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SCIENCE AND ETHICS

by HERBERT DINGLE

THIS article contains the authorized translation of a paper under the same title printed in NATURE, 1946, No 4006. The author tries to show that ethical problems are not scientific problems, all the same ethic is not science for it is beyond the reach of scientific research work. His considerations are based on some statements made by C. H. Waddington in the book entitled *Science and Ethic* and by Rudolf Carnap in his work *Philosophy and Logical Syntax*. According to the author's point of view mentioned above it is possible to define the exact sphere of action for religion in ethics.

UNIVERSITY COLLEGE, LONDON

THE INTERNATIONAL INTELLECTUAL COLLABORATION YESTERDAY AND TO-DAY

by JAN MUSZKOWSKI

AFTER a short description of the history of the experiments of international intellectual collaboration beginning with the organization of olympic games, clerical synods, medieval universities, and ending with the International Bibliographic Institute in Bruxelles founded in 1895, the author speaks about the organization and tasks of the two latest institutions of this kind. The first is the Institute of Intellectual Collaboration at the League of Nations which does not exist any longer. The second Institution about which the author writes is U.N.E.S.C.O. These two institutions for intellectual collaboration are the most modern and at the same time most developed that have ever been. In the first part the author draws the materials for his research work

about the League of Nations from the issue entitled *L'Institut International de Coopération Intellectuelle 1925—1946* (Paris). In the second part he speaks about the origin and the organizational framework of this institution already fixed at the Conference in London, Nov. 1945, then he reviews the programme of the works of U.N.E.S.C.O. (published Sept. 15th, 1946) stressing some of its works as education, informations, publications, archives & museums, and of the particular groups of science as well as of art. There follows a discussion about the last organizational conference which took place in Paris 19.11.46—10.12.46. At the end of the article the author gives a sharp comparison of those two institutions stating distinctly that U.N.E.S.C.O. took over much from its predecessor thus returning to the old principles. However, to gain confidence for the U.N.E.S.C.O., the same means of approach was used towards the old I.I.C. as U.N.O. used towards the League of Nations. Bowing politely to the I.I.C. and acknowledging to continue some of its undertakings the U.N.E.S.C.O. programme deprecates in principle to be the heir of that institution. The spirit and philosophy of the U.N.E.S.C.O. are worth noting. Its director Julian Huxley propagates evolutionary humanism.

INSTITUTE FOR BOOK AND LIBRARY KNOWLEDGE AT THE UNIVERSITY OF ŁÓDŹ

THE NEED OF DEVELOPING THE PEDAGOGIC SCIENCES by MARIAN WACHOWSKI

THE PEDAGOGICAL sciences in Poland should, first of all, become independent of the exaggerated influence of German pedagogical literature, which is still predominating here, to the disadvantage of our own pedagogical works. Contacts with pedagogics abroad should, of course, be established, in order to get acquainted with the last achievements of other countries in that field. The methodological foundations of pedagogics ought to be investigated, Polish and foreign publications from that domain should be thoroughly and critically appraised and pedagogical ideas should base upon the needs and experiences of everyday practice. As war has ruined many pedagogical centres in Poland which could hardly be rehabilitated all at once, it would be a good idea to create one large central library, supplied with all foreign publications, while another would possess complete German publications (acquired by means of reparations). Books could be lent by these libraries even to people who didn't live in the same locality.

UNIVERSITY OF POZNAŃ

THE PROBLEM OF POPULARIZING ACADEMICAL EDUCATION AMONG ADULTS by JÓZEF KORPAŁA

THE DEVELOPMENT of science never seen before shows a certain partiality: it concerns chiefly natural science, the humanities — though a great

progress is visible — did not develop to such a degree. This disproportion disturbs the scientists all over the world as it can ruin our civilization. In the countries in which we see the greatest development of industry as in America the importance of this question is understood. Therefore there are great dotations for the advancement of social science. The human society itself ought to decide in which direction science is going to develop. Thus the question of propagating education, in particular academical education, among adults is of great consequence. Because of this the cultivated societies which appreciate the importance of science and at the same time realize the danger of unsatisfactory general education try to find a remedy against it by raising the age of compulsory school attendance as well as by developing the educational institutions of every kind for adults. The first means does not solve the problem of culturally raising a society but the second leads to that end and therefore is promoted. There is the question of giving people not only elementary and secondary education but also academical studies. Only the universities with the help of educational organizations and trade unions of the intellectual workers are able to set this action in motion. Its aim is not to popularize but to render academical education accessible. This problem was practically solved in three different ways: 1) in England by the University Tutorial Classes, 2) in Denmark by the popular Universities, and 3) in France and Sweden by creating the Educational Circles. The present article describes only the institution of the Tutorial Classes, their history, organization, and development. Thus their introduction to Poland is very desirable. In connection with this the following questions occur: 1) is it possible to realize the methodical structure of these classes in Poland? 2) In what educational institutions and in what environment of students one ought to begin to organize such classes? 3) In the Polish conditions is it possible to interest the universities and other academical schools in this question? 4) Is it possible to appoint tutors at the Polish academical schools? 5) What financial help would the Board of Education grant? The success of the whole activity depends on the positive solution of these questions. It is not necessary of course, to stress the importance of such an undertaking.

SEMINAR FOR EDUCATION AND CULTURE OF ADULTS, JAGIELLONIAN UNIVERSITY, CRACOW

THE MICROCARD AND THE FUTURE OF THE SCIENTIFIC LIBRARIES OF THE WORLD

by TOMASZ KOMORNICKI

THE DEVELOPMENT of the libraries of the scientific institutions meets with many difficulties. The greatest perhaps is the collection and the completion of the whole scientific literature in some particular speciality. Even to the largest libraries this represents great difficulties owing to the extension of the scientific literature. The American Fremont Rider tries to find a way out of

these difficulties by giving a concrete and interesting project. He writes about this in his work entitled *The Organization of Microcard Production* (THE JOURNAL OF DOCUMENTATION, vol. 1, 1945, No 2, p. 93 ss ASLIB, London). The present article gives a rather detailed discussion of the practical solution of this project. Its essence is the introduction of microcards i. e. catalogue cards of international size, containing on one side the normal catalogue description of the work, on the reverse the original full text adequately diminished. The technical production of such a card as well as its exploitation and practical application represent a series of problems with the solution of which the mentioned above project is concerned.

CIRCLE FOR THE SCIENCE OF SCIENCE, CRACOW

ON PHYSIOGRAPHIC RESEARCH IN POLAND

by DEZYDERY SZYMKIEWICZ

ACKNOWLEDGING the need of intensive physiographic researches in Poland and of their planning, the author advocates the idea of creating a special research institute, devoted to these matters, endowed with sufficient material means and having well-chosen scientific workers. We need great numbers of „Physiographers“ who would not be overburdened by pedagogical activities, but would spend all summer in the field, while they'd have their vacations in winter. Physiographic research work was done sporadically up to now. The Polish Physiographic Institute could closely collaborate with the Committee for Physiographic Researches of the Polish Academy of Sciences and Letters, and with other scientific institutes, having similar aims, such as the Geological Survey of Poland, the Scientific Institute of Farming, the Research Institute of the State Forests, and others.

RESEARCH INSTITUTE OF FORESTRY, CRACOW

ON THE ORGANIZATION OF HISTORICAL STUDIES

by WITOLD JAKÓBCZYK

MUCH is said about the necessity of reorganizing the historical studies at the universities, blaming the ill on examinations for the degree of Master of Art, 1925, for the unsatisfactory preparation of the graduated in history. But that is not the only cause of this deficiency, there are more faults which are involved in the course of studies itself. The author proposes some improvements in the studies by realizing several practical postulates as e. g. the introduction of the academical year lasting 10 months, more concentration of the obligatory occupations in the time table, the endowing of libraries with manuals, less administrative work for the professors and tutors. But the

first thing which ought to be done is the reorganization of the pedagogic and didactic studies on the 4th course.

UNIVERSITY OF POZNAN

ABOUT THE ACHIEVEMENTS OF POLISH MATHEMATICIANS IN THE WORLD SCIENCE

by STANISŁAW GOŁĄB

THE POLISH mathematics had its period of splendour in the 15th and 16th centuries. After this time in comparison with the general achievements there was nothing worth noting. It only commences to raise again at the beginning of the 20th century. In Warsaw Dickstein began to publish two Polish mathematical magazines: MATHEMATICAL & PHYSICAL WORKS and MATHEMATICAL NEWS. Thanks to the Mianowski Institution Polish mathematical textbooks have begun to appear. Zaremba, the world-famous mathematician returned from France to Cracow. There were enough qualified mathematicians to fill the chairs of all the five Polish universities in 1918. From that time on the Polish mathematics begins to start in the world race. The results of the Polish mathematicians begin to equal the achievements of the international mathematics, even in some fields they surpass them, as in the theory of sets the theory of function of real variable, topology, mathematical logics, the theory of functionals and operations, the theory of orthogonal, trigonometric, and Fourier's series. In particular we can mention the more prominent names in the different parts of mathematics: *classical analysis*: Zaremba, Leja, Biernacki; *geometry*: Żorawski, Ślebodziński, *theory of sets and function of real variable* Sierpiński, Saks, Szpilrajn, Marczewski; *topology*: Janiszewski, Mazurkiewicz, Kuratowski, Knaster, Borsuk; *theory of functionals and linear operations*: Banach, Steinhaus, Mazur, Orlicz, Schander; *theory of differential equations*: Zaremba, Ważewski, Nikliborc; *theory of trigonometric and orthogonal series*: Steinhaus, Orlicz, Kaczmarz, Zygmund, Marcinkiewicz; *mathematical statistics*: Sława-Neyman; *logic and the foundations of mathematics*: Łukasiewicz, Tarski, Chwistek.

Two periodicals appeared, one in Warsaw in 1920 entitled FUNDAMENTA MATHEMATICAE, the other in Lwów in 1929 under the title STUDIA MATHEMATICA, devoted to the branches of mathematics mentioned above, around which special schools are formed gathering specialists, whose names were world famous. The publication of MATHEMATICAL MONOGRAPHS begins, and first-class and highly appreciated manuals are issued. More and more Polish delegates have taken part in the international congresses. Famous foreign mathematicians like to visit Poland and reciprocally Polish mathematicians are invited to give lectures at foreign universities. Before the outbreak of the last war the production of the Polish mathematicians amounts to 40% of the mathematical world production. Poland can be proud of this position.

MINING ACADEMY, CRACOW

FACTS AND OPINIONS

CIVILIZATION AND THE PURSUIT OF KNOWLEDGE. We find in this article an outline of the most essential thoughts of Sir Richard Gregory, Chairman of the British Association for the Advancement of Science, presented by him in his address under the same title, held at the annual session of the Association on July 20, 1946 (THE ADVANCEMENT OF SCIENCE, IV, 13, 1946).

THE INTERNATIONAL POSITION OF THE POLISH PSYCHOLOGY IN 1939 by *Tadeusz Tomaszewski*. THE AMERICAN JOURNAL OF PSYCHOLOGY published in 1940 the last particulars concerning the share of the individual nations in the psychological literature in 1939. These data are stated in two indexes which are showing the quantity of papers according to languages, and the papers written in English according to nationalities. But on the basis of these two indexes it is possible to draw a third list which shows approximately the share of the particular nationalities. There it is stated that Poland takes up the eleventh place and one of the first among the lesser states.

SCIENCE IN POLAND

THE CONGRESS OF THE POLISH ORIENTALISTS. The 8th congress of the Polish orientologists was held in Cracow from Febr. 28th to March. 1st, 1947. The congress stated the losses among the orientologists owing to the last war. Many lectures and organizational reports were given. The newly elected committee consists of Professor Tadeusz Kowalski as chairman, A. Zajaczkowski, A. Klawek, M. Lewicki, J. Kuryłowicz, H. Willman-Grabowska as members.

From No. 11—12:

THE CONGRESS OF THE RECTORS AND
PROFESSORS OF THE ACADEMICAL SCHOOLS

ON Dec. 14th and 15th 1946 a congress of the representatives of the Academic Schools took place in Warsaw. The congress was devoted to the reform of academical schools. In his report among other things Prof. M. Janoszyński spoke about the quantity of academical schools, the preparation of new scientific workers, habilitations, scientific degrees etc. One of the most important matters was the planning and administration of scientific work by a central governmental office. Prof. St. Leszczycki spoke about the system of academical schools, their quantity, specialities, and location. The endowment of the scientific workers was broadly discussed, too. In the suggested project are stated the principal salary and different supplements as for the management of an institution, for its administration etc. The second day of the congress was devoted to discussions on different themes as differentiating of schools into higher and academical, self-government or autonomy of academical schools, adjustment of the programme for the development of academical teaching with the economical three-years-plan, the creation of a separate board for science and academical education, centralization or decentralization of universities etc.

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