quietly inquired of my zoological colleagues whether in their college courses they had been taught the principles and practices of nomenclature. The results of this inquiry have been exceedingly interesting. A few of the younger generation have stated that as students they had had instruction in the subject or at least were told of the existence of the rules. But quite generally the reply has been that in their college and university courses both the older and the younger generations had never heard of the subject during their student days. If deductions be based on the general literature of zoology, from 1758 to 1926, the conclusion can not be escaped that a majority of the authors have been blissfully innocent of the rules of zoological grammar and that, therefore, it is not to them but to their instructors that we owe our present residual confusion in nomenclature.

The practical question arises: How much grammar should be taught to pupils?

On the hypothesis that the teacher understands his subject, I would give the following general estimates:

(1) A candidate for the degree of bachelor, with any field of biology as "minor," can be taught in one hour all the theory of nomenclature he is likely to need, namely, the existence of rules and of nomenclators, the principles of family, subfamily, generic, and specific names, and the reciprocal relations of botanical and zoological nomenclature. See Articles (of the International Rules[4]) nos. 1, 2, 3, 4, 8, 13, 14, 17, 19, 22, 26, 32.

(2) Premedical students and candidates for the degree of bachelor, with any field of biology as "major," should have one additional hour instruction in the principles of nomenclature to meet their needs; especially, the various nomenclators, the restricted circumstances under which certain names are to be changed, the rules of synonyms and homonyms and the law of priority. See Articles, 5, 6, 7, 9, 10, 11, 12, 18, 20, 21, 23, 24, 25, 27, 28, 29, 31, 34, 35 and 36.

(3) A candidate for the degree of master, with any field of biology as "major," requires still another hour instruction for his nomenclature, including the principles of genotype selection. *Cf.* Articles 15, 16 and 30.

(4) A candidate for the degree of doctor, with any field of biology as "major," requires three hours additional (total four hours) theoretical instruction for his nomenclature, including a study of "cases," as for instance, the "Opinions" issued by the commission.

This short course of instruction will give to students a theoretical background which will enable them to "play the game fairly" with the profession, to walk in the straight and narrow path, and to avoid rather than create additional confusion. But if they wish to unscramble the scrambled nomenclatorial eggs, practice and experience are just as necessary in nomenclature as in music, art, baseball, football, golf, bridge or (if you prefer) poker.

Picture, if you will, a chemist who would endeavor to write a chemical thesis without understanding those delightfully lucid and highly exciting hieroglyphics known as formulae, with which papers in chemistry are adorned (in place of the classical, learned, and awe-inspiring Latin names in zoological literature!). I hope the comparison is clear.

In *conclusion,* unless and until the principles and practices of zoological nomenclature (namely, the grammar of our science) are taught to embryonic zoologists undergoing cleavage and development of the mental elements of their professional ectodermal layer, confusion will continue; teach the fundamentals of nomenclature to students and *pari passu* the confusion will decrease. And as we reflect on the problems which confront our profession during the next one hundred years, let us recall that there are hundreds of thousands, possibly millions, of genera and species still to be given technical baptismal certificates. The practical question is, are they to be named or misnamed? If they are properly named, we apply the principles of economy (*i.e.,* good housekeeping) to our subject; if they are misnamed, we adopt confusion, extravagance and wastefulness as professional zoological principles.

C. W. STILES

U. S. PUBLIC HEALTH SERVICE

[4] International Rules of Zoological Nomenclature <Proceedings of the Biological Society of Washington, July 30, 1926, Vol. 39, pp. 75–104.

LEONCE PIERRE MANOUVRIER

ONE of the world's leading anthropologists, Léonce Pierre Manouvrier, died at his home in Paris on January 18, 1927, in the seventy-seventh year of his age. He is survived by his widow and one son.

Manouvrier was born at Guéret, Creuse, on June 28, 1850, and received his degree of M.D., with the distinction of *Lauréat,* from the Faculty of Medicine, Paris, in 1881. He began his professional career as an assistant to the noted anthropologist, Paul Broca, in the Broca Laboratory. After Broca's death, Manouvrier succeeded to the directorship of the laboratory which then became one of the laboratories of the *Ecole des Hautes Etudes.* This laboratory under Professor Manouvrier continued to be a center to which students and specialists from all over the world came. At the time of his death, Manouvrier also held two other positions, namely, director of the physiological laboratory of the Collège de France and professor

in the *Ecole d'Anthropologie de Paris*. He had been general secretary of the *Société d'Anthropologie de Paris* since 1902.

As an author, Manouvrier, who always signed himself simply as "L. Manouvrier," has left approximately 150 original memoirs and papers on anthropology and related subjects. These include memoirs on anatomy and physiology; morphological variations of the human brain, of the skull, and of the skeleton; human evolution; abnormal variations of the human body; relation of the volume and form of the brain to intelligence; proportions of the human body; anthropometry; anthropological technique; psychological concepts; will; temperament; aptitudes. His memoir on *Pithecanthropus erectus* was translated into English by the present writer while the latter was one of his students in the anthropological laboratory of the *Ecole des Hautes Etudes*.

Professor Manouvrier was the recipient of many honors: Chevalier de la Légion d'Honneur; honorary member of the Anthropological Societies of Berlin, Bologna, Coimbra, Florence, London, Moscow, Rome, St. Petersburg, Stockholm, Vienna, and Washington. Professor Manouvrier was the one foreigner chosen to represent anthropology on the lecture platform of the Louisiana Purchase Exposition, St. Louis, in 1904.

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SCIENTIFIC EVENTS

CONFERENCE AT THE SMITHSONIAN INSTITUTION

A UNIQUE conference in the history of American science took place on February 11 at the Smithsonian Institution. The president of the United States, the vice-president, the entire cabinet and some fifty leaders of the scientific, political and industrial life of the country, met under the chairmanship of Chief Justice William Howard Taft, to consider the future of the Smithsonian Institution, in connection with the opportunity which America now has of taking world leadership in fundamental scientific research.

The conference was called by the board of regents before the death of the secretary of the institution, Dr. Charles D. Walcott, and was held as planned in accordance with his expressed wish made a few days before his death. The purpose of the conference was to reveal the exact nature of the Smithsonian's activities in the increase and diffusion of knowledge, the strength of its position as a private institution under the guardianship of the government, its prestige as the parent of American science, and finally its possibilities as the inspirer and coordinator of basic scientific investigation in this country. The program included a carefully arranged exhibit of the researches and publications now being carried on by the Smithsonian and of their possible expansion, and speeches by Chancellor Taft and Acting Secretary Charles G. Abbot. A luncheon and round table discussion concluded the meeting.

The address of Chief Justice Taft is printed elsewhere in this issue of SCIENCE.

In dealing with the Smithsonian's activities and capacities, Dr. Abbot explained how the popular misapprehension that the institution was a government bureau had arisen from the fact that it administers seven scientific bureaus for the government. He said that the Smithsonian performed this service for the government because the bureaus in question had arisen out of Smithsonian activities. He made clear that the major work of the institution continued to be research and publication, listing fourteen distinct activities which contributed to these ends.

After the luncheon the conference discussed plans for enabling the Smithsonian to expand its activities.

This is the first time since 1878 that the Smithsonian Establishment, which includes the President, Vice-president, Chief Justice and members of the Cabinet, has met. Those invited to attend, most of whom were present, were:

The Establishment: President Coolidge, Vice-president Dawes, Chief Justice Taft, Secretary Kellogg, Secretary Mellon, Secretary of War Davis, Attorney-general Sargent, Postmaster-general New, Secretary Wilbur, Secretary Work, Secretary Jardine, Secretary Hoover and Secretary of Labor Davis. *Regents:* Senator Smoot, Senator Pepper, Senator Ferris, Representative Johnson, Representative Moore, Representative Newton, Charles F. Choate, Jr., Henry White, Robert S. Brookings, Irwin B. Laughlin, Frederic A. Delano, Dwight W. Morrow. *Officers:* Active Secretary Charles G. Abbot, Assistant Secretary Alexander Wetmore. *Conferees:* Dr. Edwin A. Alderman, Senator Hiram Bingham, Robert W. Bingham, Charles F. Brush, Dr. W. W. Campbell, Asa G. Candler, Jr., Emory W. Clark, Representative Charles Crisp, Harvey S. Firestone, Dr. Simon Flexner, Representative L. A. Frothingham, Governor Alvan T. Fuller, Elbert H. Gary, Walter S. Gifford, Chauncey J. Hamlin, Representative Cordell Hull, Robert P. Lamont, Representative Nicholas Longworth, General H. M. Lord, Dr. John C. Merriam, Senator Jesse H. Metcalf, Representative Ogden Mills, Dr. Henry Fairfield Osborn, Judge Edwin B. Parker, John Poole, John J. Raskob, Samuel Rea, Edgar Rickard, Dr. Henry M. Robinson, William B. Storey, Dr. S. W. Stratton, Silas H. Strawn, Dr. George E. Vincent, Dr. William Henry Welch, Robert Winsor, Owen D. Young.