tem of education, whether for the ibigh or low
classes, contributes to all this. It is contrary St, Paul's descriplion of charity, We are
puffed upinthiselflove, vith the notion that we
are able totatsain all things. The ideas of the stripling of the present lay are beyond those of
the man of former times most versed in scientific knowledge. Children look upon themseires a better taught than their parents; they bnow they could puzzze their parents with the questions
they bave been asked at school; the simplicity they have been asked at school; the simplicity
of the father is scoffed at, and the remark from their mother's lips is ridiculed, so far are they
from being guided by those precepts which from being guided by those precepts which
should be written in letters of gold before their cyes, and impressed in every lesson they are
taught.. Whereas their father and mother, they taughit. . Whereas their father and mother, tiey only ignorant, but, even silly, are still to be of irrererence should be used when they are
spoken of: that the care and goodness, and spoken of: that the care and goo $\begin{aligned} & \text { tenderness, and constant watchfulness which }\end{aligned}$ guarled their childhood can never, nevier, be
overbalanced by any amount of affection they If this feeling were inculcated, inpreference to
that sarewdness which seens, in our day, to sulthat shrewdness which seenss, in our day, to sulbe.spared those exhibitions of an indulged spirit I would say more: so clearly can we trace the
effect of the method pursued, that we contiually find that the schoomaster or inspector takes the place of the parent or the priest : and a child
will prefer his adrice to that of one who intimately kuows and lores him, besides baring so
many ligher claims upon lis regard, because he supposes it to be more in accordance with the spirit of the age; anu it is now thougbt a much
finer thing to be clever than hols. Hence does
it issue, and soon orerllows society, from the it issue, and soon orerlows society,
narrow circle in which it is at first exhibited. It is ciear Grod has dirided society info ranks
and has alloted duties to cach. The poor, the and respect from those whom a good and merci-
ful Providence has beess pleased to place in a lower state to those elerated above them. I
need not dilate upon the disrespectful, ribald tone I need not refer, especially, to the foul words applied to those thought fit to be appointed to
places of trust, whose characters we so often see commented on, and rudely assailed so a
troy all fecling of reverence ; I speak that class now emerging from its subservient
state. We shall find that sort of combination
intituted among a powerful class, which tuads to the overthrowr of public order, increasing in our
owa day ; all springing from discontent with the enolument they receive, and seeking a remedy in
joining together for their own purposes to the impeding of business, public ald private, and be-
conning the occasion of many mercantide disasters. of rererence: the worknan has no respect for
bis master; he will serve him till such tine as he can better hls condition; thus the tie is broken;
and why? Is it not owing to seffismess? Now, what is selfishness? I hare already said it cares
not for anythiug but what serves its own indirigone, and rank is at war with rank. Again,
titles ought to be respected; the end they hare burdens which would not be accepted without such. little external equivalents. People forget
much in their desire to sweep avay the aristo-
cracy, their idea for the most part being to sulpplant them if they cau, and rise into their places. arealful truths are put beforc us in all the lorror
of their reality. The principle on which they act is, that "sall property is robbery,
tore restitution bas to be made." destroying the labor of ages of industry-the
work of centuries, all that is beautiful and fair in the country. But that is nothing: the
be ruined and the poor nuist be rich
Each one is ready to throw down from the
Eder bim who is above him, though standing jadder him who is above him, though standing spect.
One One of the great evils of society is the want
of a principe whisch binds and connects ranks,
and charity is the toundation all. If you lave taught a cliild that distinction of ranks comes
from God, be will see that as there are slars the hearens of wonderful brightness, the insigai-
ficant luminaries are yet no less visible, but shed
their own proportioned light $;$ so in the monal their own proportioned hight ; so in the inotal and
social worth, if there are mauy surpassiug and
dazzlints stars of the first, second, and dazzling stars of the first, second, und third mag-
nitudes there is also othe honest proor man shedding lustre around him in liss own small spluere,
and he is as high an ornament in the eye of God
as that which casts a shadows on the earth. IIe bas no enyy for others, he loves them because
God has placed thom, as He has placed liunself. He gives lore to whon lore, honor to wiom
honor, tribute to whom tribute, and all else that no gruilging of the debt, but it is paid honorably
and cheerfully. I will now show you the duties necessary to be
taught, the motives and feelings to be infused.-
The nethod is not an abstract poetical idea, but The method is not an alstract proetical idea, but
we must consider how a system litre this is to be carried out.
What, then,
What, then, is the system on which we mast
endearor to educate the mass of the poor? I
speak with all submission to the better julyment; speak with all submission to the better judyrment;
but it seems to me see are already on it, and may Our Reformatory Schools hlare now had a fair have no besitation in saying the plan has been nerfectly successfult. I speak only of our own,
as an not sufficity
tails of any other to bring them into crith the densideratails of any other to bring them inlo consideria-
tion. In one of these there are at present lo-
cated 80 or 100 boys, who having been convicted of offences, principally against property, were ed of onences, principally against property, w
confined in gaol, and utimately consigned to
care of religious teachers, who undertake
 did I need to call in the aid of
did I ever need to punish them."
It would seem as if this systenn changed their
nature. If therefore, the reformation of those who hare erred be due to its beneficial operation,
is it not more likely to succeed in kceping those
pure who need no reformation? Here they are pure who need no reformation? Here they are
educated in the work they are to pursue when
they are grown up; trained to thatits of toil and they are grown up; trained to liabits of toil and
industry. Louk at ohe other system; can we
call that education? How does it begin? The ordiniry method is to take a child, to cram into
lis head abstract words, with their Greek and
Latia origin, besides a great deal more, to him, Latin origin, besides a great leal more, to him,
useless information. Then, we hear complaints
on all sides that there is no time for education on afl sides that there is no time for education
that just as a ciald is beginning to learn, his fa
her cousiders he is at an aye to contribute, by bis labor, to the silpport of the family, and he is
consequently remored from school. Our chiddren in Reformatoriesare set to work
s soon as they go in; the judicious selection of s soon as they go in; the judicious selection of
and occupation according to inclination follows,
and they are put to the trade which will ultinately procure their bread. There is no reason
why the nature of their business or profesion
should be linited ; no reasun why they should no should be limited; no reason why they shoulln no
study scuipture and painting; as at St. Michael
in Rome ; neither is book learning neglected, in Rome ; neither is book leurning neglected,
much of it being inparted as is nseful to them a
tine same time. It therefore seems clear, from this erperiment, that any school for the poor
mast be an industrial school; the children must not waste their first year solely in the acquistion
of abstract hnowledge; ; labits must be acquired in youth. Discipline, industry, and labor should
form the claracter in school, not be enforced for I beliere they will acquire as much book learning as they require with al! that is usefu, and
trained in the love of God and man, we shall see
a cass of worknen and haborers who will not wish to rise out of their phaces, but will be con-
tent with their condition, loving and honoring
God and their neighbor. Such a theory of eduGod and their neighloor. Such a theory of edu-
cation mets the exigencies of societr. These
tro points crown all the good qualities I have tiro points will necessarily, and by the power of constant instruction, imbibe the greatest aptitude for all
social uses. Ife will altain to the lore of God
and the love of man-I do not mean philanthropy; I do not mean benerolence; not the de-
sire to see all rich, not as manifesting itself in
the amiable wish to tinke men rise into a ligher grade in socicty. I ask for the love of man not greatest and noblest purposes ; loye for a thing
which has no tikeness in all that is beautiful and Hubl has no hikeness in all that is beautiful and
subiliar unong created things--worth the most
brilliant star, vorth a sun, worth (in the words of our blessed Lord) the whole world.
When we see humdreds of these fitle ones Whan wee see humdreds of these fittle ones
the poor with Hoouning looks, like early flower open countenances reminding us of angels,
shoudd think, not what will becone of them earth, only will they be sared! and what can I
do to save them? I care not for the lamine and pestileuce, which may sweep them array as they wepit and unremenbered ; the thourght with me
cught up inio the love of God, and bive again for erer around His everlasting throne?"
All are destined to allain immortality what is not the eternal happiness of every one as
compared with lappiness on earth. Let me illus-
trate whit I
 agony and pangs in that lake of fire which we are
told is the abode of the wicked, but that it would, souls is so much stronger, that it will in all in-
stances conquer, and if every mother believed as away without that refeneratiag Sacranent wo
ar ever excluded from the face of God, shie would stand and balance between H
earth, and Heaven would preponderate. train up a child as he should be trained, and not have too much of science, though, to a certain nd explained; but how little do we fiad it con
ributes to restrain, or otherwise benefit lim? How little does it teach him to act up to that
which makes men rirtuous? You lead him to the bow of a hill, you bid him observe the pisingsun cal appearance by the refracting power of light ;
dwell upon the theory, you instruct him in its him of distant and nearer stars : you show him less spheres which compose them, and giving him
an idea of the mechanism of the entire plan. He is grown to man's estate-the spade, the plough, the Hock, or perhaps the shop, the warelouse, forgets all about the hearenly bodies and their marrellous properties; but I will tell you what
he will remember. If he is instructed in the works of creation as important truths made to bear upon
the motives of his conduct through life, and his emplation and love of God, the effect will be

## Take him to the brow of the hill, and impres

 him with the beauty and splendour of the scene Tana telise him that he sees but the dwelling of Gotes and with Point out to him the glory of the rising sun, and ell him he will one day look into the face ood beaming loringly upon hin, and tbat the contemplation of goodness and majesty win tilled into him day by day, and he feels that a
hese things are prepared for him by the tende Corethought of a beueficent God, the clear sky instead of presenting to him the subject of a dry wheren he will discern the eye of God looking
ver upon bim ; the countless spheres will be to im a representation and type of the pure and
carenly spirits that wait around the throne of rod anong whom he will one day move in ererlasting joy and bliss.
If taught from the book of nature, let his
thoughts be elerated to God as the author of all thoughts be elevated to God as the author, of all
ha sees, as the great Designer, CCeator, Bene-
factor, Puller-he will bare learned a lesson to be remembered when all the diagrams of
ronomy are lying as useless lumber around. Thas let us teach the science of God, binding Let us advance ourselves, and bring others
brward in the knowledge of it, and the joung corward in the knowledge of it, and the young
lant will grov up, and crime will meth away
rom around it, in the purifying atnosphere of the

## That, and that alone, is the remedy for igno-




