

the school-room. He has deposited there his dearest treasure, compared with which the wealth of a thousand Indies is as dross; a treasure capable of infinite increase and improvement; a treasure infinite in its capabilities and immortal in its duration.

What parent would trust his cattle or sheep, or even his swine to the keeping of another, without visiting them occasionally to see how they were thriving or fattening? What parent will lease his farm to another without well attested bonds that it shall be faithfully tilled, that the fences shall be kept in good repair, and that in every respect, it shall be kept unimpaired? And yet how many intrust their children day after day, week after week, and year after year, to the hands of others, often entire strangers, without once visiting them, and in many cases, without even inquiring after their progress and welfare?

Parents should visit the school that they may be acquainted with the teacher of their children, and be better able to use their co-operative influence with his. Parents and teachers should work together as one. They should know the wishes and designs of each other, and labor mutually to carry them into effect.

Parents should witness for themselves the management of the school. Much of the difficulty that frequently exists between parents and teachers, is the legitimate result of ignorance on the part of parents, respecting the real management of the school-room. The teacher, perhaps, has occasion to chastise a scholar for some misdemeanor; the scholar goes home with a sad report of his wrongs, accompanied by one of his playmates to attest to his abuses from the teacher. The parent, not daring to doubt the veracity of his child, at once gives judgment against that teacher, and thus, though undesignedly, gives countenance to the repetition of a similar, or greater offence on the part of his child.

Now, if parents were fully acquainted with the teacher of their children, and with his management in the school; if they were as willing and frank to converse with him respecting the errors as they are the virtues of their children, in nine cases out of ten, these little, petty difficulties, which so often mar the teacher's happiness, and many times unpair his influence, would perish in their chrysalis state, or rather they could never exist.

Parents, you should visit the school that you may witness whatever is praiseworthy or censurable on the part of your children, and thus be able to encourage them in the former, and deter them from a repetition of the latter. What teacher has not seen the countenances of his pupils brighten as they anticipated a visit from their parents, and witnessed with pleasure the laudable pride with which they resume their seats after the recitation of a well-learned lesson in their presence. It seems to give a fresh impulse to the blood through their youthful and buoyant hearts, and to inspire them with increased fidelity to go onward and upward in the path of science and virtue.

You should visit the school that you may learn something of the teacher's duties, his labors and his trials, and that you may cheer his tired and drooping spirits amid the multifarious and never-ending trials and perplexities of his profession.

As the faithful teacher labors week after week, sparing neither physical nor mental strength in whatever can benefit his pupils, as he feels himself careworn and weary, it is pleasant and encouraging to hear a cheering word from those whose interests are so closely allied to his own—from parents. It should be remembered that teachers have natures and feelings common to other men; and it is not strange if they sometimes feel discouraged and disheartened as they witness the apathy and indifference often manifested towards them, and toward their labors, by those from whom they have a right to expect the warmest sympathy and most hearty co-operation.

You should visit the school as a duty to yourselves, to the teacher, and your children; as a duty prescribed by your Creator, and one which you cannot neglect with impunity. He commands you to train up your children in the paths of usefulness and virtue, to train them up to love and serve Him, and the School is instituted as the most efficient auxiliary in carrying out this important requirement of the Creator, and parents cannot remain guiltless while ignorant of, or indifferent to the interests of so important and indispensable a means for the education of their children.

If you feel a desire to see your children improve, manifest that desire by visiting them at the School-Room.—*Vermont Se Journal.*

## Agriculture.

### FEEDING DOMESTIC ANIMALS.

The farmer when he has plenty of straw and hay about him never calculates what one animal wastes amongst its feet. This loss may be inconsiderable to a man who has but few cattle, but if he has a large stock, he must look to it. For instance—If one cow daily treads three pounds of hay under foot in the mud, she will waste about one hundred pounds per month; or a herd of twenty cows would waste a ton per month. At this rate, how many times, every ten years, would the quantity wasted pay the expense of feeding boxes and racks?

### WATERING CATTLE.

Many farmers suffer a loss by not providing good and convenient water for their cattle. An animal that is compelled to go half a mile over a slippery road, and chased perhaps by dogs, cannot gain in flesh by the operation. If a cow has to travel twice a day half a mile to water, and return, she travels two miles a day;—or ten cows perform twenty miles of travelling a day, and two thousand miles each winter.

### GATES.

Every field on the farm should be entered by a good self-shutting and self-fastening gate. Farmers, who are too busy in summer to make them, or get them made, should see to it in the winter. How long does it require to take down and put up a set of bars? At least two minutes; which, if repeated three times a day for a year, amounts to thirty hours, or three days of working time—which would yearly pay for a good gate.

Or, examine it in another point of view,—three times a day is nine hundred times a year; now, is there any man between Halifax and California, who would take down and replace a set of bars nine hundred times in succession, in payment for a farm gate? Hardly—yet this is the price yearly paid by those who use bars that are constantly passed, and the gate is not obtained by it. Again—how much better is a well-hung gate, than one half-hung? or one with a pin crowded into an auger-hole? Try it by dragging a badly hung gate over the ground, nine times in constant succession, securing it each time with a pin, and see if you do not think this labor would pay for good hinges and a latch.

### THE COW.

The cow, as a milk giving animal, is peculiarly fit for the purposes of civilized man; she is made to contribute, not only to his health, his comfort, his economy, but to many of his choicest luxuries. Milk contains every element of nutrition necessary to animal existence; and it is asserted that man can subsist with unimpaired health and strength, if limited to this food alone.

A good milker should be descended from the best milking stock; her head should be small or of a medium size, muzzle fine, and nostrils flexible and expanded; face long; cheeks thin; eyes full, mild and prominent; horns delicate and waxy, branch-