEMENTS IN AGRICULTURE.

#### *Turning under Green Crops.*

For the most satisfactory experiment of turning under green crops as a manure, on not less than one acre of land, with a detailed statement of the whole process in writing, \$10—For the second best, 2 vols. Trans.

#### *Preparation and Application of Manures.*

Best experiment in the preparation and application of manures, with a detailed statement of the expense and all matters connected with it, \$10.

#### *Improvement of Agricultural Implements.*

To the person who shall exhibit at the next Fair, any new or improved agricultural implement of his own invention, which shall in the opinion of the committee merit a premium,—a Silver medal.

Proof must be given of the work performed by the implement previous to its exhibition, and of its having been used and approved by some practical farmer. To be open for competition to any citizen of the United States.

#### *Comparative value of Crops as food for Cattle.*

For the most satisfactory experiment upon a stock of cattle not less than four in number, in ascertaining the relative value of the different kinds of food used, as compared with hay, with a detailed account of the fodder used, and the expense of raising and feeding the same. The experiments to be made in three winter months, or whenever satisfactory experiments can be made, \$20—Second best, 2 vols. Trans.—Third best, Diploma.

#### *Experiments on Indian Corn.*

A premium of \$25 for the best, \$15 for the second best, and \$10 for the third best conducted series of experiments in the cultivation of Indian corn. Not less than one acre of ground to be planted.

The experiments to be made with a view of ascertaining what are the peculiar laws relating to that crop—particularly how thick it should be planted, how the plants should be distributed on the ground—whether in hills, drills or otherwise; what kind of manure, and how it should be applied; the manner of cultivation, and the kind of corn planted, to be particularly stated. The cost of each process, the amount of corn raised by each of the different modes of culture, and the relative profits, to be accurately and minutely stated in the report to the committee.

#### *Irrigation.*

Best conducted experiment in the flooding and irrigation of lands, \$10.

#### *Sheep.*

Best managed flock of sheep, including particular statements of the breed, expense of keeping, increase, amount of wool, value, &c. \$12, or a Gold medal.

#### *Dairy.*

Best managed dairy, with a detailed statement of expense, and every thing connected with the management as well as profits of the same,—\$12, or a Gold medal

For the greatest quantity and best quality of butter produced on any farm, from a given number of cows in 30 days the present year, with a particular statement of the method of making and preserving the same, with a satisfactory account of the manner in which the cows have been fed, and the general management of the milk and butter—a Silver medal.

[All the foregoing Premiums are to be determined at the Winter Meeting of the Society.]

CATTLE.

CLASS I.—*Best of any breed.*

Best Bull, 3 years old, \$20	Best cow, 3 years old, \$20
Best Bull, 2 years old, 15	Best Cow, 2 years old, 15
Best yearling Bull, ... 10	Best yearling Cow, ... 10
Best Bull calf, ... 6	Best heifer calf, ... 6

JUDGES—On Cattle, Class I.—Alex. Grant, Dover; Anthony Van Bergen, Coxsackie; G. V. Sacket, Seneca Falls.

CLASS II.—*Durham Cattle.*

Best Bull, 3 years old, \$15	Second best, ..... \$10
Third best, Diploma.	
Best Bull, 2 years old, \$10	Second best, ..... \$5
Third best, Diploma	
Best yearling Bull, ... \$10	Second best, ..... \$5
Third best, Diploma.	
Best bull calf, ... \$5	Best Cow, 3 years old, \$15
Second best, ... Diploma.	Second best, ..... \$10
Third best, Diploma.	
Best Heifer, 2 y'rs old, \$10	Second best, ..... \$5
Third best, Diploma.	
Best yearling Heifer, \$10	Second best, ..... \$5
Third best, Diploma.	
Best heifer calf, ... \$5	Second best, ... Diploma.

CLASS III.—*Herefords.*

Best Bull, 3 years old, \$15	Second best, 2 vols. Trans.
Third best, Diploma.	
Best Bull, 2 years old, \$10	Second best, 2 vols. Trans.
Third best, Diploma	
Best yearling Bull, ... \$6	Second best, ..vol. Trans.
Third best, Diploma	
Best bull calf, ... \$5	Best Cow, 3 years old, \$15
Second best, ... Diploma.	Second best, 2 vols. Trans.
Third best, Diploma.	
Best Heifer, 2 y'rs old, \$10	Second best, 2 vols. Trans.
Third best, Diploma.	
Best yearling Heifer, .. \$6	Second best, ..vol. Trans.
Third best, Diploma.	
Best heifer calf, ... \$5	Second best, ...Diploma.

JUDGES—On Cattle, Classes II. and III.—Henry Whitney, New Haven, Ct.; Dr. J. A. Poole, New Brunswick, N. J.; Thomas Hollis, Butternuts.

CLASS IV.—*Devons.*

Best Bull, 3 years old, \$15	Second best, ..... \$10
Third best, Diploma.	
Best Bull, 2 years old, \$10	Second best, .... \$5
Third best, Diploma.	
Best yearling Bull, ... \$10	Second best, ..... \$5
Third best, Diploma.	
Best bull calf, ... \$5	Second best, ...Diploma.
Best Cow, 3 years old, \$15	Second best, ..... \$10
Third best, Diploma.	
Best Heifer, 2 y'rs old, \$10	Second best, ..... \$5
Third best, Diploma	
Best yearling heifer, .. \$10	Second best, ..... \$5
Third best, Diploma.	
Best heifer calf, ... \$5	Second best, ...Diploma.

CLASS V.—*Ayrshires.*

Best Bull, 3 years old, \$15	Best Cow, ..... \$15
Second best, ... \$10	Second best, ..... \$10

CLASS VI.—*Crosses of Native and Improved.*

Best Cow, 3 years old, \$12	Best Heifer, 2 y'rs old, \$9
Second best, ..... 8	Second best, ..... 6
Third best, ...vol. Trans.	Third best, ...vol. Trans.

CLASS VII.—*Native Cattle.*

Best Cow, 3 years old, \$12	Best Heifer, 2 y'rs old, \$9
Second best, ..... 8	Second best, ..... 6
Third best, ...vol. Trans.	Third best, ...vol. Trans.

CLASS VIII.—*Dairy Cows of any breed.*

For the best Dairy Cow, from which shall have been produced in thirty successive days, the greatest quantity of butter—quality as well as quantity considered—which shall be exhibited at the time, ... \$15 For the second best, .. \$10 | For the third best, ..Diplo.

The manner of feeding the cow, the management of the milk, and the method of making the butter, with the time it was made, the breed of the cow, if known, and the time after calving, must all be accurately stated in writing. The cow and the butter to be exhibited at the time, with certificates from the person or persons who milked, managed the cream, and prepared the butter.

JUDGES—On Cattle, Classes IV., V., VI., VII., VIII.—Adam Fergusson, Watertown, Canada West; George Randall, New Bedford, Mass.; Elnathan Haxton, Beekman.

*Working Oxen and Steers.*

Best, over 4 years old, \$15	Third best, ...vol. Trans.
Second best, ..... \$10	Fourth best, ...Diploma.
Best 3 yoke of oxen or steers 2 years old, belonging to 1 person	..... \$15
Second best, ..... \$10	Third best, ...Diploma.
Best ten yoke of oxen from any one town, ..... \$20	
Best yoke steers, 3 y'rs. \$15	Second best, ..... \$10
Third best, Diploma.	

[In awarding these premiums, particular reference will be had to the matching, training and docility of the animals, as well as their general appearance.]

Best yoke steers, 2 y'rs, \$8	Second best, ..vol. Trans.
Third best, Diploma.	
Best yoke steers, 1 yr. \$10	Second best, ...Diploma.

*Fat Cattle.*

Best yoke, ..... \$20	Second best, ..... \$15
Third best, \$10	
Best fat ox, ..... \$15	Second best, ..... \$10
Third best, vol. Trans.	
Best fat cow or heifer, \$15	Second best, ..... \$10
Third best, vol. Trans.	

A fat ox taking a premium as one of a pair, cannot compete singly for another premium.

JUDGES—On Oxen and Fat Cattle—L. C. Ball, Hoosick; John T. Norton, Farmington, Conn.; Henry A. Mezier, Fishkill.

HORSES.

Best Stallion, 4 yrs. old \$20	Best breeding Mare, .. \$20
Second best, ..... 10	Second best, ..... 10
Third best, ...vol. Trans.	Third best, ... Diploma.
Fourth best, ... Diploma	Best Mare, 3 years old, \$10
Best stallion, 3 yrs. old, \$15	Second best, ...vol. Trans.
Second best, ..... 10	Third best, ...Diploma.
Third best, ... Diploma	Best pair match'd farm, \$10
Best pair matched, ... \$10	Second best, .. vol. Trans.
Second best, 2 vols. Trans.	Best pr. market horse, \$10
Third best, ... Diploma.	Second best, ... vol. Trans.
Best gelding horse, ... \$10	Second best, .. vol. Trans.

The variety of horses which possesses size, strength and endurance for field labor, combined with that action which qualifies for the carriage or saddle—in short, the "horse of all work"—is probably the most profitable class which our farmers can now engage in rearing; and to such, therefore, will the preference of the Society be given. Horses taking premiums in pairs, cannot compete singly for the premium for geldings. Sundry discretionary premiums are authorized.

JUDGES—On Stallions—Lewis F. Allen, Buffalo; Theodore S. Faxon, Utica; John A. King, Jamaica.

JUDGES—On Breeding Mares—John C. Stevens, New-York; George Fordon, Geneva; Gen. A. T. Dunham, Watervliet.

JUDGES—On Matched Horses—John M. Sherwood, Auburn; Wm. T. Porter, New-York; Duncan Robinson, Fishkill.

## JACKS AND MULES.

For the best Jack, . . . \$15 | For best pair Mules, . . . \$15  
 Second best, . . . . . 10 | Second best, . . . . . 10

JUDGES—On Jacks and Mules—Jeremiah Johnson, Brooklyn; Noah Gridley, Amenia; Dr. Samuel McClellan, Nassau.

## SHEEP.

## CLASS I.—Long Woolled.

Best buck, . . . . . \$10 | Best pen of 3 ewes, . . . \$10  
 Second best, . . . . . 5 | Second best, . . . . . 5  
 Third best, . . . . . Diploma | Third best, . . . . . Diploma.  
 Best pen of five lambs, \$5.

JUDGES—On Sheep, Class I—Henry Rhodes, Trenton; Wm. A. McCulloch, Greenbush; Elias L. Barton, La Grange.

## CLASS II.—Middle Woolled.

Best buck, . . . . . \$10 | Best pen of 3 ewes, . . . \$10  
 Second best, . . . . . 5 | Second best, . . . . . 5  
 Third best, . . . . . Diploma | Third best, . . . . . Diploma.  
 Best pen of five lambs, \$5.

JUDGES—On Sheep, Class II—Sanford Howard, Albany; Edward T. Hallock, Milton; William Fuller, Skaneateles.

## CLASS III.—Fine Woolled.

Best buck, . . . . . \$10 | Best pen of 3 ewes, . . . \$10  
 Second best, . . . . . 5 | Second best, . . . . . 5  
 Third best, . . . . . Diploma | Third best, . . . . . Diploma.  
 Best pen of five lambs, \$5.

## CLASS IV.—Fat Sheep.

Best, . . . . . \$10 | Second best, . . . . . \$5  
 Third best, . . . . . vol. Trans.

JUDGES—On Sheep, Class III—Edmund Kirby-Browaville; Henry K. Morrell, Caroline Centre; Hugh T. Brooks, Wyoming.

Applicants for the premiums on fat cattle and sheep, must furnish statements of the manner of feeding the animals, and the kind, quantity and cost of the food.

The term "long woolled" is designed to include the Leicesters, Lincolns, Cotswolds, and all the English varieties of sheep which furnish the quality of wool suitable for combing—the "middle woolled" includes the South Down, the Norfolk, Dorset, Cheviot, Native, &c.—the "fine woolled" includes the Spanish and Saxon varieties of the Merino and some of their crosses.

## SWINE.

Best Boar, over 10 mo. \$10 | Best sow, . . . . . \$10  
 Second best, . . . . . 5 | Second best, . . . . . 5  
 Third best, . . . . . Diploma | Third best, . . . . . Diploma.  
 Best lot of pigs under 10 months, not less than 4 in number, \$5. Second best, Diploma.

In awarding premiums on hogs, reference will be had not merely to size or present condition, but to that proportion between bone and meat which promises the greatest value from the least amount of feed.

JUDGES—On Swine—H. S. Randall, Cortlandville; Samuel Youngs, Oyster Bay; Samuel Wait, Montgomery.

## FARM IMPLEMENTS.

Best plow, . . . . . \$15 | Best cultivator, . . . . . \$5  
 Second best, Silver medal. | Second best, . . . . . Diploma.  
 Third best, . . . . . Diploma. | Best drill barrow, . . . . . 5  
 Best subsoil plow, . . . \$10 | Second best, . . . vol. Trans.  
 Best Dynamometer, . . . 20 | Best farm horse cart, . . . 5  
 Best Farm wagon, . . . . 10 | Best ox cart, . . . . . 5  
 Second best, . . . vol. Trans. | Best horse rake, . . . . . 5  
 Best  $\frac{1}{2}$  dz. hand rakes, Dip. | Second best, . . . vol. Trans.

Best grain cradle, . . . . 3 | Best  $\frac{1}{2}$  doz. gr. scythes, Dip.  
 Second best, . . . . . Diploma. | Best " cradle, " Dip.  
 Best  $\frac{1}{2}$  doz. hay forks, Dip. | Best " dung forks, Dip.  
 Best harrow, . . . . . 5 | Best threshg. machine, 15  
 Second best, . . . vol. Trans. | Second best, . . . vol. Trans.  
 Third best, . . . . . Diploma. | Third best, . . . . . Diploma.  
 Best fanning mill, Silv. ml. | Best str. cut. Silver med'l  
 Second best, . . . vol. Trans. | Second best, . . . vol. Trans.  
 Third best, . . . . . Diploma. | Third best, . . . . . Diploma.  
 Best improved ox-yoke, 5 | Best clover machine, . . 10  
 Second best, . . . . . Diploma. | Second best . . . . . Diploma.  
 Best flax and hemp dressing machine, \$10.

Articles not presenting any new and valuable improvements, will not be entitled to premiums. Implements and machines must be tested as far as possible, in the presence of the committee, on the 17th September—the day before the public Exhibition.

JUDGES—On Farm Implements—T. V. W. Anthony, Fishkill; Geo. W. Patterson, Westfield; Alvan Bradley, Whitesboro.

## DAIRY.

## BUTTER.—Not less than 50 pounds.

Best sample, . . . . . \$15 | Fourth best, Silver medal.  
 Second best, Silver medal. | Fifth best, " " "  
 Third best, " " " | Sixth best, " " "

JUDGES—On Butter—Alexander Walsh, Lansingburgh; Z. Barton Stout, Richmond; R. L. Pell, Pelham.

## CHEESE.—Not less than 100 pounds.

Best sample, . . . . . \$15 | Fourth best, Silver medal.  
 Second best, Silver medal. | Fifth best, " " "  
 Third best, " " " | Sixth best, " " "

JUDGES—On Cheese—Elijah Rhoades, Syracuse; W. A. S. North, Duaneburgh; Tobias L. Hogeboom, Ghent.

The butter offered for premiums must be presented in butter tubs, jars or firkins.

The claimants for premiums must state in writing the time when it was made; the number of cows kept on the farm; the mode of keeping; the treatment of the cream and milk before churning; the mode of churning, winter and summer; the method of freeing the butter from the milk; the quantity and kind of salt used; whether saltpetre or any other substances have been employed.

Those who present cheese for the premiums offered, must state in writing the time when it was made; the number of cows kept; whether the cheese is made from one, two or more milkings; whether any addition is made of cream; the quantity and kind of salt used; the quantity of rennet used, and the mode of preparing it; the mode of pressure, and the treatment of cheese afterwards.

## MAPLE SUGAR.

Best sample, 15 lbs. . . \$15 | Second best, . . . . . Diploma.

## CORNSTALK SUGAR.

For the best experiment in the manufacture of sugar from cornstalks, from one acre of northern corn cultivated for the purpose, so as to obtain the greatest quantity of sugar, \$25.

The process of manufacture and clarifying must be particularly stated in reference to the maple and cornstalk sugar.

JUDGES—On Maple and Corn-Stalk Sugar—F. J. Betts, Newburgh; Myron Adams, East Bloomfield; Morgan Carpenter, Stamford.

## SILK.

Best specimen manu. \$15	Second best,..... \$
Second best,..... 10	Third best,..... Diploma
Third best,..... 5	Best 1/2 bu. cocoons 1844, \$10
Fourth best,....vol. Trans	Second best,..... t
Best pound reeled silk, 10	Third best,..... Diploma

JUDGES—On Silk—O. Hungerford, Water-town; J. R. Barbour, Oxford, Mass.; Daniel Stebbins, Northampton, Mass.

## DOMESTIC MANUFACTURES.

Best woollen blankets, \$5	let, 4—Second, 3—Third, 2—Fourth, 1.
—Second, 4—Third, 3	Best pair woollen knit stockings, \$2—Sec'd, 1—Third, Diploma.
Best ten yards flannel, \$5	Best wove woollen stockings, \$2—Second, 1—Third, Diploma.
—Second, 4—Third, 3.	Best cotton wove stockings, \$2—Second, 1—Third, Diploma.
Best 10 yards woollen cloth, \$5—Second, 4—Third, 3.	Best lb. of linen sewing thread, \$2—Second, 1—Third, Diploma.
Best woollen carpet, \$5—Second, 4—Third, 3.	Best linen woven stockings, \$2—Second, 1—Third, Diploma.
Best tow cloth, 15 yards, \$1—Second, Diploma	Best linen knit stockings, \$2—Second, 1—Third, Diploma.
Best 10 yards linen, \$5—Second, 4—Third, 3.	Best knit cotton stockings, \$2—Second, 1—Third, Diploma.
Best 10 yards linen diaper, \$5—Second, 4—Third, 3.	
Best hearth rug, \$5—Second, 4—Third, 3—Fourth 2—Fifth, 1—Sixth, Dip.	
Best ten yards kersey, \$3—Second, 2—Third 1	
Best rag carpet, 15 yards, \$3—Second, 2—Third. 1.	
Best double carpet cover-	

JUDGES—On Domestic Manufactures—Samuel Works, Lockport; Ransom Cook, Saratoga Springs; Joseph Arnold, Kingston.

## VEGETABLES.

For 6 best stalks Celery, \$2	Best half peck Lima beans,..... \$1
3 best heads Cauliflow'r, 2	Best h'1 p'k Windsor do 1
3 best heads Broccoli, 2	Best bunch double pars-ley,..... 1
12 best white table turneps,..... 1	3 best squashes,..... 1
12 best Carrots,..... 1	Largest Pumpkin,..... 1
12 best table Beets,..... 1	12 best ears seed corn, 1
12 best Parsneps,..... 1	Best half peck table potatoes,..... 2
12 best Onions,..... 1	Second best,..... 1
3 best heads Cabbage, 1	Best variety seedling potatoes,..... 5
12 best Tomatoes,..... 1	
2 best purple egg plants, 1	

Discretionary premiums will be awarded on those garden products not enumerated above.

JUDGES—On Vegetables—Wm. Wilson, Albany; T. Bridgman, New-York; D. B. Fuller, Hyde Park.

## FRUITS.

For the greatest variety of table Apples, \$5.	
For second greatest,.... \$3   Third greatest, vol. Trans.	
For the best 12 sorts, not less than three of each, \$3.	
Best new seedling Apple, \$5.	
For the greatest variety of table Pears, \$3.	
For the second greatest,..... Vol. Trans.	
For the greatest variety of winter Pears,.... "	
For the best twelve Quinces,..... "	
For the best twelve Peaches,..... "	
For the best twenty-four Plums,..... "	
For the best six bunches of native Grapes,.... "	
For the best six bunches of foreign Grapes,.... "	

JUDGES—On Fruits—J. J. Thomas, Macedon; J. F. Sheaf, Poughkeepsie; Albert Heardt, Troy.

## FLOWERS.

For the greatest variety and quantity, \$5.	
Second greatest,..... \$3   Third greatest, vol. Trans.	
For the best Floral Ornament, \$5.	
Second best,..... \$3   For best s'dling Dahlia, \$3	
Third best,....vol. Trans.   Second best,..... \$2	
For the best twenty-five varieties of Dahlias, \$5	
Second best,..... \$3   Third best,....vol. Trans.	

JUDGES—On Flowers—James Lennox, New-York; A. J. Downing, Newburgh; M. B. Bateham, Rochester.

## PLOWING MATCH.

First Premium,..... \$15   Third Premium,..... \$10
Second premium,..... 12   Fourth premium,.... 6
Fifth premium, Diploma.

Each competitor will be required to plow one-fourth of an acre of sward land in 75 minutes; the furrows not to be less than 12 inches wide and 6 deep—plowman to drive his team.

JUDGES—On Plowing—Joel B. Nott, Guilderland; Elon Comstock, Rome; Martin Springer, Brunswick; Henry Staats, Red Hook; Warner Abbot, Otisco.

## FIELD CROPS:

Premiums to be awarded at Winter Meeting.

Best crop of wheat, not less than two acres, \$15.	
Second best,..... \$10   Third best,.... 2 vols. Trans.	
Best two acres of spring wheat, \$15.	
Second best,..... \$10   Third best,.... 2 vols. Trans.	
Best crop of Indian corn, not less than two acres, \$15.	
Second best,..... \$10   Third best,.... 2 vols. Trans.	
Best crop of Barley, not less than two acres, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Rye, not less than two acres, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Oats, not less than two acres, \$10	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Potatoes for table, not less than 1 acre, \$10	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Potatoes, quantity considered, not less than 1 acre, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop Sugar Beets, not less than half an acre, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Mangel Wurzel, not less than half an acre, \$10	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Ruta Baga, not less than one acre, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Carrots, not less than one acre, \$10.	
Second best,..... \$5   Third best,.... vol. Trans.	
Best crop of Peas, not less than one acre, \$10.	
Second best,..... \$5   Best 1/4 acre of tobacco, \$5	
Best acre of corn for fodder, sown broadcast, \$5.	
Best half acre of hops, \$5   Third best,.... vol. Trans.	
Best " " flax, 5   Best acre of cabbage,.... 5	
Best acre of broom corn, \$5.	

Those who present claims to premiums for farm crops, must state in writing the following particulars:—The condition of the soil at the commencement of cultivation for the crop; the previous crop and cultivation, and quantity of manure used upon it; the quantity and kind of manure the present season; the quantity and sort of seed used; the time and manner of sowing, cleaning and harvesting the crop; the amount of the crop determined by actual weight or measurement; and the expense of cultivation. The land shall be measured by some sworn surveyor, and the claimant of the premium, with two other persons who assisted in measuring, shall certify under oath as to the quantity produced from the piece of land mentioned in the certificate of the surveyor.

## DISCRETIONARY PREMIUMS

Will be awarded for such implements, products, &c. not enumerated, as shall be deemed worthy of notice or encouragement.

JUDGES—On Discretionary Premiums—Robert Denniston, Salisbury Mills; Abram Boeckee, Federal Store; Samuel Ackerly, M. D., Richmond, S. I.; J. J. Viele, Lansingburgh; J. B. Duane, Duaneburgh.

**COMPETITION FROM OTHER STATES.**

Premiums in form of Silver Medals, open to competition from other States, will be given

For the best bull and cow of any breed—Second best, 2 vols. Transactions.

For the best yoke of working oxen—Second best, 2 vols. Trans.

For the best pair of fat cattle—Second best, 2 vols. Trans.

For the best pair of matched horses—Second best, 2 vols. Trans.

For the best pen of 3 fine woolled ewes—Second best, 2 vols. Tr.

For the best fine woolled buck—Second best, 2 vols. Trans.

The medals will be of equal value with those awarded on animals confined to the state.

**JUDGES**—On Cattle, &c. from other States—Hon. Levi Lincoln, Worcester; James Tallmadge, New-York; James Gowan, Philadelphia; H. L. Ellsworth, Washington; J. W. Thompson, Wilmington.

**TRIAL OF PLOWS, &c.**

On the 17th of September, the day before the General Exhibition opens.

**JUDGES**—On Trial of Plows—Caleb N. Bement, Albany; John Wilkinson, Union Vale; L. B. Langworthy, Rochester.

**REGULATIONS.**

The premiums for Essays and Agricultural Implements, and others specifically enumerated, will be open to citizens of other states; all others will be confined to residents of this state, who are members of this Society, or who may become so by the payment of one dollar on entering their articles.

No premiums will be paid on any animals or articles taken away before the close of the Fair.

Premiums not claimed within four months after they are awarded, will be considered as donations to the Society.

All persons who intend to exhibit Cattle,

Horses, Sheep or Swine, should give notice to THOMAS L. DAVIES, Poughkeepsie, or HENRY O'REILLY, Recording Secretary, Albany, previous to the 10th of September, that the necessary arrangements may be made for their accommodation—and all animals must be on the ground by 9 o'clock, A. M. of the 18th September.

All those who intend to compete for the premiums on agricultural implements, butter and cheese, sugar, cocoons, silk, &c., should have their specimens on the ground on the 17th, that they may be deposited in their appropriate places, and the rooms suitably arranged on the day previous to the Fair.

Applicants for premiums are requested to pay particular attention to the notes attached to the premiums on Dairy Cows, Fat Cattle and Fat Sheep, Butter and Cheese, Field Crops, Maple Sugar, &c.

No premium will be awarded, unless, in the opinion of the Judges of the Class in which it is offered, the animal or article is worthy of such premium.

Competitors for the premiums on Essays, must forward their manuscripts to the Recording Secretary, Albany, previous to the 1st of January, 1845, free of postage.

The statements required from those who compete for field crops, must be sent to HENRY O'REILLY, Rec. Secretary, Albany, previous to the 1st of January, 1845, and the premiums will be awarded at the annual meeting of the Society, on the third Wednesday of January.

Prize animals and implements at the previous exhibitions, will be allowed to compete for the prizes: but they must receive a higher prize, or in a different class, to entitle them to a premium. Should the same premium heretofore given them be awarded, they will receive a certificate to that effect, instead of the prize.

Animals and other articles offered for competition, must be labelled with the names and residence of the owners at full length.

SOCIETIES, EDITORS, and other Friends of Agriculture, to whom copies of this publication are sent, are requested to express their views on the subject of Agricultural Education.

# AGRICULTURAL KNOWLEDGE

IN CONNEXION WITH

## COMMON SCHOOLS & DISTRICT LIBRARIES.

### New-York State Agricultural Society

(IN THE EXECUTIVE COMMITTEE—JULY MEETING—JOHN P. BEEKMAN PRESIDING)

REPORT OF THE SPECIAL COMMITTEE (HON. JOHN GREIG CHAIRMAN) FOR PROMOTING THE INTRODUCTION OF AGRICULTURAL BOOKS IN SCHOOLS AND LIBRARIES.

(Members of the Special Committee—Hon. John Greig, Governor Seward, Lieut. Gov. Dickinson, James Lennox, John A. King, James S. Wadsworth, and Henry O'Reilly.)

At the annual meeting of the New-York State Agricultural Society in Albany, in January of 1844—JAMES S. WADSWORTH, then President of the institution, in the chair: a movement was commenced for promoting attention to Agricultural and Horticultural Improvement through the instrumentality of suitable books in the Common Schools and School-District Libraries.

The importance of the movement may be measurably estimated from the consideration that there are between eleven and twelve thousand School Districts, and an average exceeding five hundred thousand students annually in the schools, while the Libraries are accessible to every inhabitant, as well as to the scholars, among an aggregate population of nearly three millions in this State alone.

The feelings which influenced the Society in reference to this important subject, may be inferred from the language of the resolutions published among the proceedings of the Annual Meeting, included in the third volume of the Transactions—as follows:

"The following propositions were presented by Henry O'Reilly, accompanied by some remarks:

"WHEREAS, It is important to the interests of Agriculture that public attention should be turned, more effectually than it is now turned, towards the connexion between Scientific Knowledge and Agricultural Improvement:

"AND WHEREAS, In the opinion of this meeting, the State Agricultural Society cannot render a greater service to the cause for which it is established, than by promoting the dissemination of Knowledge respecting the Sciences, particularly the Natural Sciences, in their connexion with ordinary agricultural industry:

"Be it therefore Resolved, That with the purpose of eliciting discussion on this important subject, and placing the means of information within reach of every inhabitant of this State, a Premium of One Hundred

Dollars be and it is hereby offered, for the best series of Essays 'On the importance of Scientific Knowledge in prosecuting successfully the ordinary pursuits of Agriculture.'

"Be it also Resolved, That the Premium aforesaid should be left open for competition until the first day of January next, or some other suitable day which will leave sufficient time for judgment on the merits of the Essays offered under these resolutions—the said Essays to be of a popular character; presenting scientific truths divested as far as practicable of technicalities; not to exceed in size two volumes of the 'School District Library,—and the copy-right to remain with the author, under a recommendation from this Society that the publishers of books for the said School District Libraries should incorporate the said Essays among their series of works for general circulation.

"Resolved also, That a committee of seven members of this Society be appointed to examine the Essays offered in competition; to award the Premium under these resolutions; and to lend all practicable aid to the author in causing the publication of the work in a manner best calculated to promote the great purposes of this Society in disseminating useful knowledge among the Farmers of the Empire State.

"These resolutions elicited sundry remarks from the President, from Mr. Nott of Albany county, Mr. B. P. Johnson of Oneida, and other gentlemen; and were finally unanimously approved.

"In accordance with the views expressed in the foregoing preamble and resolutions, Mr. O'Reilly offered another proposition, which, after remarks from several members, was unanimously adopted, in the following form:

"Resolved, That the committee of seven to be appointed under the foregoing resolutions, be also directed to select from the *Prize Essays* among the published Transactions of the State Agricultural Society, such Essays as may be most appropriately published in volumes of suitable size for the Family and School District Libraries; and that the said committee be authorized to make arrangements with some of the book publishers for issuing such volumes of Prize Essays, at reasonable prices, for general circulation among the farmers of this and other States; having due reference in such arrangements, to the pecuniary interests of this Society in a connexion with the said publication;

and if seeing, at least, that no expense shall be incurred no compensation can be had for the copy-right.

"The committee of seven contemplated for carrying into effect the foregoing resolutions, was subsequently appointed by the newly elected President (Dr. Beekman), as follows: the Hon. John Greig of Ontario, Gov. Seward of Cayuga, Lieutenant-Governor Dickinson of Broome, Col. John A. King of Queens, James S. Wadsworth of Livingston, Judge Savage of Washington, and Henry O'Reilly of Albany." (Judge S. having declined, the Committee elected James Lennox of N.Y. in his stead.)

The sentiments expressed in these resolutions were further indicated by the offer of additional Premiums for Prize Essays on Agricultural subjects, through the mode specified in connexion with the Premium List for the Annual Fair and Cattle Show of 1844.

The project was also distinctly and warmly recommended by Mr. Wadsworth, Ex-President of the State Society, in his valedictory communication published in the third volume of "Transactions," from which an extract is quoted on the last page (24) of this pamphlet.

The State Convention of Common School Superintendents, (which met in Rochester in June, and of which Henry E. Rochester was President,) publicly testified, what is abundantly manifested in the individual expressions of many of these officers—a lively interest in the proposed connexion of Agriculture and Horticulture with the educational interests of the State—in illustration of which, the following resolutions are quoted from the conclusion of the Report made to that Convention by a committee consisting of Messrs. Potter, Patchin and Bateham:

"As *Agriculture* is the art on which all other arts depend, and the profession in which the greater part of our population are engaged, its improvement and prosperity is a subject of the highest importance; and the committee are of opinion that the time has arrived when the elements and scientific principles of Agriculture should be taught in all our schools, especially to the older class of pupils.

"The rapid progress which has of late years been made in those parts where the discoveries of science have been brought to bear on the improvement of Agriculture, affords the strongest evidence of the importance of diffusing a knowledge of the principles upon which these improvements are based, among those who are soon to become the owners and cultivators of our naturally fertile, though much-abused soil. There can be no doubt but that such knowledge, if properly imparted, would have a direct tendency to improve the practice of Agriculture, and elevate the profession to that high rank in public estimation which it so justly deserves.

"Your committee have perceived, however, that there are numerous difficulties connected with the subject, and that it requires more deliberate consideration than they have bestowed upon it, to devise the best means for accomplishing the object. Much can be done by the introduction of books on Agriculture into the District School Libraries. This object has received considerable attention from the New-York State Agricultural Society, and premiums are now offered for the best essays for the purpose. There is still wanting a suitable *Text Book* on Agriculture, for the use of schools.

"In view of the whole subject therefore, the committee beg leave to recommend this subject to the earnest consideration of this Convention, and to submit the following resolutions:

"*Resolved*, That this Convention recommend to teachers, as far as is in their power, to impart instruction on Agriculture by occasional dialogues or conversations among the scholars, and by the reading of Agricultural books and periodicals, so as to explain the principles of this art, and show its respectability and importance to themselves and society.

"*Resolved*, That the Convention deem it of the highest importance that our School Libraries contain more works on the principles and practice of Agriculture

suitable for the perusal of the young; and therefore we take pleasure in recommending to the trustees of school districts under our charge to purchase works of that character.

"*Resolved*, That we will, as county superintendents, take the subject into consideration, and be prepared at our next annual convention, to express our opinions respecting it, and to act decisively upon it, if deemed advisable.

"*Resolved*, That a committee of three be now appointed to take this matter under their especial consideration, and report thereon at our next annual convention; and that the State Agricultural Society be requested also to appoint a committee to confer with them."

[The committee of three on the part of the convention of school superintendents, consists of Professor Potter of Union College, Mr. Patchin, superintendent of Livingston county, and Mr. Bateham, editor of the New Genesee Farmer.

With this brief recapitulation, explanatory of the origin and progress of the movement, the results of that movement are now given in the annexed outline of proceedings on the part of the State Agricultural Society: And it is satisfactory to know that those results, even within the few months since the project was started, are amply realizing all reasonable expectations in arousing public attention to the interesting subject.

#### *Agricultural and Horticultural Studies in the Schools and Libraries.*

At a meeting of the Executive Committee of the New-York State Agricultural Society, held in Poughkeepsie on the 11th of July, while arranging for the Annual Fair—JOHN P. BEEKMAN, President of the Society, in the chair:

The subject of introducing agricultural books into the schools and libraries throughout the state, having been called up, the President read the resolutions of the annual meeting, and briefly remarked on the importance of the matter in connexion with the public interest as well as with the operations of the state society. He then called upon the committee which had the subject specially in charge, to report their proceedings for the information of the society and the public.

#### MR. GREIG'S REPORT.

The Hon. JOHN GREIG of Ontario, chairman of the committee, then stated that the committee had maintained considerable correspondence with sundry public functionaries, and with various devoted friends of agriculture and education, in furtherance of the objects committed to their charge. A portion of that correspondence, now submitted for consideration, sufficiently exemplifies the interest awakened in this and other states, by the efforts of our society in blending the interests of agriculture and education. These letters speak plainly for themselves—emphatically evincing the sentiments with which the subject is viewed by the respective writers; and showing that the movement is warmly sustained in other states, as well as by many well-known writers in this state—several of

which writers are now preparing agricultural works for text-books in the schools, and for circulation among the community, through the agency of the school district libraries. Superadded to this, is the readiness which well known publishers (as shown in the letter from the Harpers) evince towards the publication of the proposed volumes as parts of their School District and Family Libraries. Mr. Greig deemed it needless to occupy much time in stating facts which would be sufficiently evidenced by the letters that he now called upon the secretary to submit for the examination of the Executive Committee. Those letters would show that the whole business was now "in the full tide of successful experiment"—so far as success could be promoted by the approbation of the State Convention of School Superintendents and of the State Agricultural Society, by the labors of several competent authors in preparing the required books, and by the readiness with which enterprising publishers avow a willingness to incorporate such books with their standard publications for the use of schools and families—for the benefit of age as well as youth—and there are few so old or so wise as to be beyond the reach of benefit from the development of those scientific truths and practical results which are distinguishing the progress of modern agriculture.

Some of the correspondence was then submitted by the secretary; and a few of the letters are annexed as specimens of the sentiments manifested generally by those gentlemen with whom intercourse has occurred in reference to these topics.

SECRETARY'S OFFICE, DEPT. OF COM. SCHOOLS, }  
Albany, July 1, 1844. }

Hon. JOHN GREIG,

Chairman Com. of State Agricultural Society, &c.

DEAR SIR—In compliance with the request contained in a Circular forwarded to me on the 26th ult., by the Recording Secretary of the New-York State Agricultural Society, I have the honor to submit briefly my views respecting the introduction of agricultural studies into the several district schools, and of agricultural books into the several district libraries of our state.

It is a source of the highest gratification to every enlightened mind, that a very large and rapidly increasing portion of the moral and intellectual energy of the age is resuming the direction of agricultural and horticultural enterprise and knowledge. The numerous vicissitudes and disastrous results which have ensued from a too general diversion of men's faculties and powers into the various channels of personal and political ambition, of unhallowed speculation and overcrowded professions, have produced a decided revulsion in public sentiment in this respect; and the ranks of the "ancient and honorable" fraternity of agriculturists are beginning to be replenished from all the other departments of the social organism. This infusion of new material, although, perhaps, not immediately productive

in all cases of practical benefit, arising from a want of experience and from a prevailing tendency to substitute plausible theories for the slow results of cautious labor, must nevertheless be regarded as a valuable accession in many points of view. It brings to bear upon the interests of agriculture that invincible spirit of enterprise which, in whatever field its energies are unfolded, is eminently characteristic of the age, and adequate to the accomplishment of its highest behests. It gives new life and vigor to agricultural labor, by raising it to the dignity of a science, by applying to all its departments the principles of advancing knowledge, and the discoveries and inventions of a progressive civilization, and by disseminating a practical acquaintance of its details among all classes and conditions of community. It reconciles and harmonizes those clashing interests which, from mutual ignorance of the value and relation of each to the others, have heretofore often been found at variance, to the serious detriment of the commonwealth, as well as to the manifest injury of the rival aspirants to precedence and profit. And it restores the cultivators of the soil to their just predominance in the social and political system—assigning to them that influence and rank which under various pretences have long been almost exclusively usurped by other and less important classes.

That a more general knowledge of the theoretical and practical details of agricultural science should be diffused among the youth of our land, is unquestionably exceedingly desirable. The importance to the future farmer, of such a thorough and minute acquaintance with the details of his profession, as may enable him to accomplish the highest practicable results with the least expenditure of time and material, and in the most direct, judicious and efficient mode, can scarcely be over-rated. This knowledge can only be acquired by the union of practical experience with scientific investigation and research: and where can the elements of the latter be more readily found and successfully prosecuted than in our common schools? It may, probably, safely be assumed that nine out of ten of those who are in the habit of attending these schools in the rural districts, are destined to become practical agriculturists. Why, then, should not more ample and systematic provision be made for such a course of study and of education in these institutions, as shall meet the requirements of this large class of pupils—especially when by the adoption of such a course the interests of the remaining pupils can in no respect be injuriously affected? A course of study which should prepare those for whom it is more particularly designed for an enlightened and systematic cultivation of the soil, with the view of obtaining the highest and most permanent rewards of labor and industry, whilst it would exclude no single branch of science necessary to success in any other profession, trade or calling, would confer incalculable additional benefits, direct and

indirect, upon those who may never have occasion to till the earth either for subsistence or profit. The ordinary branches of common school education—orthography, reading, writing, arithmetic, grammar and geography, are equally essential to every class of pupils, whatever may be their subsequent destination. A knowledge of the higher branches of the mathematics, of algebra, geometry, surveying, trigonometry, astronomy, geology, natural philosophy in all its departments, and even of rhetoric and belles-lettres, is as indispensable to the enlightened farmer and horticulturist of the present day, as to the scholar, the advocate, the clergyman, the merchant, the manufacturer, the legislator or the judge. Habits of accurate and practical observation—a familiar acquaintance with the capabilities, properties and varieties of soils—the nature and properties of the various minerals—the different species of grain and vegetables, and the principles which regulate their growth and improvement—the distinction between useful and noxious plants—the uses and most advantageous mode of cultivating and improving the one, and the means of extirpation, when necessary, of the other—the effects of air, of light, heat, moisture and vegetable decomposition upon plants—the various species and habits of domestic animals—the principles which determine the uses and value of the different classes of trees—and in short, a ready and intelligent practical knowledge of the most ordinary pursuits of agriculture and horticulture, could not fail of proving eminently serviceable in any condition, either of public or private life. Is it wise, then, to send forth our six hundred thousand children annually from our public schools, in entire ignorance, so far as the direct instructions of the teacher are concerned, of those pursuits which must of necessity enter so largely in one shape or another, into the whole tenor of their future lives? Can that be denominated a practical education, or an enlightened system of public instruction, which for all practical purposes leaves out of view so important a department of intellectual culture?

But there is another view of this subject which suggests itself to my mind as peculiarly worthy of regard and attention. Would not the various elementary studies which are taught in our common schools, be far more speedily appreciated and rendered interesting and attractive, by their perceived connection with the practical pursuits of every-day life?—Would not the apparently inexplicable mysteries enveloped within the folds of the obnoxious and wearisome task-book become invested with a new life and a new nature by the application of their principles to the circle of observation within the range of the inquisitive pupil? From the names, qualities, properties and powers of every portion of animate or inanimate nature, familiar to his eye or ear, to the most profound principles of dynamics, hydrostatics or mensuration, illustrated in the

operations of the farm on or near which he resides, he would be enabled at once to perceive the objects and the uses of all science, and all knowledge—to trace its results in the limited field of observation open to his view, and from thence to infer its capabilities and powers when applied on a more expanded scale. Is there not reason to believe that a process of this nature, conducted under the auspices of a corps of well qualified and efficient educators, scattered among the ten thousand school districts of our state, and aided by a competent supply of elementary text-books and well-digested essays for the District Library, might operate a complete transformation of our existing systems of agricultural science into practical results of enduring beauty and value?

Such, on a limited scale, has been its effect in portions of Continental Europe, where the experiment has been tried under circumstances favorable to its complete development. The agricultural condition of Bavaria, in Germany, has undergone an improvement during the present century, exceeding that of any other country of equal extent in civilized Europe, with the exception perhaps of Scotland. The great impulse to this improvement originated in the primary schools, where agriculture and horticulture were taught theoretically and practically. Not only were the best elementary treatises on gardening, agriculture, domestic economy, the qualities of different soils, the effects of chemical compounds, the management of silk worms and the culture of silk, introduced as text-books into the different schools, but to each school was attached at least half an acre of land for experimental gardening, under the instruction of a teacher, who was required to be a practical agriculturist. "Since these schools have come into action" says an intelligent tourist in that country, "an entirely new generation of cultivators has arisen, and the consequence is, that agriculture in Bavaria is carried to a higher degree of perfection than it is any where else in the central part of Germany. The result of the whole of the information procured and of the observations made, is, that we think the inhabitants of Bavaria promise soon to be, if they are not already, the happiest people in Germany."

Nor has the influence of this enlightened system of agricultural instruction in the primary schools of that country, been confined to the mere improvement of the soil. "The roads, bridges and other public works have undergone a corresponding improvement; individual comforts have been greatly multiplied; business of every kind has been improved; and human intellect, reanimated as it were, has burst its cerements and become an efficient aid in the noble work of improvement. The public roads are all lined with ornamental fruit-bearing or forest trees, and furnished with guide-boards, mile-stones, and seats, at intervals, of stones or sods for the weary travel-

er." This novel species of education and the blessings which have flowed from it, and the still greater blessings which appear in prospect, have resulted from the wise provisions of the government aided by individual enterprise. M. Hazzi, the editor of an agricultural journal at Munich, an active philanthropist and a devoted patriot, contributed essentially to a result so gratifying.

It was the opinion of Fellenberg, one of the most enlightened and judicious educators of the age, and the founder of the well known school at Hofwyl, that agricultural pursuits were most favorable to a sound and healthy development of the mind—that the child when surrounded and occupied with the objects of Nature, instead of the productions of human skill, the arts and sciences which are at once the work of man and the sceptre of his power, perceives continually such luxuriant richness, such varying and inimitable beauty, such immense operations, as to place the highest efforts of man in the strongest contrast with Infinite Power; and that such a practical and scientific acquaintance with agriculture, as may, under proper regulations, be taught in our elementary institutions of learning, furnishes the most ample means for direct intellectual instruction and moral improvement. In a physical point of view, it contributes, in his judgment, to health and vigor of body, from the necessity of active employment in the open air, when in its purest state; and as a science, tends not only to cultivate the spirit of observation and of systematic effort, to exercise the judgment, and to produce habits of foresight and prudence, but to the acquisition and practice of the most important branches of knowledge. In laying out and arranging the ground for different crops, in the various processes of irrigation, in removing stones from the fields and clearing the ground of weeds, in the selection and improvement of the various instruments of husbandry, and the best methods of cultivation of the soil, scarcely a department of intellectual science fails to be frequently put in requisition; and the constant necessity of order, industry, foresight, discrimination, regularity and accuracy, exercises the moral faculties, in a mode best adapted to their harmonious and proper development.

The practicability, then, of uniting elementary instruction in our common schools with agricultural science, and of so combining them as to produce results eminently favorable to physical, intellectual and moral culture, has been amply demonstrated in the educational institutions of Continental Europe. Is there any thing in our institutions, our civilization, our Societies, which should induce us to doubt the full success of the experiment here? Are we not eminently an agricultural people? Are we not provided with every facility in our school district organization, for the practical adoption of a scheme which commends itself unhesitatingly to our most mature judgment, and which alone can give to our

rising millions that sound and useful knowledge requisite to enable them adequately to fulfil the great mission with which they are entrusted—the advancement of civilization—the diffusion of science—and the final and complete triumph of republican freedom? Ample means are at our command: and it only remains that an enlightened public sentiment indicate the course to which reason, interest and duty alike point. This may be done, and to a very great extent has already been done, through the agency of the agricultural press; through the operations of the State Society and its county branches—and especially by the various officers in any way connected with our extensive and admirably organized Common School System, interspersed throughout every portion of the state, and possessing unequalled facilities for the guidance and direction of the public mind.

"To me" says Governor SEWARD in his message of 1841, "the most interesting of all our republican institutions, is the Common School." In this sentiment, every enlightened philanthropist, every right-judging citizen, will readily concur. Looking forward to the time, when, instead of "the miserable and dilapidated edifices" which in too large a proportion of our school districts offend the eye and the taste, spacious and commodious erections, combining architectural grace and beauty, with comfort, health and convenience, shall be found—when instead of the tedious and monotonous routine of miscalled instruction, which by its disagreeable associations has rendered knowledge tasteless and insipid to so many of our youth—education, in the hands of thoroughly qualified teachers, shall assume a practical cast, and become the means of a systematic, full and harmonious development of all the physical, mental and moral faculties of our nature—when the lessons of the school-room shall be agreeably diversified with intellectual and moral teaching, with music and drawing and painting—and the hours of necessary relaxation be divided between the exuberant and healthful sports of childhood, and the no less healthful, no less pleasing culture of flowers and shrubs and trees, in an ample portion of the playground set apart for this purpose—when the long winter evenings shall be enlivened and animated by the perusal of the choicest productions of literature and science in all their various departments, "without money and without price;" when in short, the Common School and the District Library shall be made to unfold their exhaustless capabilities of disciplining the youth of our land in all the essential requisites of practical knowledge and goodness and virtue—we shall see the most abundant cause for congratulation on the wise and beneficent policy which has heretofore so liberally aided these invaluable institutions.

If, in view of the importance of a practical and permanent connection of the great interests of Agriculture and Public Instruction, I

might venture to throw out a few brief suggestions for the consideration of the intelligent body of which you, sir, are chairman, I would respectfully recommend the organization of auxiliary associations in each of the eleven thousand school districts of the state, to consist of such of the inhabitants of the district as might feel an interest in the subject, and of the teacher and pupils of the school; the purchase of at least an acre or two of suitable land adjacent, if practicable, to the school-house, to serve as a model farm, and to be exclusively cultivated by the male children under the direction either of the teacher, if qualified, or of a committee or agent of the association; and the conversion of a portion of the play-ground attached to the school, into an ornamental garden, to be cultivated and superintended by the young ladies of the school and district. For the purpose of a more general and thorough diffusion of agricultural and horticultural information, I would also recommend the preparation of a series of practical-works devoted to the elucidation of agriculture in its various departments, for the District Library, and of proper elementary text books on this subject, for the school.

I am, sir, very respectfully your ob't. serv't,  
S. S. RANDALL,  
*Dep. Sup. Common Schools.*

[From Dr. T. Romeyn Beck.]

ALBANY, July 8th, 1844.

H. O'Reilly, Esq., Sec. State Agric. Society,

DEAR SIR—I received your printed Circular, relative to the proposed introduction of works treating on agriculture into our schools, on the 1st inst. As the time for forwarding answers is limited to the 10th, you will of course scarcely expect more than a brief expression of my views on this important subject.

Consider it an unquestionable and perfectly established fact, that the science of agriculture is intimately connected with, and indeed dependent on, the science of chemistry. Any attempt to separate these, must result in the continuance of the present empirical practice of many farmers; for unless it be shown to them, by a reference to the laws and phenomena of nature, that they are wholly or partially wrong, they will adhere (and indeed are in a measure justified in so doing) to the ways and customs of their forefathers.

With this conviction, I am of opinion, that if a treatise could be prepared—in the first place elementary as to chemistry, embracing all the important information needed as to the constitution of the air—of water—of the various elementary substances, dwelling particularly on those which form the principal constituents of the soil; and with so much of geology as explains the changes it has undergone or is undergoing; and then concluding with a cautious and if possible practical view of the experiments made by agriculturists, it would be a very useful one for the more advanced scholars in our schools.

But I deprecate in the first place the too early use of such books and studies—pushing aside the primary objects of early study—viz: the knowledge of our own language in its most comprehensive sense, from orthography up to composition—the knowledge of arithmetic—of geography—of the history of our own country—of the duties and privileges of the young scholar when he shall become a citizen.

Every thing in its place. The tendency now-a-days is almost too exclusively towards physical subjects of investigation—and we are paying for it, as a community and a nation.

I must also express an apprehension, lest the present brilliant era in agricultural chemistry, and which has attracted so many superior minds to its investigation, may meet with some overshadowing in the overthrow of several of its prevailing doctrines. Certainly great differences of opinion are constantly manifesting themselves, and this should render the author or compiler of the proposed work, whoever he may be, very cautious, as to what he makes part of his treatise.

I remain, very truly yours,

T. ROMEYN BECK.

From D. P. Gardner, Agricultural Chemist, author of the 'Influence of Light on Vegetation,' &c.]

NEW-YORK, July 6, 1844.

To H. O'REILLY, ESQ.

DEAR SIR—I had the honor to receive on the 28th ult., your letter containing a Circular from the State Ag. Society, requesting information on the introduction of agricultural knowledge into the public schools.

It is unnecessary to make many remarks on the great advantages which will flow from such a measure, not only as a means of improving tillage, but by furnishing the scholars with the rudiments of a knowledge which will insure to them in after life the means of acquiring an honorable employment. Numbers of the industrious class engaged in field labor, who now send their children unwillingly to school, will take an interest in seeing them instructed in so important a subject. It is, moreover, in the minds of children, unbiassed by the dogmas of old prejudices, that the proper soil will be found to implant the facts of scientific agriculture. The germ of knowledge thus gathered in our public schools will call for its development the instructions of agricultural colleges; our art will become a profession; the judgment and energy of the human intellect will be the agents of cultivation to a greater extent than the ox and ploughshare.

The mistaken ambition which hurries so many youths from the country into towns, will be restrained by opening a road to advancement and reputation on the farm; and much of the talent and enterprise which are allowed to pine away in unsuccessful attempts to secure professional reputation and competency, will be directed to the cultivation of the soil—the most natural and satisfactory of all pursuits.

But the necessity for proper economy, and

all other appliances to farming, is becoming, with our State especially, a matter of *stern necessity*. Through the Erie canal we have generously invited competition with the virgin lands of the West, and it is only by the application of a strictly economical and improved tillage that we can sustain our position in the market.

The point of greatest importance is the selection of proper books for the schools. On this topic, as I have been for upwards of seven years engaged in teaching physical science, I will take the liberty of offering some remarks.

It is a misfortune that the treatises on agriculture at present enjoying most reputation are either purely scientific or practical.

The works of Johnston, Davy, Liebig, Sprengel, Bousisingault, Payen, Daubeny, &c., are unintelligible to any but well informed chemists. Whereas the mass of English writers as Low, Stephens, Loudon, Rham, Ransome, Johnson, Youatt, Blacklock, and the treatises of the Society for the Diffusion of Useful Knowledge, are devoted to practical details.

It will be necessary for your committee to require a new set of books, which will convey full information in a simple way, but containing the germs of future scientific knowledge. This task is by no means easy. If we are fortunate in living during an age when agriculture is beginning to be correctly studied, we are unfortunate in finding ourselves placed between the conflicting opinions of three different theories—that of Payen and the French school, who attribute the efficacy of all manures to *ammonia*; Liebig's doctrine that potash and saline matters are the great fertilizing agents, and the theory of Saussure that plants flourish on the soluble manures which are taken into their structure. The last view has been so much favored by the farmers of the United States, that it is feared its incorrectness and absurdity are not sufficiently manifest. The recent award of a prize for an Essay on Manures, by the Mass. Agr. Society, is a proof of its popularity. It may however, occur to the members of your Committee, that in elementary books no allusion to theory is necessary; but in the present instance theory is of the first consequence, for so diverse is the practice suggested by these three doctrines, that whoever writes on manures must constantly have them in view. Thus Liebig's theory renders the collection of feculent matters a secondary affair, the use of mineral manures and salts of primary importance; in practise it suggests the inutility of keeping cattle for manure—whereas Payen and his school regard stall manures as the great and almost only resource of the improver.

It is out of place here to attempt to reconcile these discordant doctrines. There is much attention therefore necessary in adopting such a general view as may form the groundwork of a system of instruction. Allow me to suggest, in place of any of these

theoretical systems, the introduction of such preliminary studies as shall place in the hands of students the means of forming in due time an independent opinion. It is more desirable that they should be fully taught the facts than the fancies of scientific agriculture.

It would be necessary in carrying out this suggestion, to call for the preparation of such text-books as may convey a full and accurate history of all chemical bodies necessary to farming, found in the surface and subsoil, in plants, &c.; the structure of the earth, so far as drainage, the nature of soils, &c. is concerned; the history of plants, their development in horticulture, an account of such as may be introduced into culture, &c.

These views, for sometime operating on myself, have already engaged me in the preparation of two treatises designed as text-books for schools, and intended to be forwarded to your prize committee, entitled *the Chemistry of Farming* and *the Botany of Farming*.

Should the subject be similarly viewed by your committee, it will afford me great encouragement to continue; otherwise I beg that any different plan may be communicated to me.

Another point worthy of attention is the possession of a tract of land whereon the pupils might see the application of all new processes, the advantages of recent agricultural implements, and become conversant with all that is mechanical about a farm. This would be especially useful to such pupils as had completed their education: it would establish their theoretical knowledge by practice, make them efficient farmers and laborers, and might contribute in no small degree to the maintenance of the schools.

Yours very respectfully,  
D. P. GARDNER.

[From Dr. Prime, Principal of the Newburgh Academy.]  
NEWBURGH, July 3d, 1844.

HON. JOHN GREIG,  
Chairman of Committee of State Agricultural Society:

Sir—I yesterday received from Mr. O'Reilly a circular letter, soliciting my views "respecting the introduction of agricultural studies into schools," &c., and I take the earliest opportunity to reply.

It is strange that there should exist an opinion in the mind of any man against such a course; and yet, strange as it may seem, I am aware that there is at least a great want of interest in the community at large, on this important subject. Even the greater part of those who are practically engaged in the business of agriculture, still cling pertinaciously to old methods, and entertain a prejudice amounting to even aversion against a rational system of farming. So strong is this feeling, that I have long been accustomed to view as next to hopeless, any effort to produce a change in the present acting generation. They must remain as they are, with a few honorable exceptions, and our hopes and efforts must be directed to the young who are now looking

forward to active life. Regarding the matter in this light, I more than two years since commenced an elementary work on scientific agriculture, intended expressly for use in common schools. But the apathy which prevailed on the subject at that time, and the hopelessness of introducing it, at least in some years, as well as a crowd of other occupations, induced me to relinquish it. But I do regard it, sir, as a matter of the highest importance that it should be made a branch of learning in our primary schools, as well as those of a higher grade. My own experience in teaching has given me abundant reason to know that no book of science can be put into the hands of a boy, which is studied with greater zest and interest than the science of agriculture and its kindred branches. It opens his mind to the operations of the world he has before viewed only with the eye of habit, and he now sees life and power where he before saw only a plant growing upon a lifeless clod, (and saw no more, because he had been accustomed to see it from his infancy,) and his mind and his heart expand with the newly acquired knowledge. I speak of it now only as a study in its effects upon the mind, and not in its practical bearings. But when we remember that the foundation of a nation's prosperity is in the soil—that when agriculture ceases, all the arts cease with it, and that the development of the resources of the soil in the least degree depends upon the principles of science, then a thorough knowledge of the relations of vegetable life becomes of paramount importance.

Undoubtedly the large majority of children who are educated in our primary schools, are those who are to be engaged in agriculture, and the large majority of these receive here all the education they ever receive. This fact ought to be enough to satisfy any one, that if any change is to take place in the methods of carrying on this art—if our future farmers are to be thinking, reasoning, scientific farmers, the foundation is to be laid here.

A seeming objection may arise from the incapability of the teachers of common schools to instruct in these branches. The objection is but a seeming one. It would indeed require an extra qualification in a teacher, but I view this as so much gained. Every thing which raises the standard of qualification in teachers, adds dignity and usefulness to the station. And it is matter of sincere regret, that so few of the teachers of elementary schools are, to say the least, capable of giving instruction in any thing beyond the mere routine of the district school. Any attempt to lower the standard of qualification, I should deeply regret—any attempt to elevate it, I rejoice in. But even taking the standard as it is now, if the text-books adopted are of that simple, elementary kind, which in my opinion they ought to be, comprehending chiefly facts and principles, it would require but a small amount of extra labor, and that a most pleas-

ing and useful one, for a teacher to prepare himself for his new duty.

The introduction of agricultural works into the District Libraries, I regard as only a step forward in the same cause. To the pupils it will afford an opportunity for enlarging and extending the knowledge they acquire from elementary books in the school. To the teacher such works will be all important in preparing to teach others, and to the community they will be a circulating library of the most useful and interesting science. I believe that in no other way can such knowledge be as extensively and rapidly diffused. And if teachers take the interest in it that they ought, they will soon become capable of teaching beyond the bounds of their school-rooms, and become a class of most extensively useful men. But upon this point I need not enlarge. Indeed, I fear that I have already exceeded your patience. Let me say, in conclusion, upon this subject, that I regard this movement as one of immense importance, not only as it affects most deeply individual, but also in an eminent degree, public prosperity. We must always be an agricultural people; and this movement, if carried out, will have a mighty effect upon the moral, intellectual and pecuniary interests of the nation.

I am, sir, yours, &c.

A. J. PRIME.

[From John J. Thomas, author of several Prize Essays on Agriculture, &c.]

MACEDON, 7th month, 1844.

H. O'REILLY:

RESPECTED FRIEND—Thy request for suggestions relative to the introduction of the study of agriculture into common schools, is only this moment received. The importance of the acquirement of what is known in this great art, which employs a vast majority of our population and furnishes subsistence for the whole, by those who are likely to spend their whole lives in its pursuits, cannot, of course, be questioned. But the best means of attaining this end, requires much attention.

The introduction of this study into schools, if properly done, would without doubt prove of the highest benefit to the country. It should be remembered that more than nineteen-twentieths of our farmers appear, at least by their practice, to be quite unacquainted with the best systems of farming; or at least do not derive one-half the profits from their farms that a better directed course would give them, and which now actually does give a few of our best agriculturists. Hence the great importance of laying before all our young farmers, the means by which these profits may be secured—to say nothing of the moral influence which the thriving and prosperous, neat and systematic prosecution of this rural pursuit would have indirectly on the habits of the people—must be at once obvious.

But a question arises, whether the application of science to agriculture shall be chiefly

taught, or whether the modern improved system of farming, as already established by the full experience and thorough practice of the best farmers of the present age, should be adopted for a course of study. The former would be theoretical to a great extent, and embrace many suggestions yet to be brought to bear upon practice; the latter would comprise what practice has already established as of decided excellence, and worthy, not of trial merely, but of adoption at once. In the latter would be included the best modern systems of rotation of crops—the best proved modes of making manure—the operations of draining and irrigation—the use of improved implements—the culture of root crops as food for domestic animals—the raising of the best breeds of animals—in all of which vast improvements might be made, and in some, even the first steps be taken by a great majority of our farmers.

While I would not wish in the least degree to undervalue the benefits which science is likely to confer on the cultivation of the soil, I cannot but agree with Henry Colman in the opinion that the agricultural millennium is not yet quite at hand. Many years of long and weary trial must yet elapse before various points, now considered by some as about settled, can be fully set at rest by satisfactory experiments; these experiments cannot well be tried except by the enterprising and scientific few: at least we ought not to teach our young farmers promiscuously to look to great discoveries and golden harvests from this source, while they yet remain unacquainted with the best practice of the day, already thoroughly established, and which, if generally known and carried out, would increase by millions the annual products of our State. While, therefore, the reasons on which good practice is founded, should be well understood, I would not embarrass beginners with the study of theories which are dividing the eminent chemists of the day, and who, it is to be regretted, are spending their time in trying to arrive at conclusions by arguments in their closets, rather than by the only true and satisfactory means—the evidence of full and accurately conducted experiments on the farm.

I should hence consider that books for this purpose should give the results of past and present experience, systematically arranged, clearly explained, and, when practicable, enforced by plain, scientific explanations; but science, without full practical proof, should be admitted with extreme caution, as the disappointment, on trial, of false hopes, or the failure of high expectations, might result in more injury, not only to science, but to agriculture itself, than could easily be repaired.

I regret that the few minutes which the late receipt of thy letter has allowed me, do not permit me to explain myself more fully, but I shall be glad if any of these remarks may be of any use to thee in placing the subject in

a proper shape before the committee on the subject.

Very respectfully,  
J. J. THOMAS.

[From Mr. Lee of Erie, Chairman of Committee on Agriculture in the Assembly.]

BUFFALO, July 7, 1844.

Hon. JOHN GREIG, Chairman of Com. State Ag. Society:

DEAR SIR—I am informed by the Recording Secretary of the N. Y. State Agricultural Society, that you are chairman of a committee appointed to examine Essays or works on the Science of Agriculture, presented for premiums, and written with a view to introduce its study as a branch of useful knowledge into our common schools.

Several members of your committee need not be informed that the undersigned feels a profound interest in the success of this noble undertaking. It is an object worthy of the enlightened patriotism and philanthropy of the gentlemen who have made the State Agricultural Society what it is. I speak freely upon the subject, for it is one upon which I have bestowed much thought. Indeed, having devoted a large portion of my life to practical farming, and the study of those branches of natural science most intimately connected with rural pursuits, I have thought, after several years experience in writing for the press, that I might venture to write a work on the "STUDY OF AGRICULTURE," with a reasonable hope of making it useful as a common school book.

If the writer of this have any ambition, it is to render, as far as his humble efforts will permit, the brilliant discoveries in modern science, serviceable in the highest degree to the toiling millions, whose well or ill directed labor must ever be employed in cultivating the earth. How is this to be done?

I answer, by establishing a State Agricultural School; and by making the study of rural economy an important element in our whole educational system. It is needless for me to enlarge upon this topic. With permission, however, I will give a brief outline of the plan, which, on mature reflection, I have adopted in the treatise I am now writing on the "Study of Agriculture:"

The subject is discussed both as a *Science* and an *Art*.

The *Science* is considered under the following four distinct heads:

*First.* Agricultural Geology.

*Secondly.* Agricultural Chemistry.

*Thirdly.* Organic Structure and Physiology of Cultivated Plants.

*Fourthly.* Organic Structure and Physiology of Domestic Animals.

Under the head of "Art of Agriculture," will be considered the skillful application of muscular power, whether of man or brute, by the aid and use of rural implements, to accomplish in the best manner, and at the least ex-

pense, all the mechanical operations performed by the practical agriculturist.

In writing a work for the use of schools on the science and practice of good husbandry, the author is taking great pains to make his language and ideas clear and to the point. The meaning of all uncommon words and technical terms will be explained in a Glossary. The too common fault of constructing long and obscure sentences will be carefully avoided.

How far I shall succeed in getting out a good Text-Book, adapted alike to the agriculture of my native state and the capacity of the more advanced pupils attending our common schools, time alone can determine. All I can hope to do in the matter this year is, to issue from the press one volume of moderate size, on Agricultural Geology and Chemistry.

If any one of your committee, or other gentlemen, will suggest any hints calculated to aid me in this arduous enterprise, they will be very gratefully received by

Your humble servant,  
DANIEL LEE.

[From T. C. Peters, President of the Genesee Agricultural Society.]

DARIEN, July 8th, 1844.

H. O'REILLY, Esq:

MY DEAR SIR—Your favor of the 16th ult. came duly to hand, as did also the circular.

On the subject of introducing "Agricultural Knowledge into Schools and Libraries," I have had for many years but one mind. Until it is done, we can never make any really permanent improvement in agriculture. We may get up a fever now and then in particular localities; but when the excitement is over, the matter is at an end.

The plan which has appeared to me the most feasible in the outset, is, to place a volume of the Transactions of the State Society in every District Library annually.

This would give an interest to the subject, and would more universally awaken public sentiment than any other course that could be adopted.

The next thing would be to have a text-book or books, perhaps a series, containing 1st. A treatise on cattle; 2d. On sheep and hogs; 3d. horses; 4th. poultry, &c. They must not be large books; but should contain drawings, &c., to illustrate the various subjects treated upon.

Teachers should be qualified to teach as much of agriculture in schools, as can well be taught by theory alone; but that is the work of time. The books can be put in circulation within a very short time; and the sooner it is done, the better.

I think the books could be sold readily; but they should be put cheap, and the Secretary of State and the County Superintendents should recommend their adoption in every district. Great care would be requisite to have the

books got up right. They should be published under the supervision of a committee of common-sense practical men, who are among and of the people—practical farmers. Facts should be given as much as possible. Let every man make his own theory. One fault of our agricultural books, is the prevalence of theory over facts.

I have written you hastily, and perhaps crudely; but you must guess at what you do not understand. I am always ready to do all I can for the great cause, but do not think my views can be of much importance among the great number who will be consulted on the subject, or who will express themselves, called or uncalled: such as they are, you have them; and if you think them worth the trouble, you may lay them before the committee.

I am very busy about these days, or I would talk more with you on this and other matters.

Sincerely yours,  
T. C. PETERS.

[From Lyman B. Langworthy, President of the Monroe County Agricultural Society.]

HANFORD LANDING, July 9th, 1844.

H. O'REILLY, Sec. &c:

SIR—Your favor, containing a Circular requesting my views on the subject of the introduction of agriculture as a branch of education in our primary schools, and also what description of books would be best adapted to facilitate that object, was duly received. My ideas must inevitably be very crude, considering my constant avocations and the shortness of the time required for their arrival at headquarters. Although the subject has been broached by the public journals, yet, as far as I am conversant, it has not become familiar with the masses, and has not been agitated with any supposition of its adoption. I am entirely convinced of the immense importance, that correct notions should prevail among the farming community on that subject which is paramount to all others, and one which, unlike our political faith, is not matter of opinion, but a science capable of the strictest analysis, proof, and illustration.

The age at which boys of the working classes are taken from school by nine-tenths of the families in the country, would seem to interpose a barrier to the philanthropic project of enlightening and enlarging their minds on a matter upon which "children of a larger growth" are deplorably deficient. It is also a subject upon which a doubt may be indulged, whether the great mass of teachers will ever possess the necessary qualifications for its elucidation. They are usually young men "with souls above buttons," and although farmers' sons, have very little practical knowledge of even the commonest manipulations of husbandry, much less of the elements of the art as a science: they usually quit the occupation after a few years, and very few make it a permanent profession and source of livelihood; and until

*Normal Teachers' Schools* shall become more numerous, and the profession more honorable and profitable, and qualifications for that particular branch are made indispensable to admission as teachers, fears in my opinion may be indulged, whether any great improvements would immediately grow out of the introduction of that branch of studies into our common schools, commensurate with the expectations of its patriotic projectors: And yet I see no palpable objection to its introduction: even as lessons for practice in reading and reciting, they would be equally valuable, and perhaps more interesting than many abstruse subjects now admitted into the books in common use; and some of the seeds might catch and vegetate although sown on the meagre and shallow soils of the "*apple-munching urchin*."

It is important that the books to be introduced into schools on the subject of agriculture should be interesting and alluring in the highest degree, and adapted to the capacities of the young mind: they should embrace the great leading truths, combined with the modern lights and discoveries in the science, clothed in familiar language, of a sprightly and engaging tone.

If I had leisure, I would send you something of what I conceive would approximate to what would be required in the premises. Much good may grow out of the proposition to introduce this subject into our common schools: it cannot be charged with any of the "*abstractions*" of modern projectors; and at any rate, it can work no evil that I can conceive of. It therefore shall have my hearty support, at least as a wise attempt to do good in a quarter of greater importance perhaps than any other, except a correct knowledge of the religious and moral duties of man to God and his fellow.

With great respect, your obt. friend,  
L. B. LANGWORTHY.

[From Sanford Howard, Associate Editor of the "*Cultivator*."] ]

ALBANY, July 10, 1844.

Hon JOHN GRIEG, Chairman, &c.

I have received a copy of the Circular of the New-York State Agricultural Society, on the subject of the introduction of Agriculture as a branch of study in our schools and seminaries. I have given the subject but little reflection, and am not prepared to write an elaborate essay; but you will be good enough to receive my hasty remarks for whatever you may deem them worth.

In regard to books for the *School Libraries*, it appears to me that those on Natural History in general, would be very suitable. Perhaps the "*Naturalist's Library*" would comprise more that would be valuable under the head of *Zoology*, than could be so well obtained from any other quarter. In *Geology*, a work published in London under the title of "*Geology*

for Beginners," seems well calculated for its object.

I have no doubt that some instruction on Agriculture, and subjects having a bearing on that art, might be given in schools with good results; but the first thing will be to find those who are capable of giving it; for Agriculture and almost every thing belonging to it, has heretofore received little or no consideration in making up the qualifications of school teachers, and of course much knowledge of its principles is not at present to be expected in that class.

On a subject where there are so many doubtful and undecided questions as there are in all departments of Agriculture, the exercise of great caution is obviously necessary in laying down theories. It is far better that a child should form no opinions at all on these subjects, than that he should form erroneous ones; and the danger is, that opinions may be inculcated, which after experience will prove to be wrong.

Discussions in relation to vegetable and animal physiology, the operation and value of substances contained in the soil or used as manure, are now going on; and even the most learned men—those who have devoted the most time and study to these matters—entertain on some points, very different opinions. It is hoped, and indeed *believed*, that these points will be, by further investigation and experiment, ultimately settled; but in the present state of affairs, it will hardly do to adopt either of the controverted systems. The disappointment which follows the adoption of an erroneous theory, always occasions perplexity, and if often experienced, is very likely to create disgust and to cause a final abandonment of the whole subject.

But I did not intend to say more than to make one or two suggestions in relation to the *kind* of instruction which appears to me most desirable.

There are two branches of Natural Science not now taught in Common Schools, which, I think, might be to some extent advantageously introduced. I allude to Entomology and Botany. In regard to the former, it may be safely asserted that, next to the state of the weather, the success of farming operations depends more on the exemption of crops from the ravages of insects, than on any other cause. Yet it is notorious that very little information on the subject generally prevails. I would not, however, recommend a too diffuse study of this science—preferring that the attention of the pupil should be first directed to those insects which by their habits injuriously affect the interests of the farmer. And as one means of obtaining the desired information, I would suggest the formation of *entomological cabinets* in every school district. Collections might easily be made—those insects which are most common in the several neighborhoods, being of course those whose depredations are most to be guarded against. Procure some work,

say Dr. Harris's "Insects of Massachusetts," and with that, in connexion with the *closest study* of the habits of each insect, let the subject be at once illustrated and investigated.—This study need not encroach on other studies—the boys would soon be delighted with it, and instead of spending their out-of-school hours in hunting bird's nests, and killing birds and toads, (both natural enemies of insects, and designed to hold them in check)—they would be found catching bugs and butterflies to fill the cabinets. By this course, so good a knowledge of the habits of insects would be obtained, that the best means of destroying them would be obvious.

In relation to Botany, I intended my suggestion to refer principally to such plants as would be generally useful to the farmer in this section of country. These might be readily collected, preserved, and botanically arranged, and the peculiar habits and qualities of each explained. Let the natural location of each plant be pointed out, and its history since first cultivated, be briefly given, together with appropriate remarks on such characteristic changes as the plant may have undergone in the progress of its culture, &c. This, also, would soon become a very interesting study—its importance would be readily seen, and it would be pursued with avidity.

Yours, &c.

SANFORD HOWARD.

[From M. B. Bateham, one of the committee on the part of the State Convention of Common-School Superintendents.]

N. G. FARMER OFFICE, Rochester, July 9.

HON. JOHN GREIG, Chairman of Committee, &c :

DEAR SIR—I take great pleasure in complying with the request of the Recording Secretary of the State Agricultural Society, to offer a few brief suggestions on the very important subject of introducing the study of Agriculture as a branch of popular instruction in our Common Schools. Being one of the committee on this subject, appointed by the State Convention of superintendents and teachers in this city, and having acted with the Committee on Agriculture in that Convention (in writing their report, &c.,) I will first take the liberty to offer a few words in explanation of one or two points on which it seems to me the State Society (or its Secretary) labors under some little misapprehension.

The resolutions adopted by the Convention, it will be seen, recommend three different modes of aiding the cause of Agriculture by means of Common Schools. First: By lectures, dialogues, &c. from teachers. Second: By increasing the number of books on Agriculture in the libraries; and, Third: By introducing the study of the elements of the science and practice of Agriculture as a regular branch of instruction for the older male pupils, by means of suitable text-books, &c.

Now, the *first* of these modes can at once be put into practice by the superintendents and teachers. With this, I presume, the Com-

mittee have nothing to do. The second mode requires the action of the Committee only so far as furnishing suitable works on Agriculture for the libraries is concerned, and this duty we were happy to know was entrusted to able hands by the State Society—from whose labors we had no doubt a full supply would soon be forthcoming. It was therefore in relation only to the *third mode* that the Convention felt the want of assistance and advice—and it was particularly with reference to this point that the Committee of which I am a member was appointed. The Convention had not considered the subject sufficiently to be prepared for any definite action thereon at present: and some of the delegates seemed to apprehend much difficulty in the way of attaining the object. The principal difficulty however was thought to be the want of a suitable *Text-Book* for the Schools. It was found that the *State Society had not made provision for such a work*,\* and therefore they were invited to appoint a committee to act with us in the matter. We did not suppose it was included in the duties of the Committee on Essays, &c., but I think it is well that the Executive Committee have seen fit thus to include it; and I have no doubt that the gentlemen whose names are associated with mine in this cause, will be most happy to meet with and consult that Committee whenever it shall be in their power so to do.

As it is not expected that any definite action will be had before next spring,\* it is not necessary at this time to enter upon any details of a plan for a work. In order that my views may be better understood, however, I simply say, that the general plan of "Gray's Elements of Scientific and Practical Agriculture," published in Boston in 1842, strikes me very forcibly—only, it is entirely too brief, especially on *practical* subjects. The work should be as full and comprehensive as possible, without making a book too large and expensive for the purpose mentioned. Another important point should be to have it written in as sprightly and pleasing style as possible—such for instance as "Dana's Prize Essay on Manures," or the "Familiar Letters" of Liebig, &c. Questions for the pupils should, I think, be appended to each chapter or section.

The next duty of the Committee I conceive will be to consult with teachers, and agree on the best mode to recommend to the Convention for the introduction and prosecution of the study of Agriculture with the Text-Book that may be recommended, so that there may be system and uniformity of teaching, &c.

I regret that I have not had time to give this subject more consideration before writing, and to consult the other members of the Com-

\* [It will be seen by these proceedings, however, that 'action,' satisfactory action, action promising the best results, has already occurred in reference to Text-books as well as other matters—the Committee of Publication having offered a Premium of \$100 for the best book of that kind, and some works being now in preparation.]

mitted. My suggestions are crude and hastily penned, and are submitted with much deference, in hopes that some hint may prove of value: My only object is to do good, and aid in any way in my power the great cause of improvement in Agriculture—the foundation of all other improvements.

Most respectfully, your obt. servt.

M. B. BATEHAM.

[From Gerrit Smith, dated Peterborough, July 9.]

“Could such books as you propose to have published (under the resolutions adopted at the Annual Meeting, as printed in the third volume of Transactions of the State Agricultural Society) get into all our School Libraries, the Mind of this State would thereby be lifted up not a few degrees.”

#### OPINIONS IN NEW-ENGLAND.

[From the late Secretary of the Board of Education in Connecticut.]

HARTFORD, July 6, 1844.

HENRY O'REILLY, Esq., Recording Secretary, &c, &c.

DEAR SIR—In reply to your note and Circular, relative to the introduction of agricultural and horticultural studies into the schools, and of agricultural books into the libraries, school and social, of every state, I can at this time only express myself briefly and hurriedly. The object strikes me as at once noble and useful, and perfectly practicable. The most effectual way of reaching the heart of the matter, as far as the schools are concerned, is through an industrial and agricultural school, having for one of its objects the training of young men to become at once practical farmers and teachers—farmers in summer and teachers in winter—or teachers through the year. Our common schools at this time, and will for a long time to come, in New England and New-York, depend on this class of teachers. And if the sons and daughters of our farmers were in the first place better educated than they now are, and could at the same time receive a practical knowledge of agriculture and horticulture, as well as a theoretical and practical knowledge of teaching, while paying the expenses of instruction and board by a few hours labor each day, they would be *the very best teachers* which a large class of our district schools could or would be likely to employ, as at present organized. Such teachers would sympathize with the habits and feelings of the children and their parents: their superior education would impart a higher character and more liberal spirit to their own avocations, both as teachers and farmers; and by their daily conversation and incidental remarks, as well in the school-room as out of it, they would communicate a large amount of practical knowledge. Constant employment in one or the other capacity would yield a fair annual compensation, as compared with any other pursuit around them.

An industrial and normal school, it seems to me, might be most advantageously estab-

lished under the auspices of your society and the supervision (in part at least) of the Superintendent of Common Schools. A combination of the plan and practices of the Battersea Training School, near London, and of the Agricultural School at Templemoyle, in Ireland, and the Institute of Agriculture at Hohenheim, in Wirtemberg, and the Normal School at Kruitzbingen, near Constance, in Switzerland, as well as some of our schools, such as that of the Female Seminary in Hadley, Mass., and of the Van Rensselaer School in Troy, N. Y.—a combination of the plans and practices of these schools, with such alterations as the somewhat peculiar character of the school would call for and suggest to a principal of good strong common sense, would meet my views of such an institution.

I have no faith in the ultimate success and extensive usefulness of any Normal School which does not include within its arrangements the ways and means of enabling the young men and young women (the sons and daughters of our farmers, who resort to it for practical instruction as teachers) to pay a large part of the expenses by their own labor.

I should deprecate the introduction of either agriculture or horticulture as a new and distinct branch in our common schools as at present organized. Too many studies are crowded into them now. But a reading book might be prepared for the older classes in our district schools, which would serve at the same time for a text-book for oral instruction and explanation on the part of a teacher who understood the subject.

When our common schools are re-organized, so as to make what is now our district school a *primary* school, under female teachers—and bring the older and more advanced pupils of two or more districts into a *secondary* school, under a male teacher trained at an Agricultural Normal school, and especially when the older and more advanced pupils of a whole town are brought together into a *Central High School*, under teachers of superior attainments and thorough training in a well organized Normal School—then we shall see Agriculture, as well as the first principles and leading processes of the various industrial pursuits of the community, advantageously introduced into our common schools.

As for the introduction of Agricultural and Horticultural books into our school and social libraries, it seems to me that the first step is the formation of a library of this character, out of books now before the public, and of others which should be prepared by competent hands. It would not be difficult to get legislatures in any of our northern states, composed as they generally are of a large proportion of farmers, or of persons feeling (or affecting to feel) a deep interest in the farmers, to make a small appropriation for sending such a library into every town, if not to every district. At any rate, if the books are prepared and brought before the public eye, very many

copies will find their way into them. \* \* \*

Excuse the haste and the imperfect manner in which I have noticed your communication, and believe me truly yours, &c.

HENRY BARNARD.

[Opinion of the Editor of the Boston Courier, J. T. Buckingham.]

AGRICULTURAL INSTRUCTION.—The New-York Agricultural Society—as we learn from a circular, issued by their Secretary, Henry O'Reilly, Esq.,—is now making vigorous efforts for the promotion of Agriculture and Horticulture, through the instrumentality of the public schools and libraries, by urging the introduction of those subjects as branches of common education, and by furnishing the district libraries with books, illustrating cause and effect, in showing the connexion between science and farming, &c. Resolutions, to promote these objects, were adopted at the last annual meeting of the State Society; and premiums are offered to the amount of two hundred dollars, (aside from copy-right) for a series of essays, in one or more volumes, suitable for text-books in the common school libraries, and for use in the exercises of the schools.

The State Convention of Common School Superintendents, after hearing a report of one of its committees on the subject, has manifested its approbation of the plan, and appointed a committee to co-operate with the State Agricultural Society in furtherance of the general object., The committees of these two bodies are to meet at Poughkeepsie, on Thursday next, the 11th, to make arrangements for carrying the proposition into effect. Gentlemen, to whom the Circulars are addressed, are requested to communicate their views respecting the introduction of agricultural books and studies in the common schools, to the Hon. John Greig, Canandaigua, and such communications may be addressed to Henry O'Reilly, recording secretary of the State Agricultural Society, at Albany.

This movement appears to us to be one of great importance, and one, that, if pursued to its legitimate results, will produce immense benefit. There is hardly any science, of which children not educated in a farming community, are so entirely ignorant as that of agriculture. Almost every child of a dozen years of age; has learned something of mechanical sciences, and can tell how houses and ships and mills and manufactories are constructed—can describe the earth, geographically considered—and knows the elementary principles of most of the physical sciences; but comparatively few of them, especially those who live in cities and thickly populated towns, can distinguish the different kinds of grains and grasses, or can tell why turnips are not planted in hills like potatoes,—what vegetable is most likely to grow on dry and sandy soil, and what on the more heavy and clayey ground—what is the appropriate food of different animals, or what are the properties and

uses of the various kinds of trees and shrubs which embellish or enrich the face of the earth.

We hope the attempt of the New-York Agricultural Society will prove eminently successful, and recommend a similar movement to our own agricultural and horticultural societies, as one which promises utility, pleasure, and improvement.

We take this occasion to call the attention of our readers to the advertisement of the New-York State Society, giving a programme of their "Agricultural Fair and Cattle Show," which is to be held at Poughkeepsie, in September next. The Fair will probably be one of the most attractive that has been held in the United States.

[From Mr. Buckminster, editor of the Massachusetts Plowman.]

After publishing the Circular from the Secretary of the N. Y. State Agricultural Society, Mr. Buckminster says:

"We have long thought that the reading books of our common schools ought to contain more matter relating to agriculture. For fifty years past, our reading books in the common schools in New England have contained less relating to the cultivation of the earth than to almost any subject of general interest. In them much more is found on the science of government than on that of agriculture. Consequently, most of our grown boys of forty prefer a political paper to one that treats of matters relating directly to their own occupation and means of supporting themselves and families.

We hope to see a better course of reading introduced into our common schools. We hope the time will come when our lads of sixteen shall become so familiar with writings on farming, that they will not dread to put a pen on paper to communicate their own thoughts and practices.

In most of our schools where scholars are ever put to composition, they are directed to write on some metaphysical question—some abstruse subject of which the teacher has no clear ideas, and in which the scholar feels but little interest.

Why not let him put on paper, words that convey ideas of sensible objects, instead of discussing abstruse subjects in which he can take no great interest, and which our wisest teachers but imperfectly understand?

Our own opinion is that if proper school books, with reading lessons on the subject of farming interspersed, were introduced into our schools, it would be productive of many advantages. Parents would occasionally see such books, and they would learn not to stand in greater fear of them than they now do of an old almanac that contains a column on agriculture; and children, if not grown people, would stand a good chance to catch a new idea from them.

True, if any farmer or mechanic is well satisfied that he already knows more than all the

rest of the world, jointly and severally, he may bring up his offspring in private, and not suffer them to know the crooked paths in morals or in agriculture; though our most eminent men are in the practice of sending their children away from home for instruction.

But while any parent is conscious that all knowledge is not confined to his own brain, that something may be added to his stock by an interchange of thought with his neighbor, he should not hesitate to make use of means to circulate knowledge. And it is as absurd for him to resolve he will not look at a book that treats on husbandry as to determine not to read on any other subject.

We are therefore pleased to see that the New-York State Society has offered such liberal premiums to introduce school books and libraries relating to agriculture and horticulture. We need books for schools written by men of talent and general information; and those relating to agriculture and horticulture should by all means be composed by men practically acquainted with the subject.

The prejudices in the minds of most farmers against reading on the art of farming have arisen in no small degree from the wild theories of writers who have not a competent acquaintance with farming operations.

[From the Editor of the Boston Cultivator.]

CULTIVATOR OFFICE, BOSTON, July 9th.

HENRY O'REILLY, Esq.

DEAR SIR—Your communications in regard to introducing Agriculture and Horticulture into Public Schools and Libraries, were duly received, but owing to my absence they have been neglected; and now I have many things on my mind, and but a few minutes to devote to the subject.

I think that we want in our schools short and comprehensive text books on Geology, Chemistry, Botany and Entomology—particularly on those branches of these sciences that relate to Agriculture and Horticulture; and then we should have on these professions plain practical treatises, written in a pleasing and interesting manner, with appropriate remarks on their paramount importance and utility; and some arrangements should be made in every town to give lectures with specimens, and also illustrations of these arts and sciences by practical operations in the fields and nurseries, &c. &c., in order that the scholar may learn understandingly, and become intelligent and zealous in the good cause.

Let us have good school-books; and then, instead of the scholar reading over and over about some famous cavern, noted river, or wonderful curiosity in some foreign land, or some famous general of ancient or modern times, let him learn the natural sciences; let him learn of the minerals and metals, the insects and animals, the plants and trees, around him; among which he lives and moves, and by which he has a being—a knowledge of which sciences are essential to success in the

prosecution of those pursuits which open a wide field, and give employment to almost all the human race, and by which the whole are fed.

To get books that seem familiar with the field and do not smack too much of the closet, is the great difficulty, both as to the facts themselves, and the manner of communicating them; but first we must get the best we can, and then make improvements, as in every other science. These crude notions are thrown out in a hasty manner for consideration.

I view with unspeakable pleasure the noble and patriotic exertions now in operation in the State of New-York to improve Agriculture and Horticulture; and with the intelligence and energy in those that lead off in this important cause, *there must be success*. Millions of the present and future generations will "call them blessed."

Respectfully, your humble servt.

S. W. COLE.

[From the Messrs. Harper, publishers, &c.]

NEW-YORK, July 9th, 1844.

Hon. John Greig, Ch'n of Com. State Ag. Soc. &c.

DEAR SIR—In reply to the communication of Henry O'Reilly, Esq. of yesterday, we beg to say, that we highly approve of the proposed plan for circulating agricultural information throughout our State; and that we shall be happy to make an arrangement to publish in the School Library, or otherwise, such volumes as may be prepared by the Society, for that purpose; being of a generally useful and popular character.

Hoping to hear farther from the Society on the subject, we remain, with respect,

Your obt. servants,

HARPER & BROTHERS.

[Concluding Proceedings of the Committee.]

The foregoing and other letters having been submitted, and some extracts read explanatory of the sentiments of the various writers,

The President (Dr. Beekman) remarked that the object had certainly been steadily and industriously, and he would add, successfully prosecuted; for success might be considered as measurably attained, when public attention is aroused in the manner it is now aroused—when the Agricultural and Educational organizations concur in advancing the project; when various competent authors are engaged in preparing Agricultural and Horticultural works for text-books in the schools and for circulation from the thousands of district libraries; and when enterprising publishers, at the head of the book-trade in America, are ready to promote the designs of the Society by incorporating into the School-District and Family Libraries such works on Agriculture and Horticulture, and the kindred arts and sciences, as the N. Y. State Agricultural Society may deem advantageous in promoting the welfare of society generally by improving the

condition of American Farming. With congratulations to the Special Committee on the course which had been so beneficially pursued, the President expressed his particular satisfaction at witnessing the interest which the chairman of that Committee (the Hon. John Greig) had manifested in the whole subject, by attending this meeting, at a point remote from his residence in the West.

The following resolutions were then, on motion of Mr. Walsh of Lansingburgh, unanimously adopted:

*Resolved*, That the members of the Executive Committee of the New-York State Agricultural Society have witnessed with great satisfaction the efforts made by the special committee for introducing Agricultural and Horticultural works into the Common Schools and District Libraries throughout the State—that the co-operation of the State Convention of School Superintendents, and the individual zeal of many of those Superintendents, are particularly encouraging—that the Executive Committee have also heard with great satisfaction that several able authors are preparing books for publication; and that enterprising publishers are ready to issue such works as may be recommended by the Special Committee in behalf of the State Society.

*Resolved also*, That a portion of the correspondence and other proceedings on these subjects be published, and that copies be sent to the Agricultural Societies and literary institutions in this and other States, to the members and correspondents of this Society, and to the Superintendents of Schools throughout this State, in the hope of procuring a still wider co-operation in furthering the policy shadowed forth by the resolutions of the N. Y. State Agricultural Society at its last Annual Meeting in January, 1844.

The Executive Committee then, on motion of Mr. B. P. Johnson of Oneida, adjourned till the regular monthly meeting in August at Albany—the proceedings to be published

as usual in the State Paper, in the Agricultural Journals, in the District School Journal, and in such other papers as will allow an insertion. HENRY O'RIELLY, *R. Sec.*

#### NOTICE.

The Committee of Publication, in accordance with the sentiments expressed by many friends of the cause, hereby suggest a further Premium of One Hundred Dollars to the author of the best *Text-Book* on Agriculture, for the use of Schools. This premium, added to those already specified, will be awarded at the Annual Meeting of the State Society in January, 1845; and manuscripts should be sent to the Recording Secretary before the first of that month—at which time also, other manuscripts designed for competition, should be sent in. These hundred-dollar premiums are exclusive of copy-right; and the Committee will afford all practicable assistance to the authors in procuring the publication of their respective works.

It would afford the Committee satisfaction to hear the views of any friends of the cause; and such expressions of opinion are respectfully invited from individuals and societies to whom copies of this pamphlet are directed.

The Committee, before concluding this note, must express the gratification excited by the promptness with which they have been furnished with the views of many intelligent friends on the points embraced in the Circular, concerning Text Books for Schools and Libraries. And attention is now invoked to the propriety of rendering Agriculture and Horticulture subjects of study and exercise in the *State Normal School* which is now going into operation at Albany. The training of teachers in this great model school may be made largely serviceable in diffusing Agricultural knowledge through the whole Common School system, and the thousands of District Libraries.

JOHN GREIG,

*Ch'n of Com. of Publication.*

HENRY O'REILLY, *Secretary.*

#### OPINION OF MR. WADSWORTH.

Extract from the valedictory communication of James S. Wadsworth, Ex-President of the State Society, referred to on a former page introductory to Mr. Greig's Report.

“THE Society has recently adopted a measure from which much good is anticipated. It is proposed to prepare volumes of Selections from the Prize Essays of the Society, and that these be offered to some enterprising publishers, with the view of having them printed in form suitable for incorporation with the School District Libraries. Liberal premiums are also offered for the best [Text-Books and] series of Essays on the Importance of Scientific Knowledge in connexion with the Ordinary Pursuits of Agriculture; with the design of having those works also included in the proposed volumes on agricultural subjects for the District Libraries. It is believed that those valuable fountains of popular knowledge will be greatly enriched by the volumes embodying the best of the Prize Essays, and that the sanction and recommendation of this Society will lead to their general introduction throughout this State, if not in other States. It is regarded as not only the duty of the Society to encourage and promote the discoveries and developments of science as connected with rural pursuits, but to spread the results thus attained among the mass of practical and laboring farmers. In the attainment of this latter object, it is believed that no more effectual instrument can be employed, for reaching both the rising generation and the adult population, than the School District Libraries.



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