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THE NEW YORK MINERALOGICAL CLUB is a society organized in 1887 for the purpose of studying the rocks and minerals of the city and vicinity, which present many interesting and remarkable features. Very few persons have any idea of the number and variety of minerals that are found in the rocks of Manhattan Island and the immediate suburbs. But in some respects this locality is peculiar, for the reason that while a large amount of excavation and rock-cutting is all the time going on, yet scarcely is a deposit of minerals discovered in the progress of any such work, ere it is built over or filled up, and rendered forever inaccessible. New York Island specimens, therefore, possess in this aspect unusual interest, and the collection and preservation of them become a matter not only of scientific value, but of local pride. During a number of years past, a gentleman well known, and greatly respected in cultured circles here, Mr. Benjamin B. Chamberlin, has devoted a great amount of time, labor, and care to gathering these specimens from all parts of the city, wherever excavations were in progress. At the time of his death, in October last, he had thus secured the finest cabinet of New York minerals ever obtained. Mr. Chamberlin was not a man of wealth, and labored in this field out of pure love for science. The New York Mineralogical Club is very desirous to obtain this collection by purchase, that it may be retained in the city in its entirety, and serve as the foundation of a permanent local collection, which, for the reasons above given, must ever increase in value and interest as time goes on and the city is more and more built up. The moderate sum of fifteen hundred dollars will secure this very desirable object; and the trustees of the American Museum of Natural History have agreed to receive the collection on permanent deposit in their absolutely fireproof building, where it will always be accessible for purposes of study, — a monument to the zeal and success of its honored collector, and a matter of interest and credit to the metropolis.

SCIENCE IN THE SCHOOLS.

THE committee on the subject of science in the schools, of the American Society of Naturalists, consisting of Samuel F. Clarke (Williams College), William North Rice (Wesleyan University), William G. Farlow (Harvard University), George Macloskie (College of New Jersey, Princeton), and C. O. Whitman (editor *Journal of Morphology*), have made a report which has been accepted and heartily approved by the society. The committee have been retained, and have been granted full power to act for and with the society in the endeavor to establish what they have recommended.

From the steadily increasing demand of scholars, parents, and teachers for more and better instruction in these departments, the committee feel assured that the time is ripe for this movement, and that it only needs intelligent and concerted action to produce the results desired. The society will be represented at the meetings of the various educational associations in the country, and will make every effort to push the movement as vigorously as possible. It needs, however, and asks for, the active support and encouragement of every parent and teacher who believes that the young should have their natural tendencies, and longings for a knowledge of the things of nature, cultivated; their questions about things which are in every way pure and true answered; opportunities for enjoyment, and for friendships that will never fail, laid open to them; and, above all, the opportunity freely afforded them for securing the brain-growth and mental power, by observation and independent thought, which these studies are so peculiarly well fitted to give.

In regard to the general topic of science-teaching in the schools, the committee believe the following propositions fairly formulate the views which are held by the members of the society, and which the society should use its influence to diffuse: —

1. Instruction in natural science should commence in the lowest grades of the primary schools, and should continue throughout the curriculum.

2. In the lower grades the instruction should be chiefly by means of object-lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena rather than to present systematized bodies of fact and doctrine.

3. More systematic instruction in the natural sciences should be given in the high schools.

4. While the sciences can be more extensively pursued in the English course in the high schools than is practicable in the classical course, it is indispensable for a symmetrical education that a reasonable amount of time should be devoted to natural science, during the four years of the high-school course, by students preparing for college.

5. An elementary (but genuine and practical) acquaintance with some one or more departments of natural science should be required for admission to college.

Believing that the propositions stated above will command general acceptance, they are aware that there must be difference of opinion, among the members of the society and among intelligent educators in general, in regard to details, and that the precise subjects to be introduced into the curriculum must vary somewhat with the circumstances of different localities. They offer the following, not as necessarily the best scheme, but as a reasonable and practical scheme, which may at least serve to illustrate the general principles which they have formulated.

In the primary schools, and in the lower grades of the grammar schools, they recommend that the study of plants and animals should be the main part of the scientific work. The botanical