

FOR FARMERS AND GARDENERS.

THE WINTERS.

BY FRANCES BROWNE.

We did not fear them once—the dull gray mornings
No cheerless burden on our spirits laid;
The long night watches did not bring us warnings
That we were tenants of a house decayed;
The early snows like dreams to us descended;
The frost did fairy-work on pave and bough;
Beauty, and power, and wonder have not ended—
How is that we fear the Winters now?

Their house-fires fall as bright on hearth and chambers;
Their northern starlight shines as coldly clear;

The woods still keep their holly for December;
The world a welcome yet for the new year,
And far away in old remembered places
The snow-drop rises and the robin sings;
The sun and moon look out with loving faces—
Why have our days forgot such goodly things?

Is it now the north winds find us shaken
By tempests fiercer than his bitter blast,
Which fair bellers and friendships, too, have taken
Away like summer foliage as they passed,
And made life leafless in its pleasant valleys,
Waning the light of promise from our day,
Fell mists meet even in the inward place—
A dimness not like theirs to pass away?

It was not thus when dreams of love and laurels
Gave sunshine to the Winters of our youth,
Before its hopes had fallen in fortune's quarrels
Or Time had bowed them with its heavy truth—
Ere yet the twilights found us strange and lonely,
With shadows coming when the fire burns low,
To tell of distant graves and losses only—
The past that cannot change and will not go.

Alas! dear friends, the Winter's within us,
Hard is the ice that grows about the heart;
For petty cares and vain regrets have won us
From life's true heritage and better part.
Seasons and skies rejoice, yea, worship rather;
But nations toil and tremble even as we,
Hoping for the harvests they will never gather,
Fearing the Winter which they may not see.

Education of the Farmer's Children.

MR. J. W. COLBORN, of Springfield, Vt., makes the following comments on the paragraph hereto immediately subjoined, which are eminently truthful and practical and which, we doubt not, will meet with a hearty response from every farmer who has children:

MESSRS. EDITORS—"For example, it has sometimes been feared that a great degree of anxiety about selecting good schools for our children, tends to make parents forgetful and inconsiderate as to those educational agencies which operate outside of school-room and college. Is it not so? Is not schooling too generally thought to be the whole or chief part of education? Do parents generally estimate at their proper value, such educational agencies as those which are exercised by the companions of their children, the books read by them, the example set before them, and the conversation they hear in the domestic circle, and the periodical literature admitted into it? Do not some of these agencies exert more influence in giving tone and character to the young, than all the teachers and text-books of whatever schools or colleges they may attend? Parents of intelligence have been heard to remark, that the conversation and manner of cultivated and refined company did more for invigorating, informing and polishing their children, than the influences of all the schools—that the papers and periodicals read in the family, were worth far more than the school education which could have been procured for the same amount of money. Is not school education estimated too high, when placed far above all these educational agencies?"

The above quotation is the closing paragraph of a late communication to the *Country Gentleman*, over the signature of "A FARMER." It is copied verbatim, letter for letter and comma for comma, regarding it as replete with good sense, truthful to a proverb. It will be of service to all the "brotherhood" of farmers who are readers of your valuable paper, to peruse it again—to ponder over and reflect upon it. The questions asked are pertinent and to the point—"when, how, and in what, shall farmers educate their children?" This is the first question put by the correspondent alluded to,—to which a discussion is invited, and which I hope will receive the attention of abler pens than mine. It is a mistaken notion that the schools and colleges can do every thing needful for our children, while we need not trouble ourselves farther than to provide the means to foot the bills and liquidate the expenses.

Home Education is of vast importance for the child! The boy cannot become a man, nor the girl a woman, in the true sense of the word, without other culture than our schools afford. The boy may become a learned fool, a swaggering fop, a "Young America"—the girl a fashionable young lady, a chattering doll, a self-satisfied coquette, and both be lamentably deficient in one of the most essential ingredients necessary to make the man or woman of after life, without which they never can become of much use to themselves or to others around them, and are destined to learn that the want of common sense cannot be atoned for by all the polish and erudition received at the schools in early life.

I would not speak lightly of, or discourage

a thorough school education for our sons and daughters away from home, or even a collegiate course where the genius, scholarship, and inclination tend strongly to usefulness by a superior culture; but home education—matters of fact of every day life; of the ways and means of the world around them; of human nature; of their moral and physical good,—all these are essential to their happiness and success in after-life. In whatever condition they may be placed, as they grow into mature years, the stern realities of life will meet them; disappointment, vexation, hope and fear will alternate, and how ill prepared will they be to contend with these shifting scenes by a sole reliance upon early book-knowledge as their only resource!

Early success, sunshine and prosperity, are as dangerous to the young man, to the uninitiated in the trials of life, as ill success and disappointment; and to him it is of vast importance that the philosophy and principles inculcated by a judicious home training should prompt the controlling rules, the governing motives of his desires and actions.

Of the collegiate graduates of the present day, there are, comparatively, more than a few that will never arrive to any higher distinction than the A. B. now affixed to their names; and in the struggle that must follow for a respectable subsistence, if home patrimony is at an end, a return to the common pursuits of life which they never should have left, and for which their collegiate course and associations have totally unfitted them, must inevitably be their final resort. Those of them who were so fortunate as to receive enough of early home education, and were in the habit of mixing in with the scenes of every-day life, will more readily assimilate to the change, and find their faculties more available than others who depend entirely upon their scholastic attainments for all the knowledge they possess. These will be very apt to have distorted views of life, to become visionary and misanthropic, and not to see things as they really are.

Your correspondent, to whom I have alluded, favors the idea of educating the two sexes together, as the one will have a softening and refining influence upon the other, while the energies and intellect of the former will be strengthened and stimulated by the examples of the latter; and in a quotation from the *Boston Journal*, names the experiment at Antioch as an example.

The education of both sexes begins in common at home, and continues through all the primary branches at our free common schools in the Northern States, and in the higher branches in many of our high schools and academies. This is as it should be; but would it render our daughters any more fit to become wives and mothers, to send them through all the abstract sciences, the dead languages, and have them become competitors with their brothers in the professions which in this country are already crowded to suffocation by the male graduates, too many of whom, unfortunately have totally mistaken their calling? What would woman do, what could she do in the arena of politics as managed in this country? It might make the contentions and strifes arising in these things, more interesting to the one sex, but it must be feared that the softening, refining influence imparted to them by the other, would leave a proportional roughness and rudeness where it does not belong, and mar the beauty of woman's legitimate and proper sphere.

Your correspondent does not suggest that the two sexes should be educated alike and in common in the professions; but for what purpose should women spend the best portion of her life, and at the risk of injury to health, in pursuing a collegiate course in our first colleges in common with the stronger sex, physically stronger at least, unless she is to be fitted as his competitor in after life? Should our colleges open their doors to this state of things, it would be an entering wedge for all the ultraism of the present day upon woman's rights—a subject as treated by the fanatics, the least said about which, the better it is for all concerned; for want of material to work upon, it will consume itself, if let alone.

The remarks of your correspondent about home education and education in general, are worthy of the deepest consideration. It is at home that the child receives his earliest impressions and impulses. A love of knowledge and of observation—a spirit of inquiry should be at all times encouraged, and assiduously fostered and cherished in our children. As their intellects expand, a love of books and of reading should be inculcated,—a taste for everything that is useful and instructive, even to the most common things of life, should be commended to them; and books of history, biography, and some of the approved fictions, with the best periodicals of the day, should be at their command; thus, if possible, fix a taste and desire for knowledge, a love of reading and study, and a leisure hour will never run to waste. In this way a fund of general information will be treasured up, and they will become intelligent and useful. They must have liberal advantages at our higher schools and academies, but let us not depend on these alone; they must learn to think, to reflect, to analyze, to act. Their judgment and reason should be early trained and put to the test, and brought into requisition on all proper occasions. This system, pursued and faithfully carried out, self-reliance will follow as a matter of course. The boy will grow up to be a man, and the girl to be a woman. They will neither be ciphers nor drones in the community of which they may happen to form a part.—Their influence will be exerted for good; they will live, not for themselves alone, but for others around them, and in their turn will edu-

cate another generation as they themselves were educated. Such is home culture—such is self-education, and with the blessing of a kind Providence, such are its fruits. We should not, however, be neglectful of the physical development of our children, and out-door or open air exercise should be in constant practice, ever keeping in view that a sound, vigorous and strong mind cannot exist in a puny and feeble body.

As a striking and living instance of this self-education, I would refer your readers to a man now living in the city of New York; a man extensively known for his expanded intelligence, wide-spread information and general knowledge, second to none as a writer, yet without advantages in early life beyond the common school, as it was then in a back woods country in Vermont, and now exerting an influence with his pen, beyond any other individual in this country. In him the inevitable law of nature is truly verified—as we sow, so shall we reap. He is now reaping a harvest of gratitude, of honor and usefulness at the head of the journal he conducts. If we sow in ignorance, we must harvest the bitter fruits of mortification, repentance and remorse.

School education alone never yet made a man of practical usefulness, of extensive general knowledge. How lamentable it is to see the young man who boasts of his algebra, his chemistry and philosophy, learned at the high school, and who cannot tell of what countries St. Petersburg, Berlin or Madrid are the capitals, or is unable to designate the location of Plymouth rock, or to give the boundaries of many of our own States, or has never heard of such a personage as La Fayette. And equally ridiculous it is, to see the young miss, just out of her teens, and bearing the honors of a diploma from some modern Female Collegiate Institute, proud of her scholarship and standing, who can thumb the piano, can paint upon canvas and translate French into English, but has little to say of Walter Scott, of Byron, of Cowper, or even of our own Washington Irving. Ask her where are the Alps, the Pyrenees, or the Rhine, or the Nile—she may locate them in Maine, in Virginia, in Georgia or Tennessee.

Such are the effects of our modern high school education; well enough to be sure, so far as they go, but they leave their pupils sadly deficient in practical, general intelligence. Home is the place, and parents and self are the teachers that should correct this evil. The schools cannot or will not do it; they are too crowded; their term bills are sometimes so low a sufficient number of teachers cannot be supported, and not always are those employed fully competent to teach correctly what they profess to. Let us then look well to the education of our children, and do well by them at home as well as abroad, believing that their future good depends more on themselves, and our discretion and judgment, than on all and every thing that can be done for them by others.

When to Transplant Trees.

We printed several weeks since, some plain, truthful suggestions relative to the time and manner of transplanting trees. To forever settle this mooted question would, perhaps, be a somewhat difficult task and one which we do not wish to undertake. We are willing that practical men should use their own discretion in these matters. There are however, general rules, which may be safely followed by all.

In the following article, from the *American Agriculturist*, the subject of transplanting is treated in a systematic manner and we recommend its perusal by our readers:

"This is one of the 'vexed questions' in horticulture, and it is sure to come up with every returning Spring and Fall. The nurserymen, who have acres of trees to sell, maintain that both seasons are the best. Planters who have had their best success in one particular season, declare that that is the best. And if we should collect a mass of testimony from all quarters, we should find a large number ranged on both sides.

Let us look at this disputed question awhile, both in principle and practice.

1. So far as theory is concerned, there is a good deal to be said in favor of Fall planting. A tree newly dug up, is very much in the condition of a cutting which the gardener wishes to "strike." The cutting is placed in a light soil a few degrees warmer than the surrounding atmosphere. Over the cutting a bell glass is set to prevent excessive evaporation from bark and leaf. The bottom heat excites the forces of the shoots, causing it first to form a callus over the wound and then to emit roots, before the leaves push from the top. So, in setting out a tree, we wish first of all, to heal over the wounds made in digging it up, and then to get new roots to supply the loss of those cut off by the digging spade. Of course, then, we should plant the tree at that season when the earth is a little warmer than the air above ground, and when the branches will suffer least from evaporation. Now, is not that time in the Autumn, before cold weather sets in? Moreover, the experiment has been tried, and it has been found that trees, set out early in the Fall and then taken up again on the verge of Winter, have former a mass of fibrous roots, and have become so well established in the ground that they would have grown the following year with considerable vigor.

It should be considered that the prevailing dampness of the air in the fall months is more favorable to the health of the tree than the

cold, dry winds of Spring. Then, again, the ground is generally in a better condition for working in the Spring. Autumn is also a season of greater leisure than the Spring and so ensures the better performance of the work.—It cannot be repeated too often or too emphatically, that the greatest cause of the failure of newly planted trees at any season, is the hasty and imperfect manner in which the holes are dug and the soil prepared for filling in around the roots. The long, mild days of Autumn afford just the needful time for making all this preparation before the trees are dug up. Then, again, if one is to purchase his trees from a nursery, he has a better assortment to choose from in the Fall than in the Spring.

2. Let us now turn the tables. Admitting all that has been said in favor of Fall planting, it yet remains true that tender trees and plants can not be removed at this season as well as in the Spring. The process of digging up trees, whether hardy or tender, carefully as it may be done, destroys a multitude of roots and fibers on which the life and health of the tree so much depend. But as a matter of fact, seven-eighths of all trees dug up are not taken up with care; the roots are chopped off with a merciless spade, and more or less split and bruised, and after that they are left exposed for a considerable time in the sun and wind. The work of re-planting is often done in the same barbarous fashion.

Again, trees are not generally set out early enough in the Fall, to enable them to heal over the wounds made and to form new roots before the setting in of cold weather. If planted late, they can not form a living connection with the soil, but stand all Winter very much in the condition of a post. Or again, if heavy rains fall, after planting, the ground becomes soft like mortar, in which the tree blows about, making a hole around the trunk, exposing the roots to the wind and to subsequent frosts. It frequently happens, also, that when the tree sways about in Winter against the frozen sides of this hole, the bark is chafed off completely. Moreover, if the soil is stiff and subject to standing water, the dormant roots become gangrened and perish, or are thrown out by the frost.

On the whole, then, (if we venture any advice,) we should say if one has much planting to do, he had better divide his work between Fall and Spring. But if he plants in the Fall, he should see to it that his ground is well drained and the soil well pulverized. If planting an orchard, the whole surface should be plowed and manured. He should take up his trees as early as possible after the frost checks vegetation, not waiting for all the leaves to fall; strip them off if they are very abundant. He should protect his trees in some way, against being blown about by the winds. This may be done by fastening them to stakes with wisps of straw or leather bands, so as not to chafe the bark. A very good method is to make a hillock of dirt, a foot high around the collar and spread over the roots. This will keep the tree steady, guard it from excessive frost, and against the girdling of mice. The mound should be removed in Spring. Among the trees most suitable for Fall planting are apple, pear, cherry, plum and native forest trees generally.

If one has not time to plant all his trees in this thorough manner, he had best leave a part until Spring. Half-hardy varieties, and evergreens in particular should not be disturbed in the Autumn. If for any reason it becomes necessary to remove the first named in the Fall, they should be "heeled in" in some dry, sheltered spot for the Winter, where they will not be exposed to bright sun or to piercing winds. They should then be set out early in the following Spring, before the growth commences. Those trees which generally succeed best in Spring planting, are the peach, dwarf-pear, apricot, quince, all tender ornamental trees and evergreens. Hardy, early starting plants, such as pæonies, dicentra, rhubarb, currants, etc., should, of course, be set in the Fall.

Cutting Grafts.—In the *Illustrated Rural Register*, for 1860, for an early copy of which we would feel indebted to the publishers, Messrs. Luther, Tucker & Son, Albany, N. Y., (and which by the way is an admirable manual) we find the following remarks on the above subject, containing some suggestions which are both timely and valuable:

There is no better time to cut grafts than at the commencement of winter. In cutting and packing them away, there are some precautions to be observed. In the first place let them be amply and distinctly labeled, as it is very annoying to find the names gone at the moment of using them. For this purpose they should be tied up in bunches, not over two or three inches in diameter, with three bands around each bunch, at the ends and middle. The name may be written on a strip of pine board or shingle, half an inch wide, a tenth of an inch thick, and nearly as long as the scions. This, if tied up with the bunch, will keep the name secure. For convenience in quickly determining the name, there should be another strip of shingle, sharp at one end and with the name distinctly written on the other, thrust into the bundle with the name projecting from it. If these bunches or bundles are now placed on ends in a box, with plenty of damp moss between them and over the top, they will keep in a cellar in good condition, and any sort may be selected and withdrawn without disturbing the rest, by reading the projecting label. We have never found sand, earth, sawdust, or any other packing substance, so convenient, clean, and easily removed and replaced, as moss, in packing grafts. It is needful,