

An interpreter is usually required. This means that less than half as much material can be presented during each lecture as one is accustomed to give, especially as it is necessary to speak slowly and repeat often. I found it a great help to write out all introductory remarks before each lecture and to give them to the interpreter to study. He was fairly good with technical material, for it was in his own field of specialization, but he was very poor at translating informal remarks.

Reliance on formal lectures alone has been a traditional practice in Korea. Laboratories were seldom used. The American visiting professor of chemistry was asked to give two sections each of 5 lectures in inorganic chemistry, 5 in organic chemistry, and 5 in biochemistry, and to handle a seminar. In addition, he was supposed to supervise the laboratories that he insisted on scheduling. He finally was able to reduce the lectures to a total of 12 per week, which was still too heavy a load for efficient teaching. It would be wise to have an agreement in writing concerning teaching load before accepting such a position.

Textbooks, laboratory manuals, mimeographed material, drawing paper, and even pencils were scarce in Korea. I took with me enough stencils for my work. Almost all Korean students are able to study something written in English, as long as they have sufficient time and a dictionary. My students begged me to give them complete lectures mimeographed in English word for word as I would give them orally. I suspect that the request reflected a desire to practice English. I mimeographed a complete outline of each lecture, which I gave out several days in advance. In one class of 60 students only 6 had textbooks, none had a laboratory manual. I wished I had brought more sample manuals, charts, and other teaching aids.

Grading was a problem. In 1947 I turned that job over to my assistants, since most of the answers to questions were in Korean. I helped in making out examination questions and in setting up identification examinations in the laboratory. I tried to explain systems of grading used in this country. I have reason to believe, however, that the only students to fail were those who had the wrong political faith. In 1947 the students I talked to had never heard of an objective-type examination. By 1950 many had taken true-false quizzes. Whether this was progress depends on the point of view.

Equipment was spotty. It is well to anticipate a minimum of laboratory or lecture-demonstration equipment. We had good Japanese microscopes and a few good slides. We could have used many more slides, staining fluids, and glassware. We had no microscope

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Recent visitors at the National Bureau of Standards were **Arthur Fage**, superintendent of the aero-

lamps and only one centrifuge. If at all possible, one should take equipment and supplies with him; some of the grants for professorships include funds for this purpose. Library facilities cannot be depended upon. It is advisable to take the most needed of one's own reference books. (The Communists got a dozen of mine!)

Understanding of, and sympathy with, the Korean people are of fundamental importance to success in that country. I believe that the visiting professors, as a group, were well prepared in this respect. Unfortunately, many of the other Americans were not. It was astonishing to find so many Americans who came to Korea with practically no knowledge of the country or its people—not even the knowledge that could be gathered from a rapid reading of an appropriate page or two in an encyclopedia. What is much worse, these people did not care to learn anything about Korea. Every American abroad represents our country. We must not forget it. It is especially important in an Oriental country. A native student has a tendency to believe that all Americans are like his American professor. The only way a visiting professor can keep faith with those at home is to show by his words and conduct that he has a genuine liking for the native people and that he has taken the trouble to learn something about their country, their habits, their language, and their philosophies and ideals. If he does not do this, he is not the man for the job.

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The Rectangular Earth

IN THE discussion entitled "The Bible and the Earth's Shape," by Carl S. Wise (*Science*, 113, 128 [1951]), Mr. Wise left out the one verse in the Bible that probably caused all the comment. This verse is in Rev. 7: 1 and reads as follows: "And after these things I saw four angels standing on the four corners of the earth, holding the four winds of the earth, that the wind should not blow on the earth, nor on the sea, nor on any tree."

It is quite evident that the description above is not that of a sphere, or of anything round, or of a cube, but that of a rectangle. Since it would fit only one form, that of a flat area with four corners, the inference is that the earth was believed to be like a rectangular-shaped pancake.

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