

## No Matter

Logic

DR. VERNON KELLOGG in *Human Life As the Biologist Sees It* (Holt):

In Stanford University a number of years ago I used to walk down an avenue lined with trees—I believe they were trees—to the beautiful quadrangle of buildings, with a companion, now a distinguished professor of philosophy in an important Eastern University, who proved during our walk each morning by what was to me a verbally irrefutable logical argument that there were no trees along our

way and no quadrangle before us. However, when after successfully avoiding the tree-trunks, we reached the quadrangle we entered it quite naturally and unsurprised, and went on under its arcades to take up our duties in our respective class rooms in it. We, or rather the professor of philosophy, had simply had a pleasant after-breakfast exercise in mental gymnastics. We had done our other gymnastics before breakfast.

*Science News-Letter, July 14, 1928*

## Study as a Student Activity

Pedagogy

MAX MASON, ex-president of the University of Chicago, in his farewell address:

The American undergraduate shows great interest and energy in his self-managed extra-curricular affairs—the so-called “student activities.” Our goal will be reached, when, in this sense of the word, the intellectual work of the college becomes a “student activity.” Under such conditions the undergraduate college will stimulate and be stimulated by the work in graduate teaching and research. In graduate work, and in Senior College as well, students must study subjects rather than take courses. I believe that the University of Chicago has the opportunity of abandoning the childish game of marks and grades, and emphasizing the fact that education is fundamentally self-education, and that the university may well be defined as a set

of personalities, capable of inspiring curiosity in students, together with physical facilities which enable students to satisfy their own curiosity by their own effort. While appreciable improvement has been produced in the institution of honor courses, we have still far to go in the direction of stimulating students to independent interest. The more able students in the Senior College may well be allowed participation in minor capacities in research work of the Faculty. The ideal toward which it is desirable to work is that of a group of problem-solvers, united in a real fellowship of learning—a group comprised of both Faculty and students participating in the solution of problems as their abilities allow, the students inspired to obtain knowledge because of their interest in the application of knowledge and technique which they see around them.

*Science News-Letter, July 14, 1928*

## Scale in Architecture

Psychology-Architecture

WILLIAM ROGER GREELEY in *The Essence of Architecture* (Van Nostrand):

Great size is often impressive. There may be, in a given case, no insincerity in it. It may be proper, it may be “in style” and yet not “in scale” with the human element, or with its surroundings.

The new library in the Harvard Yard is a case in point. It is large; it needed to be. It is large because of a sincere and proper regard for the requirements of the problem. The style is accommodated to the size. Nevertheless, it is wrong in scale. It

is like a grand piano in a two-room flat. The fault isn't with the piano or the flat, but with the “scale”. The Harvard Yard has been established for centuries. Its choicest buildings are small in scale—almost domestic. Its area is limited. The sudden intrusion of the great new library building is the same kind of violation of scale as the introduction of a trombone into a mandolin club. The fact that it is a perfectly good trombone doesn't help matters much, nor does the fact that it is well played. To be sure, involved in this violation of scale is a violation of propriety, also.

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## New Airship Era—Cont'd

this craft is still a largely hand-made product, and as yet machinery production methods have not been used. Our salvation will lie in expediting the development so that we can build our ships in groups of five or more from the same design, and of the same size, in order to be able to employ mass production methods and machinery. Our only ship, the Los Angeles, already some four years old, is small for demonstration work and though it is still doing wonderfully in the skilled hands of our little airship navy, it is so constantly employed in training personnel that it cannot be sent over the country to show people the possibilities of rigid airships.

“With these obstacles, the handful of the airship-wise and the airship engineers of the country have turned to academic problems. New experiments, unsupported by full-size tests and demonstrations have given rise to the discussion of academic problems while neglecting the opportunity for concerted effort to secure support to build full-size ships for demonstration purposes.”

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