1900): "We are still searching for the laws that govern the growth of human culture, of human thought; but we recognize the fact that before we seek for what is common in all culture, we must analyze each culture by careful and exact methods, as the geologist analyzes the succession and order of deposits, as the biologist examines the forms of living matter."

It is not too much to say that during at least the last decade Professor Boas's point of view has dominated the ethnological work of the younger ethnologists of this country. American ethnologists have been well aware of the opposition of their methods to those of the traditional evolutionary school, as might be gathered from Wissler and Lowie's annual survey of anthropological activity in *The New International Year Book* (for 1907 and 1910) or the present writer's comments on Schurtz's and Webster's theories as to the development of secret societies ("The Assiniboine," p. 75). Nor has this *American* point of view been without influence on detailed ethnographic study. In the investigation of the Plateau area, the doctrine of a blending of cultures has been the theoretical peg on which we have hung our facts. This view is dominant, for example, in Dr. H. J. Spinden's monograph on the Nez Percé. It is certainly still more remarkable that this geographical attitude common to many American students should have escaped Dr. Rivers's attention even in one of the two American papers specifically referred to by him. For Goldenweiser's investigation of totemism is not only permeated by the spirit of the historico-analytical method, but includes, in the final chapter, an emphatic protest against any other method of inquiry for the reconstruction of cultural development.

Nevertheless, questions of priority or misunderstanding are relatively unimportant. The significant fact remains that one of the most distinguished of English ethnologists now finds himself in substantial agreement with the position generally held in America.

ROBERT H. LOWIE
AMERICAN MUSEUM OF NATURAL HISTORY

## *QUOTATIONS*

### REFORM IN COLLEGE ENTRANCE REQUIREMENTS

THREE notable reports, dealing with requirements for admission and the relation of these to the high-school curriculum, were made at the last meeting of the New England Association of Colleges and Preparatory Schools at its recent meeting held at Cambridge, October 13 and 14.

President Lowell's report on the operation of Harvard's new alternative method was of especial interest inasmuch as it gave the first results of the test of the new plan. This plan aims to get into closer touch with the high schools, especially those in the west, rather than the private fitting schools, by giving the secondary school greater freedom in courses and methods of study. President Lowell reported that there were 206 applications for admission under the new plan. Of these 66 were refused admission upon their school record. Of the 140 allowed to try, 57 were rejected, 83 admitted. In other words, a larger number of candidates was refused admission under the new plan than under the old. Moreover, several students rejected under the new plan in June were admitted under the old regulations in September.

As to the geographical distribution of candidates: under the old plan 84 9/10 per cent. came from New England states, 8½ per cent. from the other Atlantic states and but 4½ per cent. from the western states. Under the new plan, 47 per cent. of the candidates came from the New England states, 41½ per cent. from the Atlantic states and 21½ per cent. from west of the Alleghenies. As to the character of preparatory school: Under the old plan, 54 per cent. of Harvard's students came from private fitting schools, 45 per cent. from public high schools. Under the new plan there were 15½ per cent. of the candidates from private schools and 83½ per cent. from public schools.

In sharp contrast with the requirements and methods of Harvard and the other eastern examining colleges is the new method of admission to the University of Chicago as reported at the same meeting by Professor Judd and the plan proposed by the National Educa-

tional Association. These two reports indicate the increasing differences between the eastern and western college. Some of the differences are, of course, evident. Practically all students of western colleges are prepared in public schools and are admitted on certificate, whereas the New England "examining" colleges depend very largely upon special fitting schools. But the more radical and far-reaching distinction between colleges of the east and the west arises from the fact that the more conservative of eastern colleges still prescribe a large proportion of the subjects and methods of the preparatory school. The western college, on the other hand, has in large measure accepted the dictates of the high school and has practically surrendered the right of intervention in the courses of preparatory study.

This position of the western university is well shown and ably defended in the reports just referred to. They urge that the requirements for admission should be entirely divorced from *subjects* and that the college should confine itself to stating the number of units required. In other words, the college should content itself with stating the *process* and *time* requisite for preparation rather than the *content*.

In view of the prevalence and strength of this "insurgent" movement in the western institutions there can be little question that these plans and methods will be urged upon the eastern colleges. To the conservative, the measures adopted and advocated seem absurdly radical and subversive of sound education, but he recalls that the high school curricula, except in very restricted areas of influence, go their own way with little or no consideration of college requirements, and that in the long run the high-school man has usually dictated the requirements for college. A preparation for college, however, which did not include foreign language or mathematics (except arithmetic) and with more than half of the school course represented by commercial and vocational studies would seem to him to be a misnomer. There can be little doubt that such extremes bear the seeds of reaction; but this does not relieve the eastern college from the responsibility of making its entrance requirements such as not to bar it from intimate connection with the public-school system of both the east and the west.—Professor Robert N. Corwin in the *Yale Alumni News*.

## SCIENTIFIC BOOKS

*An Investigation of the Rotation Period of the Sun by Spectroscopic Methods.* By Walter S. Adams, assisted by Jennie B. Lasby. Carnegie Institution, Washington, 1911.

This publication gives a complete account of the investigations undertaken at the Solar Observatory of the Carnegie Institution, Mount Wilson, Cal., upon the Rotation of the Sun in the years 1906–07 and 1908, embodying results previously published in the *Astrophysical Journal* and in the "Contributions from the Mount Wilson Solar Observatory." These, however, contained only brief summaries of the principal portions of the work which is treated in detail in an admirably comprehensive and yet concise and logical manner in the publication under review. The arrangement of the material in this work and the plan of treatment of the numerous observations recorded is one that might with advantage be copied in reports of scientific investigations which are too frequently lacking in the logical treatment necessary for the proper exposition of the results obtained.

After a succinct and yet complete account of the work previously done on the spectroscopic determination of the solar rotation, the instrumental equipment used in the two series of determinations is described. The first series in 1906–07 was made by means of the "Snow" cœlostat telescope and an 18 foot focus, Littrow form, grating spectrograph. The second series, which, as the author claims and the observations show, is superior in accuracy to the first, was made in 1908 with the 60-foot Tower telescope and a 30-foot focus grating spectrograph also of the Littrow form. The linear dispersion for the first series at $\lambda$ 4250, the center of the region employed, was 1 mm. $=$ 0.71 Å., and for the second 1 mm. $=$ 0.56 Å., comparatively high dis-