MINERS' & FARMERS' JOURNAL.

PRINTED AND PUBLISHED EVERY SATURDAY, BY THOMAS J. HOLTON....CHARLOTTE, MECKLENBURG COUNTY, NORTH-CAROLINA.

I WILL TEACH YOU TO PIERCE THE BOWELS OF THE EARTH AND BRING OUT FROM THE CAVERNS OF THE MOUNTAINS, METALS WHICH WILL GIVE STRENGTH TO OUR HANDS AND SUBJECT ALL NATURE TO OUR USE AND PLEASURE.—DR. JOHNSON.

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☞ All communications to the Editor must come free of *postage*, or they may not be attended to.

AGRICULTURAL.

From the New-England Farmer.

COBS OF INDIAN CORN.—Mr. Fessenden: Are corn-cobs most profitable for manure or fuel, when hard wood is three dollars a cord?

If you will have the goodness to communicate your opinion on the subject through the medium of your useful paper, the New England Farmer, you will greatly oblige

A YOUNG FARMER.

By the Editor.—We are not able to say whether corn cobs would be most valuable for manure or fuel, but believe the latter, as it requires a long time to rot, or decompose in such a manner, that they would be useful as manure.

But we believe the best use to which corn-cobs can be applied, is to grind them together with the corn, and give the mixture to swine or other domestic animals, which it is wished to fatten. The following extracts from a letter from the Rev. H. C. Perley, of New Rowley, Mass. to the Editor, may serve to explain and corroborate his assertion.

"I had corn and cobs ground together; and I put about a peck of corn to a bushel of cobs. Meal made of this composition I scalded, and made about as thick as hasty pudding; or mixed about one peck of meal with three pecks of boiled potatoes, thickened to the consistency of pudding. With this kind of food, and what was made in my family, I constantly feed my swine; two were none in the neighborhood grew so fast, or were fit to kill so early in autumn. * * * * *

"I have also made further discovery of the use of cob meal, for other purposes besides feeding swine and cattle. I had one batch of coarse brown bread made of it, ground about half and half; sifted as usual, and the application of the usual quantity of rye meal. The bread was as high seasoned, as light, as sweet and as moist, as that made of pure Indian and rye meal; though I think it will dry rather sooner."

In the *Massachusetts Agricultural Repository* for January 1823, is a communication from Asa Rice, Jr. of Shrewsbury, in which the writer observes as follows: "The kind of feed we have used for seven years past, almost exclusively, for provender, is corn and cobs cracked and ground together, which is the best provender I ever made for fattening cattle. The reason I consider the cob useful is, it swells in the creature and keeps him in good order. In no one instance since I have fed with this meal have my cattle been out of order by being cloyed, or scouring; they are at all times regular, but when I formerly fed with clear Indian meal, it was not unfrequent that their bowels would get out of order, and I have had considerable difficulty in regulating them again; they lost two or three days, sometimes a week.—When this kind of provender was first introduced in the vicinity, it had its opposition like almost all new things. The second year, if I mistake not which I made use of it, I thought I would try an experiment as follows, by feeding one ox with corn and oats ground, the other, with corn and cobs; having a yoke of oxen so even matched that no one who viewed the cattle appeared dissatisfied which was best: accordingly I fed as above. The cob is computed to make a little more than one third, therefore mixed the other with one third oats, which was my former mode. I gave each ox an equal quantity at a time, except the one which had corn and oats some days became dainty, and would not eat his allowance, while the other kept his regular course. The allowance for both was a little over three pecks per day.—When I took the cattle to market Mr. A. White bought them; they weighed about 28 hundred and a half. The one fed on corn and oats had 162 lbs. of tallow, and weighed about half a hundred more. The one fed on corn and cobs had 163 pounds of tallow, and Mr. White pronounced his beef half a dollar on the hundred better than that of the other, mostly on account of the *color of the beef.*"

The third volume of the Memoirs of the Philadelphia Agricultural Society likewise contains an article on grinding Indian corn in the cob as food for cattle, &c. by Dr. Mease, of Philadelphia. Mills, for the purpose of grinding corn and cobs together, have been erected in Andover, Danvers, and, we believe, other places in Massachusetts. Perhaps a large mortar, with a mallet or pestle, might answer for cracking corn and cobs, and pulverise them sufficiently for cattle food.

Weevil.—The great destruction of wheat produced by this annoying insect, it is said, may be prevented by very simple means.—In stacking wheat, if four or five quarts of salt be sprinkled on every hundred sheaves, it will be secured from destruction from the weevil, and will besides make the straw more valuable as fodder. Or if, after the wheat is thrashed, a pint of salt is mixed in every barrel, or the grain be put in old salt barrels, the weevil will not attack it.

A Profitable Customer.—A couple of pretty damsels went into a dry goods store in this town, a few days ago, and after inquiring the prices of silks, cambrics, muslins, &c. one of them asked the person in attendance if he had any fine tape. "We have," was the reply, and he forthwith handed down a sample of his best, the price of which, he informed her, was six cents the stick. "That is altogether too high," said she, "I'd rather look at some of rather inferior quality. "This," said he, "you may have for three cents." This is more than ma' will be willing to give—is that the cheapest you have?" "Oh, no, ma'am, we have some we can put you at a cent." "Let me look at it if you please." It was, according shown, and after an attentive examination which appeared to be satisfactory, she said that would suit exactly; and opening her indispensable she drew forth a four pence ha-penny, and requested him to cut her off *quarter of a stick, and give her a five cent piece and one cent in change!*

N. Bedford Gazette.

Kissing.—It was among the small talk of the day that, when President Jackson was about to depart from Lowell, a lady asked the privilege of a kiss, which having been granted, the gallant old gentleman said, "Now my dear, I must return the compliment," and did accordingly. There is a royal precedent for all this innocent flirtation; witness the subjoined extract from Chamber's "Life and Adventures of the Chevalier Charles Stuart":

"A little incident personal to the prince, occurred in the course of the afternoon, which, preserved by tradition, serves to show that he never neglected an opportunity of making himself popular. As he was passing the house of Windygowl, about a quarter of a mile south east of Tranent, a number of ladies came out to greet him. One of the party, more enthusiastic than the rest, approached him, and desired to kiss his royal hand. He not only granted this favour, but took the girl in his arms, and gave her a kiss of his lips also calling her, in conclusion, "*a bonnie lassie.*"

Salem Gazette.

We cannot but rejoice in the defeat of Mr. CARSON, of North Carolina, than whom a more troublesome demagogue has seldom obtained a seat in Congress. He was one of the malignant spirits who conspired to put down Mr. ADAMS, "*even though he was as pure as an Angel in Heaven.*"

Albany Ev. Journal.

A Wag.—The New York Gazette relates that a wag went last week to the Washington Market to purchase eggs.—He found a countryman with a basket containing the quantity he wanted—after agreeing upon the price, he told the countryman to fold his arms, and he count them out of the basket. He did so, and piled them, amounting to five dozen, up to his chin; then told him to hold on till he ran home for his change. After waiting till his arms ached with the load, without a return of his customer, he was relieved from his awkward predicament by crying *murder.*

SOUTHERN FEMALE INSTITUTE.

This Seminary is pleasantly located in Charlotte, N. C. and has been under the care of the present Principals in a less extensive form, for nearly two years. Through the liberality of our citizens in completing the present building and erecting an additional one at considerable expense, we have now the pleasure of seeing our original designs hastening to their accomplishment and of being able to invite the attention of the public to the School upon an enlarged and, as we hope, a more useful plan.

THE FOLLOWING ARE SOME OF ITS PROMINENT CHARACTERISTICS.

1. Our System of Education comprises the three Departments of Intellectual, Physical and Moral Culture. On the last two of these topics, we suggest the following remarks:

Physical Education deserves no small share of attention merely from its subserviency to the improvement of the mind and the heart. But it has also another claim independent of this, inasmuch as any amount of intellectual attainments must be comparatively useless without some degree of bodily firmness and vigor. We wish therefore, to pay such attention to the physical welfare of our pupils, *chiefly with respect to their diet, air, exercise and habits,* as may tend to beautify and consolidate the youthful frame and lay the foundation for abiding health.

Our System of Moral Culture is founded on the Bible. And our undeviating aim is, without regard to any sectarian creed, so to unfold and inculcate the great principles of Religion as to give them a practical influence on the heart and life.

Closely allied to this, is our plan of Discipline. We are frank to acknowledge ourselves jealous of the immoral tendency of giving *rewards.* Nor have we any more confidence in *punishments,* as they are ordinarily administered. Our principle is, that they are admissible only in the failure of all other means of reformation; and that they are then to be applied in the exercise of perfect calmness, with a spirit of tenderest affection and with the conscientious approbation of all who witness them, and, if possible, of the culprit herself. Our chief reliance then for the purposes of government is placed, not on *rewards* and *punishments,* but on the *moral sense of our pupils enlightened and confirmed by the* WORD OF TRUTH. We seek to bind the Bible upon the heart as the Supreme Law of life; and through it to pour "light and love" into the mind. To this, as the unerring umpire of right and wrong, all our appeals are made; and thus, it is our desire to bring our pupils to feel, and act, in all the little, and all the great concerns of life, as moral beings, accountable, on the principles of this blessed volume, to God their Creator. When this can be accomplished, we are fully persuaded that mutual affection, free from jealousy and unkindness, will subsist between the teachers and pupils, and that the highest degree of order and attention to study can be secured without the necessity of resorting to severer measures.

2. As to the first of the fore-mentioned Departments, it is intended to furnish a thorough and complete course of Instruction extending from the elementary lessons of childhood to the higher branches of Literature and Science adapted to the mature Scholar. We regard Intellectual Education as chiefly comprised in two particulars; first, Discipline of Mind; by which we mean the harmonious development and cultivation of all its various powers: and second, the acquisition of facts and useful information on all subjects. Of these, the first is the most important, because it confers a sort of mental independence; secures to the mind inexhaustible resources within itself and enables it to control its own powers and reduce to the best practical purposes its previous attainments. The latter however, is also important and in every plan of Education should receive its just proportion of attention. Our Course of Study is systematic, and is arranged with special reference to the principle just stated.

3. In giving instruction, we adopt, as far as possible, the principle of a Division of Labor: having always a sufficient number of qualified Teachers to admit of our restricting the attention of each, to one or two Departments only. This enables them to do justice to their pupils in every recitation, by superseding all necessity for hurry and superficiality.

4. Instruction is greatly simplified and rendered more interesting and comprehensible by the aid of visible illustrations. For this purpose, we are provided with a competent apparatus—comprising the whole set invented by Mr. Holbrook, of Boston, together with extensive additions, by means of which, we are enabled to elucidate the principles of Arithmetic, Geography, Geometry, Astronomy, Natural Philosophy and Chemistry, and thus render the study of these branches much more attractive and useful.

5. Attention to our pupils is not restricted to the daily sessions of the School; but on the other hand, covers the whole duration of their stay with us. On this account all those from abroad are required to board at the Institution. This places them at all times under our observation; and except by special permission, they are never allowed to be absent from their private rooms unless attended by one or more of their Teachers, whether in the Study Hall, in their walks, or engaged at any of their various exercises and recreations. This provision, we are confident, cannot but be highly appreciated by parents who are sufficiently sensible of the numerous and almost infinite evils to which Young Ladies are sometimes exposed when carried beyond the reach of maternal vigilance and protection.

6. Strict attention is paid to the *social habits* of our pupils. The private rooms which they occupy are neat, comfortable and convenient; and in no case are they inhabited by more than two individuals, except when they are very young, in which case several are put into the same room, accompanied by a Teacher. Their rooms, trunks, bureaus and apparel are often inspected by the Matron or Teachers to see that due regard is paid to neatness and order in their adjustment. Care is taken to cultivate ease and propriety of manners in their general deportment; and in their intercourse with each other, a spirit of uniform kindness and sisterly affection is unconditionally enjoined.

Having exhibited the *prominent features* of our school in the foregoing particulars, we would suggest a few additional remarks and explanations.

The Institution has a retired situation just on the precincts of the Village, sufficiently removed from public observation and from the din of business to secure to it the advantages of tranquility and freedom from interruption. It stands in the centre of an elevated and enclosed area of several acres, interspersed throughout with agreeable shade trees, and having in one part a dense grove. This furnishes an important desideratum—a field for exercise in the open air whenever the weather is congenial. The building is of brick, a part of which (erected before) has been finished, and an extensive addition is now in progress for the special occupation of the present Principals. When it is completed and furnished, which is expected within a few weeks, we believe it will afford characteristic accommodations.

Without presenting in this place, a full view of our Course of Study, it may be useful to observe that while we wish neither to omit or undervalue any thing necessary to completeness of Education, *special prominence* is given to Reading, History including Geography, Mathematics, Natural Science and the Study of Language.

The principal text-book employed in teaching the first of these branches is the "Young Ladies' Class Book" of Bailey; but we also make use of "Porter's Analysis" and "Barber's Grammar of Elocution." Our object here is not attained when a scholar has acquired a facility in *calling the words* of an author, or even when she may be said to read *correctly.* A still higher excellence is sought after: it is what Dr. Porter has distinguished as *Rhetorical* reading, and consists not merely in uttering an author's language, but in expressing his thoughts and emotions with so much of their native fervor and strength as to kindle corresponding emotions in other minds.

Geography and History are far from being the least useful subjects of attention in a course of study. The most approved authors are adopted, and studied with the aid of Globes, Maps and Charts, and rendered more interesting by occasional familiar Lectures.

In Mathematics we adopt Colburn's series, with the addition of Babcock's Arithmetic, Playfair's Geometry and sometimes also of Day's Algebra in place of the first named author on that subject. The importance of this branch of study, even in the severe form of Algebra and Euclid, though long excluded from Female Education, is now very generally admitted. It is believed to be chiefly valuable however, not because its principles are directly applicable to the business of life in the ordinary sphere of Ladies; but on account of its peculiar tendency to sharpen the powers of discrimination, strengthen the reasoning faculties, improve the judgment and indeed from its natural conduciveness to nearly all the great purposes of Education.

Allusion has already been made to our mode of Teaching some of the Sciences. We cannot but attach also, considerable importance to others not yet named, such as Botany, Geology, and its kindred branch Mineralogy. In respect to the two last mentioned topics, we are for the present, obliged, from the want of suitable books, to content ourselves with general views. Botany, however, is studied in a more thorough and scientific manner. It engrosses some portion of our attention during the whole period in which flowers for analysis can be obtained, and is illustrated by plates and specimens. The study of Botany as a part of Female Education, cannot but be highly appreciated, whenever its effect on the mind is properly understood.

When we speak of the Study of Language as conspicuous in our Course, we do not of necessity mean the study of any *one,* or of *several* foreign Languages. We refer more to the study of our *own,* or rather, to the means, whatever they may be, by which a correct acquaintance with it may be formed, and a facility of using it with propriety in conversation and writing acquired. That the judicious study of foreign language extensively subserves this purpose, we have no doubt; and it is particularly in this view, that we recommend it to those who wish to acquire a correct knowledge of the grammar and power of the English tongue. We might, indeed, mention other considerations. French, Italian and Spanish have already become *popular* studies. And we rejoice to say that Latin and Greek, especially the former, have of late received the justice to be referred to an eminent place in the Education of Young Ladies.

On the lighter accomplishments, such as Music, Drawing, Painting and Ornamental Needlework, we design to bestow the attention which they merit. Instruction in Music is given by a Gentleman of acknowledged talent and skill in his profession; and his whole time, if required, will be devoted to the services of the School. The other branches also, not only of the severer studies, but of those also which are regarded as chiefly *Ornamental,* are taught by persons amply qualified for the duties of their respective Departments.

By such advantages and arrangements, together with the daily services of the Principals and their particular supervision of all the operations of the School, we would hope to secure a high degree of fidelity from all the Teachers in the discharge of their duties, and render it, what it was designed to be, not merely symmetrical and complete in *theory,* but successful in the *practical application of its principles and in its results.*

The Scholastic Year comprises ten months, resolved into two Sessions of five months each. The first commences on the first of October and the second on the first of March. August and September, favorable months for travel and recreation, are devoted to a Vacation.

EXPENSES.

For Board, Furnished Rooms, Washing, Fuel, Lights, Stationary used in the School and Instruction in all the branches of an English Education, together with Latin and Greek, for one year – – – – – – $150

In addition to the above for Instruction per Session in Music, – – 24

French, – – – –	$8	Italian, – – –	10
Needlework, – – –	6	Drawing and Painting, –	10