

Canadian minerals. The importance of the museum for children can hardly be over-estimated, and it is with pleasure that we quote Professor Starr's article on "The Museum in Educational Work," which lately appeared in the *Educational Review*.

"Whether elementary work in science shall be taught in common schools or not," says Prof. Starr, "is hardly before the public. Such work has been widely introduced, sometimes with, sometimes without, good results. I believe it has come to stay. A child must be led to think for himself, to observe closely, to discriminate, to classify, to express himself simply and clearly. Such results can be obtained in no way so well as by science work. What museum ought an elementary school to possess in order to assist such work? No work in science is of particular value, unless it is practical study of specimens. The best specimens are always those that the children bring in. But such gatherings are usually heterogeneous; some of the objects are of value, many are not. From this mass of material, however, the best things should be saved, suitably prepared, and arranged in safe cases. The children will very soon come to have delight and pride in the growth of this little school cabinet, and every effort should be made to encourage such feelings.

"The museum should always be adapted to the work attempted; and what is the object of science work in the lower grades? Surely it is not the amount of botany, or zoology or geology learned. It may be important for the entomologist to know just where *Telega polyphemus* stands in a classification; it is much more important for the child to have seen its life history. His thought should have been stimulated, and his wonder excited, by seeing the great green "worm" weave its silken cocoon about it; by watching its forthcoming in the springtime and the wonderful development of color that rapidly transforms those shapeless flaps into wings of beauty. Later, he may notice how it differs from the butterfly which he catches by the roadside pool. Still later, it may be worth telling him the name of the creature he has come to know. Such a specimen means something to a child, and is worth more than a purchased collection of representative types of the whole zoological series.

"A high school museum is a somewhat different matter. The natural sciences here are taught, in considerable measure, for their subject matter. Here such systematic series as I have criticised are more in place, but even here all material of that