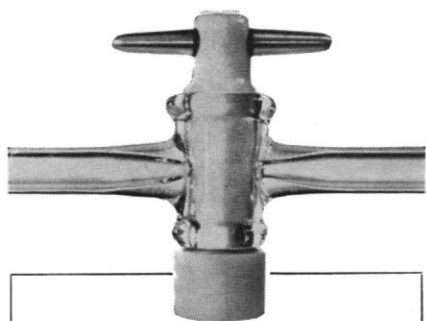




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Letters

Private Spending for Science

I hold a view that differs from that of P. W. Hutson [*Science* 129, 1369 (1959)]. In my opinion private expenditures for scientific or educational institutions for public welfare have, on the whole, done more good than comparable expenditures by the Federal Government. In short, I believe a man expending money that he himself has earned will usually do a better job than a politician expending someone else's money; there is more objective consideration of real human welfare, less influence of human selfishness.

That "disaster could overtake us" is more likely to follow from unwise government expenditure than from unwise private expenditure. In Russia at present the "primacy of the larger society" is nearly absolute. I think it should be lessened if not "undermined."

PAUL W. MERRILL

1380 New York Drive,
Altadena, California

Teaching and Research

A point of fundamental importance was raised by Edmund M. Spieker [*Science* 129, 1324 (1959)] in his answer to Fourman's earlier letter on the undervaluation of teaching ability in comparison with research performance, as measured by publications, in the evaluation of college professors. The point he makes, and seems to accept as an established fact, is that teaching ability cannot exist without the stimulus of research. Furthermore, he specifically applies this thesis to undergraduate college teaching.

It is not my intention to argue this point, but I do wonder whether it has ever been proved. Whether or not one can recall excellent but "unproductive" professors from his college days is probably not pertinent, but it is strange that scientists will make a statement like Spieker's without presenting a scrap of supporting evidence. He says that in all the literature that he has read "on this troublesome subject" there is little or no mention of this matter. As a matter of fact, I have heard the "troublesome subject" resolved in Spieker's way many times; perhaps it is all right to say such things without documenting them.

Many years ago a project (participated in by the AAAS) seemed to demonstrate that the undergraduate background most likely to lead to the doctorate in science is to be had in small colleges. Is it possible that the professors in such institutions are more active in research than those in large universities,

and is the impression some of us hold that the professors in small schools are not very active "publishers" wholly incorrect?

Until a relationship has actually been demonstrated it is not safe to assume on philosophical grounds alone that good teaching necessarily depends on whether the teacher is actively engaged in research. This is an important point to resolve because many potentially excellent teachers may be doing less than their best teaching in an effort to satisfy the university administration by doing research—research that may very well needlessly add to the volume of scientific publications. In some fields, at least, we could profit by fewer but more significant publications.

JESSE D. RISING

Department of Postgraduate Medical
Education, School of Medicine,
University of Kansas Medical Center,
Kansas City

"Personal Liberties" Threatened?

In the News of Science section [*Science* 129, 625 (1959)], headed "Loyalty Provisions of National Defense Education Act Meet Opposition from Educators and Congressmen," were published quotations from a letter signed by the president and general secretary of the American Association of University Professors. The part that especially irked me was, "the Act seems to say to members of the educational community: '... you are a particularly suspect part of the population and will have to pass a special test that other citizens need not take.'"

I do not see why they should feel picked on. After all, there are a few million citizens in military and civil service who take oaths of allegiance and every few months are asked to check the attorney general's list of subversive organizations to make sure they have not inadvertently fallen into the clever trap of the communists, who organize or infiltrate organizations with the most innocent and patriotic sounding names. One may, of course, think that those in the U.S. military or civil service take loyalty oaths because they receive money from the government. The National Defense Education Act will also give government money to those successful applicants who are asked to take the oath and sign the disclaimer affidavit. Not that I believe for one moment that the requirement of taking an oath is going to deter a real communist from doing anything, but I do believe signing the disclaimer affidavit may alert an unsuspecting youth to communist psychological warfare tactics. It may even prevent him from innocently becoming so involved in suspect organi-

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