

of natural history somewhere on the coast of Massachusetts, where teachers from our schools and colleges could make their vacations serviceable, both for work and recreation, by the direct study of nature. No sooner was Agassiz once more at home than he was confronted by this scheme, and he took it up with characteristic ardor. Means there were none, nor apparatus, nor building, nor even a site for one. There was only the ideal, and to that he brought the undying fervor of his intellectual faith. The prospectus was soon sketched, and, once before the public, it awakened a strong interest. In March, when the Legislature of Massachusetts made their annual visit to the Museum of Comparative Zoölogy, Agassiz laid this new project before them as one of deep interest for science in general, and especially for schools and colleges throughout the land. He considered it also an educational branch of the Museum, having, as such, a claim on their sympathy, since it was in the line of the direct growth and continuance of the same work. Never did he plead more eloquently for the cause of education. His gift as a speaker cannot easily be described. It was born of conviction, and was as simple as it