



Correspondence \*  
\* and Contributed.

Museum Evolution.

Having been requested to contribute something for the present issue of the O. A. C. REVIEW the writer has thought a few words referring to some phases in the development of our museum might be read with interest by the students of the past, and those now with us. Many of our first students will be at a loss to recall the appearance of a museum in their day; their immediate successors will remember the old cupboard-like cases that stood around the upper class-room, now entirely occupied as a museum.

The collection then consisted chiefly of innumerable bottles filled with many varieties of grain that had been exhibited in '76 at the Centennial Exhibition, Philadelphia, and a few fossils many of which had been presented to the College when the present lecturer on geology was a student in Toronto University. For a few years the museum continued in this larval condition, but in due time the building was enlarged, the upper class-room was left to be used as a museum, and lecturers were confined to rooms upon the ground floor. Not long after this the Educational Department at Toronto underwent a change; its natural history museum was abolished and the specimens donated to Toronto University and the College at Guelph. This was a great boom to our empty room, it at once formed a good nucleus for a museum and afforded an interesting place for visitors to frequent. However, this scarcely met the demands of an institution pre-eminently practical in its instructions, for many of the specimens were more curious than instructive. Consequently as the years have passed an effort has been made to introduce specimens which are calculated to illustrate, in a marked degree, the instruction given in the class-room. The old cupboards with their bottles of grain still had a place around the walls and were associated with the great company of lifeless animal representatives about them. But this state of affairs soon changed, a higher altitude reached and the standard of progress shifted nearer the carator's ideal.

A gallery was placed around the room, a large gaselier suspended from the centre of the ceiling, the old seed cases passed out of sight, and the whole place assumed an air about it, never possessed before. The gallery has been set apart for specimens in geology and entomology, while the first floor is devoted to the departments of zoology and botany. The cases in geology are so arranged that the systems of the geological records follow in consecutive order, each case containing the characteristic numerals and fossils of a system.

The insects, as far as possible, have been grouped according to the plants they affect, and in each case where they could be obtained, egg, larva, pupa and imago represented. One of the latest improvements in the museum will be in this department, as an effort is being made to have the complete life history of each injurious insect illustrated in a single box with glass over, 12 inches long, 8 wide, and the whole so arranged that the student may see any type represented. Another essentially practical feature has been lately added by putting glass cases upon the wall on each

side of the entrance to the botanical laboratory. These are to contain specimens of the most common weeds found in Ontario. The case are so arranged that they will exhibit 40 orders and some 75 specimens. Reader, if you are one of the early students, you will at once be struck with the advance made in this room, now commodious, bright, cheerful and attractive, yearly becoming more and more practical. You and all others who are interested are asked to aid in this work by contributing to its collection. There are many things to be added, and some of these you might readily present. Specimens presented are labelled and bear the donors name.

It would be much more pleasing to see our specimens largely derived from donations made by our students, than to purchase them where we see fit. It is pleasant to see the names of the students, who were once with us, attached to gifts made for the advancement of science. It recalls pleasant memories and many a time suggests periods in the past that might never recur to memory were it not for the specimens that bore a student's name.

Let our museum be to student visitors, and officers an album, to recall the plodding, the faithful and the true, we meet in life, while sojourning at the O. A. C.

Before sending any specimen it would be advisable to inquire if such is now on the collection, for if such a course is not adopted in many cases contributions will be useless. We are much in need of the complete life history of several insects, and require good specimens of some weeds. Student, reader, you are asked to contribute. What shall it be? We want to read your names after you have left us and entered fully into life's battle. Ours should be more than passing interests in each other. We have touched on the stream of life, and though we sail out on the great oceans, and become widely separated, yet to some extent we should take pleasure in being remembered. Your name as a donor will aid in this.

J. H. PANTON.

### The Gymnasium as an Aid to Morality.

To the Editor of the O. A. C. Review:

Sir, The urgent need and the advantages of having a gymnasium at this College were so well set forth in by Captain Clark in the December number of the REVIEW that one might think there is little left to say on the subject. However, one aspect of the question, and that, the most important aspect, remains to be noticed—the moral aspect.

The "Forum," for February, has a paper on "Moral Aspects of College Life" by President Adams, of Cornell University, which should be read by all who take any active interest in higher education. He states that "the only way to improve morality is either to strengthen the moral impulses or to weaken the forces tending to immorality." While discussing the influence of four forces to strengthen the moral impulses, viz.:—Religion, public opinion, philosophy, and good example, he clearly shows how in each case the forces that make for righteousness are much more active and more potent in Colleges than in the community at large." After proving that in all these things that strengthen the moral impulses the student has the advantage of his brother in the street, or in the shop (or on the farm), he goes on to speak of the means to weaken the forces tending to immorality, as follows:

"It cannot be denied that what may be called the subjective forces tending to immorality in our colleges are strong and in need