

SCIENCE

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SCIENCE OR ATHLETICS?¹

THERE has never been a period in the history of science when educational questions relating to its advancement have appeared to possess such interest or when discussions have dealt so freely with the shortcomings of the educational system in its relation to the training of students of science. On the one hand is an intensely practical industrial world, insisting upon a close scrutiny of the content of the college courses and of the methods used in administering them,—from the standpoint of their immediate practical application to industrial problems and from this standpoint alone,—while on the other is the world of the college teacher, seeing or thinking it sees much in science and in the teaching of science that is not to be judged in this limited fashion. We are turned this way and that in the attempt to see all viewpoints and to make use of all constructive advice. We desire that our students shall be as well equipped as possible in whatever of science it is possible to teach them in the time that is allotted to us, so that when they leave us to take up their share in the general advancement of science they shall be able to acquit themselves honorably and to add whatever they may in the application of science to the problem of increasing the happiness and comfort of humanity.

Chemical education has not been spared in this discussion. Rather has it been the center of the major part of the discussion, for in no other single science has there been so spectacular and so amazing a success in research and in the tangible results of the application of research to practical problems. It has therefore come about that there is no other science in which it is more important that the college

¹ Read before the Section on Chemical Education at the Birmingham meeting, April, 1922. Contribution from the Department of Chemistry, Purdue University.

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