

the same dictation with an oblong, a circle, and the different triangles. This exercise can be made a good review for many things learned in drawing. For an invention exercise, let each child make anything he may choose, and tell what he intends to represent.

MORAL TRAINING.—It will be seen by our course of study that we emphasize the teaching of morals and manners in our schools. It is not intended that morality shall be taught as a subject apart from the other studies, but in connection with every exercise in the school, and even outside of the school-room as far as the teacher can control pupils and his influence will reach. No one branch, or even all of the branches taught in our schools, can at all compare in importance with the moral training of a pupil. No greater responsibility rests upon a teacher than this duty of moral training.

The pupil must be so trained that he will recognize the difference between right and wrong, between right-living and wrong-doing, so that he will be influenced along the line of the former, and have a strong aversion for the latter. It is necessary that everything possible should be done in and through the schools to counteract the evil influences with which children are so often surrounded. All the teaching of the school should be in this direction.

Sectarianism cannot be taught in our public schools, but reverence for God can; and moral training may be made effective in the life of every pupil by the instruction, the influence, and the example of a good teacher. No one whose life is not worthy to be imitated by the child should ever be allowed to enter the school-room as a teacher.—*Superintendent J. H. Collins, Springfield, Ill.*

AN EXPERIMENT IN EDUCATION.—Recalling the first general conception reached in the science lesson, a child was asked "Nina, what did you say children do?" "Children grow," she replied. I said, "I will put upon the blackboard something that means what Nina said," and wrote in Spencerian script, "Children grow." In response to invitation, the children eagerly gave the general statements gained in the science lesson. Each was written upon the board and read by the child who gave it. They were told that what they had said and I had written were sentences. Each child read his own sentence again. This was the first reading lesson.

One by one each child stood by me at the board, repeated his sentence, and watched while it was written. He was then taught to hold a crayon, and left to write his sentence beneath the model. When a first attempt was finished, the sentence was written in a new place, and the child repeated his effort at copying. In this manner each made from one to four efforts, each time telling what his copy meant and what he wished his effort to mean. None of this work was erased before the children had gone. This was the first writing lesson.

The children were led to count their classmates, their sentences on the blackboard, the tables, chairs, and other objects in the school-