

Veterinary Department.

VERTIGO OR GIDDINESS IN SHEEP.

M. Reynal considers vertigo a disease of the nervous system occasioned by a worm—the *cecaries cerebrealis*, (located in the brain) belonging to the *hydatid* family.

Lambs, from the age of two months, or from six to twelve months, become the subjects of it; and it rarely effects them after the age of fifteen months. The disease is apt to end in *atrophy*—wasting of the brain and spinal marrow.

In the rank of principal causes he places, first “Hereditariness.” Secondly—“Intercourse between the sexes too prematurely, especially the employment of a ram for *tupping*, not more than six or eight months old as is the practice in some parts of the country.

To Guard against the Disease.—“Put out of the breeding fold both males and females that are shown any signs of the disorder, and not bred from the ewes under the age of thirty months, nor from rams until they have attained their second year.”

And if there be any binding conclusions to be drawn from the influence of a first foundation or necessary ones, we ought to put away from the flock females who, though in apparent health themselves, have once produced diseased stock. *Translations from the French, by W. Percival.*

LINSEED-TEA FOR SICK HORSES.

Linseed-tea is not only a valuable *restorative* to sick horses, but it is exceedingly useful in cases of inflammation of the membranes peculiar to the organs of respiration and digestion; it soothes and lubricates the same; tranquilizes the irritable state of the parts, and favors their healthy action. We have prescribed linseed-tea in large quantities during the past month, for horses labouring under the prevailing influenza, and seemed to derive much benefit from it, and generally drank it with avidity. Aside from the benefit we derived from the action of mucilage of flaxseed oil, which the seed contains, its nutritive elements are of some account, especially when applied to animals laboring under soreness in the jaws of deglutition, which incapacitates them from swallowing more solid food. In the event of an animal becoming prostrated by inability to masticate or swallow more food, linseed-tea may be resorted to, and in cases of irritable stomach, the addition of a little honey, makes it more useful. In the latter form, it may be applied to animals laboring under acute or chronic disease of the urinary apparatus, more especially of the kidneys.

Prepare Linseed-Tea.—Put a couple of handfuls of the seed into a bucket, and pour a quart and a half of boiling water upon it.

Cover it up a short time, then add a couple of quarts of cold water, when it will be fit for use—*Prairie Farmer.*

Miscellaneous.

NATURAL HISTORY IN HOME EDUCATION.

(From the Museum.)

But an intelligent parent might admit all these inferences, and might yet fairly ask, “Supposing that my child liked these studies, what good would they do him?” In other words, what are the results they might be expected to produce?

The first and most obvious is, that the bodily organs, by means of which we take cognizance of eternal objects, are trained to habits of activity, promptitude, and correctness. It is to these Mr. Wyse refers in his work on education reform, where he urges that they should, “as early as possible, be prepared for use. If not, when wanted, they will be found rusty or blunt. The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency which it is impossible to cure. Educated well, they give to all knowledge and virtue a positiveness, a firmness, a vivid freshness, such as makes the difference between waking and a dream.”

The second effect is the training of the perceptive faculties, by the aid of which we are enabled to compare, examine, and discriminate. The mental powers, no less than the muscles of the body, require to be exercised, otherwise they become feeble and languid; habituated to activity, they are at all time vigorous and fit for service. The faculty which natural history pursues bring into play, are not those which are called into action in the old routine of school education. It is the more desirable, therefore, that they should be systematically exercised, and brought into full and healthy action. If this be not done, if any portion of the mental constitution be allowed, through inaction, to lapse into feebleness, the whole mind is injured, the healthy action of all its powers is precluded.

From the combined action of the bodily senses and the mental faculties, comes the acquisition of knowledge. In the case of children, the amount of such knowledge is small, but it is good so far as it goes, and it prepares the way for better. It does not consist of hard names but of facts connected with the history, powers, properties, uses, or peculiarities of the plant or animal. Such knowledge is imbibed with pleasure and restrained with ease. Thus, for example, if children be taken in the month of June to some woody spot, when the woodruff or woodruffe, is in blossom, make them observe its snowy petals, and its whorl of bright green leaves, tell them the old rhyme which embodies