

STRAWBERRIES.

Messrs. Editors.—The inquiry is made every day, Why can I not succeed in growing strawberries? A lady said to me a few days since, that she had tried for the last ten years to raise strawberries, and had never succeeded. She remarked, that every spring her plants blossomed very full and promised a fair crop; but they always deceived her. Thousands have had the same sad experience—have given up in despair, supposing the cultivation of strawberries to be involved in secrecy.

Now permit me, through the medium of your valuable paper, for the benefit of those who wish to cultivate this delicious fruit, to develop the secret. And I would say, that if there is a secret about the matter, there are three secrets.

The first consists in obtaining the right kind of plants: this is the great secret.

The second consists in putting them into the right kind of ground; and,

The third secret consists in transplanting and keeping them right.

Any person may grow as many strawberries as he pleases, by understanding the secrets above named, and by acting in accordance with that knowledge: and, without which, he may plant strawberry vines as long as he lives, and never obtain fruit,—indeed never ought to.

First, then, what are the right kind of plants? I shall answer this question by first telling what are not the right kind of plants.

Those plants that have stood several years without producing fruit, are not the right kind; those plants that have so far deteriorated as to be worthless, and have been rooted up and thrown away by your neighbours, are not the right kind, although you can get them for nothing. I know many who have tried such plants for several years; they cost them nothing, and they produce them nothing. The labour of cultivating, I suppose, must be put down to the account of nothing, and all amounts to nothing.

First, the right kind of plants are young plants, those of one year's growth only,—say those which have grown from the parent plant since the fruiting season, this year. It should be recollected, that the summer, and early in the autumn, are by far the best seasons for transplanting, for then there is no liability of mistaking the younger kind of plants.

As to the variety, there are several which are very fine: those I would recommend are, the Pine Apple, which are of good size and very productive, rather too soft for marketing,—the Hudson, well known in this country,—the Keene Seedling, a large and splendid fruit, but rather unproductive,—and Hovey's Seedling, which is very large, splendid, superb, very productive, of a rich deep colour, fine flavour, meat solid, and consequently well adapted for marketing, and is in all respects by far the best variety of strawberry within my knowledge. They sold for twenty-five cents per quart in Cincinnati market, this season, when the Hudson sold for six and a fourth cents.

Every lover and cultivator of strawberries should give this variety a place in his garden. Ladies in cities could cultivate them among their flowers. They make very fine borders—the foliage is neat, and remains green most of the year; the flowers are pretty, and the fruit is truly sublime.

Second, the right kind of ground. The strawberry will succeed upon most kinds of soil, but the secret consists in not having the ground too rich; when this is the case, the vines grow so luxuriantly that but little fruit is produced; they do best on poor ground. The soil should be kept light by being frequently stirred.

Third, in transplanting, care should be had in obtaining both sexes of plants, in the proportion of about one male to five females. The plants should be put into beds, say four feet wide, in rows six feet apart, (i. e. two rows in a bed, leaving a margin of one foot on each side of the bed,) and one foot apart in the rows: The best season for transplanting, as I have before said, is in July and August. Plants put out as above described at this season, will make a fine growth the same season,

and the next produce a good crop; whereas, if they are transplanted late in the season, they make but little growth, if any, and are quite liable to be winter killed.

I have now communicated all that is necessary to be known for the successful cultivation of this delicious species of fruit; but will just add, for the convenience of those who may be disposed to test the principles above stated, that genuine plants of the Hudson, the Keene, and Hovey's Seedling, can be obtained at the Botanic Garden, on Walnut Hill, near the Post-office, or of Mr. Huxley, Seedsman and Florist, next to the Dennison House, on Fifth-street, Cincinnati, and I presume from the gardens of most of the cultivators in the vicinity of the city.

Very respectfully, yours,
J. BROWN.

Botanic Garden, Walnut Hill, July 15.
—Cincinnati Enquirer and Message.

COMMON SCHOOLS.

Common school instruction is of incalculable worth and general interest to all the community. Unlike many other institutions, it seeks not the benefit of the few, but of all: and whatever is done to promote the advancement of this cause is designed for the good of all.—There should be, then, a more general interest felt throughout the community and throughout the State in behalf of common school instruction. When we consider the importance of our primary Schools—reflect upon their beneficial influence on the public interest, that they are not only useful but indispensable to the honour and prosperity of our country, and then consider the moral influence exerted by the general diffusion of useful knowledge, it seems as though too much could not be done to improve our common schools and awaken the community to a sense of their vital importance. It is a well known fact, that in proportion to the advancement of useful knowledge, crime becomes less common; our schools therefore, are, or should be, bulwarks of morality against ignorance, mental dissipation and crime. In view of the great influence which is constantly exerted on the minds and character of the rising generation—the children to whom we look as soon to take our places, is it not surprising that parents can manifest so much apathy as prevails in society, as to the character of the teachers whom they employ? Cannot something be done to make parents feel more their accountability in this respect? It is not enough that teachers be provided competent to instruct in the literary departments, although this is of great importance. The teacher's influence is ordinarily next to the parent's; we delegate to him our authority nearly half of the time; should we not feel an urgent solicitude that the character of the individual thus delegated should be such as we can approve? Yet how many are permitted to assume the charge of our schools who are in want of better and more profitable business for the time being, who know no more of the duties incumbent on their station than the children they instruct; and notwithstanding the station is one of great importance, our teachers are often hired from mercenary motives. This is wrong. There is something "worth living for besides the simple accumulation of property;" a single day or hour may dissipate all the possessions to which we cling with childish or miserly fondness, while nothing but the deprivation of reason can deprive our children of the rich treasures of mental acquisitions. Until parents feel a more general interest in this subject, it is to be feared all other means will be found insufficient. The teacher needs the co-operation of the parent; this, many seem to consider too great a burden, but the trouble would be slight indeed compared with the beneficial consequences. They seem to forget that their children are receiving impressions for weal or for woe, that are to last their life time; it is enough for them that their children are sent to school, if they do not learn, it is the teacher's

fault, not theirs. If parents would take the same interest in the school to which they send their children, that they usually manifest in their other business, our faithful teachers would be encouraged in their labors far more than we are apt to suppose, and the number of such teachers would be greatly increased, and the progress of our children would be twice as rapid as it now is. If parents could be made to feel how much the usefulness of our schools would be increased by manifesting a greater interest in them, it would not be surprising that all would cheerfully contribute their influence for the promotion of this cause.—The Farmer.

STUDY ON THE FARM.

Messrs. Editors.—More exercises of the mind, in observing and reflecting upon the course of nature and the processes of cultivation, would be of vast benefit to most farmers and to their sons. Some few among them do pass over their grounds and along the roads with their eyes open. They notice the adaptation of different crops to the different soils; they observe the effects of the different processes of cultivation. Such farmers find work for the mind as well as the body; they thus keep themselves bright and contented. The tediousness of hard labour is lessened by the activity of the mind. Nor is the good result confined to themselves alone. Their sons and their labourers catch the same spirit of observation and reflection, and thus they become intelligent and more efficient labourers. The sons are more contented with home and the farm. Where the various crops in the field are made matters of study, they possess an interest and a value distinct from the amount of money they may bring in. They become one's teachers; they give him lessons to be treasured up, and to be used. And it is those only who seek to learn and to profit by those lessons, which are furnished by the growing-corn and fruits of various kinds, who are intelligent and exemplary farmers. A few, by dint of unwearied toil from year to year, and by soul pinching parsimony, may get money, and this too, without observing any lessons, excepting a few brief ones, which were inculcated by others while they were young. But those who stick to the old way in every thing through thick and thin, and for no other reason than because it is the old way, are not good farmers; they are little more than brute labourers; who by dint of perseverance get some money, but get little else that is worth having. I am not ridiculing old ways, but only say they should be compared with new ones, before one can with any propriety maintain that they certainly must be the best.—That the old are, in very many cases, the best, is undoubtedly true—that new ways are sometimes better than old, is also as undoubtedly true. And it is only by comparison that we can satisfy ourselves fairly and properly, which path will lead us most directly to the desired object. The matters upon which farmers, and good farmers, differ, are so numerous that no one expect to settle them all for him-