Small Fruit Culture.

[Mr. Fisk, of Bloomer.]

I will give my experience and luck in growing the apple tree. Eight or nine years ago, in spring, I bought a lot of trees of A. G. Tuttle, selected from his catalogue—the most hardy kinds named therein—such as, Trancendents, Hylsops, Briers Sweet, Sylvan Sweet, (Whitney No. 20), Duchess, Wealthy, Walbridge, Tetofski, and others. The most of these trees were sold in small orders toparties. They were set out in different localities, and in all kinds of soil—some in sand. Some were set in clay soil. The trees mostly grew well the first season. The following winter the trees came out all right, but the next winter killed most of these out of not only my own trees, but others I had sold to. That winter was very changeable; there was not much snow, but the whole country was covered with ice most of the time; and where the ice came in contact with the trees the bark became loosened and peeled off. But I was not discouraged with this first trial. I ordered about 1,200 more trees from the Richland County Nursery, of saleable size, and 6,000 or 8,000 root grafts, fifteen or twenty different varieties in all. I sold most of my 1,200 large trees, and they were first-class trees, sound and healthy, and supposed to be all of the hardest varieties for this latitude, but like all other apple trees (in this country), have gone to rest long ago, winter killed of course. The root grafts I managed to save till they were three or four years old, then they mostly went “up the spout.” There were a lot of Russian trees among the grafts, but with all the great howl about Russian apples they were the first trees to kill out with me. I then bought 1,500 more grafts, such as Sweet Russets, Orion, Lake Winter, Lookers Winter, Winter Pear, Crab, Richland Sweet, President Hayes, etc. Most of these grafts did well and grew into good trees. I have quite a lot of them on hand now, as any one can see, at my garden in Bloomer. I have mostly given up trying to grow apples in this country. I don’t believe that apples will ever be grown in Chippewa county, Dunn or Barron counties with any success. The winters are too cold. But still where a man has a favorable locality he could set a few hardy crab trees and some Duchess; they might live long enough to bear a few crops. And when they begin to fail plant out a few more trees, in that way might have apples of these kinds for his family use. I believe this boasted Russian apple is a humbug. Thousands of these trees have been sold and set out in this county, and were killed out about as fast as they were set out. I have yet to see the Russian apple that was grown in Chippewa county, except Tetofski and Duchess. This remarkable Russian mulberry is another humbug and swindle tree, good for nothing here. It winter-kills down every winter to the snow line. I have given it a thorough trial and would advise everybody to let the Russian mulberry alone. But there are other kinds of fruit we can grow in abundance: the currant, gooseberry, dwarf June berry, blackberry and three or four kinds of red raspberries, as many kinds of black raspberries, all varieties of strawberries, early varieties of grapes, such as Janesville, Perkins, Worden, Champion, Clinton and other varieties. We can grow the Desoto Plum. The tree is very hardy and will grow and do well in most any soil. The fruit fine, large, and good for shade trees. We can grow the ash, leaf maple, Lombardy poplar, mountain ash, all kinds of elms, laurel-leaf willow, cut-leaf maples, cut-leaf birches, larches, all kinds of evergreens, Norway spruce, balsams, arbor vitae, hemlock, etc. We can grow fine roses, snow balls, hydrangeas, tree-honeysuckles, and many other fine flowering shrubs. With little trouble and care when first set out we can make our homes very pleasant, if we only try to make them so by setting out trees and shrubbery, flowers and plants, etc.

The Education for Farmer’s Daughters.

[By Miss Clapp, of New Richmond.]

How to educate our girls to be farmers’ wives? is a question which the courtesy of your committee has entrusted to me for a few thoughts this afternoon. It is a good omen, and one which I hail with joy to see upon the programme for a Farmers’ Institute topics relating to the best interests of the boys and girls. I would that my thoughts might be inspired by the spirit of truth, my lips touched with living coals, and my words chosen from
Heaven's choicest vocabulary, so grand and sacred is the theme.

How to educate our girls to be farmers' wives? Don't educate them at all to be farmers' wives. Some of them will be doctors' wives, some ministers' wives, lawyers' wives, and, alas! some will be old maids. They don't believe it, but the world always has had some unmarried women, and always will; and some of us are vain enough to believe that there is room for a few, and that girls need not be taught to shun them so assiduously as to run their heads into inextricable difficulties. Don't educate the girls for any specific position exclusively, but educate them first to be girls, frank, generous and true; then to be women, intellectual, self-reliant and efficient, and they are ready to take up life's work wherever they may find it.

The question then is how shall we educate our girls. Teach them first and last and always the nobility of work, the disgrace of idleness; that no necessary work cheerfully done is a drudgery. We only make it such when we do it with a drudge's spirit. Mothers, farmers' wives, do not teach your girls that you have all the hardships of life; that you want them to go to school and get an education so they will not be obliged to work as you have done. Schools have been accused of teaching children that the prime object of an education was to save them from drudgery. But it is not the schools, it is parents, actuated by a false affection, who seek to instill the thought that educated people live more easily. Teach them that every position has its lights and shadows. Let your own cheerful attractive home be an object lesson on the lights of the farmer's life. Education begins much earlier than we are apt to think, and if we allow it to run wild too long it is very likely to get beyond our control. The first necessity for education is in the home, the early home, and if neglected there, can never be made complete. Shall we say it? that too often more care is given to the rearing of calves and colts than to the boys and girls. Not for want of love and tenderness and proud aspirations for their future welfare, but because we expect the children to grow of themselves and straightway develop into prodigies of smartness without regard to conditions.

In these days of progress the farmer has his agricultural journal and his dairy paper to which he gives full faith and credence. He studies the best food and conditions for fattening hogs, and the best fertilizer for his crops. But he don't believe much in the new fangled notions about wholesome food for his children or the most profitable books for them to read. He forgets, he doesn't think, perhaps he doesn't know that the air they breathe, the food they eat, the sounds they hear and the sights they see, all affect their present and future welfare. He is simply oblivious to their natures and needs. He hasn't time to think about them; he has entered upon the business of acquiring property, probably for his children, that he may be able to place them in good circumstances bye-and-bye, when they ought to be able to place themselves there. To acquire property is well when it is sought as a means, not as an end. The first grand, supreme business of the parent, that which all plans should subservi the education, the bringing up of the child; the proper and well balanced development of his three-fold nature. A business in comparison with which the accumulation of money as an end, sinks into nothingness.

But how often is it the case that the whole vigorous, pushing, manly nature of the father is thrown into the one purpose of making and saving money, the energies of the mother all consumed and literally licked up in the attempt to do her part of this great life work. Both deny themselves every luxury and even necessary comforts (and the children come in for their full share of the denial), with the laudable purpose of saving for their families, perhaps with the very worthy purpose of giving them an education and desirable advantages in the future. All plausible; but meanwhile those little scraggy, knotty natures are getting pinched, shrunken and twisted beyond all future redemption. Better give them something now. While the bud is opening give it the soil of love and tenderness, the air of freedom and Christian charity, and water with your prayers, your counsels and your companionship. Carefully watch the present growth during the age of helplessness and entire dependence.

Many a woman has received by the last will and testament of her father, money to be squandered by a dissipated husband, money of which she was
robbed in her childhood, and which, if it had been judiciously used then in her education and proper training, would have put her beyond present need.

Nothing can take the place of early home culture. I once heard a lady excuse the ill-manners of her boys by saying that the teachers did not teach manners at all now-a-days. A manifest neglect; but did that excuse the mother who had a thousand and one avenues to the child's heart, never open to the teacher? Nay verily.

I am not pleading for extravagance or indulgence, but I am pleading that the home, the institution ordained of God for the rearing of the human family, be cared for, not only with an interest that will compare favorably with that given to the pigs and calves, but with an interest commensurate with the high possibilities and grand destinies of the immortal charge. Then I say again let the home be made attractive and comfortable in all possible ways, let the parents live more in the present and less in the future; more for the present, and the future will care for itself. Give the child's early years sufficient freedom from drudgery and stinginess; that the bud may unfold in freedom; then give him sufficient to do that he may be kept from evil thoughts. Teach him self-reliance and self-support, with a clear understanding of his obligations to God and humanity, and you have done a work that will yield a better interest than any bank dividend.

Having thus a fair foundation laid, don't let the girl jump from childhood into long dresses, the company of young gentlemen and late evenings, with the whirl and excitement of the rink or dance till she loses her head. Give her a fair and honorable girlhood in which to mature physically, mentally and morally, a girlhood in which to be a companion, friend and help to her mother, a sharer in the joys and sorrows of the family, where she may learn to do, by doing, the many little things, as well as great, that go to make up a well ordered household. Give her broad culture, all the school advantages that the means of the parents can secure, and all that she can help to secure. She will be much better prepared for a farmer's wife with a broad literary culture as she will for a lawyer's wife or a minister's wife. Narrowness is not a requirement for a farmer's wife, by any means.

People in the city can find plenty of entertainments and opportunities for growth and advancement, but farmers must make their own entertainments, from good reading and from society that may come to them; hence the necessity that the wife and mother be a lady of some literary taste and culture who can entertain and instruct, who can keep pace with the children in their school life, even with the young people in their college life, that instead of being a drudge for them she may be a companion and claim their respect. So that the experience of the mother and the fresh vigor of the college graduate may hold sweet converse.

I do not mean to say that there are not multitudes of noble wives and mothers, self-made women of high type without a liberal education. But if I am asked to say what shall be done for the girls, I shall say give them the best possible school advantages. In pursuing the higher course of instruction, the girl gets more than book knowledge. She comes in contact with minds superior to her own; she lives in an atmosphere of broad experience, of high and noble purpose. Thus, during her formative years her mind is pre-occupied with themes worthy of contemplation; her aspirations are lifted above petty jealousies; grace and ease are acquired, that are as acceptable in the farmer's home as anywhere. The mental discipline acquired by the study of and grappling with difficult objects will give mental muscle that will fortify and energize the mind for the battles of life and ability to resist the petty trials of farm life, if there are more there than elsewhere.

Somebody will say that a girl who can speak German and read Latin, follow the intricacies of mathematics, paint a picture and play the piano will be quite out of place in a farmer's kitchen. Nay, it is not so. I heard of a man once who said he had found out that girls brought up ladies, milliners and school-teachers were just as good housekeepers as anybody. A wonderful discovery; but no doubt it has been made by many another man.

Possibly these girls for farmers' wives may call for a new class of boys for farmers. They may strike for clean mouths and clean hearts; but the law
of demand and supply will hold good. Educate the girls, and the boys will soon be there. So long as girls are willing to associate with tobacco and whisky, with low aspirations and evil practices, so long the boys will gravitate to that level.

But when the girls demand fewer cigarettes and more brains, when they ask honor for honor, purity for purity, when they will have the steady nerve and strong muscle of total abstinence, the boys will soon see light in their light and begin to climb to a higher plane. Hence for the sake of the boys as well as the girls, I plead for the higher education of the girls. Being educated they will be ready to assume responsibilities in any place. The greatest of greatness is shown in the ability to adapt one's self to any and all conditions. Give a girl an opportunity to develop broadly the powers and possibilities that God has given her, and she will be ready to serve or be served, to lead or to be led.

I quote from another. "The woman who understands chemistry well enough to know why bread rises will be a more successful breadmaker, than if she did not; the woman who is acquainted with botany sufficiently to know the medicinal qualities of plants, will make a better nurse for it; the woman who is proficient in mathematics is more likely to keep her household expenses on the sunny side of profit and loss. She who is thoroughly versed in physiology and hygiene will make a better mother; in short, he who has an educated wife has a priceless treasure."

Sheep.

[Hon. Wm. Miller, of Rusk.]

I commenced keeping sheep about twelve years ago. My reasons for going into the raising of sheep were: In the first place, to get fresh meat in the summer season; in the second place, to raise wool enough for our own clothing; and in the last place, to improve the fertility of the soil. Having moved on to a farm that was of excellent soil, but which had been let out on shares for a number of years and had had large crops raised on it and become exhausted through general pioneer farming, I purchased thirty-two sheep from a neighbor who had got tired of keeping sheep, for the small sum of $55.00. I had had no experience in sheep-keep-