

be early commenced and very frequently practised. The child can be early interested in this, and he probably in this way acquires a better knowledge of practical grammar than in any other.

Grammar, in my opinion, as a study, should be one of the last of the common school branches to be taken up. It requires more maturity of mind to understand its relations and dependencies than any other; and that which is taught of grammar without such an understanding, is a mere smattering of *technical terms*, by which the pupil is injured rather than improved. It may be said, that unless scholars commence this branch early, they never will have the opportunity to learn it. Then let it go unlearned; for as far as I have seen the world, I am satisfied that this early and superficial teaching of a difficult subject is not only useless but positively injurious. How many there are who study grammar for years and then are obliged to confess in after life, because "their speech bewrayeth them," that they never understood it! How many, by the too early study of an intricate branch, make themselves think they understand it, and thus prevent the hope of any further advancement at the proper age! *Grammar, then, should not be studied too early.*

Of the manner of teaching all these branches, I shall have more to say in due time. At present I have only noticed the order in which they should be taken up. This is a question of much consequence to the child, and the teacher is generally responsible for it. He should therefore carefully consider this matter, that he may be able to decide aright.

3. *The manner of study.* It is of quite as much importance how we study, as what we study. Indeed, I have thought that much of the difference among men could be traced to their different habits of study formed in youth. A large portion of our scholars study for the sake of preparing to recite the lesson. They seem to have no idea of any object beyond recitation. The consequence is, they study, mechanically. They endeavor to remember phraseology, rather than principles. They study the book, not the subject. Let any one enter our schools and see the scholars engaged in preparing their lessons. Scarcely one will be seen, who is not repeating over and over again the words of the text, as if there was a saving charm in repetition. Observe the same scholars at recitation, and it is a struggle of the memory to recall the form of words. The vacant countenance too often indicates that they are words without meaning. This difficulty is very much increased, if the teacher is confined to the text-book during recitation; and particularly if he relies mainly upon the printed questions so often found at the bottom of the page.

The scholar should be encouraged to study the subject; and his book should be held merely as the instrument. "Books are but helps," is a good motto for every student. The teacher should often tell how the lesson should be learned. His precepts in this matter will often be of use. Some scholars will learn a lesson in one-tenth the time required by others. Human life is too short to have any of it employed to disadvantage. The teacher, then, should inculcate such habits of study as are valuable; and he should be particularly careful to break up, in the recitations, those habits which are so grossly mechanical. A child may almost be said to be educated, who has learned to study aright; while one may have acquired in the mechanical way a great amount of knowledge, and yet have no profitable mental discipline.

For this difference in children, the teacher is more responsible than any other person. Let him, therefore, carefully consider this matter.

Agriculture.

Farmer's Calendar.

It is an error to plant seed from States further South. In a cold season, only the seed of a colder climate will ripen well.

Often breaking up a surface keeps a soil in health; for when it lies in a hard bound state, enriching showers run off, and the salubrious air cannot enter.

Weeds exhaust the strength of the ground, and if suffered to grow may be called garden sins.

The hand and the hoe are the instruments for eradicating weeds, yet if there is room between the rows for the spade it is well to use it.

Never keep your cattle short; few farmers can afford it. If you starve them they will starve you.

It will rot do to hoe a great field for a little crop, or to mow twenty acres for five loads of hay. Enrich the land and it will pay you for it. Better farm twenty acres well than forty acres by halves.

Drive your business before you and it will go easily.

In dry pastures dig for water on the brow of a hill; springs are more frequent near the surface on a height than in a vale.

Rain is cash to a farmer.

The foot of the owner is the best manure for land.

Cut bushes that you wish to destroy in the summer and with a sharp instrument; they will bleed freely and die.

Sow clover deep; it secures it against the drought.

Never plough in bad weather, or when the ground is very wet.

It is better to cut grain just before it is fully dead ripe.—When the straw immediately below the grain is so dry that on twisting it no juice is expressed, it should be cut, for then there is no further circulation of juices to the ear. Every hour that it stands uncut after this stage is attended with loss.

Accounts should be kept, detailing the expenses and produce of each field.

When an implement is no longer wanted for the season, lay it carefully aside, but let it be first well cleaned.

Obtain good seed, prepare your ground well, sow early, and pay very little attention to the moon.

Cultivate your own heart aright, remember that "whatsoever a man soweth, that shall he also reap." Do not begin farming by building an expensive house, nor erecting a spacious barn till you have something to store in it.

Avoid a low and damp site for a dwelling house. Build sufficiently distant from your barn and stock-yard to avoid accident by fire.

Good fences make good neighbors.

Experiments are highly commendable, but do not become an habitual experimenter.

The depredations of birds are fully compensated by the services they render in preying upon insects.—*West (Ind.) Farmer.*

Harvesting Roots.

It is a great error to suppose that roots, such as beets, turnips, carrots, &c., when intended for stock feeding, should be housed early. It is, on the contrary, much better to let them remain out till the weather becomes quite severe. A heavy frost does not injure the turnip, if it is in the soil. I have known the ground to freeze quite hard before their removal, and no injurious consequences resulted from the circumstance. And beside, the growth of the turnip, after the weather becomes cold, is much more rapid than during the milder season. Cabbages, like turnips, are also very essentially benefited by remaining out, even till snow falls. Some, indeed, allow them to remain out all winter; but this is a pernicious practice, for although they are liable to become diseased, and rot, if they are too early removed in the cellar, yet it is always well to have them under cover, in order that they may be "available" when wanted for use.—*German town Telegraph.*

MANUFACTURE OF CHESHIRE CHEESE.

The agricultural commissioners of the *Times* gives the following description of the process of cheese making in Cheshire:— "The process is carried on during the day, the preceding evening's milk being mixed with the morning's milk, so that it may be all "set" and made into cheese by one instead of two operations. It is of much consequence that the milk-house be sweet and cool, as, if the evening's milk is in the least sour, the next day's cheese