the fore part of May, just as the grass begins to start. If it is a wet and warm season, perhaps I do not see the good effects of it as much as a dry season, because I should have good clover without the plaster, but I have nobody to ask whether it is going to be a wet season or a dry one, so I put the plaster on.

THE VALUE OF CORN STALKS FOR PRODUCING MILK AND BUTTER.

Prof. W. A. Henry, Madison.

I see in the back part of the room a large number of those whom I judge to be High school scholars, lads and lasses. Prof. Smith has kindly dismissed school to permit them to come here; if I could be with those scholars in the school room or meet them here, I would like to spend a half an hour talking with them about our future, their future and my future. Only five years ago I left the school room myself. I graduated in 1880. They called me an old boy in the class, but I felt young. I was twenty-six years of age. Boys, when I started to college the second time, after having started at nineteen the first time, and had to stop when my money gave out. I started to save the first dollar to put me through college when I was twenty-three years old, and by working at days work on farms, I managed to get through.

I remember a boy in the next class below me, his father owned a plantation in South Carolina, near Columbia. The boy was something over six feet tall, dressed in a rather shabby business suit, and his hair was not cut the way the Northern boy’s was. I judge his mother had worked on the job; he was rather an odd specimen. I said “Holmes, what brought you North?” Well, he says, “down where I live the farmers are miserably poor, and I have come North to study agriculture, and if I can go back South and help those people, I am perfectly contented with my life work.” He landed at the Cornell University with fifteen dollars in his pocket, but he managed to stay there and go through college although he had to eat his dinners, as I have seen him, from
a barrel head. That young man is now at one of the southern universities, doing just what he proposed to do, and at a good round salary, and he is highly honored by the southern people. I tell you this to impress one point upon you, don't any of you ever say, if you have health, and no peculiar family duties to perform, that you cannot get an education. But, if you can't go to school or college, through any unfortunate circumstances, you can still be a student at home. The most essential factor in a boy or a girl to lead to success is an inquiring disposition. They must be hungry for knowledge, and any boy or girl can cultivate that. I had a young man write to me a short time ago, "I cannot come to college, I want you to help me." So I marked out a course of study for him, and I am getting just such letters very frequently.

We have in the State University this winter, something that may interest some of you. We have a short course of agriculture; there are twenty-two in the class, and Dr. Armsby went back last night that he may talk to them to-day. We are giving them each day a talk upon agricultural chemistry, botany, etc. They are studying grasses and drying specimens. They stay three months. The total expense is about $60. We have a very successful class and a pleasant time. That $60 includes board and tuition and books. The oldest student is twenty-seven, and the youngest nineteen years of age. Then we have a four years course, in which two young men graduate next June, one is the son of Mr. Beach, who read a paper here yesterday.

You may ask me what is the use of studying, specially if you are going to be a farmer. I think that you can see from the discussions here that these men are constantly needing more light, the best of them, and this friction of minds has greatly helped along towards the development of such knowledge. I wish that we had more young men to fall in the line of experimental agricultural work and teaching. I am constantly receiving letters asking for teachers in agricultural schools or competent young men to take charge of farms. I believe that a young man taking an agricultural course in one of our colleges has about the broadest course
in the college. I am just as proud in my position as the professor of Greek is, dealing with his subjects two or three thousand years old, with all respect to those old temples and gods, and I want these boys and girls to feel that the farm is just as big a place, and that it will pay just as good interest or percentage on the investment of study and intelligence.

CORN-STALKS COMPARED WITH MIXED HAY AND CLOVER HAY FOR PRODUCING MILK AND BUTTER.

Prof. W. A. Henry, of the Wisconsin Agricultural Experiment Station, Madison.

The following described experiments were conducted to ascertain:
1st. The relative values of corn fodder and mixed hay for producing milk and butter.
2d. The relative values of corn fodder and clover hay for producing milk and butter.
3d. The amount of milk and butter an acre of corn will make when fed to milch cows.
4th. The value of an acre of corn when turned into milk and butter.

All the materials fed were good of their kind, the corn-stalks being from a lot described further on, cut early, and well cured in the shock and bound into bundles, after husking the fully matured ears. The mixed hay was about one-third clover and two-thirds timothy. The clover hay was from medium red clover, cut early enough to preserve the leaves and heads in good condition. The corn-meal was from Kansas corn, thoroughly dried and ground fine. The bran was Minneapolis new process.

The hay and fodder were fed long, thus necessitating much waste with the corn-stalks, which might have been avoided by running the stalks through a cutter, but as this