CONTENTS
The American Association for the Advancement of Science:—
Geology in Education: PROFESSOR ROLLIN D. SALISBURY ......................... 325
The Report of the Committee to visit the Harvard College Observatory .......... 335
Scientific Events:—
The Museum of the University of Pennsylvania; Reconstruction Commissions of the British Government; Meeting of the General Medical Board of the Council of National Defense; Lectures on Agriculture.... 337
Scientific Notes and News .................. 340
University and Educational News ........ 342

Discussion and Correspondence:—
Scott on the Canons of Comparative Anatomy: PROFESSOR E. C. JEFFREY. The Jerusalem Artichoke as a War Plant: Dr. L. O. HOWARD. Poisoning Tree Parasites with Cyanide of Potassium: PROFESSOR MAYNARD M. METCALF. Systematists and General Biologists: DR. F. A. BATHER .... 343

Scientific Books:—
Lectures on Heredity: PROFESSOR G. N. COLLINS ................................. 346

Special Articles:—
The Role of Catalase in Acidosis: DR. W. E. BURGE .............................. 347

MSS. intended for publication and books, etc., intended for review should be sent to The Editor of Science, Garrison-on-Hudson, N. Y.

GEOLOGY IN EDUCATION

What would be the result if those who are interested in education could come de novo to the question of the content of an ideal curriculum of study? It probably is safe to say that one of the results would be a shock to those whose opinions on this matter have been shaped by the prejudices which accompany our inheritance. That evolution is a slow process is illustrated nowhere better than in educational circles.

Let it be assumed that the consideration of what is most valuable in education could be approached by a jury which has an intelligent grasp of all subjects, as now understood, and of these subjects in their proper relations. Let it be assumed further that the jury is unprejudiced by tradition or by pronounced personal bents in favor of or against individual subjects. What conclusions would they reach? To this question there is of course no categorical answer. Wisdom would decree that there is no one model curriculum—that there should be various types of curricula, each susceptible of adaptation to individual needs.

The classes of subjects whose claims would need to be considered in such a study as that here suggested fall into several general classes. It goes without saying that their values would be differently gauged by different men, and that their values are different for different men.

Without presuming to make an exhaustive classification, it is clear that one great

1 Address of the vice-president and chairman of Section E—Geology and Geography—American Association for the Advancement of Science, Pittsburgh, December, 1917.
Editor's Summary

This copy is for your personal, non-commercial use only.

Article Tools
Visit the online version of this article to access the personalization and article tools:
http://science.sciencemag.org/content/47/1214.citation

Permissions
Obtain information about reproducing this article:
http://www.sciencemag.org/about/permissions.dtl