

growth to the æsthetic sense as the sunshine gives growth and fragrance to the rose or lily. There is, as it were, an organic growth of the æsthetic nature as it feeds upon the divine element of beauty which the hand of genius has embodied in color and form. The student lingers before a Madonna of Raphael or a landscape of Claude, with a rapture of soul that moulds it to the appreciation of divine ideas.

The moral nature is developed in the same way. Moral culture is a growth like æsthetic culture. The food for moral culture is not the law of morality, but the perception and appreciation of moral duties and the performance of moral actions. For the growth of the moral nature, the soul should be fed on moral sentiments and examples of noble actions. The habits of feeling and volition are to be moulded in the direction of the true and noble, until they crystallize into the character of the man or woman. There will thus be formed a moral instinct which will shape the actions, even when there is no conscious choice between alternatives of duty.

With this idea of moral education, which it is believed is the correct one, there can be no question in respect to its being given in our public schools. There is no element in such a system in which those holding the most diverse views in morals and religion can differ. Jews and Gentiles, Protestants and Catholics, believers and infidels, can all stand in complete accord on such a system of moral education. If it is thought that moral education is inefficient, the Church can supplement the work of the State; and the task will be all the more easy when the moral sense of the child is already turned in the direction of virtue. The work may be difficult and delicate, but the general principle of the method is simple and practical. The object to be kept constantly in view is the cultivation of a moral sense that will guide the person into the path of honor and rectitude. The method of attaining this end will be indicated by a few suggestions.

First, there should be special effort made to create a moral atmosphere in the school. The spiritual nature of a child readily recognizes such an atmosphere, and grows stronger through its health-giving influence. The importance of this suggestion is emphasized by the fact that in many schools the moral atmosphere is positively immoral and demoralizing. It is a sad fact that the moral standards of school life are often lower than those of social