

The concluding sections of the course deal with such titles as: "Why do large manufacturers of explosives produce so wide a variety of peace products?" "Have explosives been a blessing or a curse to man?" "Classes of explosives and uses and values of each in war and peace" and "Which is the real goal, 'peace regardless of security' or 'lasting peace in permanent security'?"

According to the announcement of the American Chemical Society, the effort is endowed by the Chemical Foundation, headed by Mr. Francis P. Garvan, under provisions requiring the disbursement of any profits for the advancement of chemistry as a science and an industry in the United States. In addition, the foundation is also undertaking to administer any chemical patents resulting from researches in any American university under the same provisions.

The program was reported to the Division of Chemical Education by Dr. Harrison Hale, of the University of Arkansas, and after it was officially authorized Professor John N. Swan, of the University of Mississippi, and M. B. McGill, of the Lakewood (Ohio) High School, were elected by the division to supervise other educational activities.

PUBLIC EDUCATION AT BROOKLYN BOTANIC GARDEN

THE July issue of the *Brooklyn Botanic Garden Record* (Vol. XVIII, No. 4, pp. 189-264) is devoted entirely to a report on "Public Education at the Brooklyn Botanic Garden, 1910-1928." A report on "Research at the Brooklyn Botanic Garden, 1910-1927," was issued in July, 1927. The present report on the educational work reveals the practically unlimited opportunities for botanic gardens in the latter field; and in its development along this line the Brooklyn Botanic Garden is said to be unique among the botanic gardens of the world.

The educational program of the garden has been developed along two main lines: (1) service to the city, and (2) service to botanical science and education in the broadest sense. As regards the latter, designated also as "World Service," the report says:

But no institution can render the largest service to its community by remaining local or parochial in its activities and influence. Just as the Botanic Garden owes its existence and maintenance in part to municipal support and is thereby obligated to the city, so, also, every community is under continued indebtedness to the rest of the world, and should contribute in every possible way to the public well-being.

The scientific and educational work of the Brooklyn Botanic Garden has, from the beginning, been developed with these fundamental considerations in mind. Some of the work is unique. In several directions we have had to blaze new trails.

Public response to the opportunities here offered has demonstrated beyond any possibility of question a great public need and the value of such work. If these results shall stimulate the development of similar work in other centers, its success here will be enhanced many fold and will be doubly gratifying to the authorities of the Brooklyn Botanic Garden.

Service to the city is performed in three principal ways: to the schools, to members of the garden and to the general public. The service to the schools, for example, is described in detail according to the following outline:

a. At the Botanic Garden.

1. Maintenance of labeled collections of living plants, in plantations and conservatories to which teachers may bring or send pupils for study.
2. Teaching of school classes in
Classrooms.
Laboratories.
Instructional greenhouses.
Conservatories.
Plantations.
3. Lectures to pupils and teachers, illustrated by
Motion pictures on plant life.
Stereopticon.
Living plants.
4. Consultation and conferences with teachers.

b. At the Schools.

1. Lectures and addresses by members of the garden staff.
2. Model lessons.
3. Loan lectures, including lantern slides and lecture text.
4. Supply of study material.
5. Supply of penny packets of seeds for planting in school and home gardens.
6. Children's horticultural exhibition or fair.
7. Inspection of school gardens.
8. Temporary exhibits.

The account of the "World Service" is set forth under the headings: (1) botanical publications, (2) exchange of seeds with other botanic gardens of this and foreign countries, (3) bureau of information, (4) cooperation with national and international organizations. There are appended specimen sheets of lecture bulletins, directions (arranged according to season) for garden walks for school classes, lists of seed packets distributed to the school children of Greater New York City, syllabi of lectures to school classes on such subjects as tea, rubber, chocolate and cocoa, etc. The Brooklyn Botanic Garden on request will send copies of this issue to teachers and others who may be interested in this work.