

adopted the broad course of making drawing correlate with every study possible, vying with language itself. We in Worcester still continue to teach clay modelling; we have not thrown away our type solids; drawing books are still used by the children, and drawing manuals are found convenient by the teachers; and we still find the lead pencil a good tool with which to draw.

And now, in conclusion, let me quote the words of President Hall of Clark University, in relation to nature study. "Cast out," he says, "the things you hate and fear, and develop the things you love and are interested in." I would that we might respond to this great human note. I would that we might attack these subjects in a real joy-seeking, fear-destroying spirit, teaching the children to love and protect the useful and beautiful, and perhaps destroy the

noxious. In preparing our courses, let nature and art prevaile them. The great diversity of life to be found in nature appeals to the young with all-absorbing interest. Let us recognize their natural interests, let us enlist their finest sympathies, let us cultivate in them the spirit of artistic appreciation, let us lead them to an intelligent discrimination between beauty and ugliness, between hateful things and things loveable, and thus we shall make the school-house not only a place of learning, but also a place where the very finest human interests and instincts are fostered. The awakening of the child's higher spiritual powers, the opening up of new avenues of enjoyment, the wise development of the sense activities will lead to enlarged observation of beauty in nature and in art, the cultivation of better possibilities of usefulness to others.—Educational Gazette.

WHAT ARE THE MOST DIFFICULT SUBJECTS TO TEACH?

When the question is couched in this form, there appears to be only one answer possible—That depends on the teacher and on the taught. But let us transpose the question into another mood: What, judging by results, appear to be the subjects that are most difficult to teach? Phrased thus, the question seems to be susceptible of a fairly definite answer: and this answer may help us to answer yet another practical question—On what subject does the average teacher need to bestow most pains and perhaps require outside assistance and advice? If we can discover, by careful investigation of a considerable number

of facts, that in a certain kind of school certain kinds of results are uniformly attained, we are then in a position to make some contributions towards the answer to the question which forms our text. Such a careful investigation forms the subject of the present article; my inquiry is entirely independent of any other inquiries which may have been made into the subject, and I shall not consult any other sources of information besides those made use of here until I have obtained my own results. comparison of a number of such results, each independently reached, would not, I conceive, be without a value of its own.