

Connections in Science: implications on idea generation and career development

ΣΞ

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<http://www.careerchem.com>

OUTLINE

Part 1: Getting the "big picture"

Developments in chemistry and other sciences impacting on chemistry

Part 2: Life of a Scientist

Biographical references on scientists

Patterns of success

Culture of "academia"

Comments from scientists about doing good science

Part 3: Connections between people and ideas

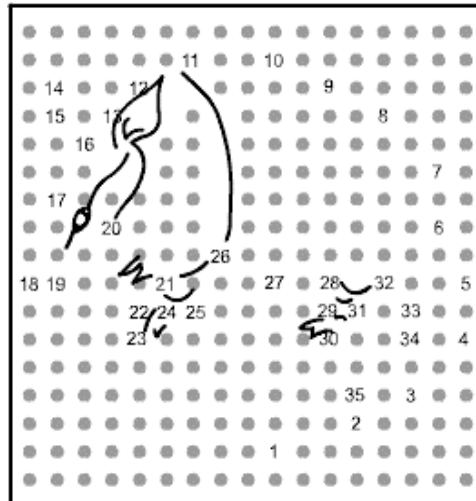
Brief survey of examples from scientific genealogy trees

Part 4: Contributions from Canadian scientists

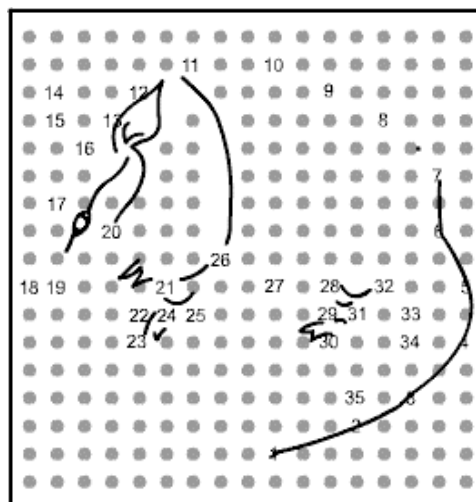
Surprises: "unknown" people

Development of chemistry knowledge in Canada

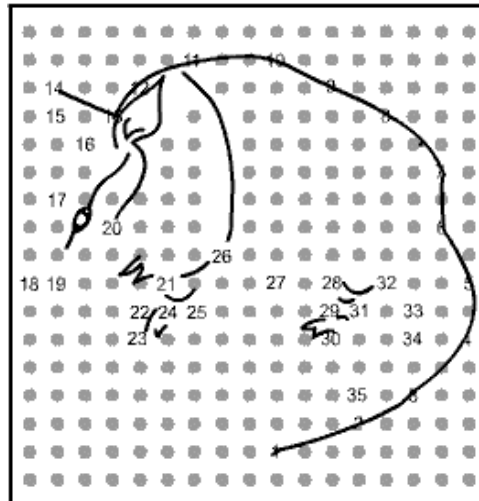
Getting the “Big Picture”



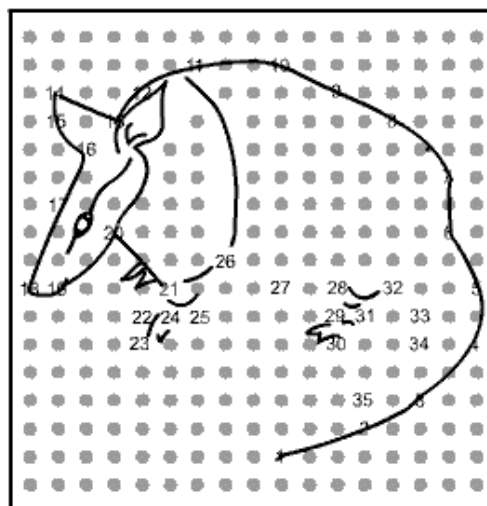
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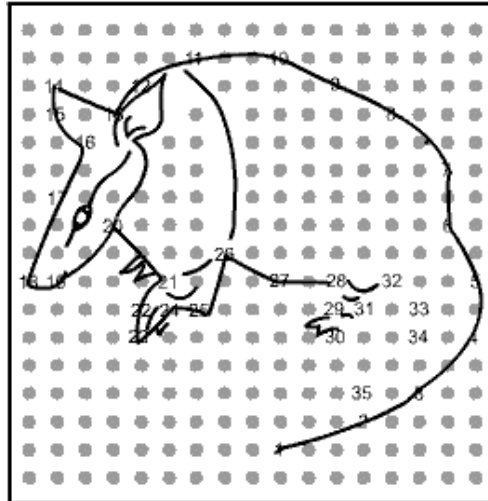
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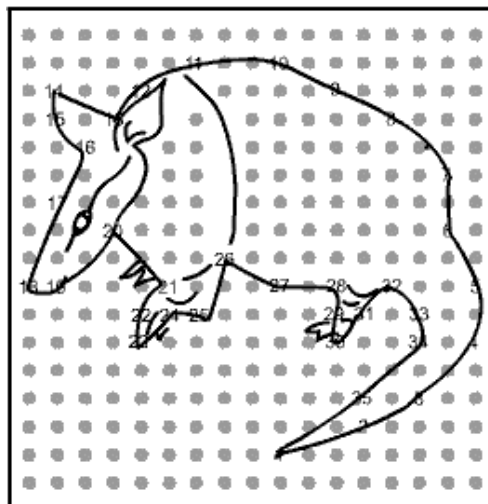
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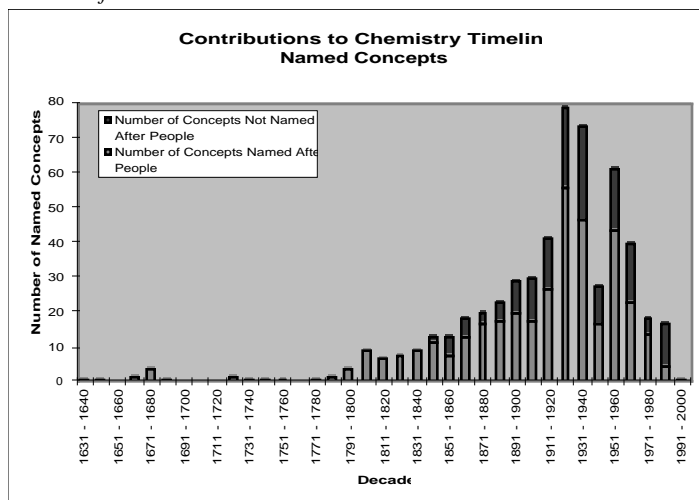
Getting the “Big Picture”



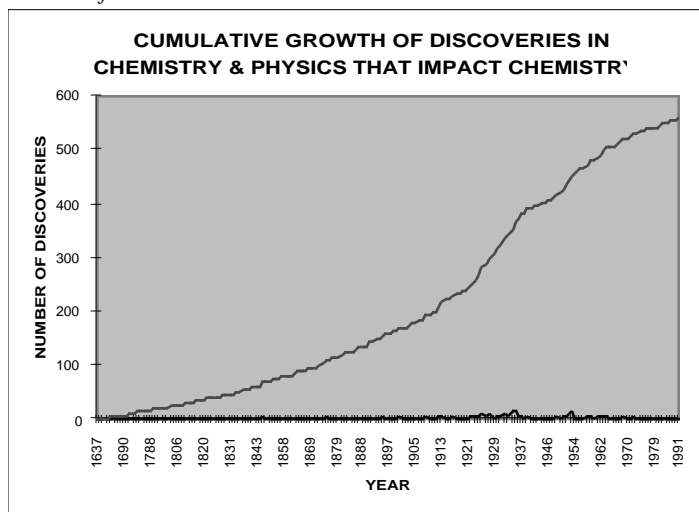
Getting the “Big Picture”



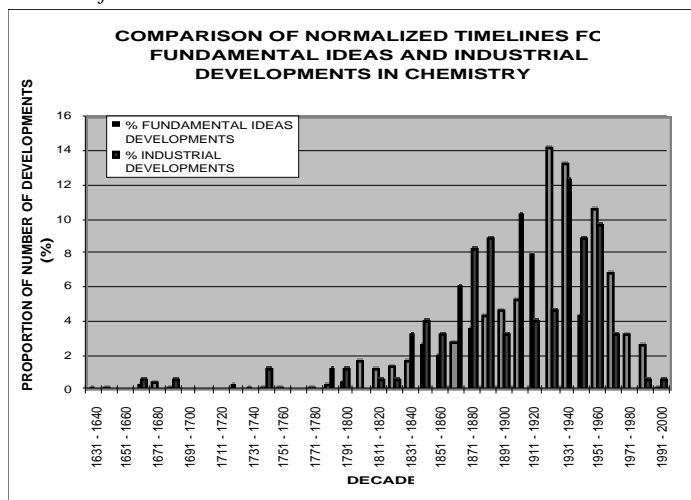
"Named" things signposts of what ideas are important and which stand the tests of experimentation, verification, and reproducibility over time
Good nomenclature elicits images and aids reasoning by analogy; it is the organic chemists' best friend. -- Donald J. Cram



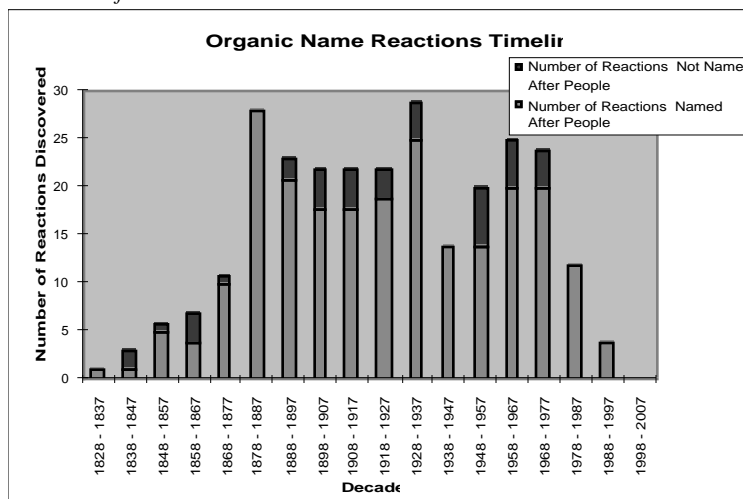
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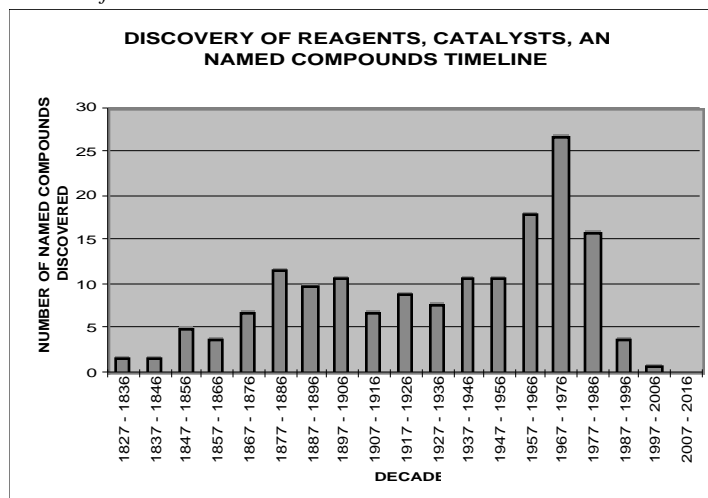
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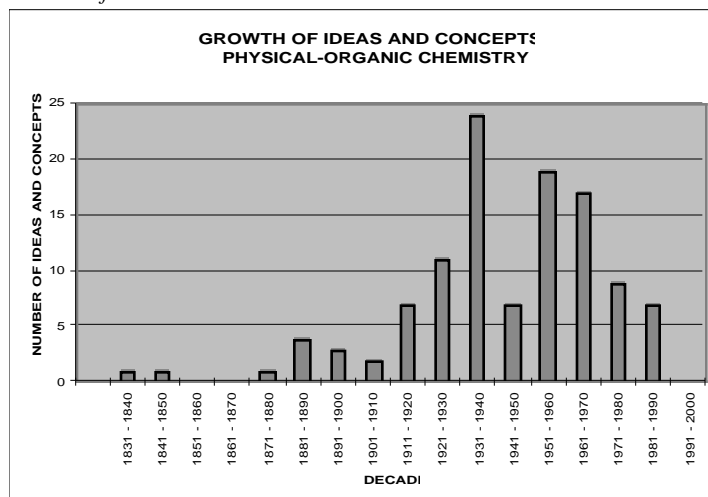
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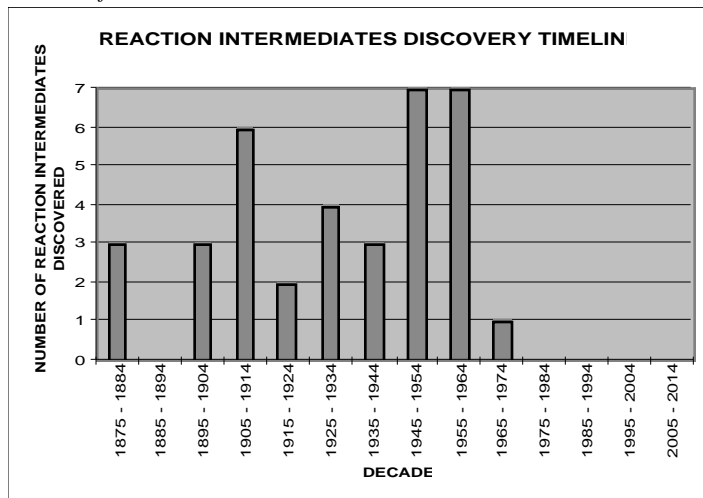
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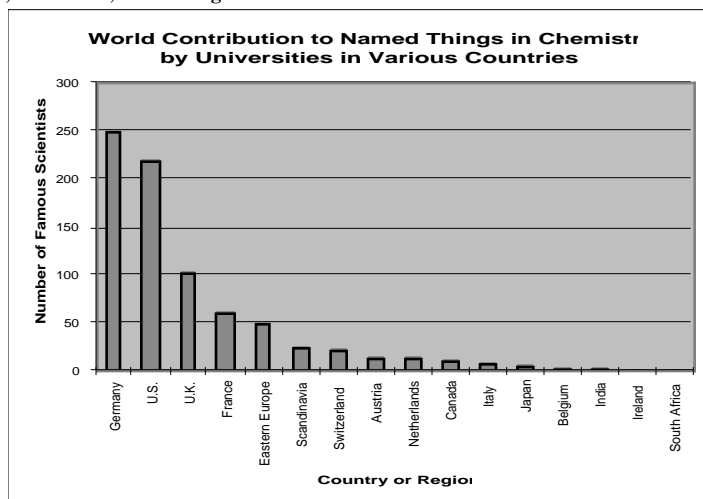


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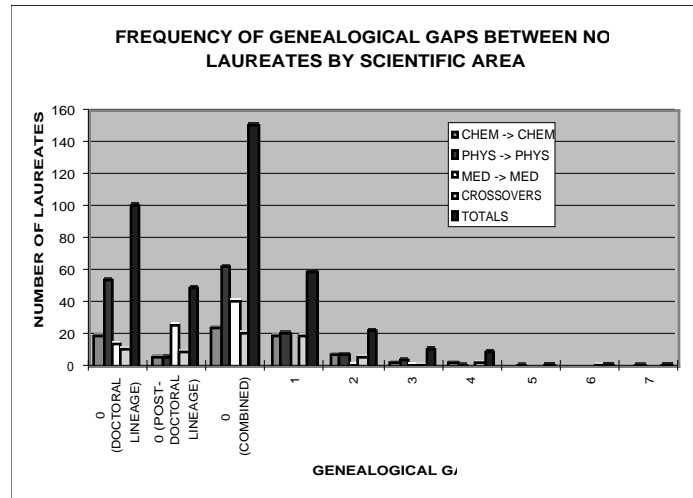


Universities where famous scientists studied:

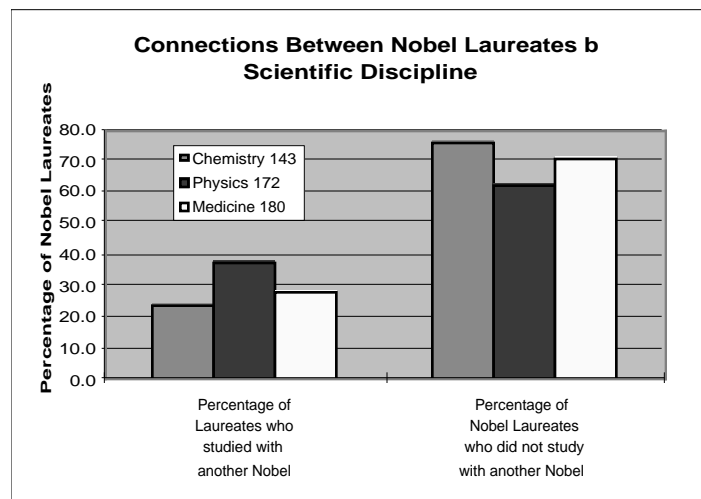
Cambridge, Harvard, Berlin, Göttingen, Munich, Leipzig, London, Heidelberg, St. Petersburg, UC Berkeley, Paris, Columbia, École Polytechnique, Oxford, Cal Tech, MIT, Wisconsin, Strasbourg



Nobel Prizes



Nobel Prizes



Universities where Nobel Laureates obtained their doctoral degrees

Number of Chemistry Prizes	University	Number of Physics Prizes	University	Number of Physiology & Medicine Prizes	University
14	Cambridge	19	Cambridge	19	Harvard
10	UC Berkeley	12	Columbia	17	Cambridge
9	Harvard	8	Chicago	12	Johns Hopkins
5	Munich	7	Berlin	10	Columbia Coll. Phys. Surg.
4	Berlin	7	Harvard	7	Berlin
4	Göttingen	7	Princeton	7	Munich
4	Marburg	7	MIT	7	Vienna
3	MIT	6	Cal Tech	7	Washington (at St. Louis)
3	Uppsala	6	Munich	6	Cal Tech Copenhagen

Where to find biographical information about scientists?

Gillispie, Charles (ed.) *Dictionary of Scientific Biography*

Obit. Not. Fellows Roy. Soc.; Biog. Mem. Fellows Roy. Soc.

Biog. Mem. Natl. Acad. Sci. USA; Current Biography

Profiles, Pathways, and Dreams Series, ACS: Washington, D.C.

Candid Science series, The Road To Stockholm

Ogilvie, M.; Harvey, J. (eds.) *The Biographical Dictionary of Women in Science*

Websites: Nobel Academy, Named Things in Chemistry & Physics

General: <i>The Chemical Intelligencer</i> (1995-2000) <i>Eur. J. Org. Chem.</i> (1998)	Swiss: <i>Helvetica Chimica Acta</i> (1918+)
British: <i>Chemical Society Reviews</i> (1972+), <i>Journal of the Chemical Society</i> (1849), <i>Green Chemistry</i> profiles (1999+), <i>Organic and Biomolecular Chemistry</i> profiles (2003+)	American: <i>Chemical Reviews</i> (1980+), <i>Accounts of Chemical Research</i> (1972+), <i>Journal of Physical Chemistry</i> Festschrift issues, <i>Chemical & Engineering News</i> obituaries and profiles
German: <i>Chemische Berichte</i> (1868 - 1997), <i>Angewandte Chemie</i> (1888+)	Canadian: <i>Canadian Journal of Chemistry</i> dedication issues (1988+)
French: <i>Bulletin de la Société de Chimie de France</i> (1889+)	Japanese: <i>Bulletin of the Chemical Society of Japan</i> (Accounts)

Key patterns of successful academics:

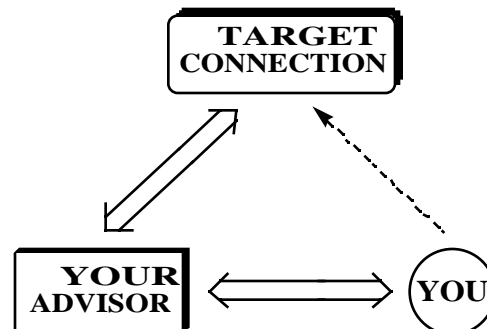
- 4 Were inspired at a young age about science
- 4 Learned by example; emulated past advisors => notion of "apprenticeship"
- 4 Sought people of influence who promoted their scientific efforts and ideas
- 4 Sought people who steered them in the path of other "good connections"
- 4 Sought professional allies from within and outside their area of science as early as possible (peers and higher ranking people) => scientific pedigrees
- 4 Sought mentors who made no distinction between excellence in research and excellence in teaching
- 4 Were aware of "local nodes" of scientific genealogy trees; were able to distinguish "diggers" (innovators) from "drillers" (followers)
- 4 Were proficient in using the scientific literature; clarified their scientific ideas, maintained focus on those ideas, and pursued them tenaciously and in many instances rather selfishly
- 4 Actively participated in the whole research/teaching enterprise: initiated their own ideas, asked important questions, developed a research plan, wrote their own scientific papers and proposals, announced their findings by giving talks at conferences
- 4 Willingly opened themselves up to criticism from others and showed resilience, stamina, and belief in their academic goals

Culture of "Academia"

Professional goals of academicians

- (1) To be recognized for their contributions to a field of study
- (2) To propagate and perpetuate those contributions through their students

Triangulation Principle and Rank-to-Rank Flow
Selling yourself versus someone else selling you



Comments from Scientists

A decisive influence for a research career is for it to be launched in a strong environment. The adviser counts the most, but the whole atmosphere is important, the other professors and fellow students, the technological level of the institution, the visitors, and so on. The research seminar is probably the single most critical ingredient in shaping the young researcher's career. It broadens his horizon, introduces him to new fields and outside scientists, with different styles and approaches, and teaches him how to conduct scientific discussions. The beginner sees how questions are asked and answered, witnesses the debates, and gradually becomes part of the process.

- Istvan Hargittai

Avoid dumb people...always turn to people who are brighter than yourself.

- James Watson

Most of what he [Michael Polanyi] taught me about physical chemistry I learned...from him. I was a student for six years in the department that he shaped in Manchester. The professor Meredith Evans was one of his favourite students and my PhD supervisor was another of his, Ernest Warhurst. What I learned from [my father's] students gave me a sense of scientific values -- where the field was going, what were the important questions to tackle, and, to a degree, how to tackle them. Without those things I would have been lost. But it happens that I didn't get them directly from him, but from people who owed a lot to him.

- John C. Polanyi

There is a greater chance of making significant discoveries at universities that have an intellectual ferment of people who exchange ideas and who have great skill in generating ideas. One needs to learn the "style" of producing great ideas by apprenticing with such people. Good teachers tell students what to pay attention to, what to accept, what to reject, what to retain, what to discard.

- John Polanyi (York University invited address, 2000)

From [Hans] Fischer I learnt the trade secrets of being a research chemist; I learnt from him how to pose a research problem, what one may and what one may not investigate, where to start and where to stop. I learnt the tenacity which must accompany a research work. I learnt that one must have the audacity to attack difficult problems, even when they will take a long time and will require a substantial effort.

- Costin Nenitzescu in *The Chemical Intelligence*, April 1999, 36.

Comments from Scientists

An appropriate answer to the right problem is worth a good deal more than an exact answer to an approximate problem.

- John W. Tukey

In science you sometimes find the solution to a problem from another field. - Aaron Klug

There is nothing more rewarding than linking two quite different subjects.

- Lord George Porter

It is essential in scientific research to make decisions on the basis of incomplete information.

- Istvan Hargittai

It's no trick to get the right answer about some scientific question when you have got all the data. A computer can do that. A real trick is to get the right answer when you've only got half the data and half of what you have is wrong, and you don't know which half is wrong. Then when you get the right answer you're doing something creative... That philosophy can lead you also into great troubles, and it frequently does but you can make advances that way because then you won't be bothered too much by the dogma of the day.

- Melvin Calvin

It is not easy to get money for a thing which is wild -- where you cannot say this is going to have results.

- Peter Debye

Research is not just going from mountain top to mountain top, you also have to work in the valleys, and that takes time and freedom. - Aaron Klug

A discovery is getting a counter-intuitive result that can't be explained. - John Polanyi

Good areas of science are selected on the basis of whether the ideas matter, whether they will change people's thinking rather than if the ideas will generate wealth. - John Polanyi

Comments from Scientists

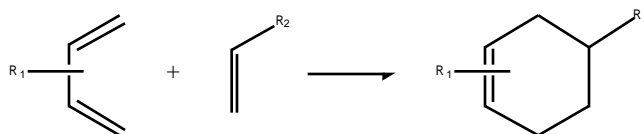
A scientific career is peculiar in many ways. Its *raison d'être* is the increase of natural knowledge. Occasionally, therefore, an increase of natural knowledge occurs. But this is tactless, and feelings are hurt. For in some small degree it is inevitable that views previously expounded are shown to be either obsolete or false. Most people, I think, can recognize this and take it in good part if what they have been teaching for ten years or so comes to need a little revision; but some undoubtedly take it hard, as a blow to their *amour propre*, or even as an invasion of the territory they have come to think as exclusively their own, and they must react with the same ferocity as we can see in the robins and chaffinches these spring days when they resent an intrusion into their little territories. I do not think anything can be done about it. It is inherent in the nature of our profession; but a young scientist may be warned and advised that when he has a jewel to offer for the enrichment of mankind some certainly will wish to turn and rend him.

- Sir Ronald A. Fisher, BBC interview 1947

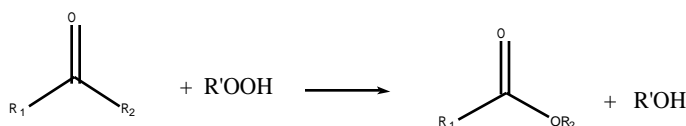
Survey of Connections Between People and Ideas

Type 1: Named thing shared between student and advisor

Diels-Alder reaction (O. Diels, K. Alder, 1928)



Baeyer-Villiger oxidation (A. von Baeyer, V. Villiger, 1899)



Survey of Connections Between People and Ideas

Born-Oppenheimer approximation

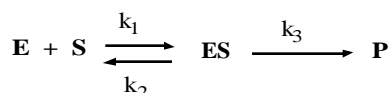
(M. Born, J.R. Oppenheimer, 1927)

Electronic motion and nuclear motion in molecules can be separated. Nuclear motions are considered fixed relative to electron motions. Hence, energy of electrons may be calculated for a fixed position of nuclei.

$$\begin{aligned}\Psi_{\text{molecule}} &= \Psi_{\text{electrons}} * \Psi_{\text{nuclei}} \\ \Psi_{\text{electrons}} &= \Psi_{\text{electronic}} * \Psi_{\text{rotational}} * \Psi_{\text{vibrational}} \\ E_{\text{electrons}} &= E_{\text{electronic}} + E_{\text{rotational}} + E_{\text{vibrational}}\end{aligned}$$

Michaelis-Menten kinetic scheme and equation

(L. Michaelis, M. Menten, 1913)



$$\frac{d[P]}{dt} = \frac{k_3[E]_0[S]}{K_m + [S]}$$

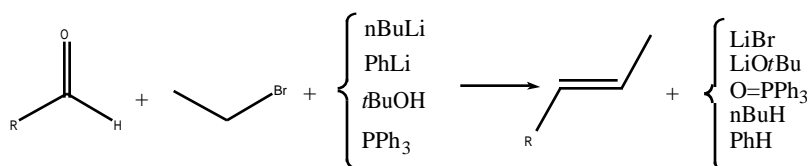
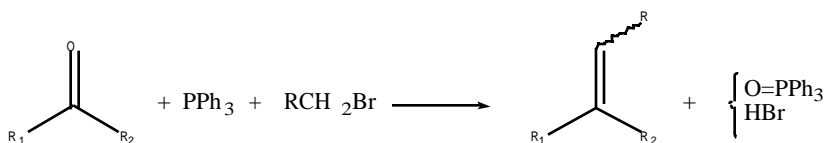
Survey of Connections Between People and Ideas

Type 2 Evolution of ideas from advisor to student

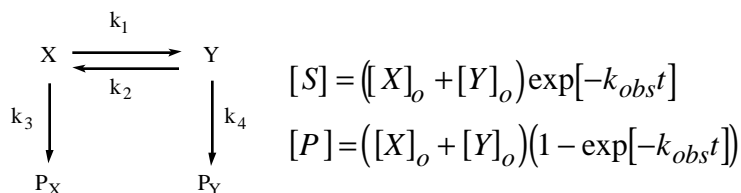
(innovator-follower)

Wittig reaction (G. Wittig, 1954) ->

Schlosser modification of Wittig reaction (M. Schlosser, 1971)



**Conformational theory (Sir D.H.R. Barton, 1950+) ->
Winstein-Holness equation (S.Winstein, N. Holness, 1955)**



$$\begin{aligned}
 k_{obs} &= \left(\frac{[X]_o}{[X]_o + [Y]_o} \right) k_3 + \left(\frac{[Y]_o}{[X]_o + [Y]_o} \right) k_4 \\
 &= \left(\frac{1}{1 + K} \right) k_3 + \left(\frac{K}{1 + K} \right) k_4
 \end{aligned}$$

**Stefan-Boltzmann constant and law (J.Stefan, L. Boltzmann, 1879) ->
Boltzmann constant (L. Boltzmann, 1877)**

$$\sigma = 5.669 \times 10^{-8} \text{ J m}^{-2} \text{ s}^{-1} \text{ K}^{-4} \quad k_B = 1.380 \times 10^{-23} \text{ J K}^{-1}$$

**Linear combination of atomic orbitals (LCAO) (J. Lennard-Jones, 1929) ->
Pariser-Parr-Pople theory (J. Pople, 1953) -> Magnetic resonance imaging (MRI)
(P.C. Lauterbur, 1970s)**

Karl Pearson

**Pearson system for characteriz
distributions:**

=> mean, standard deviation,

=> symmetry, skewness,

kurtosis (1893)

skew distributions (1895)

chi-square test for goodness
of fit and degrees of freedom
(1900)

William S. Gosset

student t-test and probable
error of the mean (1908)

Sir Ronald A. Fisher

distribution of correlation
coefficient (1915), concept
of maximum likelihood
(1921), analysis of variance
(1923), analysis of co-variance
(1922), concept of degrees of freedom
(1924), theory of statistical estimation
(1925), general theory of natural
selection (1930)

Chester I. Bliss

probit analysis and
determination of LD50 (1935)

Jacobian matrix and determinant (C.G.J. Jacobi, 1841) ->
Hessian matrix and determinant (L.O. Hesse, 1842)

Jacobian matrix is first-derivative of a vector-valued function of a vector variable.
Hessian matrix is second-derivative of a scalar-valued function of a vector variable.
Hessian matrix is the Jacobian matrix of the gradient.

Given scalar-valued function of a vector-variable $f(x_1, x_2, \dots, x_n)$

Gradient is $\nabla f = \left(\frac{\partial f}{\partial x_1}, \frac{\partial f}{\partial x_2}, \dots, \frac{\partial f}{\partial x_n} \right)$

Jacobian matrix element is $J_{ij} = \frac{\partial f_i}{\partial x_j}$

Hessian matrix element is $H_{ij} = \frac{\partial^2 f}{\partial x_i \partial x_j}$

Eigenvalues of Hessian matrix	Determinant of Hessian matrix	Character of critical point
All positive	Positive	Local minimum
One negative, rest positive	Negative	First-order saddle point (transition state)

Hessian matrix = force constant matrix

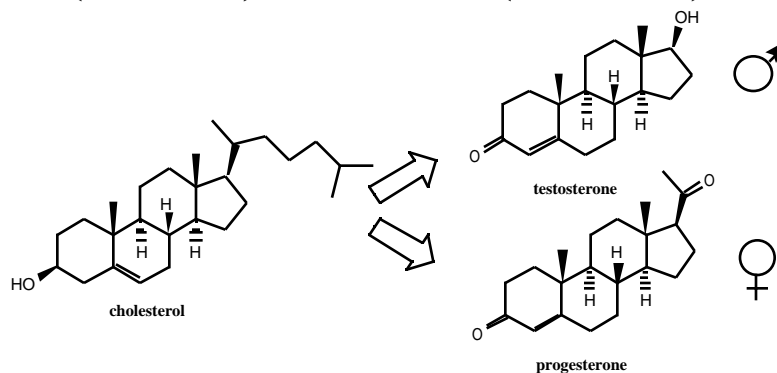
Eigenvalues of diagonalized Hessian matrix = vibrational energies

Kasha's rule (M. Kasha, 1950) -> El-Sayed's rule (M. El-Sayed, 1968)

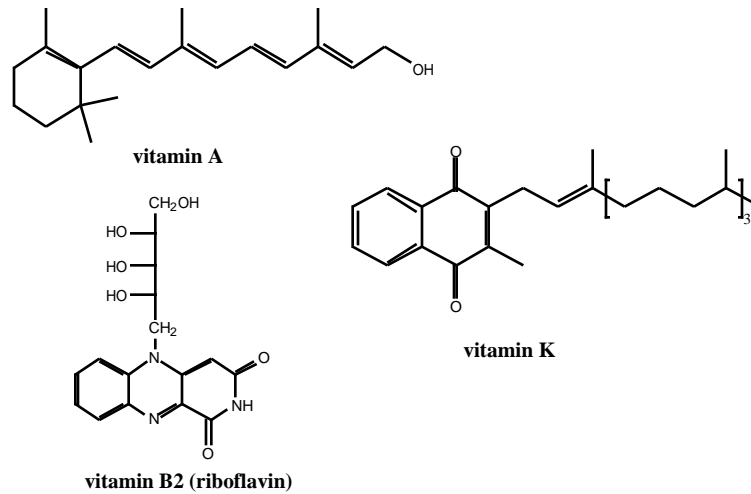
Kasha: Luminescence is the emission of light from an excited state to a ground state of the same multiplicity.

El-Sayed: Intersystem crossing from lowest singlet state to lowest triplet state is a fast process.

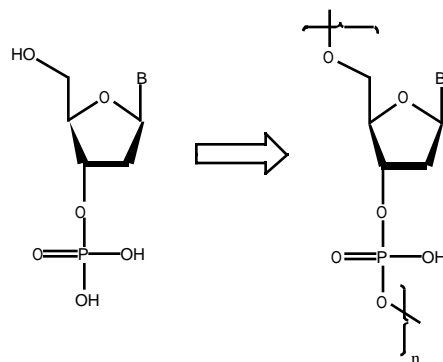
Sterols (A. Windaus) -> Sex hormones (A. Butenandt)



Synthesis of vitamins A and B2 (P. Karrer, 1931 and 1935)
-> Discovery of vitamin K (H. Dam, 1939)

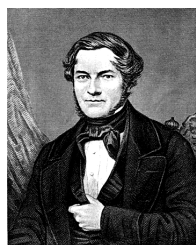


Synthesis of nucleotides (Lord A. Todd, 1947+) ->
Synthesis of genes (H.G. Khorana, 1979)



Macromolecular/polymer chemistry (H. Staudinger, 1922+)
-> Ziegler-Natta catalyst (K. Ziegler, G. Natta, 1955/6)

Example Genealogy Trees



Robert Bunsen



Antoine Balard



H. v. Helmholtz



F. Wilhelm Ostwald



Adolf v. Baeyer



Emil Fischer



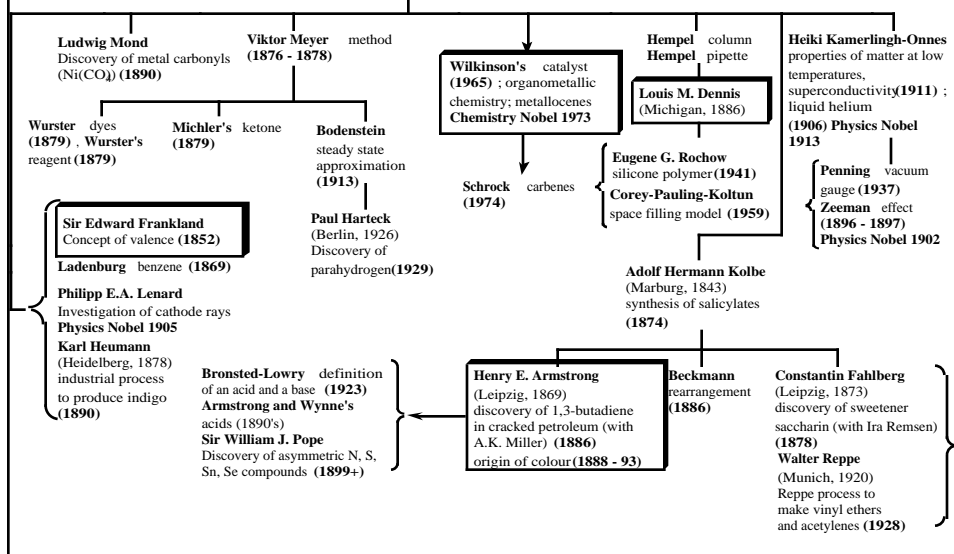
Sir J.J. Thomson

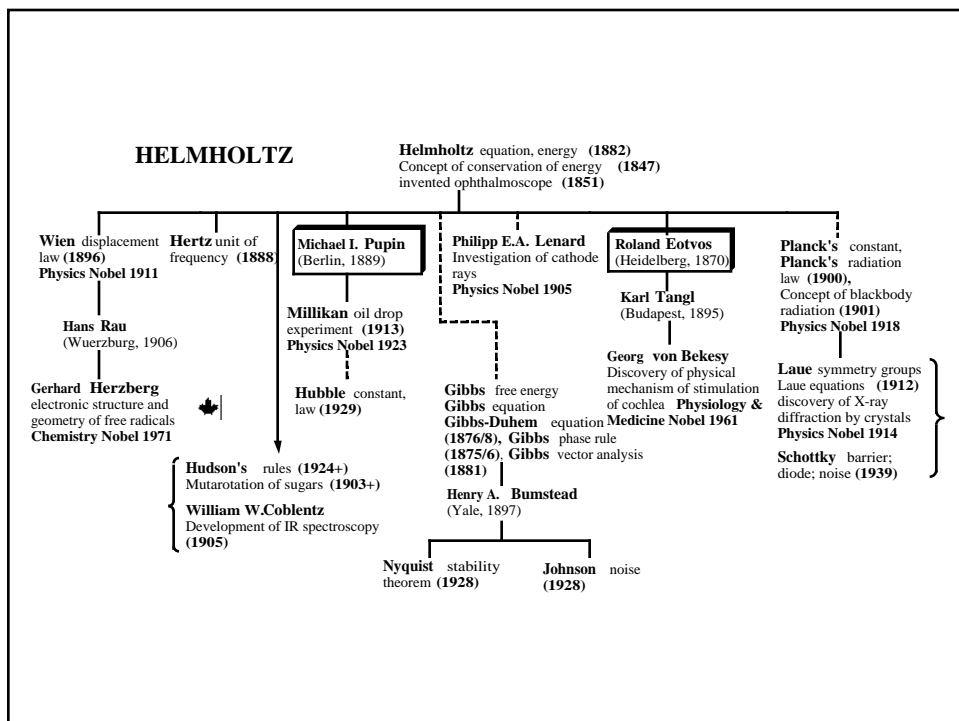
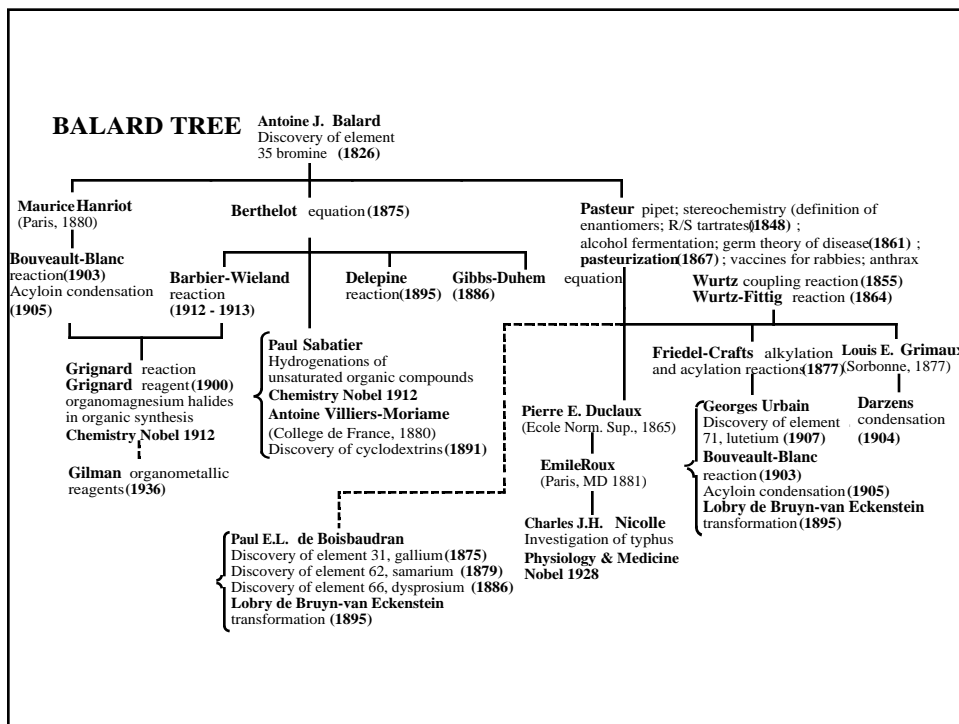
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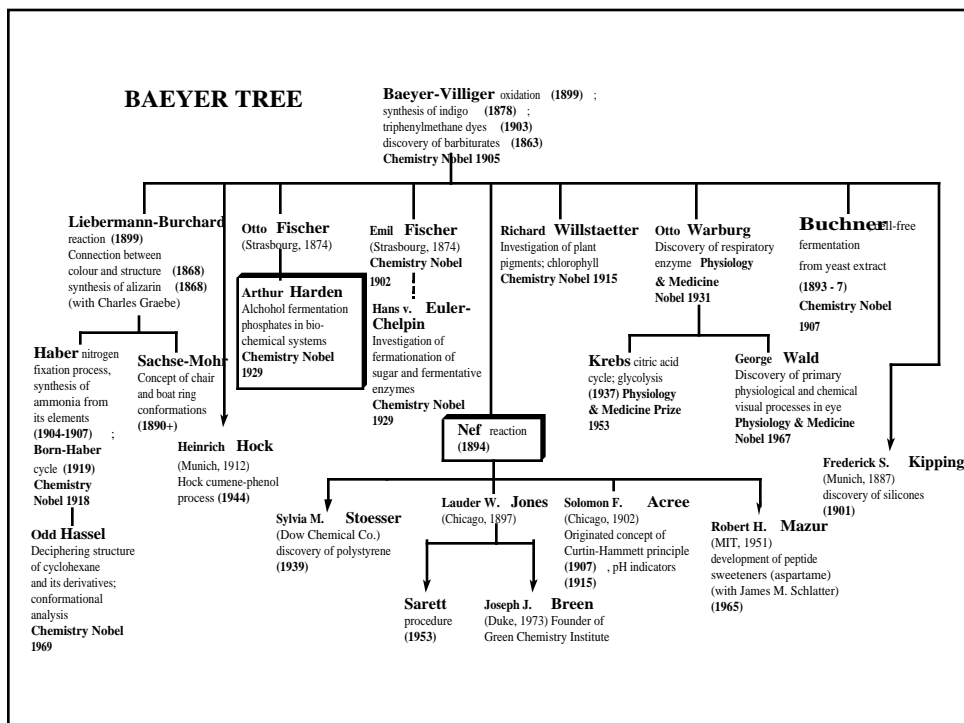
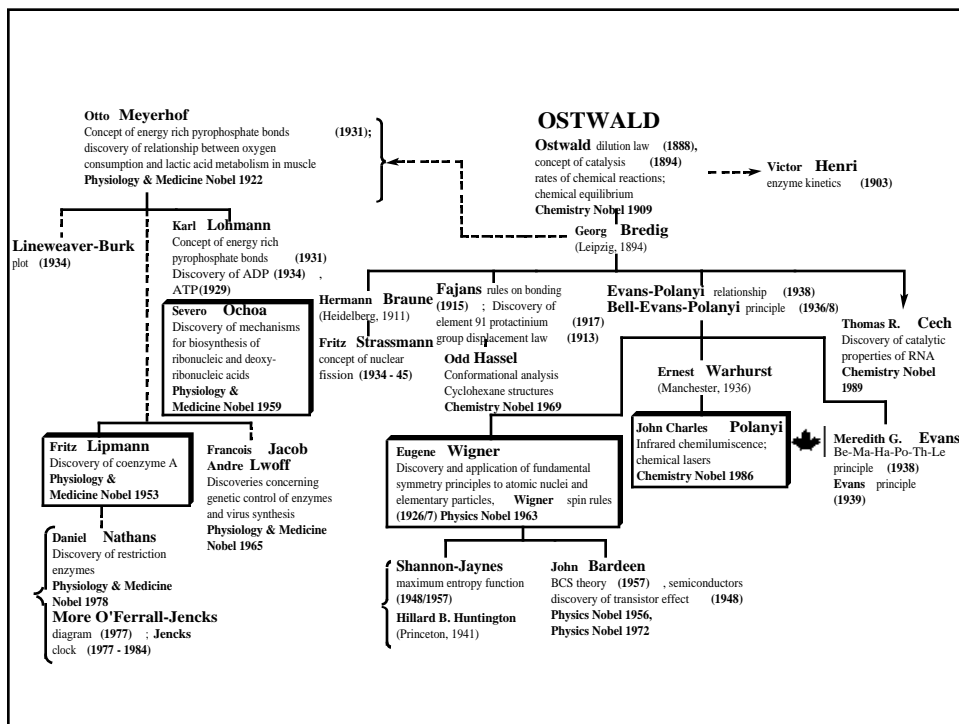
Type 3 Novel ideas and discoveries through generations

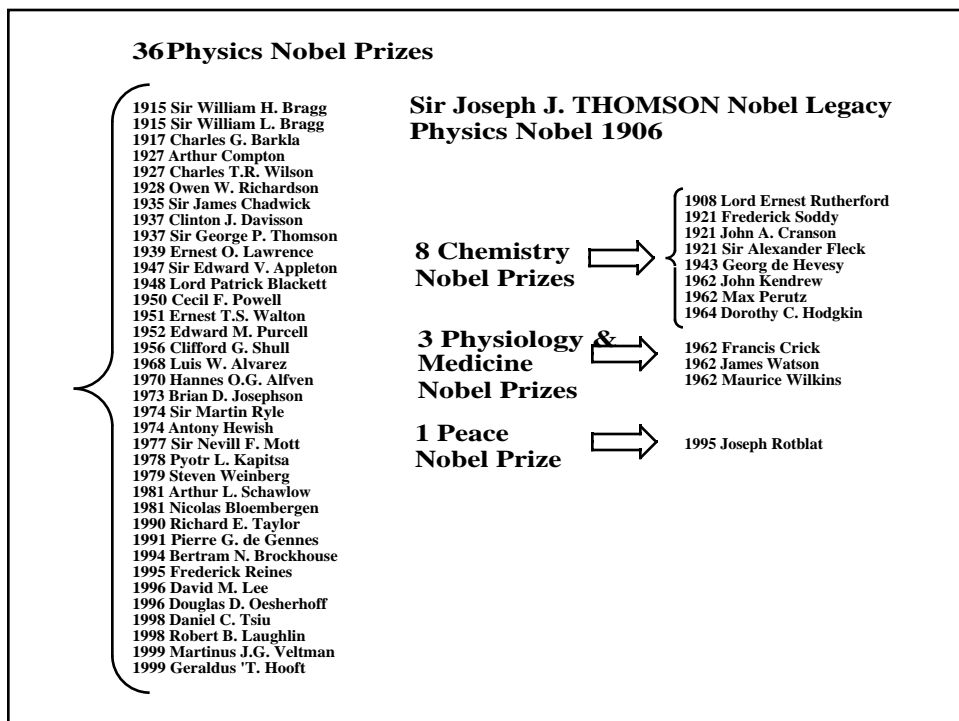
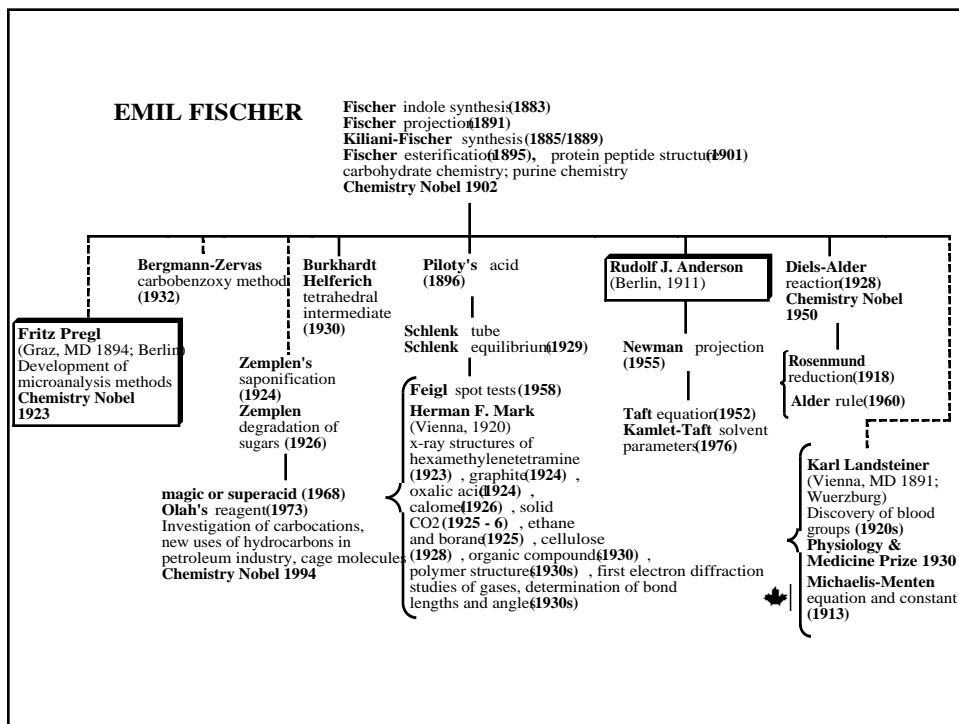
BUNSEN

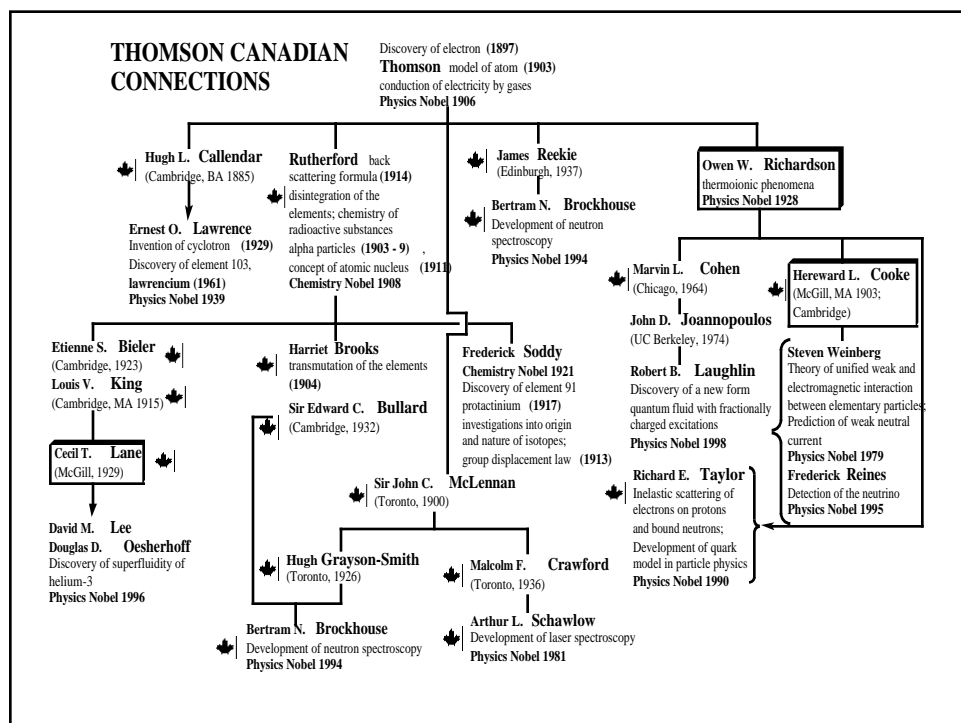
Bunsen burner, actinometry (1855) (with Sir Henry Roscoe)
 elemental spectrum analysis (1860) (with Gustav R. Kirchhoff)
 Discovery of element 37, rubidium (1861) (with Gustav R. Kirchhoff)
 Discovery of element 55, cesium (1860) (with Gustav R. Kirchhoff)











“Unknown” Canadian Scientists			
SCIENTIST	DATES	BIRTHPLACE	SCIENTIFIC ACHIEVEMENT
Avery, Oswald Theodore MD 1904 Columbia	1877 - 1955	b. Halifax, Nova Scotia	DNA as source of heredity (1944)
Brooks, Harriet T. MA 1901 McGill (Lord Ernest Rutherford)	1876 - 1933	b. Exeter, Ontario	Transmutation of the elements (1904)
Eadie, George Sharp Ph.D. 1927 Cambridge (J.B.S. Haldane)	1895 - 1976	b. Toronto, Ontario	Eadie plot (1942)
Giauque, William Francis Chemistry Nobel 1949 Ph.D. 1922 UC Berkeley (George E. Gibson)	1895 - 1982	b. Niagara Falls, Ontario	Absolute zero temperature (1927+), partition functions (1930)
Good, Norman Everett Ph.D. 1951 Cal Tech (Hershel K. Mitchell)	1917 -	b. Brantford, Ontario	Good buffer solutions (1966)

SCIENTIST	DATES	BIRTHPLACE	SCIENTIFIC ACHIEVEMENT
Kamen, Martin Ph.D. 1937 Chicago (William D. Harkins)	1913 -	b. Toronto, Ontario	Discovery of carbon-14 isotope (1941)
Menten, Maud Leonora Ph.D. 1916 Chicago (Albert P. Mathews)	1879 - 1960	b. Port Lambton, Ontario	Michaëlis-Menten kinetics (1913)
Moffatt, John Gilbert Ph.D. 1956 UBC (Har G. Khorana)	1930 -	b. Victoria, British Columbia	Pfitzner-Moffatt reagent (1963) (DMSO-dicyclohexylcarbodiimide)
Patterson, Arthur Lindo Ph.D. 1928 McGill (Arthur S. Eve)	1902 - 1966	b. Nelson, New Zealand	Patterson functions (1934)
Saunders, Frederick A. Ph.D. 1899 Johns Hopkins (Henry A. Rowland)	1875 - 1963	b. London, Ontario	Russell-Saunders spin-orbit coupling (1925)
Winstein, Saul Ph.D. 1938 Cal Tech (Howard J. Lucas)	1912 - 1969	b. Montreal, Quebec	Anchimeric assistance (1939); Normal salt effect (1940) with C.K. Ingold; Winstein equation; Grunwald-Winstein equation (1948); intimate and solvent separated ion pairs (1952) with D.J. Cram; special salt effect (1954); Winstein-Holness equation (1955)

Leaders in Canadian Chemistry Over the Years

