

ing himself with the methods and *status* of instruction in his own field, and of informing himself on "the progress of public opinion in regard to international arbitration." The report of Dr. Daniels is a most interesting series of "reactions" to the endless succession of scenes and people that passed before him. It is notable for its tart remarks on the Germans, for its complimentary references to the English, and for its conclusions, which run thus:

Three facts particularly struck me in my journey through the Orient. The first is the political and industrial might of Great Britain. . . . The second fact is that the Asiatics are more highly civilized than one dreams of before making the journey. . . . The third fact is the supremacy of American influence in China and Japan.

Dr. McPherson devotes more attention to educational affairs, but, like Dr. Daniels, has some hard words for the Germans. He found Paris the most profitable place he visited, and he says:

If I shall ever be so fortunate as to have a year to devote to historical study abroad, I shall prefer Paris to either Berlin or Oxford.

More to the point, perhaps, is his final question.

And now it is only fair to face the question, what assurance can I give the trustees that as a consequence of my year abroad the purposes of the trust and of the founder are to be promoted?

He interprets these purposes as two—"to promote the cause of civilization by rendering the beneficiaries better qualified for . . . their high duties . . . and to further international comity by helping to dispel provincial prejudice and ignorance." In other words, he infers that research is no principal object of the Kahn Foundation. In this he is probably right. For the arc of travel contemplated by the founder would appear to place the residence necessary for investigation out of the question. On the other hand, American college professors, as a class, are so accustomed to European travel in any case, that there would not seem to be much need for fresh stimulus in this direction. It might be suggested, therefore, that, if the foundation is to

fill a distinct niche, the objective should be to enable American teachers to acquaint themselves with the Orient. The undoubted influence of the United States upon Japan in the past, and her growing influence in China today, to say nothing of the Philippine situation, might well serve to indicate to the trustees this more definite idea of the main purpose of the benefaction. As matters stand, the aim is too nondescript to induce confidence.

R. M. W.

#### THE NATIONAL CONFERENCE COMMITTEE

THE sixth conference of the National Conference Committee on Standards of Colleges and Secondary Schools was held at the rooms of the Carnegie Foundation, 576 Fifth Ave., New York, N. Y., on February 19, 1913. The following delegates were present, representing the organizations indicated:

Headmaster Wilson Farrand, Newark Academy, representing the College Entrance Examination Board,—*Vice-president*.

Professor Frank W. Nicolson, Wesleyan University, representing the New England College Entrance Certificate Board.

Dean Herman V. Ames, University of Pennsylvania, representing the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Principal Frederick L. Bliss, Detroit University School, representing the North Central Association of Colleges and Secondary Schools.

Dean Frederick C. Ferry, Williams College, representing the New England Association of Colleges and Preparatory Schools,—*Secretary-treasurer*.

Secretary Clyde Furst, as substitute for President Henry S. Pritchett, representing the Carnegie Foundation for the Advancement of Teaching.

Dr. Kendric C. Babcock, specialist in higher education in the National Bureau of Education, as substitute for Hon. Philander P. Claxton, the United States Commissioner of Education.

Dr. George E. MacLean, president of the committee from its establishment in 1906 until 1912, was present by special invitation. The National Association of State Universities and the Association of Colleges and Preparatory Schools of the Southern States were not represented at the conference. The meeting was called by Vice-president Wilson Farrand, who presided at both the morning and the afternoon sessions.

A sub-committee reported the results of an investigation of the use of the terms "honorable dismissal" and "statement of record," which it had made by individual conference and by means of a questionnaire sent to eighty colleges and universities. This report stated that there was a general agreement among the colleges and universities as to the desirability of a standardization of these phrases, as to the acceptance of a student's freedom to continue in the institution issuing the transfer papers as the criterion for the granting of such papers, and as to the great advantage of entire frankness of statement in the issuance of them. The report contained also a resolution defining the proper use of these terms which, after slight modification, was adopted in the following form:

*Resolved*, That the term "honorable dismissal" should be used to refer to conduct and character only, and that honorable dismissal should never be given unless the student's standing as to conduct and character is such as to entitle him to continuance in the institution granting the dismissal. Furthermore, there should in every instance be given, in the statement of honorable dismissal, full mention of any probation, suspension or other temporary restriction imposed for bad conduct, the period of which restriction is not over when the papers of dismissal are issued.

That the term "statement of record" should be used to refer to the recorded results of a student's work in the classroom, and that this statement should in every instance contain all the important facts pertaining to the student's admission, classification and scholarship. In particular, no partial or incomplete classroom record (for example, with failures omitted) should ever be given without clear evidence that it is partial or incomplete; if the student's scholarship has been such as to pre-

vent his continuance in the institution issuing the statement of record or to render him subject to any probation, suspension or other temporary restriction, the period of which is not closed at the date of the record, a plain statement of any and all such facts should be included; and such information should be given as will make clear the system of grades employed, the number of exercises per week devoted to each course, etc.

The same sub-committee presented a review of some of the difficulties found in the application of the definition of the unit adopted by the committee at its meeting of October 9, 1909, and proposed a resolution providing for the addition of a paragraph to the explanatory statement then formulated. This resolution was adopted so that the entire definition of the unit now stands as follows:

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high-school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject can not be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit.

A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

An ambiguity in the interpretation of the definition of the admission Latin requirement announced by the Commission on College Entrance Requirements in Latin in October, 1909, having been brought to the attention of the committee, it was decided to send communications to the chairman of that Commission, to the American Philological Association, and to the College Entrance Examination Board asking that steps be taken to remove the difficulty by an authoritative pronouncement on the subject.

The committee considered the question of the assignment of unit values to the new definition of the admission requirement in English and voted that, as a tentative arrangement, equal values be given to (1) the grammar and composition, and (2) the reading.

Among the questions assigned to a sub-committee for consideration and report at the next meeting are the following: the literal interpretation of the definition of the unit; the greater unit value of the work of the latter years of the secondary school curriculum as compared with the work of the earlier years; the effect on the unit value of work in any subject when it is accompanied or preceded by work in allied subjects; the assignment of unit values to the definitions of the admission requirements in the subjects, algebra, English and history; and the accrediting of candidates for admission to college from secondary schools which give instruction in only one foreign language.

Officers were elected for the year as follows: *President*, Headmaster Wilson Farrand, Newark Academy; *Vice-president*, President A. Ross Hill, University of Missouri; *Secretary-treasurer*, Dean Frederick C. Ferry, Williams College.

The sub-committee which had served for the past two years was continued for investigation and report at the next meeting. This committee includes Headmaster Wilson Farrand, Dean Frederick C. Ferry, President Henry S. Pritchett and Principal Frederick L. Bliss.

The next conference was appointed for February, 1914, or for such earlier time as the sub-committee might select.

FREDERICK C. FERRY,  
*Secretary*

#### THE DANA CENTENARY

In commemoration of the great geologic work of James Dwight Dana, Yale University proposes to hold a centenary celebration next November, to consist of a series of lectures culminating in a Dana Memorial volume on "Problems of American Geology." The lectures will be given on the Silliman Founda-

tion, the dates to be announced after the opening of the next collegiate year. The lecturers and their respective subjects are as follows:

#### PROBLEMS OF AMERICAN GEOLOGY

##### Introduction

"The Geology of James Dwight Dana," Professor William North Rice, Wesleyan University.

##### I. *Problems of the Canadian Shield*

"The Archeozoic and its Problems," Professor Frank Dawson Adams, McGill University.

"The Proterozoic and its Problems," Professor Arthur Philemon Coleman, University of Toronto.

##### II. *Problems of the Cordilleras*

"The Cambrian and its Problems," Dr. Charles Doolittle Walcott, Smithsonian Institution.

"The Igneous Geology and its Problems," Professor Waldemar Lindgren, Massachusetts Institute of Technology.

"The Tertiary Structural Evolution and its Problems," Dr. Frederick Leslie Ransome, United States Geological Survey.

"The Tertiary Sedimentary Record and its Problems," Dr. William Diller Matthew, American Museum of Natural History.

#### SCIENTIFIC NOTES AND NEWS

PRINCETON UNIVERSITY has conferred the degree of doctor of science on Dr. Simon Flexner, scientific director of the Rockefeller Institute for Medical Research and on Dr. David L. Edsall, Jackson professor of clinical medicine in the Harvard Medical School. The degree of master of arts has been conferred on Mr. William Barnum, editor of the publications of the Carnegie Institution.

THE Jefferson Medical College, Philadelphia, has conferred the degree of LL.D. on Dr. Abraham Jacobi, emeritus professor of diseases of children, College of Physicians and Surgeons, Columbia University, and on Dr. Francis P. Venable, president of the University of North Carolina.

DR. E. A. SCHÄFER, professor of physiology in the University of Edinburgh, has received the honor of knighthood. The same honor has been conferred upon Professor J. H. Biles, professor of naval architecture in the University of Glasgow.