the most intense brain labour. Every discovery in science emanates from labour of the mind. Whence comes our knowledge of the vast number of distant worlds and planetary systems that roll in univer sal harmony ? Are we not forever indebted to the master mind, of Pythagoras, Copernicus and Galileo ; also, to Kepler, who, in his own day, won the title of "the legislator of the heavens?" With what sublime contempt must the mind of Galileo have received his sentence as a "dangerous heretic," deserving punishment because he taught the Copernican system, and demonstrated that the earth revolves around the sun ! Centuries have rolled up their rich floods of discovery to aid in rearing to its present growth the science of astronomy. Every specimen of classic literature is the result of brain labour. View Goldsmith's "Traveller." Ten years elapsed before its completion. Tennyson wrote "Come into the Garden. Maud," fifty times before it pleased him. The beginning of Plato's "Republic," it is said, was found in an old tablet, written all over in a variety of ways, showing what brain labour had wrought.

We turn no way but what we meet with some evidence of the powerful, restless human mind, the constant work and just success of an energetic brain. Tupper says : "The mind is not like merchandise, which decrease the using," and so we agree. Using the mind only increases it, and, by following its best inclinations, we are lifted above the grosser part of our nature. Mind has by some been styled the breath of God. It is that part of us which touches nearest divinity. It knows no idle vacuity. At night, after the weariness of the day, the body sleeps and is refreshed, but the mental vision is awake, restless and reasoning, even in dreams.

Do we not, in reading Dante, Milton, Plutarch and Byron find, like we find a fossil imbedded in a rock, the mind that penned the lines? Truly, it is embalmed in their writings. Even so do the symboled thoughts tell of a departed soul. How we look back at the winding vista of the past, and see some whose names are rendered immortal by the stars of mind which once glittered upon their brows with unearthly lustre. Old Homer still brings to our mental vision the Trojan war, where it can rage at our bidding in narrowest walls, and we seem to see the marvellous beauty of "The fair Helen of Troy."

Yes, we are indebted to those who have gone before us—those who have toiled, many of them in penury and sorrow, while their minds soared above the wants of clay, and gleaned for us treasures of knowledge. But there is yet work for desiring minds; there are fields unexplored, worlds undiscovered. There are honours not yet won, and laurel wreaths waiting in unseen hands to crown the one whose mind will conquer all obstacles, and whose new ideas will flow from new springs to enrich the treasury of knowledge. —TexaEducational Journal.

SCHOOL MUSEUMS.

It seems singular, indeed, that not more teachers in public schools have the idea that they, as well as their colleagues in higher institutions, may also have a museum of natural history for their schools. Might we not find in each public school a collection of various kinds of wood, tree-barks, seeds, seed-pods, fruits that can be preserved dry, interesting pieces of stone, coal, broken up pebbles, lime (burned and unburned), pieces of iron (bent, broken and twisted to show the construction), joints from the necks of domestic birds, or the vertebra of a pig, sheep, &c., skulls and skeletons of small animals, fishes and reptiles, shells of snails and river slugs, and similar things which can be obtained without any cost, with only a little good will.

Ferns are not to be found in every locality, but it would be easy to obtain some and preserve them in the school museum.

Farther, should it be so difficult to obtain a good picture of a lion, a camel, a palm or any other foreign produce of nature. Foreign products are not so difficult to obtain, at least not those which come into consideration in the public school. We may only think of the various spices. Every grocer is willing to let you have a few coffee-pods in which both beans are yet united, whenever he finds some in his coffee.

With a good will on the part of the teacher, much can be done, and if the pupil sees a diligent use of the school museum, and the instruction made interesting thereby, then the interest of the pupil will soon show itself by an eager collection of specimens. The teacher soon will have a plentiful supply for the museum, so that he can select that which is worth preserving, replace what has been spoiled by new objects, less characteristic by better ones.

Thus the pupils will learn to see and to observe. They will see in open nature things which the school does not tell them, they will ask for information, and if to this is added, animated by the teacher, a meaning and comparison of the objects found, then the practical demands of life are materially furthered.

An occupation with nature as indicated will also help to develop some manual skill and dexterity, which will be a benefit to the scholar in after life, especially to the mechanic and farmer.

Above I have already indicated the scope of such a collection. In the first place, a scrap-book may be obtained, in which to preserve pictures of animals, plants and noted scenery. This collection may consist of lithographs, wood cuts clipped from illustrated newspapers, and photographs neatly pasted to the leaves. The scrap-book may be either bought cheaply or made of light Manilla paper.

In connection with this I may say that stereoscopes and stereoscopic views may be cheaply bought. Geographical instructions may be enlivened and made interesting by views of noted places and interesting scenes. Objects of natural history can be obtained nearly without any expense. Perhaps the only expense which may be incurred, but not necessarily, are a few simple instruments for collection, which can be mostly home-made, and for a little alcohol. For collecting geological specimens, all that is needed is a riveting hammer and cold chisel, or a small stone-hammer with a cutting edge, such as stonemasons use, which can be obtained anywhere. A cold chisel is easily made from an old heavy flat file, which any blacksmith can sharpen and temper. Excavations, quarries and mines should be examined for rocks, earths and fossils. Ask the workmen to look for such things as are desirable, and which look queer to them. A kind word to the workmen will do wonders in assisting the collector.

For pebbles and fossils search also the banks of streams ; very interesting specimens are found here. In cutting fossils from rocks care must be taken not to injure them. Rocks should be cut as much as possible in square pieces of about six inches thick. A little practice will soon help. The botanical collection may contain the plants of the neighbourhood, at least the rarer smaller plants, especially those poisonous specimens of wood and bark; leaves, blossoms and fruits of trees; of the latter, those which can be preserved in a dry state, lichens, mosses, ferns, etc. Smaller plants are to be taken up with the roots, and, if possible, with flowers and seeds. Of larger ones, branches with some 'eaves near the roots will suffice. The specimens should be placed between soft unsized paper ; the poorest printing paper or grocers' tea-paper is excellent.

They should be dried as rapidly as possible, between as much paper as will absorb their moisture, then laid under a board weighted by some heavy bodies, as stones; the pressure should be so as not to crush the delicate part.

To prevent moulding, the paper should be changed often. After drying, place the plants in a herbarium, fasten the specimens by means of small gummed paper slips to the sheet, and write in the lower right hand corner, or on a label pasted on the sheet, the generic and specific, and common English name, locality where found, date of collections and colour of flower, with other remarks. If the name of the plant is unknown mark it by a number or some other sign till the name can be ascertained, then place it in stiff covers which are to contain all the plants of the genus.

Leaves of trees are to be preserved in the same manner.

Dry fruits may be kept in small tin or pasteboard boxes or trays. Specimens of wood may be cut in blocks of about four by four inches high, the bark to be left on, and one side to be smoothed with a plane, the other sides left as they are split out. All the implements necessary for collecting plants is a strong knife to take up plants and to cut away wooden branches. Lichens do not need any preparation.—ED. A. KILLIAN in American Journal of Education.