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CONTENTS

"Progressive Education" in the Teaching of Pathology: PROFESSOR HOWARD T. KARNER	81
A Novel Magneto-optical Effect: DR. ELIHU THOMSON	84
<i>Scientific Events:—</i>	
Thomas Harriot; The International Institute of Agriculture; The Edinburgh Meeting of the British Association.....	85
Scientific Notes and News.....	87
University and Educational News.....	90
<i>Discussion and Correspondence:—</i>	
A Living Galvanometer: DR. GEORGE G. SCOTT, JOSEPH TULGAN. An Exception to Dollo's Law of the Irreversibility of Evolution: DR. G. C. CRAMPTON.....	90
<i>Scientific Books:—</i>	
Jonston's Natural History of Fishes: DR. DAVID STARR JORDAN.....	92
<i>Special Articles:—</i>	
On a Method of estimating the Number of Genetic Factors concerned in Cases of Blending Inheritance: PROFESSOR W. E. CASTLE.....	93
The Utah Academy of Sciences: C. ARTHUR SMITH	96
<i>The American Association for the Advancement of Science:—</i>	
Section H—Anthropology: PROFESSOR E. A. HOOTON	98

"PROGRESSIVE EDUCATION" IN THE TEACHING OF PATHOLOGY¹

IN an article in the *Atlantic Monthly* of February, 1921, Mr. Stanwood Cobb describes "A new movement in education." The type of education which he considers has been given the name "Progressive Education." Although the article deals particularly with education in the primary grades, nevertheless, the question arises as to whether or not the principle which directs this movement may have application in more advanced technical education. A fundamental aim is to have the interest of the student aroused before his work is assigned. Although it might be presumed that the mere fact of a student's entrance into a school of medicine presupposes that his interest is sufficiently aroused to dictate the most active work in the furtherance of his technical training, yet all those who have taught in such schools know full well that such is not necessarily the case. The motives underlying the student's selection of a profession sometimes are extrinsic in origin; the purpose may have originated in the minds of parents or others. Again, the aim of the student may be different from the highest ideals of professional work. All too often the student regards certain of his subjects, particularly those of the preclinical years, as of little importance. Therefore, it becomes necessary to arouse interest on the part of a considerable number of students in any given class. Fundamentally, it might be assumed that were the teachers of the preclinical subjects to emphasize continuously the importance of these materials in the subsequent clinical work of the student that would be sufficient, but long experience in teaching pathology where this view has been particularly emphasized shows that even this

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