

to receive them. I suspect there are other APS members with a similar desire, and suggest that an item be placed on the next annual dues billing form to give us this option. I am sure that the Society has useful purposes for the savings that would accrue from printing and mailing fewer abstracts.

J. S. HUEBNER
University of North Florida
Jacksonville, Florida

COMMENT BY THE APS: J. S. Huebner suggests that the American Physical Society give the option to members to receive or not receive *Physical Review Abstracts*. *Physical Review Abstracts* is sent to all members free to keep them informed of new publications in physics. Production and distribution costs are kept to a minimum by using the full membership list. If we were to give the members the option of not receiving *Physical Review Abstracts*, we would have to establish and maintain a separate list of subscribers for this purpose, which would involve a significant extra cost.

W. W. HAVENS, JR
Executive Secretary
American Physical Society

International physics

I want to report on the results of a questionnaire on science in less developed countries (LDC's) sent to the chairmen of about 170 physics departments in the United States that have an advanced program in physics. A total of 41 questionnaires were returned, representing a reasonably accurate cross-section of the total number of physics departments. The results of the poll are as follows:

Around 90% of the respondents feel that it is important to build indigenous science in the LDC's; 56% feel that the US physics community is not doing enough at present to help in this development; 34% had no opinion or were undecided, and only 10% thought the community did enough.

► 80% feel that AIP should undertake a program to foster collaboration between US physics and physics in the LDC's.

► 46% are in favor of increasing APS dues by an average figure of about \$2 a year to generate funds for this new activity.

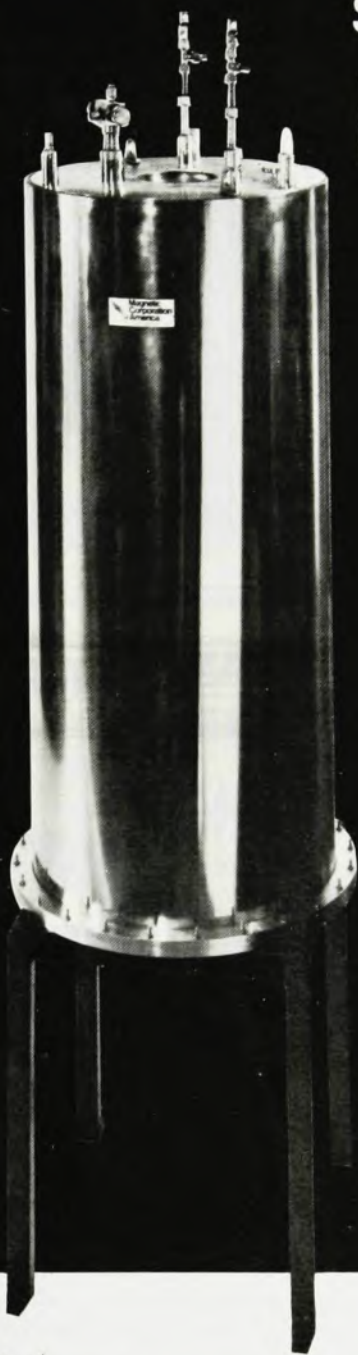
► Opinion was indecisive on whether the US foreign-assistance program sufficiently emphasizes building capability in the LDC's, with 46% feeling it did not and the bulk of the remainder undecided or failing to answer.

► There is a huge, now-latent body of past experience among US physicists having first-hand knowledge of at least some LDC's; 60% of the respondents

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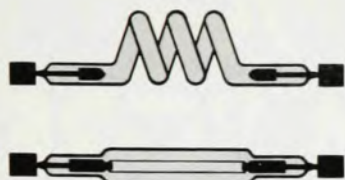
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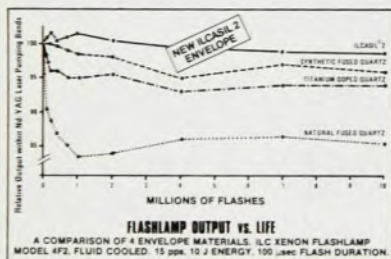
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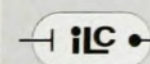
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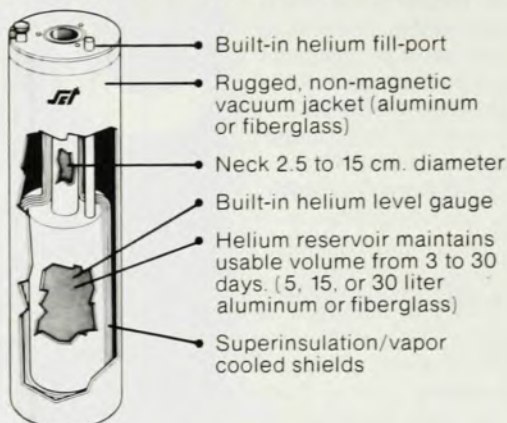
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letters

have personally been in a country outside the US, Canada, Japan or Europe, whereas an average of 4.3 other faculty members in their departments have visited such a country.

► 36% have considered spending a sabbatical leave in an LDC.

► There are approximately some 800-1300 graduate students, originally from an LDC, now studying physics in the US.

► Six departments already have some experience with bilateral links with overseas institutions.

These conclusions strengthen the arguments made in my article "Physics in the Developing Countries," (September 1972, page 40) and further indicate that the time has arrived for some action in the area of science development.

MICHAEL J. MORAVCSIK
University of Oregon
Eugene, Oregon

Textbook errors

During the last few months, I have read several articles that commented on the mistakes appearing in textbooks used at the elementary and secondary levels in the public-school system. In connection with courses I have taught, I have examined two such textbooks in some detail.

I found *Energy and the Atom*, by John Gabriel Navarra, Joseph Zaffaroni and John Edward Garone, Harper and Row, (a textbook widely read at the junior-high level) to be full of mistakes and misrepresentations. A few of the most flagrant are catalogued below in direct quotes:

Page 146: "An electric current is measured in volts and amperes."

Page 147: "An electric charge moves a force through a distance."

Page 159: "An electric current flows past a point at the rate of a certain number of amperes per second."

Page 337: "The electron is an inexhaustible source of energy."

The situation was the same in *Science for the Elementary School*, E. Victor, 1970, Macmillan. For example:

Page 277: "The moon keeps revolving around the earth because two forces are acting on the moon at the same time ..." (it goes on to say that one force is the earth's gravity, the other the force of inertia).

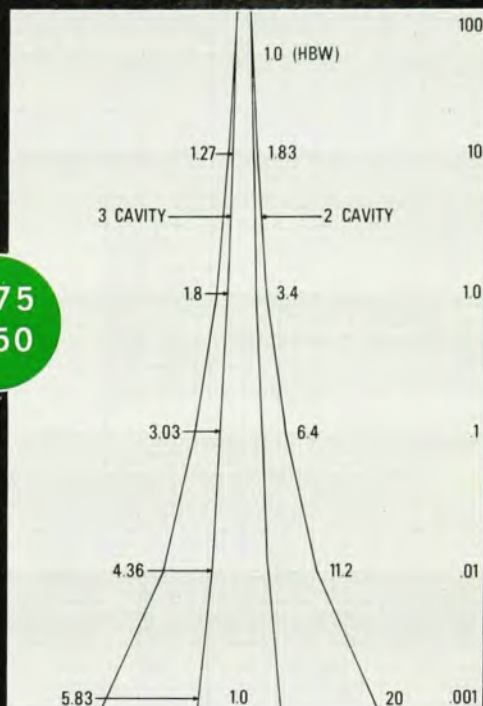
These quotations are only a few of the things I have noticed in a somewhat cursory reading, but I saw enough to make me realize that there were many mistakes. However, completely aside from the many errors, there was something else that bothers me even more. The textbooks seemed to me to be a

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