

EDITORIAL.

AN EDUCATIONAL MOVEMENT.

ROUSED to energy by the example of Europe, the United States, and even of Mexico, in all that relates to the collection and preservation of relics that illustrate the life-history of the aborigines, the Canadian Institute of this city has undertaken to do for Ontario, at this comparatively late day, what should at all events have been begun forty or fifty years ago; that is, to form a collection of specimens, not as mere curiosities, but as objects of archæological value, to exemplify the customs, usages and ceremonies of the ancient people in this part of the American continent. It is also proposed to gather all the information possible relative to the sites of old Indian encampments, ossuaries or burying-grounds, battle-fields and portages, more especially to such as may appear to have been associated in any way with the discovery and settlement of the Province. This is really what may be called a national work, and deserves encouragement from all who are interested in education. The Minister of Education himself has been one of the first to perceive the possibilities of the scheme, and has expressed himself accordingly, by saying that "there are, no doubt, many points of interest in the early history of the country that cannot be fully developed except by this scheme;" and further, he expresses the hope that "whatever assistance inspectors and teachers throughout the Province can render in the matter will be gladly given."

By position as well as by education teachers are pre-eminently qualified to aid in this work. It would be

difficult to find in (old) Ontario an acre of ground at a distance of more than three miles from a school-house, and there are few school sections so large as to preclude a close personal examination by the teacher of every peculiarity they contain, even during one season. It is not to be supposed that *every* lady or gentleman who undertakes to make such a survey will make some startling discovery in the line indicated, but it is undoubted that *many* would. In the case of failure to stumble upon anything possessing archæological interest, the observant pedestrian could scarcely fail to add much to his or her stock of general information in many other important particulars. When anything worthy of note has been met with topographically, careful measurements and sketches should be made, and correspondence at once entered into with the Canadian Institute. Much may also be done in the work of collecting specimens, thousands of which lie scattered about the country neglected and uncared for. These, at the instance of the teacher, may be gathered and forwarded to the Museum at Toronto, and should the specimens number at least fifty, they will be designated by the name of the donor or of the school, or otherwise as may be desired by those who forward them. In such localities as are rich in objects of this kind, the teacher need have little difficulty by means of inquiry and some effort in getting together such a number as will prove a handsome acquisition to any museum.

Inspectors, too, in their rounds from section to section are in a position not only to make observations relating to what may prove the arti-