

THE RIGHT SORT OF POPULAR EDUCATION.

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NEVER went there by an age, when such outlays of time, labor, and money were made for education, especially for school education, popular education, as now. This is universally acknowledged. And yet it is the general wonder that crime should be on the increase, and so abound! The mystery finds its solution in the imperfect, unsound education of the present day. It is not that we have too little education. We have perhaps enough, but it is not of the *right sort*. The truth is, our education, in the family, in the school-room, and in the influence of every-day circumstances, is, and has been, more of the head than of the heart. It has been intellectual, rather than moral discipline. There has been, it is true, a great extension of means and efforts in behalf of education; but it has been chiefly for the advancement of secular instruction;—to make children learned and accomplished rather than wise and good; to enlighten the head, rather than improve the heart. At least such has been its tendency. Now, since it is more important to make people righteous and holy than learned and accomplished, and more difficult, a great deal, to make them so, the fact ought to have been precisely the reverse. The greatest outlay should have been in behalf of moral culture. While much has been done, and well done, in our schools and elsewhere, to make children and others intelligent, a great deal more should have been done to make them good. This matter has not been generally understood: legislators, and educators, and all, have been too much in the way of think-

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