SECTION ON EDUCATION (Q)
(Report from Noel Keys)

Four half-day sessions, each devoted to a common theme, were followed by two joint sessions with Section I and the Western Psychological Association, reported elsewhere. In the Wednesday morning symposium on "Difficulties in Reading" four papers were presented. Professor Peter L. Spencer, of Claremont Colleges, reported the failure of seventeen tests to disclose any consistent tendency in kindergarten to second grade children in favor of the use of one hand, eye or foot over the opposite member. He did, however, find superior reading discrimination on the part of the exophoric child. Sixteen hundred seventh grade children tested over a fourteen-month interval showed better than average progress in reading on the part of the myopic and below normal progress for those suffering from hyperopia or strabismus, according to Principal L. P. Farris, of Oakland High School. Dr. Grace Fernald, of the University of California at Los Angeles, in presenting the remarkable result obtained with extreme cases of reading disability through utilization of motor imagery, suggested that the current practise of requiring reading in advance of writing instruction is accountable for many of the difficulties of this problem group. Dr. W. M. Danner, Jr., of Stanford University, testified to the striking improvement in reading skill of university students resulting from the provision of individual observation and tuition periods for those below standard.

The Tuesday afternoon session was devoted to investigations in subjects other than reading. Irving Melbo, of the University of California, reported senior students in small California communities equaling if not excelling those in metropolitan high schools in information on current social issues, with boys excelling the girls. Dr. L. C. Gilbert, of the University of California, summarized experiments evidencing the significant role of reading in the improvement of spelling on high-school and college levels. Miss Velma Woods and Mr. Wyman Olson, both of the University of California, analyzed, respectively, the arithmetic errors of teachers of college students in four states and the inability of university students in education to interpret critically the experimental literature in their field.

In the Wednesday morning session on problems of maturation Professor E. A. Lincoln, of Harvard University, presented an admirable account of the Harvard Growth Study, now completing its twelfth year, with a résumé of the seventeen doctoral dissertations which have already resulted. His conclusion was that growth and growth curves are highly specific, so that the individual differs not only from others of his kind, but from himself at other periods. This thought was carried further by Mr. Hubert Armstrong, of the Oakland Department of Child Welfare, who called attention to certain fallacies in the indiscriminate application of the mental age concept. Dr. Helen Pryor, of the University of California, then presented data as to physiological aspects of adolescent development in girls, as obtained from the California Adolescent Study. The close association of the broader body build with early onset of catamenia was particularly striking.

Wednesday afternoon was given over to investigations bearing on leadership and responsibility in school pupils, with Superintendent E. A. Lee, of San Francisco, presiding. Professor Floyd Caldwell, of the Chico State Teachers College, made clear the tendency for prestige to spread far beyond the limits of the individual's special competence. College students, for example, rated General Pershing not far below Einstein as an authority on mathematics. Dr. Marion Brown, of the University of California, pointed out that the more prominent leaders in student activities of University High School were characterized by superior intelligence, scholarship and appearance, and younger than the average of their group. Professor Noel Keys, of the University of California, in reporting on some three hundred students who have entered the university over a nine-year period under the age of sixteen and a half, showed these not only to have excelled in scholarship and attendant honors, but to have participated in more than the average number of activities and made generally favorable adjustments. The wide variety of practises prevailing with regard to the extent of freedom allowed, and the opportunity afforded for the exercise of responsibility on the part of students in different types of schools was revealed by a survey conducted by Dean Grayson N. Kefauver, of Stanford University.

OBITUARY

RICHARD THORNTON FISHER

Richard Thornton Fisher, head of the Harvard Forest School and director of the Harvard Forest since their inception in 1903, died suddenly of a heart attack on June 9.

Dr. Fisher was graduated from Harvard University in 1896. Shortly thereafter he entered the Bureau of Forestry where, under Gifford Pinchot, he greatly furthered the Napoleonic campaign of setting aside the vast areas which now form the bulk of the Na-
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