

SCIENCE

FRIDAY, JULY 1, 1910

CONTENTS

<i>Physics and Education</i> : PROFESSOR C. R. MANN	1
<i>Professorial Ethics</i> : JOHN JAY CHAPMAN ...	5
<i>Address at Annual Banquet of the American Chemical Society</i> : PRESIDENT RICHARD C. MACLAURIN	10
<i>The Salaries of Professors at Yale University</i>	12
<i>Scientific Notes and News</i>	13
<i>University and Educational News</i>	17
<i>Discussion and Correspondence</i> :—	
<i>The Reliability of "Marks"</i> : PROFESSOR H. AUSTIN AIKINS. <i>An Unusual Nesting Site of the Mocking Bird</i> : H. A. ALLARD. <i>The International Scientific Association</i> : EDWIN C. REED	18
<i>Scientific Books</i> :—	
<i>Wilder's History of the Human Body</i> : PROFESSOR LEONARD W. WILLIAMS. <i>Wright's The Black Bear</i> : DR. ROY L. MOODIE	20
<i>Notes on Entomology</i> : NATHAN BANKS	21
<i>The Study of Tropical Forests</i> : PROFESSOR J. PAUL GOODE	23
<i>Special Articles</i> :—	
<i>Sketch of the Geologic History of the Floridian Plateau</i> : DR. T. WAYLAND VAUGHAN. <i>Glacial Lakes of the Catskill Valley</i> : DR. GEORGE H. CHADWICK. <i>On the Stickleback of Lake Superior</i> : DR. GEORGE WAGNER	24
<i>The Geological Society of America</i> :—	
<i>Eleventh Annual Meeting of the Cordilleran Section</i> : PROFESSOR GEORGE D. LOUDERBACK	30
<i>Societies and Academies</i> :—	
<i>The Geological Society of Washington</i> : EDSON S. BASTIN. <i>The New York Section of the American Chemical Society</i> : C. M. JOYCE	32

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

PHYSICS AND EDUCATION

At the recent meeting of the American Association for the Advancement of Science a joint session of Sections B, Physics, and L, Education, was devoted to a discussion of the teaching of physics. This is the first time in the history of the association that such a discussion has formed part of the regular program. It indicates the change that is slowly but surely creeping over the university mind of the country in that the problems of teaching are coming to be regarded as research problems of at least no less importance and difficulty than those of pure science. Section L, to be sure, devotes all its sessions to the presentation and discussion of research work in education; but it is encouraging to have Section B also turn its attention in this direction.

Those who attended this joint session have been impressed with the wide difference in the points of view from which the two sections surveyed the field. It is a familiar fact that specialists in any field are very wary about committing themselves definitely in reply to questions about their specialty. Ask a geologist what a specimen of rock is, and he will reply that it looks like limestone, and probably is that, but he would not care to be quoted as having said that it was limestone until he had made suitable tests and verified the statement carefully. The same geologist does not hesitate to give final decisions on matters of politics or even of education, although he has never studied either scientifically. He would even be ready to legislate about the re-