

fruit, the flower, or if they have the flower, the fruit.

Before the trees are bare, let the children devote themselves to a competition in kinds of leaves, learning to associate each with its parent tree. In the early spring have a race in buds.

Naturally the plant-table is only the entering wedge. Express yourself hospitable to contributions of minerals, fossils, shells, stuffed birds, curios from foreign countries, coins, stamps. Tell the children to spread the news that the school is starting a museum among their sisters and their cousins and their aunts. Then sit back and see what happens. In any community there are likely to be mature people who in their forgotten childhood held themselves naturalists of sorts. Very probably they have hoarded small stores of minerals or a case of butterflies, or boxes of shells for years, unwilling for sentiment's sake to throw them out. Shown a real use for the precious hoardings, they will joyfully turn them over to the new children's museum. At least that's how it worked in Boston. Or maybe there is somebody in the district who had an uncle who "followed the sea," bringing back strange corals, sea-fans, or romantic souvenirs of far-away lands. These you may be able to get at least as a loan, and if they serve no better purpose, they will give the children a stronger sense of reality in their study of the hard names in their geographies.

If your neighborhood boasts a geologist, a bird-lover, a real botanist, or even a hunter who is his own taxidermist, your harvest may be rich indeed. By all means appeal direct to any specialists and try to enlist their interest in the children's efforts even if they do not make good with gifts. In case there's a woman's club near by, lay your case before them. In the states women's clubs have taken a vital part in promoting the movement for children's museums. Were it not wartime, it would not be difficult to persuade club women to raise the slender funds needed for so appealing a work as this. If they cannot do better, however, they may be able to put in the way of securing the loan of some little glass case or some old bookshelf on which you may display your treasures. Lacking formal cases, the museum will do very well with plain pine shelves knocked together from old boxes by the handier among the boys.

If yours is a city school, you can doubtless secure from the Experimental Farm at Ottawa or the Experimental Farm of your own province, specimens of grains, etc., about which your brick-and-mortar-bred pupils need to learn, or collections of

insects injurious to vegetation. Within the boundaries of New Brunswick the curator of the Natural History Society — William McIntosh, St. John — loans small travelling collections to schools. Or maybe by correspondence with country schools you might arrange a system of exchanges. If you live near a grown-up museum, take your courage in both hands and ask for duplicates weeded out of their collections. They can't do worse than refuse.

Beside the permanent collections, be sure and have a "zoo." Live things are a drawing card with little people. Let them bring cocoons, and chrysalids, caterpillars and butterflies eggs to hatch out (only insist that the young collectors shall bring each caterpillar in a separate box together with a supply of the special leaf he was feeding on, for caterpillars are not catholic in their tastes and will die a martyr's death rather than eat things not popular in their family). Welcome salamanders, turtles, snails, crayfish, tadpoles, and even, if you can accommodate him with a covered glass house, a pretty, harmless garter snake. Conquer your sentiment against spiders if the children can succeed in snaring some of the more interesting kinds like the writing spider or the trap-door spider, supposing that you have these in Canada. If you know anybody in Florida, try for a small alligator or a chameleon. A chained chameleon will thrive a long time on a sweet-potato plant, raised by partly immersing a bit of the tuber in a bottle of water. An observation bee-hive with an outlet through the window would be an exciting possibility, and there need be no risk of stings if the children once learned never to stand directly in front of the outdoor entrance to the hive. A bee approaches the hive head on, and if he collides with anything between him and his front door he "jest nat'chally" stings. Another fascinating exhibit would be a colony of silk-worms, feeding.

Bunnies or guinea-pigs or white mice are sometimes welcomed to children's museums, and Japanese waltzing-mice are prime favorites; but they should never be brought into a schoolhouse unless the teacher understands their care and unless the children will agree cheerfully to attend to the cages. On these terms a squirrel might be admitted on short sentence, though it would be cruel to keep so active a creature captive long. It goes without the saying that the zoo would have to be hidden behind a curtain during school hours unless some of the personnel were under active study.