The American Association for the Advancement of Science:
Science as Subject-matter and as Method:
Professor John Dewey ................. 121
The Future of the Medical Profession: Professor Victor C. Vaughan ........ 127
The Number of Students in German Universities: Professor E. O. Jordan ........ 137
Lectures in Sanitary Science at Columbia University ......................... 138
Scientific Publications for Free Distribution 138
Scientific Notes and News ............ 139
University and Educational News .... 142
Discussion and Correspondence:
Fall of a Meteorite in Norwood, Mass.: Dr. Frank W. Very. Ball Lightning: Professor A. T. Jones, Louis M. Potts.
The Application of the Law of Priority to Generic Names: Austin Hobart Clark .. 143
Scientific Books:
Chamberlin and Salisbury's College Textbook of Geology: Professor J. C. Brancher. Peterson's Revision of the Entodontidae: Professor Richard S. Lill.
Allis on the Cranial Anatomy of the Mail-cheeked Fishes: Professor J. E. Johnston 146
Scientific Journals and Articles .......... 149
Summaries of Six Opinions by the International Commission on Zoological Nomenclature: Dr. C. W. Stiles .................. 150
The Mexican Cotton Boll Weevil: W. D. Hunter ................................ 151
Special Articles:
Double Images of an Object as seen through a Water Surface: Professor Francis E. Nipher ........................................ 152
The American Association for the Advancement of Science:
Section A—Mathematics and Astronomy: Professor G. A. Miller .......... 153
Societies and Academies:
The Anthropological Society of Washington: John R. Swanton .......... 159

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THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

SCIENCE AS SUBJECT-MATTER AND AS METHOD

One who, like myself, claims no expertise in any branch of natural science can undertake to discuss the teaching of science only at some risk of presumption. At present, however, the gap between those who are scientific specialists and those who are interested in science on account of its significance in life, that is to say, on account of its educational significance, is very great. Therefore I see no other way of promoting that mutual understanding so requisite for educational progress than for all of us frankly to state our own convictions, even if thereby we betray our limitations and trespass where we have no rights save by courtesy.

I suppose that I may assume that all who are much interested in securing for the sciences the place that belongs to them in education feel a certain amount of disappointment at the results hitherto attained. The glowing predictions made respecting them have been somewhat chilled by the event. Of course, this relative shortcoming is due in part to the unwillingness of the custodians of educational traditions and ideals to give scientific studies a fair show. Yet in view of the relatively equal opportunity accorded to science to-day compared with its status two generations ago, this cause alone does not explain the unsatisfactory outcome. Considering the oppor-