The American Society of Naturalists:
What Academic Degrees should be conferred
for Scientific Work? Professor William
Trelease, President David Starr Jordan,
President C. R. Van Hise, Professor J.
McKeen Cattell, Professor John M.
Coulter, Professor J. H. Burrill

Scientific Books:
Walden on Wilhelm Ostwald: Professor
Harry C. Jones. Bauer's Lehrbuch der
Mineralogie: G. F. K.

Scientific Journals and Articles
Societies and Academies:
The Botanical Society of Washington: Carl
S. Scofield. The Torrey Botanical Club:
Tracy E. Hazen. Section of Astronomy,
Physics and Chemistry of the New York
Academy of Sciences: Dr. C. C. Trow-
bridge. The Section of Biology of the
Academy of Science and Art of Pittsburg:
Frederic S. Webster. The Society for
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William J. Gies. The Science Club of
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Lenher

Discussion and Correspondence:
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Special Articles:
The Water Soluble Plant Food of Soils:
Harry Snyder

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University and Educational News

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The Chairman (Professor Trelease):
The subject that has been selected for
the afternoon's discussion is one of very
considerable interest to all of us as investi-
gators, and further, to those of us who are
teachers as well—the question as to what
academic degrees should be conferred for
scientific work. From the time when one
of our little people comes home from the
primary school with a long narrow strip
of yellow paper with various hieroglyphics on
it that he has made himself, and with cer-
tain blue pencil marks which may read
100, or 90, or 40, we are confronted by one
phase of the question that we are to analyze
this afternoon. The arithmetical grading
of our attainments and our personality be-
gins at the very moment that we go into
the kindergarten, and it does not end until
a well-disposed clergyman tries to find
something good to say of the worst of us
when we are through with our life's work.
 Everywhere between the kindergarten and
the grave we are confronted with the
fact that a kind of stamp is put upon us
in every one of the complications of life that
we may fall into.

What are we trying to do as teachers is
of course perfectly clear to every one of
us. Those of us who are teachers are try-
ing to equip people for useful work in life.
The situation is not unlike that of cur-

* Annual discussion, St. Louis meeting, December, 1903. Reported stenographically and cor-
rected by the speakers.