

those who know, the wonder is, not that mistakes creep in, but that so few blunders are to be found. But blunders there are and these are due to no reason other than the rush that a definite schedule of publication demands. In the writer's opinion, an abstract publication should be a leisurely affair; a book that it is intended to keep and to study as the years roll on; a compilation of data to which sufficient time has been given to free it as much as possible from the blunders of haste.

All of the objections to the plan of a monthly abstract journal given above are presented by the writer as one of the 3,000 members of the A. Ph. A. As Reporter on the Progress of Pharmacy, the writer has several more objections which he freely discussed at the New York meeting of the Council, but which are scarcely the material to present in printed form. Reduced to its simplest form, the proposal will mean the change from a Reporter who can arrange his time to suit himself (provided that the work is not permitted to lag) to an Editor working on a definite scale, subjected to the rush described above. The change cannot be made except at distinct advance in cost to the Association, an advance cost which, in the writer's opinion, is scarcely justified by advantages obtained.

In conclusion, the Reporter desires to say that he is curious to know how many members of the A. Ph. A. agree with the outspoken opponents of the Year Book in their statements that the present Year Book is of little value to them. As the Reporter is now giving to the Year Book one-quarter of his working time for one-tenth of his total income, he would be the first to demand a stopping of the waste of his time as well as the waste of the funds of the Association should he become convinced that a majority of members of the A. Ph. A. find the Year Book an unnecessary publication.

THE TEACHER AND THE RESEARCH WORKER.

A teacher and an investigator are not always to be found in the same man or woman. No one who teaches can possibly know too much of the subject in his charge, but a different degree of knowledge may suffice for the mere teaching of a topic from that complete mastery which can alone equip the investigator, he who leads us out into new and untrodden fields and adds, by actual discovery or at least by placing things in a truer light, to the sum total of human knowledge. It is no wonder, then, that these two things, the training of teachers and the training of scholars and investigators, should have fallen somewhat apart. On the one hand we are told by some that a teacher had better spend more of his time in learning how to teach than to spend it all in the acquisition of his subject. Elsewhere we find a certain condescension on the part of the men of microscopes and laboratories for "mere teachers" who impart only what they have garnered and do not acquire original or new stores of knowledge.—"The Gownsmen" in *Philadelphia Public Ledger*.
