

SCIENCE

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CONTENTS

<i>The Pedagogics of Pathology</i> : DR. JOHN MILTON DODSON	773
<i>Plant Morphology</i> : PROFESSOR W. H. LANG..	780
<i>Which of the Present Members of the American Association for the Advancement of Science have held the Longest Continuous Membership?</i> DR. L. O. HOWARD	791
<i>The Marine Biological Laboratory</i>	792
<i>Scientific Notes and News</i>	793
<i>University and Educational News</i>	795
<i>Discussion and Correspondence</i> :—	
<i>Genus and Subgenus</i> : PROFESSOR MAYNARD M. METCALF. <i>The Permo-Carboniferous Genus Cricotus Cope</i> : PROFESSOR E. C. CASE. <i>A Simple Method of indicating Geographical Distribution</i> : WILLIAM G. REED. <i>New Jersey Cetacea</i> : WM. J. FOX. <i>The Fur Seal Report</i> : GEORGE ARCHIBALD CLARK. <i>Roger Bacon and Gunpowder</i> : PROFESSOR LYNN THORNDIKE	796
<i>Scientific Books</i> :—	
<i>Bigelow on the Circulation and Radiation in the Atmospheres of the Earth and the Sun</i> : DR. FRANK W. VERY. <i>International Rules of Zoological Nomenclature</i> : DR. WM. H. DALL	800
<i>Special Articles</i> :—	
<i>The Light Sensibility of Copper Oxide</i> : DR. A. H. PFUND. <i>Radio-activity of Underground Waters in Providence and the Vicinity</i> : P. B. PERKINS	805
<i>Societies and Academies</i> :—	
<i>The Anthropological Society of Washington</i> : DR. DANIEL FOLKMAR. <i>The New Orleans Academy of Sciences</i> : PROFESSOR R. S. COCKS	808

MSS. intended for publication and books, etc., intended for review should be sent to Professor J. McKeen Cattell, Garrison-on-Hudson, N. Y.

THE PEDAGOGICS OF PATHOLOGY¹

IN conformity with the established precedent that the presiding officer shall be holden for some remarks in inaugurating his term of service, I venture to present some reflections on the pedagogics of pathology. As members of this society, and of the medical profession, we are all interested in the question of medical education, whether engaged or not in actual teaching. In the curriculum of the medical school, pathology occupies a position of especial interest and importance in relation to the other branches. More than any other topic it bridges the gap which at the present time exists between the sciences fundamental to medicine and the clinical subjects.

Pedagogics—the science of teaching methods—has been making rapid progress in the last half century, and has come to occupy a place among the recognized sciences.

Modern pedagogy is of necessity a recent growth, because experimental psychology itself, upon which it is based, is barely forty years old. The first laboratory for experimental psychology was established by Wundt in Leipsic about 1876, while in this country no such laboratory existed until the one opened by Dr. G. Stanley Hall, at the Johns Hopkins University about 1888. Previous to this time, however, important contributions had been made to the teaching art and the ideas of Pestalozzi, of Herbart, of Rousseau, and others were gradually influencing our educational methods. The importance of laboratory or objective methods, the individual-

¹Address of the President of the Chicago Pathological Society, October 11, 1915.

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