grasses. Some good-natured young lady would paint for them pictures of any remarkable fungi they found, and it is easy to get for a very small sum drawings of all common kinds with which to compare any specimens brought for inspection. Some of the boys will probably have already made a fair collection of birds' eggs, which they can present; and during haytime and harvest curious nests will be found in the standing grass and corn which can be preserved instead of being destroyed. The village mason may contribute fossils, and even the poor old man who breaks stones on the road will become almost animated when he thinks he has found an ammonite worth presenting to "our museum." The collection, whatever it is, must belong as much to the smallest ragged urchin in the parish as to the largest contributor, and in this way it would be truly prized and kept up. A village genius is pretty sure to arise who, with the assistance of Waterton's complete and minute directions, will soon acquire sufficient dexterity to stuff birds better than many a professional. An old gamekeeper learns to preserve the fish of the locality, and is able to give much curious and interesting information about the different flies which frequent different pools, and record the observations of many hours spent in waiting for a bite. There should be specimens shown of every sort of seed sown in the parish, and records kept of the biggest turnip, the longest carrot, the heaviest potato, the monster gooseberry, the most prolific ear of wheat. Everything, however commonplace it may seem to outsiders, is interesting to the little community who know each other; and much knowledge upon farming, gardening and poultry keeping will be acquired. There should be a large map of the parish hung up in the museum, and on it every change should be marked, as when two fields are thrown into one, when the mill-race is altered, a new house built, or an old one pulled down, a field drained, or the course of a river turned. A record should be kept of the large trees taken down, their age, the state of their timber, how much wood or bark was sold. When a new plantation is made it should be chronicled, and what sort of trees it is composed of mentioned, so that information may be gathered as to what plants thrive under certain conditions. It would soon become a source of pride to see how many different species of forest trees could be cultivated successfully, and a new beauty would be added to the landscape.

A loan collection must not be omitted, for that is often the most interesting part of such an institution. It is astonishing how many queer things come to light when such an exhibition is started. There is some rare old book which proves to be almost unique. A choice bit of Bristol china belongs to one of the poor women in the almshouse, who has seen better days. The carpenter has bought a piece of finely-carved oak for a few pence at an auction. One of the farmers finds in the hay-loft a pair of fire-dogs which are of a design so beautiful that they are sent to Birmingham to be copied for the squire's new fire-place. A beautiful processional cross turns up in the budget of a tinker, who sells it for sixpence. Quaint old samples will be lent from the walls of farmhouse parlours, and perhaps the brocaded wedding-gown of a long-mouldering ancestor. The soldier home on furlough, the sailor returned from the North Pole, is sure to have something to show; and the successful gold-digger, or the young fellow who tried his luck in the diamond-fields, may contribute his quota towards the miscellaneous display of curiosities. There should also be a corner kept for specimens of the industries of the parish, whether lace-making, straw-plaiting or embroidery. The best knitted pair of stockings; the prize work for the girls' school; the piece of carving done in winter evenings by one of the boys; the hammered hinge which the blacksmith made after his own design—all these are sure to bring visitors who will be interested in them; and in later days young men will be found to date the time when they began to take a pride in their work from the day they contributed something to the village museum.

3. WHAT TO READ.

In view of the great dangers besetting young people of the present day, in the form of bad newspapers, illustrated juvenile monthlies and weeklies of a vile character, surreptitiously and extensively circulated, and finding their secret way into the best homes and school-houses of the land, the dullest managers of a pure periodical for the young can hardly fail to burn with a holy fire. If they can only do a negative good in crowding bad reading to the wall, in taking up children's attention, so that foul publications are unheeded, a great work is accomplished. Their mission is a blessed one, and good citizens everywhere should rally to their assistance.

Let not parents deceive themselves. No home is too sacred or too carefully guarded for these fiendish invaders, the vendors of low and dangerous juvenile publications, to ply their unholy trade. *Every* child is in danger for whom good, well-selected, enjoyable reading is not provided by those most directly having its best interests at heart. All dangerous publications do not betray their character at a glance. Often they wear the mask of graceful information, and even piety. Do not force your child to spend time in reading, but look to it that all his or her reading time be properly filled. While you blindly congratulate yourself that your boy or girl, through a fondness for books or periodicals, must necessarily be learning something, it would be well to know what that something is.

Undue intellectual stimulus for children is bad enough, but emotional stimulus is worse by far. In the hands of unprincipled purveyors, it opens the way to moral errors of every kind, and professing to quicken a slow growth to what is holy, develops only precocity and vice. The point of the wedge is easily inserted, and at first, as easily thrust back, but beware of the silent force, that having once gained an entrance, may split the purity and peace of your home.

4. PROGRESS OF POPULAR SCIENCE IN SCHOOLS.

The study of science is at last beginning to make progress in the English schools. At the close of a series of lectures lately delivered in London on Electricity, Professor Tyndall remarked that five of them had been made with apparatus which any teacher could make of the commonest material at scarcely any cost. He hoped the example thus set would be followed, as the future of science depended to some extent on teachers in the public schools. The masters of schools, he said, should look the problem of scientific education straight in the face, for science was growing day by day, hour by hour, and although he would deprecate any change from without in the public school system, he would advise masters to make the change from within before outside pressure became too strong.—*Free Press.*

In an address on "Self Culture," delivered at a recent session of the Vermont State Teachers' Association occur the following pertinent thoughts: "Teaching is not a trick to be learned in a few hours at an educational convention, or a trade to be gained in three months at a Normal School. It is rather a profession—the work of a lifetime. It is good to compare ourselves with heroic men and women, and to be in the presence of genius, either in men or books. To secure the means of culture often requires money; and teachers are often themselves to blame that they do not have more of it. They should make their services worth better prices, and should get better prices."

"It is coming to be understood," says the New England *Journal of Education*, "that the attempt to crowd the full contents of our elaborate text-books into the memory of the pupil is equivalent to teaching the dictionary, in course, as a training for an orator." In other words, that "cramming," as an experiment, is a total failure. What makes these words from the *Journal* significant is the fact that they reflect the opinion of the Massachusetts Teachers' Convention, lately held in Boston. If these somewhat famous educators are moving towards "more natural methods of instruction," we may be sure that experience has proved the need of them.—*Christian Union.*

Lord Brougham wrote that, "Under God," he "trusted every thing to habit, upon which in all ages the lawgiver as well as the schoolmaster has mainly placed his reliance—habit, which makes every thing easy, and casts all difficulties upon the deviation from a wonted course. Make sobriety a habit, and intemperance will be hateful: make prudence a habit, and reckless profligacy will be as contrary to the nature of the child, grown or adult, as the most atrocious crimes are to any of your lordships. Give a child the habit of sacredly regarding the truth, of carefully respecting the property of others, of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into an element in which he cannot breathe as of lying, cheating, or swearing."

VALUE OF TIME.—I suppose all children residing in the country, though belonging to families in the narrowest circumstances, might, at the age of sixteen, possess very respectable attainments in geology, mineralogy, and zoology, and know a great deal of botany, entomology, and agricultural chemistry without ever abstracting one hour from their customary labours, or from the course of common studies which they now pursue; but only by using the time and the powers which are now wasted—often worse than wasted. The only