

qualifications, and in our judgment free schools would not meet the difficulty.

We have urged again and again that parental neglect, or the intemperance of parents, are the main producing causes of juvenile depravity. The school may be opened and the diligent and anxious teacher may extend his invitation, but how is he to proceed, if the father or mother will not relinquish the small earnings of the child in order that it may attend school, or if the parents do not feel the desirableness of securing education for their children. Supposing, again, that the children attend school, but return day by day to a home rendered miserable by the intemperance of one or both parents, the lessons are lost, as the home influences will always be stronger than those of the school. In order to have a fair field for the operation of our educational establishments we must break down the habits of the people, those habits of self-indulgence which are obstructions in the way of all progress.

We return to this subject at this time, because we find that in the last report "of the Council of the board of Education," this view is borne out by the statements of many of the Inspectors. They tell us that the wealth or poverty of certain districts—that the large or small earnings of the working classes—have really little to do with the numbers attending school, or with the duration of attendance; those receiving the lowest wages, often doing the most for the education of their children. They complain greatly of the want of co-operation of parents. Mr. Mosely, says "to the success of the school, the first condition is the co-operation of the parents of the children. In recording my belief that this co-operation is in a great measure wanting, I am but giving expression to an opinion entertained by all those persons interested in education with whom I have conversed." Mr. Kennedy says, "The condition of the employed of the poor, themselves, in factory districts, presents perhaps the greatest difficulty in the way of education, and one which it will be arduous to surmount. These are, the impediments arising from the social state and habits of the parents. They work hard, but they also drink hard. They earn good wages, but they also spend them, and acquire no prosperity. This proletarian condition, this living from hand to mouth, always generates the greatest carelessness and neglect of duty. To-morrow, is a word which has no place in their vocabulary. From this results a bad régime, which causes the education of the children to be wholly neglected." Mr. Symonds said in 1847, in relation to the population of Monmouthshire. "The children gain from 2s. 6d. to 10s. per week, and the parents almost universally regard this as a sufficient reason for keeping them from school, and it is rarely that they resist the temptation. Unfortunately they seldom apply the wages thus earned to any means of improvement, but solely to the fund for sensual and animal pleasures;" he then goes on to say, that a lady at one of the Iron-works informed him, "that finding a promising girl removed from school to pick coal at the pit's mouth, for which she could earn only 2s. 6d. or 3s. a week, the lady went to the parents to expostulate. The man declared he could not afford to spare the girl's wages—and this he said whilst pouring rum into his tea. This is a very small fact, but it depicts a habit." Many equally striking instances might be quoted from the various reports, if space would permit. Perhaps there is no worse feature of our drinking system than this, that many of our working men, who are earning wages sufficient to keep their families in comfort, and the mother at her proper place, taking care of her home and her children,—are spending nearly all they earn at the public house, rendering it necessary that both mother and children should toil.

We have evidence in many of our police reports, that the prosperity of several large towns has been attended with an increase of offences traceable to drinking houses and to drink. We are admonished by these facts to believe that the success of our schools does not depend so much upon their being cheap and abundant, as upon the spirit we can awaken in our people, and the desire we can create in them to secure its blessings for their children. We have observed that wherever men become members of temperance societies, they almost universally seek to improve their homes, to clothe themselves decently, and to send their children to school. We have little hope that the school will invite, while the gin-shop and public house spread their attractions to the workman. Unless he conquers his appetite for drink, we have no faith that he will care about his home, or the school. As ardent friends of education we desire to see the pathway opened

—the threshold cleared of the obstructions that crowd around it. We have no fear that when we can get all classes to see how mighty a hindrance our drinking habits have become to all education and improvement, and to assist in removing the facilities for drinking, that we shall soon after trace the effects upon the character of the population. Above all are we anxious that no effort should be thrown away, but that while we are laboring to establish schools, we should at the same time endeavor to overturn the impediments that stand in the way of their success. We believe that Temperance Societies, by teaching men to be sober, are among the best educational instrumentalities of the present day.—*Bristol Temperance Herald.*

Agriculture.

Everything in its Place.

"Nathan, where is the shovel? here I've been hunting long enough, to do my work twice over and cannot find the shovel."

The farmer was wroth.

"I don't know where 'tis, father; summers about, I suppose."

The two joined in the search.

"Nathan you have left the shovel where you have worked, I know. Why don't you ever put the tools in their places?"

"Where is the place for the shovel, I should like to know, father?"

He couldn't tell. It had no place. Sometimes it was laid in the wagon, and occasionally accompanied that vehicle when harnessed in a hurry. Sometimes it was hung up with the harness, to fall down when not wanted, or get covered up when it was. A great deal of shoe leather had come to nought by that shovel. It had at times more than the obliviousness of Sir John Franklin, and defied discovery.—So it was with all the other tools. They would seem to vanish at times, and then come to light rusty as old anchors.

The farmer's barn was crowded. He had no "spare room" there. There were several in his dwelling. But the barn was always crammed—it was a kind of mammoth sausage—stuffed every year.—So there was no room for a special apartment for tools. In his imagination he never saw his hoofs hung on a long cleat, his chains all regular in a row, his rakes and his forks overhead, certainly he was never anxious for such a convenient room. Why?

His father never had a tool-house, and his father was called a good farmer.

So he was, then—in his day—but there are better husbandmen now, let me say, and I desire to shake no one's veneration.

Did they find the shovel? No! they might as well have searched for the philosopher's stone seemingly. Nathan started for Mr. Goodman's to borrow one. Their work must be done, and borrow he must.

"I don't know as you can find one in my tool-house," replied Mr. Goodman.

Nathan noticed that he bore down on some of his words like a man on a plough-beam. Didn't he mean something? Nathan went to the tool-room thoughtfully.—A wide door on wheels opened with a slight push, and there were Goodman's tools—enough, Nathan thought, to equip a company of Sappers and Miners! Hatchets, axes, saws, tree scrapers, grafting-tools, hoes, diggers, shovels, spades, pick-axes, crow-bars; ploughs, harrows, cultivators, seed-sowers; sieves, trowels, rakes, pitch-forks, flails, chains, yokes, muzzles, ropes, crow-twines, baskets, measures,—all were there neatly and compactly arranged. It was Goodman's ark—to save him from the deluge of unthrift! Here every night the tools were brought in and wiped clean and hung up in their places. The next morning a job could be commenced at once. Goodman knew. He partitioned off a large room in his new barn for tools. It was central and easy of access. It was a pleasant place for a visitor; the tools were the best of the kind. Every new shovel or rake, or fork, before used, was well oiled with linseed oil, which left the wood smooth and impervious to water. Goodman frequently says, "I had rather have the few hundred dollars I have spent for tools so invested than the same in railroad stock. It pays better."

Now there is no patent on Goodman's plan, and I hope many will go into it:—the more "successful imitations," the better.