of the Zoological Club of the Linnean Society, or of limitation of the members of the new society to fellows of the Linnean Society. But there was overlapping of interest, and Mr. Vigors, who was the first secretary and last chairman of the Zoological Club, was the first secretary of the Zoological Society. The club was dissolved, apparently, in 1829, by which time most of its members had joined the new society.

A house was obtained in Bruton-street for the new society, where meetings were held, a museum established, and a certain number of living birds and mammals kept. In the course of 1826 negotiations with the Crown were successfully conducted for the use of part of Regent's Park, and the latter part of 1826 and 1827 were occupied with the laying-out of the new Zoological Gardens. Early in 1828 there were a few pinioned wild duck on a lake, an emu, an otter, some silver-haired rabbits and several birds of prey. It is reported that on February 25, 1828, there were four visitors to the gardens, but under what conditions they were admitted is not known. On April 27, 1828, a superintendent was appointed, and it was decided that visitors should be admitted on the presentation of a voucher from a fellow and the payment of 1s. Considerable progress was made during the remainder of 1828 in stocking and laying out the gardens. The first report of the council appeared in 1829, when the society received its Royal Charter, and the oldest voucher for admittance that has been traced was signed by a fellow who did not join the society until 1829.

EXHIBIT OF OPTICAL INSTRUMENTS AND PRODUCTS

UNDER the joint auspices of the Optical Society of America and the Bureau of Standards there will be an exhibit of optical instruments and optical products in the buildings of the bureau at Washington, D. C. This exhibition will be open from 9:00 to 4:30, October 31, November 1, 2 and 3 and for one evening session to be designated later by the Optical Society.

It is the desire of the committee to include in this exhibit all the newer instruments which have been developed by scientific investigators and our commercial firms. Research workers are particularly invited to contribute exhibits designed to illustrate the progress of their work and their attention is called to the fact that such an exhibit is often more useful than the presentation of a formal paper for emphasizing the significance and importance of an investigation. All American made instruments or products in which the application of optical principles is an important part in design, construction or use are eligible for exhibition. The following lists will serve to partially indicate the contemplated scope of the exhibit: optical and colored glasses, fused silica, optical components, spectacle lenses, ophthalmic instruments, binoculars, microscopes, photographic apparatus, colored photographic processes, motion-picture apparatus, astronomical instruments, interferometers, spectral apparatus, metrological instruments, surveying and nautical instruments, search lights, telescopic gunsights, photometric apparatus, optical pyrometers, colorimetric instruments, vacuum discharge tubes, special systems of illumination, etc.

I. C. GARDNER, *Chairman,*
Committee on Optical Instruments Exhibit
BUREAU OF STANDARDS

THE PLACE OF SCIENCE IN EDUCATION

THERE has just been published a report of the committee of the American Association for the Advancement of Science on "The Place of Science in Education."

This report is organized under seven headings as follows and the summarizing sentence is given for some of them:

I. The Committee's Understanding of its Functions.

II. The Search for Enduring Facts and the Growth of Confidence in the Guidance of Scientific Truth. Science instruction both in school and out needs better organization, more effective cooperation to make even the health knowledge now available function more completely in the lives of people generally.

III. Obligations of Science Knowledge. Science, not to be discredited, must devise effective ways and means of developing, in its devotees first and in the whole people ultimately, a sense of moral obligation that will prevent the newly acquired knowledge and method of science serving base ends.

IV. The Science Subjects in Educational Programs. The hopeful element is that the stereotyped science courses of the college are being replaced in the earlier years at least by new types, tentative at present but frankly experimental, looking toward a more satisfactory college science sequence. The whole problem needs careful study.

V. Summaries of Types of Specific Studies Relating to the Educational Uses of Science. The above represent but a beginning in the application of the objective scientific method to the problems of science teaching. Such investigations must be multiplied and verified by those truly interested in the scientific solution of such questions.

VI. Those who Teach Science. A more thoroughgoing preparation in the fundamentals of science is needed by all who aspire to teach it.

VII. Those who have Developed Science. Science as method is quite as important as science subject-matter and should receive much attention in science instruction.

The committee offers the following recommendations:

(a) That some organization of national scope such as the United States Bureau of Education, or the Research Division of the National Education Association, be asked by this committee to undertake a comprehen-