

Agricultural Department

Planting Apple Trees.
The attention of farmers is invited to this important subject and to the fact that the present opportunity slip unimproved. The apple is the most important of all the cultivated fruits, as it can be used for more purposes, culinary and other, than any other on the list.

Plant trees in good soil and where they can have a full exposure to the sunlight. In view of securing this advantage take care and not plant trees too near each other. So-called "apple trees" planted twenty years ago now completely shade the ground like a forest. Apples grown in such an orchard will be defective in color and flavor.

The roots of the trees must be fed or else they will cease to furnish the orchardist with good crops of apples. It is said that the roots of thirty trees extend outward about a foot's length for thirty years. The area for culture and for the roots of the apple tree thirty years old would, with its roots, fill a circle sixty feet in diameter, all in-pursuit of plant food to make leaves, growth and fruit. There were formerly and are still planted in rows, with the trees twenty-five feet apart. The first distance will do very well if they be thinned after they come into bearing, as more space is needed for growth and sunlight. Room above and plant-food are the conditions of a good apple orchard with perfect fruit.

Before the trees come into bearing and after, good crops should be cultivated, such as squashes and potatoes, with clean culture, which will bring the vigorous growth of the trees. Before the apples begin to ripen and fall, a coat of mulching of swamp or marsh hay should be put under the trees. Then the apples when they fall are clean and free from insects. After the trees are large enough not to suffer, orchards may be pastured with hogs, sheep or cows. We should prefer the former until the windfalls be worth saving. Surface manure is not so good as the manure of these animals. If the roots be thus fed, surface culture may be sooner dispensed with.

The selection of congenial soil and a suitable location for growing an apple orchard requires care and attention on the part of the planter. An abundance of sunlight with an ample supply of plant food are points to be secured. A loamy soil free from stagnant water, not too tenacious or heavy in a word, on good land with proper culture, as stated above, is most likely to secure a good apple orchard, according to our experience and observation.

In regard to the varieties to plant, for winter apples none stand higher, if any does as high, as the Baldwin, a first-class market apple; the Rhode Island Greening, Hubbardston Non-such, Spitzenberg, Westford, Red-rudder, Newtown, Pippin, the russets, Swaar, with many others, may be added. Fall apples, the Fanese, Graevestain, Fall Pippins, Porter and others, according to taste. For summer apples, Williams' Favorite is one of the most popular market apples, the Early Harvest and Red Astrachan are among the most popular early apples.

SALADY, OR VEGETABLE OYSTERS.
We are surprised that this useful and delicately flavored vegetable is not more generally grown. Comparatively few know anything about it and take it for granted that it is not worth much, and that time and ground would be wasted on it. But in reality it is one of the most delightful of our autumn and winter vegetables; it is as easily grown as the parsnip, and keeps as well through the winter. It gives a variety when the list of vegetables is small. All who are fond of fried oysters should certainly try it. They will be surprised to find how much of oyster taste it furnishes. Only the root of the plant is eaten, and to prevent the seeds from growing, the roots are apt to do, the manure must be buried very deep. The best way is to open a trench, eighteen inches deep, place the manure at the bottom, return the soil, and sow the seeds in a drill a half-inch deep, so as to tempt the roots to run straight down to it. The drills may be one foot apart, and when the plants are two or three inches high they should be thinned out so as to leave six inches between each plant. Row the seed early in the spring and the roots will be ready for use in October and continue good through the winter and early spring. By covering the ground with litter or straw, they can be kept dry and whenever wanted. It is well, however, to take up a portion before hard frost, and house them as you would carrots or parsnips. There are several ways of cooking salad. It may be simply boiled, then sliced with a plentiful dressing of butter, pepper, and salt. But it most resembles the oyster in taste when half-boiled; then grated fine, and made small, flat balls, which are dipped in egg and fried.—*The American Garden.*

WHITE HOSE WHITENESS.
A great deal of "whitening" has been done at the national capital, some of which is by no means creditable to the operators; but an exchange highly commends the whitening which has been done at the residence of the President, the recipe for which is given as follows: Take one half bushel of nice un-slaked lime, slake it with boiling water; cover it during the process to keep it from getting dry, and pour through a fine sieve or strainer, and add to it a peck of salt, previously well dissolved in warm water; three pounds of ground rice, boiled to a thin paste; one-half pound of powdered Spanish whiting, one pound of clean glue which has been previously dissolved by soaking it well, and then hang it over a slow fire in a small kettle with a larger one filled with water. Add five gallons of hot water to the mixture, stir it well, and let it stand a few days covered from dust. It should be put on, and for this purpose it can be kept in a bottle or portable furnace. About a pint of this mixture will cover a square yard on the outside of a house, if properly applied. Fine or coarse brushes may be used, according to the neatness of the job required. It is as good as well as being used for wood, brick or stone, and is cheaper. It retains its brilliancy for many years. There is nothing of the kind that will compare with it, either for inside or outside walls.

Educational Department

Committee on Education.
E. H. QUINLAN,
J. A. WYATT,
G. W. BEAN,
A. A. KENNEDY.

Committees may be sent to either of the following addresses: The Secretary of the National Education Association, 1200 Pennsylvania Avenue, Washington, D. C.; or the Secretary of the State Education Board, Albany, N. Y.

Read by J. H. Oakes, May 11, before the Western Education Association.
Edward Everett said that upon the intelligence of the people rests the security of the nation. Recognizing the truth of this principle, it has been the policy of the nation to bring up the children of the nation to education within her borders. The nation of education ought to render them intelligent actors in life's great drama. And to this end our legislators have assumed the right to tax the property and person of our citizens, to provide means to carry on the great work of educating their children, whether rich or poor.

And this, whether regarded in the light of benevolence to the children they educate, or as a wise stroke of public policy, is deemed to be for the public good; and "pro bono publico" may be justly regarded as the motto of the educational system of this country.

But it is of your relation to this system, and your responsibilities as teachers and workers in this great cause, that I propose to speak in the few moments I shall claim your attention this evening. When one person contracts to labor for the benefit of the community, he is expected to apply the powers and abilities they may possess to promote the interest of his or her employer, and whether the labor be physical or mental, or both, he or she has fulfilled his or her contract only when they have faithfully performed the work they agreed to do.

And this they can do only when they have a knowledge of that work, sufficiently thorough, to enable them to do it in a manner that shall produce the best results. Hence, the teacher, in contracting to labor for the State, comes within the term employee, and is bound by the same law of contract, and the object of the State being to develop that in the children within her borders, which shall make them good citizens, and to eliminate from them, as far as may be, that which shall tend to deprave and degrade them, you, as far as in your power, endeavor to promote these objects.

And again, knowing the object of the State in the disbursement of money in hiring teachers, and supporting schools, you, by offering yourselves as teachers, claim to have such knowledge as will enable you to faithfully perform her work and promote her interests.

And you, comes under the head of what is called skilled labor; a term that implies superior qualifications and higher abilities, whether natural or acquired than those of ordinary laborers.

To develop skilled labor requires both a natural aptitude and continued study. So that, to be a fit teacher of youth, you should have not only a capacity to teach, but have developed that capacity to such an extent, as to fit you for the work you engage to do. Having earned the right to the name of teacher, it is your duty to bring up the children of the State to the highest level of civilization, and to do this by the best means available.

Realizing then the responsibilities of your position, you should keep steadily in view the grand object of your labor; the proper development of the children under your charge, into men and women of the highest sense of duty and honor. The idea that your duties are performed when you have gone through the daily routine of hearing your scholars recite their various lessons, is as far from the truth as to suppose that the father has performed his whole duty to his children when he has provided the bread they eat.

As a good physical organization is one of the requisites of successful mental development, regard should be had to the physical welfare and training of your pupils. In order to do this, you must understand the laws of health, and be a good judge of the capabilities and requirements of each individual, and a close student of human nature.

Proper ventilation of school rooms, judicious exercise and recreation, are things in which teachers should interest themselves, and are properly a part of their duties. Great mental success depends largely upon a good physical organization—the strong and robust performing mental labor with ease that would cause intense suffering in the weak and diseased; and although so many times see a brilliant mind in a weak and crippled body, yet that brilliance is only obtained by the supremacy of indomitable will over bodily pain.

In mental development, endeavor to promote that which will be most practical and useful in the every-day business of life, for in this fast age, few can afford to give much time and attention to purely theoretical and abstract studies, with the exception of those who are exceptionally forced upon them. The American people are decidedly a practical people, and utility the grand object of their study; as might be seen by their exhibits in the great Centennial Exhibition at Philadelphia, where in mechanical appliances and other inventions, while the ornamental and artistic, they were far in the rear. Thus it is likely to continue for generations to come; so that the masses to succeed in gaining a livelihood, must work for practical results, rather than the elaboration of abstract theories.

The public schools of our land are the bulwark of our free institutions, and the primary education the guaranty of our future prosperity, enlightening the minds of the masses, banishing therefrom bigotry and superstition, and rendering them capable of self-reliance and self-help.

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The demand for a convenient location has led us to change our store to the corner of Main and Bridge streets, where we will have the largest stock of goods.

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All goods delivered free of charge in the borough.

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FAMILY CARRIAGES, TOP AND COACH STYLES.
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WE KEEP THE LARGEST STOCK OF UNDERTAKING GOODS OF ANY ONE IN THIS PART OF THE STATE, AND OUR PRICES ARE AS LOW AS THE LOWEST.

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