taries, embodying the contents of the papers, and the chief suggestions made upon them in the course of the discussion which followed. -Watchman.

## SOUTH KENSINGTON EDUCATIONAL MUSEUM.

The South Kensington Museum is a result of the School of Design, founded in 1838, and the Great Exhibition of 1851. The School of Design, under the influence of the feeling generated by the Hyde Park Palace, expanded into the present Department of Science and Art, under the Committee of Privy Council on Education, and the nucleus of a permanent museum of arts was formed at Marlborough-house. The Department of Science and Art has achieved a building in which its schemes for training may be systematically carried out, and its curiosities constantly exhibited. Thither are transferred all the ornamental specimens from Marlboroughhouse, the entire collection of the Architectural Museum, together with many articles belonging to the Commissioners for the Exhibition of 1851. Thus decorative art and practical science have a permanent home, which, moreover, is nobly adorned by the fine collection of pictures and drawings munificently given to the nation by Mr. Sheepshanks. The offices of the department and the training schools are under the same roof as the museum, which, while it will be a source of rational recreation to the general public, will also, it is hoped, be an important agent in the instruction of the general public, will also, it is hoped, be an important agent in the instruction of the students. The collection of works belonging to the department of ornamental art first attracts the notice of the spectator, occupying, as it does, the corridor in which he will find himself immediately after his entrance. Only a portion of the entire collection—which numbers upwards of 4,000 objects— is at present exhibited, inasmuch as about a fourth part, including the whole of the acquisitions from the Bernal collection, have been sent to Manchester.

The Educational part of the museum occupies the centre of a large iron building, which forms a wing of the entire edifice. It comprises specimens of scientific instruments, objects of natural history, models of school-rooms, casts of classical statues, and a library of 5,000 volumes, all admirably

arranged. "Education" is a wide word, as will be obvious enough, when we state the official subdivision of the department into "school buildings and fittings, general education, drawing, and the fine arts, music, household economy, geography and astronomy, natural history, chemistry, physics, mechanics, apparatus for teaching the deaf and dumb, idiots, &c., and physical training." To this collection, which will probably be the most popular of the whole exhibition, the "Commissioners of Patents' Museum" form a sort of supplement. In this department the history of the steam engine is copiously illustrated.

The nucleus of a Collection of Sculpure has also been formed by the The nucleus of a content of Sculpure has also been to have by a assemblage of about fifty works, contributed by twenty-five artists, among whom are Messrs. Baily, Bell, Foley, Munro, Calder Marshall, and the late Sir R. Westmacott. By the Collection of the Architectural Museum, which occupies a large portion of the gallery and descends into the lower corridor, a complete history of the mediæval architecture of France and

England is represented by almost numberless casts of decorative details. The "Trade Collection," which is likewise in the gallery, and is the pro-perty of the Commissioners of the exhibition of 1851, will not always remain in its present complete state. It is chiefly composed of the natural products used in the various arts, and of these the animal products are alone to be retained, the others being too fragmentary to justify their re-tention in a distinct museum. Specimens, therefore, of mineral and vegetable produce will be distributed among various national and provincial museums which admit of improvement. Another department is the "economic museum," formed by Mr. Twin-

Another department is the "economic museum, formed by all. I willing, and presented by him to the Government. Everything has been done to render the new Museum a source of instruction and amusement to all classes alike, the exigencies of time being taken into consideration, as well as the exigencies of the pocket. On Wednesday, Thursday, and Friday, being students days, the price of ad-mission will be 6d.; on the other days of the week admission will be free.

The hours will extend from 10 to 4, but the Museum will likewise be open on the evenings of Monday and Thursday, from 7 to 10. The catalogues required cost 1d. each.

tion or experiment; much that we know is received and appropriated upon the faith we have in others, in connection with our own knowledge of facts and principles; but he is not well

educated who relies implicitly upon the statements of others, without some corroboration of his own judgment and experience. Scholars should think well and reason correctly-should form conclusions from established facts; and to do this, as much of their educa-tion as possible should be demonstrated or illustrated by practical appeals to their reason, through the media of the eye and the touch.

Nor are the senses always able to convey the truth to the mind, although generally so reliable. We may deceive ourselves by relying too much on the appearances things may assume. Optical illusions

or deceptions are not unfrequent, and hence the necessity of under-standing things not only as they appear, but as they are. The most enlightened and gifted teacher will frequently find that words are not sufficient to give a clear and distinct idea of subjects

which are material and objects of sense. He must bring his subject, not abstractly, but really and practically, to the mind of the pupil, in order that it may be fully understood ; and if he be not prepared to make his illustrations or experiments from the best sources and models, his ingenuity should be excited to present the best his means and opportunities will allow. The more that all the senses can be

employed, the more information can be gained of any subject.

## SCHOOL ARCHITECTURE.-(Continued.)



ON SCHOOL APPARATUS, WITH DIRECTIONS FOR ITS SELECTION, USE, AND PRESERVATION.\*

The utility and importance of the use of apparatus in the school-room, have not, until lately, been generally appreciated, as there are so many school sec-tions in which nothing of the kind can be found.

It is now conceded by every one, that we can best understand those things which we can see and handle, as well as talk about. It is the habit of mankind to be better satisfied with a knowledge of those things the eye has witnessed, than with the knowledge of the same things of which they have only heard. "We have seen, and therefore we know, is the general sentiment. It is true that much of our know-ledge of material things, of facts and of principles, is not the result of our own observa-

as well as the sense of hearing.

\* This chapter, with some modification, is taken from Mr. Gow's paper, published in the Pennsylvania School Architecture. Most of the articles mentioned may be obtained at the Educational Depository, Toronto. See descriptive catalogue sent to Trustees and Local Superintendents.

wisest philosopher, endeavoring to explain the construction and operation of a steam engine, to one not well versed in mechanical science, would fail to convey any correct idea of the machine, unless assisted by diagrams, pictures and models. Language alone would not be

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