

SHEEP.

(Continued from our last).

The intestinal canal is long, commencing at the pylorus, or lower opening of the stomach, and averaging from ninety to one hundred feet. There are but few enlargements in the great intestines. The fat, like that of all ruminating animals, becomes, on cooling, hard and brittle.

(22). *Period of Conception*.—In this climate, ewes fed on good pastures admit the ram in August; but September or October is the time when such would occur if left to nature. They go with young five months, and in warm climates bring forth three a year; but in Britain, France, and most of Europe they do so only once. They give milk for seven or eight months; live ten or twelve years; and, if well managed, are capable of bringing forth during life, though generally useless for that process after the seventh or eighth year. The ram lives from twelve to fourteen years, though instances are recorded of their enduring till twenty, and becomes unfit for propagating at eight.

(23). *Names applied to Sheep*.—The age of sheep is never dated from the time that they are dropped, as that would be attended with many inconveniences, but from the time that they are first subjected to the shears, by which means the first year includes a period of at least fifteen or sixteen months.

The following is a condensed arrangement of the names by which sheep are designated at different periods of their existence, in various parts of England and Scotland:—

From Birth till Weaning.

MALE.	FEMALE.
Tup, Ram Lamb, Heed, or, Pur.	Ewe or Gimmer Lamb, Chilver.

From Weaning till first Clip.

Hog, Hogget, Hoggered, Teg, Lamb hog, Tup hog, Girdling, and, if castrated, a Wether hog.	Gimmer hog, Two Leg, Teg, Sceder ewe, Thwae.
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From first to second Clip.

Shearling, Shear hog, Heeder, Diamond or Dimmont ram, or tup, and, when castrated, a Shearing wether.	Shearing ewe or gimmer, Dabbe-toothed ewe or Teg, Yill gimmer.
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From second till third Clip.

Two shear ram, young wedder.	Two shear ewe, Count-cr.
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From third till fourth Clip.

Three shear ram, old wedder.	Three shear ewe, Frow-ter.
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And so on, the name always taking its date from the time of shearing. Broken-mouthed ewes are called *cranes* in Suffolk and Norfolk; *locks*, or *crocks*, in Scotland; and *draps* in Lincolnshire. In Scotland, ewes which are neuter with lamb, nor giving milk, are said to be *cild*, or *yard*.

THE LARGEST WETHER SHEEP EVER SEEN IN LONDON.—A five year old wether sheep of the Cotswold breed, bred and fed by H. Tuckwell, Esq., of Signet, near Burford Oxon, was sold by Duckworth and Kennedy, meat salesman, Newgate Market. After fasting one night, its live weight was 400 lbs., and the neat weight of the carcass 296 lbs.

MEN OF GENIUS.—There are some features which, in people of genius, are always the same. They are uniformly dis-

tified, restless, longing after something better, nobler, higher, than the present life. They are awkward in little things, benevolent, modest, yet ambitious, with violent passions, and a long train of virtues or vices, according to the direction which these passions happen to take.



No. 1.

On Education,

IN REFERENCE TO THE AGRICULTURAL POPULATION.

"Ignorance! the curse of God,—
Knowledge the wing which leads to Heaven."

Shakspeare.

"Pas illi limina Divum Tangere."

Virg. Geor. 4.

To the Editor of The British American Cultivator Sir,

Perhaps there is not a word in the English language, to which a wider latitude of meaning has been attached, than to the word Education. When an ordinary Education is spoken of, the term is held to import a knowledge of the arts of Reading, Writing, and Ciphering, with, occasionally, but not necessarily, a familiarity with the practical rules of Mensuration and Trigonometry. A man of education implies a person who is intimate with the Greek, Latin, French, and other languages,—while some modern authors extend the signification so as to include a knowledge of Nature and Science in all their various departments. That we may ascertain which of these definitions approximates most nearly to the true meaning of the word, it will be necessary to recur to a consideration of the primary objects of education. These are understood to be the training of the intellectual faculties of a youth, so as not merely to qualify him to fulfil the duties of his station in this life, with credit and efficiency, but to afford him a well grounded hope of being able to participate in the joys of a future state of existence. If this definition of the objects of education be correct, then, I apprehend that we may with tolerable certainty conclude that reading is not in itself education,—nor writing, nor ciphering,—nor is an acquaintance with Greek or Latin, or with any other language, because a mere knowledge of these can have no direct influence on any of the objects of education. We are therefore reduced to the conclusion that the true definition of the term in parts an intimacy with science and nature, became by this, and this alone, can these objects be in any shape affected.

"What then?" methinks I hear some one ask, "are reading, writing, and arithmetic,—is a knowledge of the ancient and modern languages, unnecessary to education?" Far from it. On the contrary they are, one and all, absolutely essential to its perfect attainment. But what I contend for is that these ought to be looked upon, not as education in themselves, but merely as the keys or means by which education is to be attained, and that no system of public instruction should stop short of an introduction to such of the sciences as have the most intimate

connexion with the probable pursuits of the majority of the community.

In deciding on a proper system of Common School education, therefore, it is absolutely indispensable that this fundamental principle should be kept strictly in view. Hitherto, I am sorry to say, it has been but too often entirely neglected. Reading, by rote, (if the expression be admissible), writing, and an imperfect knowledge of a few of the practical rules of arithmetic, form the only instruction which the great majority of our Common Schools have heretofore afforded, and even the best teachers in these met with little or no encouragement in attempting to extend the ordinary routine to the principles of grammar or of geography.

Among the various causes to which this state of matters may be ascribed, three deserve special notice,—(1.), the *inadequate encouragement* offered by, and (2.), the *consequent incompetency* of the teachers, which afford unequivocal evidence of the third, namely, the *apathy* of the parents. How far the provisions of the recent act of Parliament may have a tendency to remove the two first grounds of exception, remains to be seen. It is not my purpose to indulge in conjecture, but I must be permitted to remark, that unless adequate encouragement be offered, the co-operation of competent teachers cannot be secured; and without competent teachers, the public money may, with almost equal advantage, be expended in an attempt to cope with the Indies in the production of aromatics,—to cultivate the eternal snows of the hyperborean regions, or in any similar scheme equally visionary or futile. As to the indifference of the parents, it is to be hoped that, through the instrumentality of THE CULTIVATOR, they may be made sensible of the error of sacrificing, as heretofore, that precious time which ought to be strictly employed in the education of their children to any motive—not of economy—the term would be misapplied; but of sordid parsimony, and of temporary expediency. Assuming then that these grounds of exception already do, or soon may cease to form any serious obstacle, it shall be my endeavour to point out what I deem to be essential in the establishment of an efficient system of education in the Province.

It has been already demonstrated that the art of reading is not to be regarded as education in itself, but only as a key to, or a means of acquiring education. It must therefore depend upon the use which may be made of this key, whether its attainment is or is not to be beneficial to the pupil in after life. If, however, as but too often happens, he has been taught to read merely by rote, without troubling himself to attach any, to say nothing of a *distinct* meaning to what he does read, the acquisition can be but of very little service in advancing his proper education. It ought to be a principal object in the management of Common Schools, therefore, not merely to teach the art of reading, but to train the pupil in the application of that art, or in other words to teach him to read, not merely by rote, but to read with understanding.

This result can be attained only by having recourse to a regular interrogatory system of instruction. But such a system cannot be followed out, unless the lessons be adapted to the intellect of the child. With this view, therefore, the subjects to which his attention ought to be directed, should be such as can be distinctly comprehended by him, and such as are in themselves calculated to excite an interest in a youthful mind. "If," says Sir James Mackintosh, "we were to devise a method for infusing morality into the tender minds of youth, we should con-