ROSES,—FALL AND WINTER TREATMENT.

November is the time to see to it that these pets are made comfortable for the winter, though December will answer.

Some prefer to prune before covering, but many defer pruning until spring. One man treats his Hardy Perennial roses to a cut-back of eighteen inches from the root, then runs boards around them and fills the enclosed space with leaves.

We like to have some of the Hardy Perennial, Moss, and June roses left long and some pruned short. We had General Jacqueminiot this year, on their own roots, in full bloom, standing seven feet high without support. When left long and laid down, a sod inverted is the best protection.

G. J. K.

GRAPES,—PRUNING AND PROTECTION.

Geo. J. Kellogg.

Editor Wisconsin Horticulturist:—

As soon as the leaves fall grapes may be pruned. Cut off three-fourths of all new wood. On the strongest shoots of the new wood leave two to four buds. This new wood is what bears next year and every bud may be counted for three bunches of fruit, though it will pay always to nip off the third bunch.

After pruning, the vines should be left up exposed to the air ten days to dry or they will bleed in the Spring.

Grapevines must be laid down on the ground. A stake to hold them down is about all the protection the Concord needs; for other kinds inverted sod is better than soft earth. Soft earth is not good for the Rogers varieties, as often the buds become water-soaked and killed.

It is better to prune in November, but any time up to March will answer, if the winter is not too changeable. The most trying time for all half-hardy vines, plants, trees
and shrubs is the hot days of February and March.

The earlier grapevines are tied up, in April, the better, as they then become inured to the cold nights, and if the buds start they stand harder frosts than if left covered until May.

THE POWER TO OBSERVE ESSENTIAL TO A FARM EDUCATION.

At one of the meetings of the State Board of Agriculture of New Jersey, several of the speakers advocated a change in the methods of educating farm children. Their earliest instruction should be from objects rather than from books, with the view of training them to be observing. With young children the chief work of the teacher and parent should be to train natural powers of investigation.

One writer says: "There are very few farmers who have ever learned to see well. They may be shrewd in business and quite able to see a point in trade; they are not able to observe what is going on about them. Buying some honey the other day of a farmer, we discussed the short apple crop. I suggested to him that it was possibly largely due to the premature hatching out of insects that bear pollen from flower to flower, and then their killing off by the cold May. He at once added that his bees fertilized his own orchard of close-set trees, but were unable to fly to other orchards to render similar service. The consequence was that he had a fine crop while others got next to none. This man knew how to see; and what he saw was this—that bees not only make honey, but that they make our apple crop as well. Is it at all likely that a man who can see as well as that will not see a good many other things that his neighbors fail to see?

Let us consider in how many ways this cultivated observing power may be of advantage. Of course the first point to be generally considered is the financial—not the