(4) In the development of the subject of geography certain unfortunate terms, as "geographic control," geographic determinant, etc., have been employed by the lay teacher. The tendency among teachers to use language implying that geography in some way acts as a compelling force has caused critics to belittle the teaching of geography. The use of such terms should be avoided; better words express the meaning desired. Nature does not control man; she offers him a choice. Man adapts or adjusts his activities to geographic conditions or responds to the elements of the natural environment. It is wise for geographers to view man's relation to his environment from the standpoint of adjustment to environment rather than from that of environmental influence.

(5) There is a growing tendency in the teaching and in the study of geography to develop a number of clear-cut, general truths or geographic principles. Around these the facts of man's environment and his adjustments in the "new geography" are being organized. The study of geographic facts in order to discover and apply principles, the requisite of any science, offers interesting tasks and affords possibilities for pupils from the lower grades to the university. It promotes industry in the student and helps him to classify his geographic knowledge.

(6) Probably in no other line has progress in the field of the "new geography" been more significant and successful than in the adaptation of the subject to the needs and interests of the child. Home geography occupies a more important place in the school program. Through this medium the children are led to understand the principles of the relation of their local environment to their activities, and with this, as a base, they study, in a sympathetic manner, the environments and activities of distant peoples. They learn what people eat, wear and do, and why they do these things. The subject in the grades increases in difficulty from the home geography to the eighth grade. The new geography in the upper grades in contrast to the old in many cases is not a repetition of the preceding year's work, but a new, live subject appealing to the best efforts of the children.

(7) Modern geography is a new science, and many teachers and most college students know little of its content. They do not realize that the causal element now stressed so strongly has given it a content which has placed geography in the university curriculum and added greatly to its practical value. Business education is taking a new stride in America, and some of our best trained geographers are engaged in fitting men for the larger sphere of commerce. The government now recognizes as never before the value of trained geographers in this field. Map-publishing houses are employing skilled geographers. Large corporations, commission houses and banks recognize the necessity of having trained geographers on their staffs; they have established their own school in order to give adequate training to men in whose charge they wish to place their foreign branches. Skilled geographers are needed to accompany scientific exploring expeditions, and with the increasing need of tropical products the demand will grow. The student who prepares to teach university geography is taking advantage of one of the best opportunities in the entire pedagogical field, and rapid promotion is certain for him if he deserves it. And last, but not least, there is a wonderful service which all teachers of this science can render to humanity by giving our boys and girls through environmental relationships a sympathetic appreciation of why one's neighbor, near or remote, is what he is, and by training them in some of the fundamentals which will make them intelligent and valuable citizens of a great democracy.

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SCIENTIFIC EVENTS

THE AMERICAN ASSOCIATION'S COMMITTEE ON THE PLACE OF SCIENCE IN EDUCATION

THE American Association for the Advancement of Science is undertaking to carry out a study on the proper place of science subjects in general education, with special reference to American school curricula and to social objectives. This project was authorized by the association council at the third Cincinnati meeting, in December, 1923, and a special committee was authorized to take charge of this important investigation.

Purpose and Support

The committee wishes to formulate an adequately descriptive statement of the purposes and plans now in use in American education and of aims and improvements that seem worthy of serious consideration. This movement has originated from the thought that the unprecedented recent development of the sciences and the rapid introduction of scientific knowledge and scientific thinking into everyday life make it highly desirable that such a statement be formulated, to hasten the spread of a general understanding of the functions of science in modern education. The committee is charged with the responsibility of investigating this whole question and reporting on it at an early time. While the results of this study may not be as definite and as thoroughly based on scientific records, observation and experimentation as would be

ideally desirable, yet it is hoped that a report may be prepared, based on the constructive thought of many competent persons, that may prove very valuable, possibly forming a conspicuous mile-stone in the progress of American education.

Through its director, Dr. Max Farrand, the Commonwealth Fund of New York City has granted to the American Association for the Advancement of Science a fund to aid this work, the money to be used for paying travel expenses incurred by the committee members in attendance at called meetings.

Those interested in science education and in the part that science is playing and will play in American civilization and in our national welfare will cordially welcome the inauguration of this study under the auspices of the American Association for the Advancement of Science.

Existing Reports on American Science in Secondary Schools

In the Report of the Committee of Ten of the National Education Association published in 1893, there appeared definite statements of objectives and lists of recommended science subjects. This report was highly valuable and it served its purpose for a time, but it was eventually superseded in practice and it finally became less than an adequate record of actual accomplishment.

In 1913 a committee of fifty science teachers, under the auspices of the National Bureau of Education, began work on a revision of secondary-school science studies. Its report was published in 1920 as Bulletin 26 of the United States Bureau of Education, and was widely distributed. The purposes, outlines of subjects and sequences of subjects, as presented in that report, were based upon practices then in use in the more advanced school systems. Since the report was issued the types of courses and sequences advocated have become fairly common. Nevertheless, limitation in available time of pupils, in which they may take science, and limitation in availability of teachers with desired preparation, have probably prevented many pupils from securing as much instruction in science or the kinds of instruction thought desirable. Furthermore, the failures of the content, method and organization of science courses to respond to the most pertinent needs of modern social, industrial and esthetic uses is thought to have kept some of the objectives of the report from being as widely realized as was expected.

It seems likely that the report to be prepared by the present American Association for the Advancement of Science committee may deal not only with this problem of elementary and secondary education through school curricula, but also with the problems of science teaching in American colleges, with the social and industrial aims and interpretation of scientific research and with the problem of a proper popularizing and socializing of science knowledge.

The American Association for the Advancement of Science committee requests that all who are interested will make suggestions regarding the plan to be followed in the projected investigation, purposes, means, limitations, worthwhileness, etc., and also regarding men and women who might probably make distinct contributions to the work in hand.

The Special Committee on the Place of Science in Education.

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THE RICE EXPEDITION TO SOUTH AMERICA

A SUMMARY of the medical activities undertaken by the department of tropical medicine of the Harvard Medical School in connection with the Hamilton Rice expedition to South America during the present year is contained in a statement by Dr. Richard P. Strong, professor of tropical medicine in the medical school, published at the university.

Dr. Strong, who arrived in America a week ago, organized the medical activities of the expedition, having special reference to the investigation of the diseases which prevail in man and animals in the regions traversed. The expedition was organized and conducted by Dr. Hamilton Rice, first, for the purpose of geographical exploration, and second, for medical study and research. The principal geographical object was the study of the sources of the Orinoco River and the physical geography of the country in the vicinity. Dr. Rice is still in Brazil with Dr. George C. Shattuck, assistant professor of tropical medicine of Harvard University, continuing his investigations, and has with him also a trained staff and extensive equipment for making scientific observations.

The other medical members of the party, who returned with Dr. Strong, were, besides Dr. Shattuck, Dr. Joseph Bequaert, instructor in entomology in the department of tropical medicine at Harvard, and Ralph E. Wheeler, of Boston, a third-year Medical School student. Dr. Strong sailed last May to attend the congress of the Royal Institute of Public Health at Bordeaux, the remainder of the party leaving late in June. They brought back with them a large amount of material which will be further studied in the laboratories of the department of tropical medicine at Harvard University. When the study of this material has been completed a scientific report of the results will be published.