

secrets, it is proposed in what follows to throw out a few suggestions to encourage experiment in the formation of School Museums.

The teacher is, of course, supposed to be in possession of *some* knowledge, in advance of his class—not necessarily very much, but enough to enable him to speak authoritatively. To be in this position, he should have for reference, as well as for study, works bearing on the subjects proposed to be taken up, from as nearly a local point of view as possible. For general perusal books on every department of Natural Science may be had anywhere, but to make “talks” interesting to young people the teacher should be able to speak about things round home. Catalogues of Canadian plants have been published by Dr. Ross, of Toronto, and Prof. Macoun, of Belleville; the former gentleman has also issued a list of our trees. All these contain both common and technical names, and would prove serviceable in naming specimens for an herbarium. Mrs. Traill’s “Wild flowers of Canada,” would serve as a beautiful, though incomplete, adjunct to any one taking up Botany. Ross’ “Birds of Canada” is a cheap hand-book, and gives short descriptions of our common birds, their nests and eggs. A more extensive work is Samuel’s “Birds of New England,” and quite suitable for this Province as a whole. In Entomology, the student should consult Ross’ “Canadian Butterflies;” back numbers of the Canadian Entomological Society’s Reports, and the “Entomologist,” published in London, Ontario, under the editorial management of Mr. W. Saunders. Sir William Logan’s “Geology of Canada” is indispensable to those who propose examining the rocks, minerals and fossils of the country. Should fossils only be the object of study, Nicholson’s “Palæontology of Ontario” will be found invaluable.

Having decided upon a study, no difficulty will be found in enlisting the co-operation of the young people in procuring specimens. Let it be distinctly understood that the choice specimens are to be preserved; that if the trustees furnish a few cases they will become the property of the school, and that every object considered worthy of a place in the cabinet will be labelled with the name of the finder. In the event of the teacher supplying case-room the collection, of course, should become his property. In country schools, there is no reason why a complete set of plants, illustrative of the local flora, should not be found in every section, and it would be somewhat difficult to suggest anything likely to be more interesting, instructive, or truly useful to the sons and daughters of farmers, than a pretty fair knowledge of Botany. Snakes, lizards, frogs, toads, &c., in spirits, should be represented. So far as birds are concerned, it should be borne in mind that a licence is required to enable any one to possess, legally, most of our feathered friends, or their nests and eggs. A sharp lookout should be kept for any relics that may turn up, in the shape of stone weapons, or pottery of the aborigines.

In some respects, villages and towns are at a disadvantage compared with rural sections in making collections, but on the whole they are more favourably situated. A short walk from any school-house in Ontario, outside the cities, will carry one into the country. Not only should the assistance of the pupils in towns be secured, but much may be gathered from the surrounding farms, that is, on the supposition that specimens are not in demand at the rural schools, and it is not likely this will often be the case. Circulars at a trifling cost may be freely made use of in the neighbourhood, stating the kind of objects required, and asking for con-