

tributions. Many farmers and their families may by this means be made active co-workers: where the plan has been tried large numbers of desirable specimens have been presented by them. In asking for aid from the surrounding country, it would be well to let it be clearly understood that, should the collection ever assume the ambitious character and importance of a Museum, admission would be free to all, and that visits from country teachers and pupils would be especially encouraged. By-and-by, if the interest is kept up, numerous duplicates of specimens might be collected, and then a system of exchange be resorted to with more pretentious establishments, many of which would gladly give away otherwise unprocurable objects, to get possession of what, in the village or town collection at home, may be of little or no value.

In carrying out a scheme of this kind, if gone into at all extensively, some expense must necessarily be entailed, but it is really surprising how much may be done at a trifling cost. With proper management, in the midst of an appreciative community, and with an intelligent Board of Trustees, one hundred dollars per annum will maintain the collection in a flourishing condition, most of the money going for the supply of cases, payment of freight, postage, and express charges.

To any teacher undertaking such an enterprise—for it is nothing short of that—no remuneration, pecuniarily, need be looked for. It must be “a labour of love.” Even where the people possess more than average good sense there is a disposition to regard the teacher as quite well enough, if not too well, paid for all he may do. His only reward must be the interest he succeeds in awakening amongst his “disciples.” His pleasure must consist in having led them to

enquire for themselves—to take nothing for granted which it is possible to prove. He must remain satisfied with having—and he should not be satisfied till he has—led them to exercise their powers of observation, to form opinions for themselves, to apply analysis in investigation, to generalize their disconnected views, and to pursue truth with unfaltering footsteps, even at the hazard of having to retrace many a years’ travel, it may be, in a wrong direction.

Science and Civilization are almost synonymous terms: they are, at any rate, co-relative. The first attempt of the savage to make himself a weapon, or to produce fire, are but the dawnings of what may eventually become the highest condition of culture. To aid in the furtherance of scientific pursuits should be the pride of every educator, and it is quite impossible to do this, so far as Natural Science is concerned, more advantageously than by presenting for study and examination the innumerable objects that lie around us in such profusion.

Perhaps the greatest drawback to any attempt in making a collection, will arise from that sense of impermanence that characterizes the position of so many teachers. Few will feel disposed to devote time and labour towards a project the accomplishment of which requires years for anything like fulfilment. The only way to overcome this difficulty, in places where the people desire to possess a Museum, is for the trustees of the school to take the matter in hand allowing successive teachers a small sum for labour and attendance. Just here a very pertinent query suggests itself. If a corporation, at considerable expense, maintains such a collection, to prove not only valuable as a school adjunct, but to be attractive to visitors, both from the town itself and from a dis-