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If the pristine purity of the publishers is at the heart of the matter, then that species of books we call scholarly may soon be extinct—a victim of inability to adapt to an unfavorable environment.

W. H. OLDENDORF
Veterans Administration Center,
Los Angeles, California

Food and Flavor

Concerning the report on radiation flavor by M. P. Drake, B. J. Kroll, and F. J. Pilgrim [*Science* 132, 1394 (11 Nov. 1960)], may I suggest that the "representative tasting panel" whose responses might enable us to foretell something about "consumer acceptance" be augmented by such invaluable members as a cat and a rook (or any other member of the raven family). In my experience these animals, if copiously supplied with food and given an *embarras de choix*, turn into finical connoisseurs. And, whatever their prejudices may be, there can be no question of partiality against radiation.

Advanced efforts in food technology remind one that ours is a period of transition from mass-produced, mass-distributed, and prefabricated foods toward worse to come. Would it perhaps be desirable, for the benefit of later generations of scientists bound to take an interest in the nature of foods so often referred to in documents of all times up to the present, to stow away a representative selection from all over the world in some remote corner of the Antarctic?

H. GLOOR
Department of Genetics, University of
Leiden, Leiden, Netherlands

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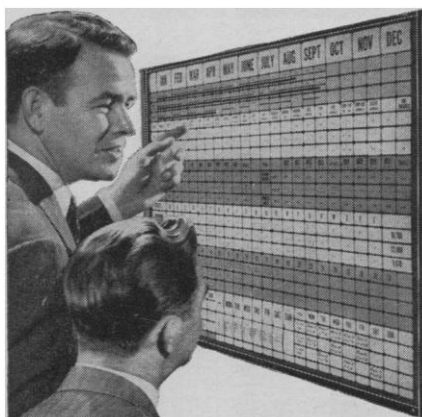
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The Future of "American Men of Science"

American Men of Science has been published as a biographical directory since 1906. As editor, I have carried on its publication for the last 35 years.

During this period the directory has never had financial help in the form of a grant, though it is a marginal publication insofar as profits are concerned. In 1948, after World War II, prices spiraled, making it necessary to ask those included to help make ends meet. The results were gratifying, and through such contributions publication of *American Men of Science* was continued.

I find it desirable to again approach those included for additional funds. The price of the four volumes that cover the physical and biological sciences is high for an individual; after test mailings of the A-E volume, the number of

orders did not come up to the expected percentage. As a result, the size of the complete edition will be smaller than had been planned, and the cost per volume will be correspondingly higher. Thus, the membership subscription established for this edition appears to have been too low.

A request for contributions to make up this deficit has been mailed to those included, or scheduled for inclusion, in the 10th edition (the editors hope that no supplementary contributions will be needed for future editions). It is well known that subscriptions and contributions have never been factors in the selection of scientists to be included in *American Men of Science*.

It has been proposed by a large proportion of those who have returned their proofs that specialized volumes be published. This may be the solution.

I would be glad to receive suggestions from readers of *Science* as to the best method to be followed in future publication of this important tool of the scientists of America.

JAQUES CATTELL*

"American Men of Science,"
Arizona State University, Tempe

* Deceased

Science Teaching

The recent letter on science teaching [*Science* 132, 836 (23 Sept. 1960)] by Harry Milgrom made reference to an earlier report by Howard E. Gruber [*ibid.* 132, 467 (19 Aug. 1960)]. Both were stimulating and informative. Each points up a real problem in the area of higher education in the United States (particularly in science education) and the need to re-examine not alone what we are teaching but the pre-service and graduate training we are giving those who have chosen teaching as a career.

We think it ridiculous to teach scientific facts as isolated units of knowledge, but a cursory study of most college examinations indicates that the measurement of factual knowledge is the primary objective. There is much talk in academic meetings about the development and use of the scientific method and the scientific attitude, but there seems to be little attempt to attain these objectives through our present traditional methods of teaching and evaluating.

Jerome Bruner, in a little book called *The Process of Education*, has spoken well of this dilemma in present-day teaching and refers to the teaching of "unconnected facts having a pitifully short half-life in memory."

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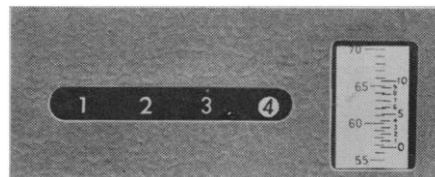


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