In the period since 1934, when I have been working as a vocational counselor for out-of-school youth and adults and have been teaching other counselors engaged in this work, I have time and time again encountered young men and women who have been quite needlessly forced to undergo the drudgery of repeating their high school chemistry and/or biology in the first year of college, or have been influenced to make very drastic changes in their education-vocational plans by this regulation.

I do not think that I need to stress, in this enlightened age, that the motivation of interest is probably the most potent force we can arouse in the classroom. I also think that many thoughtful educators will not lightly dismiss youthful disinclination to repeat science courses—it smacks of the Middle Ages to talk of "discipline" as an excuse for enforcing monotonous repetition.

It might also be suggested that in many senior high schools the size of classes and the quality of teaching is superior to the overcrowded classrooms and laboratories and the routine type of instruction found in many first year college science courses.

It is granted that some standards are needed. High school science instruction, in chemistry, physics, and biology, varies a great deal in various states. However, if the college science faculties and committees on admissions can bring themselves to evaluate the quality of science teaching in various states and even in various municipalities within states, they can eliminate a practice which experienced vocational counselors can testify is either driving students to abandon plans for scientific work or exposing them to an educational ordeal which is inclined to cause youthful doubt as to whether education really lives up to the enlightened claims in which it is so prone to indulge.

I am not prepared to agree that college admissions authorities should "require" a two- or three-year high school science sequence as a prerequisite to college admission. College admission requirements are inflexible enough as it is, but it is reasonable to suggest that college science faculties give the same recognition to high school science work, in well-conducted courses in chemistry, physics, and biology, as is given by language and mathematics faculties to high school work in those fields.

This encouragement of high-quality work in chemistry, physics, and biology in high school, rather than the science survey courses, will also assure that high school students who do not go to college will have some adequate knowledge of scientific progress and problems, useful either in their future orientation in business or in the skilled trades.

ROSWELL WARD
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Recent Additions to the Dudley Herbarium

By the terms of the will of the late Dr. L. Herman Knoche, of San Jose, California, Stanford University has received his entire herbarium and botanical library. The herbarium specimens and the famous collection of botanical reprints assembled by Adolph Engler have been moved into the quarters of the Dudley Herbarium and are already available for use by qualified graduate students enrolled at Stanford, by the staff, and by other investigators interested in taxonomy, ecology, and geographical distribution of plants.

The bulk of Dr. Knoche's herbarium (totaling over 125,000 sheets of dried specimens) was accumulated by Gaston Gautier and consists, for the most part, of specimens collected in southern Europe and other areas adjacent to the Mediterranean Sea. This collection contains a large number of specimens cited by various European authors and is very valuable to botanists of the Western Hemisphere who wish to study authentic material from southern Europe and northern Africa. A few scattered specimens from other parts of the world are also included, but these are decidedly in the minority. None of these specimens is mounted, all of them being laid between sheets of thin paper, the labels being tucked under the stems or leaves of specimens to which they apply. In most cases only one collection is represented on a sheet, but in a few cases two separate accessions have been placed in the same double sheet. Those that have thus far been examined are quite distinct in appearance when two are on the same sheet, so no serious difficulty is anticipated in separating them and getting them segregated onto individual herbarium sheets. The bundles are arranged systematically, and any desired family or genus can be extracted readily for study.

Engler's collection of reprints covers several broad fields in botany in addition to strictly taxonomic treatments of vascular plants. Sections of it deal with geographical distribution, ecology, plant physiology, morphology, floristic studies of various regions, and small sections on algae, fungi, mosses, liverworts, and ferns. The taxonomic parts were arranged according to families, following the Engler and Prantl system, and have been kept in the same order in which they were classified by Engler himself. Many of the folders in which loose reprints are tied still bear the labels written in Engler's hand. The collection contains over 25,000 separates.

The library of bound botanical books is rich in floras from many parts of the world and contains a number of comparatively rare works not generally available in the libraries of the western United States. This portion of Dr. Knoche's library has not yet been catalogued and placed at the command of the botanists working on the Stanford campus, but it is hoped that this task will go forward steadily and that the entire library will be available for use within a few months.

IRA L. WIGGINS
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New Use for DDT

"Scab mites" (*Psoroptes cuniculi*) often cause extensive scab formation in the ears of laboratory rabbits. These mites do not burrow beneath the skin, but remain