

vestigative efforts, the nation will lose many potential scientists to careers which offer greater material gain but less benefit to society.

I am not suggesting that all science instructors in small colleges who have never done any significant research should immediately seek to become investigators. I do urge, however, that new appointments to science faculties be based upon a candidate's enthusiasm and ability for both teaching and research. Again, promotions should be based on contributions of the candidate in both areas of endeavor.

The nation can ill afford to have its college students, especially those interested in the sciences, exposed to the teachings of a department that is sterile in research. To cite one example of a critical situation, the basic medical science departments of most of the nation's 85 medical schools are desperately seeking qualified and dedicated candidates for their excellent doctoral programs. Many more such candidates would be available now if the seeds of research interest had been effectively sown by the science faculties in our small colleges.

The inertia and resistance to research seen in some small colleges seems to emanate from those who fear the competition for promotion and prestige which might arise if active research programs were encouraged. Might not this type of healthy competition, if it should arise, prove stimulating to faculty activity in general?

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The editorial of 8 January stirred me to write this note.

I believe *Science* could do a greater service if it took up its cudgel on behalf of those who find it well-nigh impossible to do good research and good teaching at the same time. I give a reference here: St. Matthew 6: 24.

As an AAAS fellow, I like to believe I have some research ability. I have never been able to be fair to both teaching and research at the same time. I will go farther and say I can count on my fingers those who have been, to my knowledge. I have seen teaching slighted for research *ad nauseam*.

Teaching should be more than a "meal ticket for researchers." Let us give up pollyanna hogwash and be honest.

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Meteorology as a Field of Study

To the excellent points already made by John Day in his case for meteorology as a study with broad cultural benefits for college students [*Science* 130, 1600 (1959)] we might add the factor of continuous international cooperation.

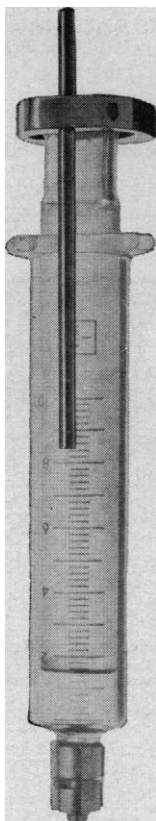
Because of the need for international exchange of weather observations and other information on an hour-to-hour basis in the years since the first international meteorological meeting, held in 1853 at Brussels under Maury's leadership, meteorologists have developed a high level of international cooperation. This has borne fruit in the establishment of ties of understanding and mutual respect among these workers in atmospheric science. Students who must study the atmosphere by analyzing observational reports from many distant places gain broadened horizons and an interest in affairs far beyond the college campus.

Thus, an additional factor commends atmospheric science not only as a field of major study but also as a field of minor study for all students, including liberal arts majors.

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