

PROFESSOR SAMUEL C. PRESCOTT has been appointed acting head of the department of biology of the Massachusetts Institute of Technology, during the absence in Europe of Professor W. T. Sedgwick.

DR. E. H. CAMERON, instructor in psychology in Yale University, has been advanced to the grade of assistant professor. In that institution Dr. F. S. Breed, now engaged in graduate work in comparative psychology at Harvard University, has been appointed instructor in psychology.

MR. ALAN S. HAWKSWORTH has been appointed professor of higher mathematics in the University of Pittsburgh.

At Haverford College Professor A. H. Wilson, of the Alabama Polytechnic Institute, has been appointed to the position of associate professor of mathematics in place of Professor Jackson, who returns to England.

WILLIS T. POPE, professor of botany in the College of Hawaii, has been appointed by the governor, superintendent of public instruction for Hawaii. Vaughan MacCaughey (Cornell, '08), has been appointed to fill the vacancy in the college.

DISCUSSION AND CORRESPONDENCE

SOME ADDITIONAL CONSIDERATIONS AS TO THE CARNEGIE FOUNDATION

TO THE EDITOR OF SCIENCE: Several contributors to your journal have recently discussed the change of policy announced by the Carnegie Foundation; two considerations, however, have not been mentioned either here or elsewhere to my knowledge.

First, the obligations on the part of the foundation toward those formerly denominational colleges which have in the last four years secured changes in their charters severing their relations with the parent denomination. The reports of the foundation have mentioned several of these institutions, and others have come within my notice. In all these cases, the foundation held out to these institutions the promise of certain benefits if they would sacrifice the historic association with the people who founded the school. These benefits were essentially two,—the privilege to professors of retiring after twenty-

five years of service, and of retiring on a somewhat higher pension at the age of sixty-five. Now, in the present situation, these colleges find themselves left with only a small fraction of the benefit anticipated, for nobody will deny that the service pension was a much greater inducement than the age pension. And the most disquieting thing about it is that this great foundation in no way intimates a consciousness of having treated anybody unjustly.

Second, as to the state universities. If the service pension be discontinued, has the foundation anything to offer to the professor in such an institution? Is there a state university in the land where a professor sixty-five years of age with a fifteen-year (and generally a thirty-year) record in the institution behind him is in danger of losing his position? I think not. On the contrary, my impression is that the old professors are universally held in such respect, and their lives are so interwoven with the history of the school, that no one thinks of dismissing them in their old age. Possibly in some small and poor private colleges of the country the condition of the exchequer may make it hard to do justice to old professors, but no state university can afford to deal otherwise than generously with such cases. But what will the foundation do for them when they reach the age of sixty-five? It will "automatically, and as a matter of right, and not as a charity," reduce their salaries about fifty per cent.! As an offset to this, there is the possibility of a disability pension, and the probability of a pension to the widow of a professor. It would take considerable actuarial ability to figure out whether the professor and his wife are ahead or behind when both sides are considered. It is easy to see that the foundation has virtually made a contribution to the treasury of the university, but has it on the whole done anything to compensate the professor for the privations of a life time of poorly paid service, as so generously desired by Mr. Carnegie when he made his first gift to the foundation?

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[The Carnegie Foundation for the Advancement of Teaching is of such importance for education and science that we should be pleased to see all aspects of the subject thoroughly discussed in this journal. As the communications hitherto received have been critical, we should like to have letters emphasizing the services of the foundation and defending the recent action of the trustees.—Ed.]

KAHLENBERG'S CHEMISTRY

TO THE EDITOR OF SCIENCE: "The penalty of being oracular is that fashions in oracles change." This clipping from a daily paper was called to mind by reading Lewis's recent review of Kahlenberg's excellent text. In this review, one whose experience is slight in teaching the first-year student gives us exact advice as to what the beginner should be taught.

Among chemical circles, the first-year course stands much as Walker used to describe the position of political economy among popular sciences. Every man thinks he is capable of taking part in a subject of such general interest. The citadel has been assailed by every new fad in chemistry until it is a by-word that, compared with mathematics and the classics, chemistry stands out prominently characterized by the unsettled conditions of its pedagogical method.

While admitting the greatest appreciation of the value of those topics for which Lewis argues so ably (as though physical chemistry needed to be propagated and popularized) the question which is most important and which the reviewer does not discuss is the suitability of these topics for first-year students. This is, I imagine, clearly answered by the fact that by far the larger number of college teachers, after studying the presentation of these topics, are not including them in the first-year course. And this is not through ignorance, as Lewis implies, but through judgment born of experience with first-year students. The chemistry of a "generation or more ago" still lives and is ready to say to its youngest branch that it does not pay to rail at one "who has the age on you."

It is unfortunate that the reviewer, because

he must ride his hobby and perhaps because he feels that the confidence which he formerly had in the ionic hypothesis has been somewhat weakened by this same Kahlenberg, should have forgotten to point out how excellently each chapter in the text under discussion is presented—how Kahlenberg's rich experience has brought him close to a knowledge of just what the beginner wants to know in the way he wants to have it presented—the beautifully balanced thoughts, the logical sequence. I have just finished reading the chapter on Sulphur. In my opinion, those of us who are teachers and are not afraid to introduce as much of the ionic hypothesis as our pupils need will have already decided with the writer that we have here the work of a master in the good old art of teaching.

The question of what may and what may not most suitably be provided for the beginner should be left for discussion to the section of chemical education; but if I may be allowed to restate from a recent address at Ann Arbor, it is not a question, in the first year, as to what we think it would be desirable for all students of chemistry to know. It is rather the "care and feeding of children" which is thrust upon us for discussion. It is perhaps because we do our work so well, concealing the difficulties, that the teachers of advanced work and the specialist think we can impose anything upon the students and succeed.

In conclusion, would it not be better if the task of reviewing a work which stands for years of enthusiastic interest and successful experience among beginners should be given to one whose interest, as expressed in the review, is sympathetic with pedagogical problems?

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BOTANICAL-EDUCATIONAL INFORMATION WANTED

TO THE EDITOR OF SCIENCE: In connection with certain important committee work for the Botanical Society of America, I need to know exactly which universities, colleges and technical schools in this country accept the College Entrance Examination Board's certificates for examinations passed upon its one-year unit (or course) in botany, counting