

these problems. The second will cover three groups of men of science—chemists, physicists and biologists—and will be directed to discover the objective conditions of scientific employment and the attitude of men of science to scientific training and employment. These studies will cover the training for and obtaining of scientific posts, the conditions of scientific employment as well as the tenure of posts and incidence of unemployment. The studies on attitude will embrace attitude to university, to employment and to the main types of professional associations. It is hoped that the results obtained will provide data upon which policy for the regulation of the scientific profession can be based and also indicate how the practice of science in industrial firms affects the development of industry as well as possibilities in the application of science to industry.

Education in Germany

THE main features of education in Germany as remoulded under the Nazi regime are presented in a bulletin ("Education in Germany". Washington, D.C.: Government Printing Office, 1939) prepared for the United States Office of Education by Dr. Alina Lindgren, specialist in west European education, who visited Germany in 1935 and 1936 and completed her investigation of the subject a year ago. Among the most pregnant changes have been those in the education of teachers. Long before the Nazi party came into power its leaders resolved on a rapid unification of the teaching staffs and on eliminating teachers antagonistic to its views. The resultant limitation and precise definition of objectives must have been important factors in the production of a vigorous and efficient system. For teaching in elementary schools, candidates must enter two-year training colleges in which the curriculum includes three main fields: political world-view (*weltanschauliche*) education, scientific study and practical work. Entrance conditions include ability to sing and to play the violin, piano or organ and to instruct in gymnastics and sports. Women must in addition qualify in needlework and home economics. Aspirants to secondary school teaching posts must spend a year in one of these training colleges so as to mix with candidates for elementary school-teaching and so help to unify the profession. The declared purpose of the secondary school is to give preliminary training to especially gifted young people fit to qualify themselves eventually for authoritative positions in the political, cultural and economic life of the nation, and "the constant basis of selection shall be physical fitness, fitness as to character, mental fitness or ability, and national fitness". Conditions of study in the universities, which are subject to close control by the Reich Government, are elucidated by a comparison with the corresponding conditions in the United States.

Educational Finance in the U.S.A.

It has long been recognized in the United States that there are glaring inequalities between the educational opportunities available in different parts

of the country and that the systems of financing the public schools do not take sufficient account of the distribution of financial resources. The resources of many States being insufficient for remedying these inequalities, Federal aid has been invoked again and again in the past five-and-twenty years to correct defects in particular fields—first vocational education and later rural education, teacher training, health work in schools, nursery schools and adult education—but hitherto there has been no comprehensive measure for making good the radical defects in the systems of financing the public schools. The President's Advisory Committee on Education, constituted in 1936, with special reference in the first instance to vocational education, has lately taken this matter in hand, and a pamphlet on "Principles and Methods of Distributing Federal Aid for Education" has been prepared by its research staff (Supt. of Documents, Washington, D.C. 20 cents). It starts with the assumption, based on a study of present costs, that 48 dollars per pupil per annum is not more than enough to pay for elementary and secondary education of tolerable quality in a community enjoying optimum conditions of cost and is insufficient where sparsity of the population or high cost of living enhance the expensiveness of education. It proceeds to elaborate ingenious plans for distributing Federal aid, amounting to upwards of 600 million dollars a year, designed to approximate to the ideal—to each community according to its educational needs, from each according to its means.

Association for the Study of Systematics

THE Association for the Study of Systematics in Relation to General Biology was formed in 1937 (see NATURE, 141, 163; 1937: 142, 1069; 1938). Up to the present, the organization of the Association has been deliberately kept as loose as possible, and there has been no subscription. In a leaflet recently issued it is announced that the annual subscription is now five shillings. Further, a fund has been started to provide for expenditure on special purposes. Donors of £5 or more to this fund during the next three years will be designated founder members, and will enjoy for life the privileges of ordinary members. The leaflet also outlines the work so far carried out by the Association. It is hoped that all present members will continue on the new terms and that other biologists will find themselves in sympathy with the aims of the Association. Copies of the leaflet, with forms of application for membership, can be obtained from Mr. H. W. Parker, British Museum (Natural History), Cromwell Road, or from Mr. J. S. L. Gilmour, Royal Botanic Gardens, Kew, Surrey.

Blood Group Tables

THE rapid increase in the literature on blood groups makes it desirable to have a reference work on the subject. Dr. William C. Boyd has supplied this need (*Tabulae Biologicae*, 17, 113-240) by presenting the basic facts in tabular form with a minimal amount of text. All the essential facts