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<i>How State Academies of Science May Encourage Scientific Endeavor among High-school Students:</i> LOUIS A. ASTELL	445
<i>The Production of Fever in Man by Short Radio Waves:</i> DR. CHARLES M. CARPENTER and ALBERT B. PAGE	450
<i>Scientific Events:</i> <i>The Zoological Society of London; Assignment of Patent Rights to the St. Louis University School of Medicine; The Placement Service of the Federation of American Societies for Experimental Biology; Radio Talks; The Josiah Macy Junior Foundation</i>	452
<i>Scientific Notes and News</i>	455
<i>Discussion:</i> <i>Sanity in Nomenclature:</i> DR. H. A. GLEASON. <i>Wegener Hypothesis:</i> DR. WILLIAM BOWIE. <i>Zoopharmacology and Phytopharmacology:</i> DR. EDWIN H. SHAW, JR. <i>Teredolithus, a New Collective Group Name:</i> DR. PAUL BARTSCH. <i>Discovery of Phosphorus Fixing Compound in the Soil:</i> DR. A. H. MEYER. <i>The Banana in Early Books:</i> DR. PHILIP R. WHITE. <i>The Color-blindness of Indians:</i> PROFESSOR T. R. GARTH. <i>The Presidency of the British Association:</i> DR. A. F. HUNTER	458
<i>Scientific Books:</i> <i>Peterfi's Methodik der wissenschaftlichen Biologie:</i> CHARLES A. KOFOID	462
<i>Scientific Apparatus and Laboratory Methods:</i> <i>An Electromagnetic Pump:</i> DR. HEINZ ROSENBERGER. <i>A Method of Securing Marine Invertebrates:</i> PROFESSOR THOMAS HUME BISSENETTE	463
<i>Special Articles:</i> <i>Determination of Polymerization of Some Polymer Formaldehydes by X-ray Methods:</i> DR. EMIL OTT. <i>Turning of the Sperm in the Acridian Follicle:</i> PROFESSOR W. J. BAUMGARTNER	465
<i>Science News</i>	x

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HOW STATE ACADEMIES OF SCIENCE MAY ENCOURAGE SCIENTIFIC ENDEAVOR AMONG HIGH-SCHOOL STUDENTS¹

By LOUIS A. ASTELL

COMMUNITY HIGH SCHOOL, WEST CHICAGO, ILLINOIS

I SHALL present four aspects of the problem of encouraging scientific endeavor among high-school students: a glimpse of the trends of the high-school curriculum as they bear upon proposals for cooperation by the state academies of science; an outline of the

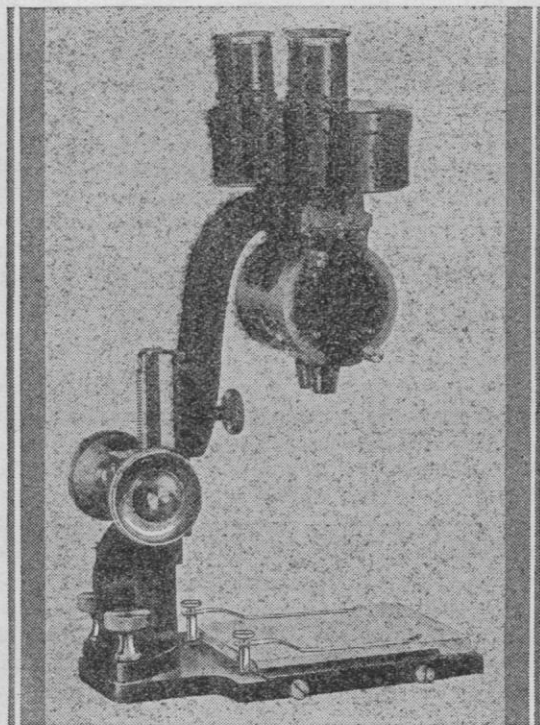
efforts of the Illinois State Academy of Science to encourage scientific endeavor among high-school students; a statement, as requested, of personal experience related to science clubs, and suggestions as to possible benefits if other state academies of science develop similar projects in their high schools.

¹ This paper has been condensed from the paper read before the representatives of the State Academies of Science meeting with the American Association for the Advancement of Science, Des Moines, Iowa, December 27, 1929. The representatives voted to request the chairman of the American Association committee on the place of science in education to cooperate in revision and in arranging for the publication and distribution of the paper. Copies of this paper may be secured from the office of the permanent secretary of the American Association for the Advancement of Science, Smithsonian Institution, Washington, D. C., or from the chairman of the association committee on the place of science in education, 433 West 123rd Street, New York City.

Concerning the curriculum, it is apparent that old subject-content, standards, methods and results are not entirely satisfactory. Here, as elsewhere, philosophic and scientific studies are producing change. One who has been called "the greatest educational leader of our time, and perhaps all time,"² says in stating his theory³ that the life of the school is to be

² R. A. Kent, "Leadership," *Phi Delta Kappan*, XII, 2: 40, August, 1929.

³ John Dewey, "School and Society," p. 11, University of Chicago Press, 1899.



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