

the public museum. Public museums are new to us in America. Our great museums may be counted on the fingers, and there are not many small ones. Our museums, too, are seldom under government control, but are private property of associations or societies, many of them with no adequate fund, and few, if any, paid officers. Often they depend for success, or even for life, upon interested individuals, whose removal means disaster. But public interest increases, and great museums will be more numerous in the near future. Such museums ought always to be educational centres, and should have a definite relation to every school, of every grade, within their reach."

And in connection with scientific teaching in the public schools, our contemporary *Intelligence*, utters a warning note, which must not be overlooked:—

"While our educators talk a great deal about the teaching of science, or of scientific method, as it has been called, to distinguish it from the mechanical or text-book method, our schools seem to make but little progress in adopting this line of work. There are at least three obstacles in the way. 1. The great mass of teachers do not know enough of science, either in narrow or in broad lines, to teach it an efficient, objective manner. Text-book knowledge, if that may be called knowledge which has never been consciously realized or verified, is not so scarce. But probably not one teacher in five hundred has enough knowledge of any department of science to venture alone out of doors with it or into the presence of the things themselves. 2. A deep seated skepticism on the part of many prominent educators, particularly the older ones, as to the value or practicability of real objective scientific teaching. The younger men who believe in it are unfortunately not yet numerous or strong enough in the public school ranks to defy tradition and conservatism. 3. The extravagance and unreasonableness of some of the advocates of instruction by the scientific method. To affirm that school children should study nature only as discoverers, as original investigators, with possibly a slight modicum of guidance only, is to utter what upon its face is absurd. That pupils should do some really independent and original work, as much of it as circumstances will permit, and enough to develop the true scientific spirit and accuracy, seems evident enough. That they should always deal with veritable things in connection with the book study, and never be permitted to rest satisfied with merely memorizing text-book statements, also seems evident. But that they should learn nothing about nature but what they discover for and by