in teaching at liberal arts colleges.

This year our department had a faculty opening for an experimental physical chemist. We placed an advertisement for 2 weeks in a professional magazine. We received a total of 281 applications. On the basis of current or most recent full-time employment, these can be categorized as follows: (i) graduate students (23 percent); (ii) first postdoctoral appointees (28 percent); (iii) second or later postdoctoral appointees (11 percent); (iv) faculty members (22 percent); (v) industrial employees (13 percent); and (vi) government employees (2 percent).

The percentages of currently unemployed, female, and noncitizen applicants were 12, 3, and 27, respectively.

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Pesticide Labeling

I am collecting case histories of poisonings by combination preparations of pesticides, particularly those composed of various mixtures of phosphate esters, carbamates, or chlorinated hydrocarbons. Those cases in which information about instructions for use printed on labels have been inadequate, confusing, contradictory, or absent are especially pertinent to this study.

While there are many reported instances of poisonings by individual compounds, case reports in which several pesticides in combination were involved are not commonly reported in the literature. Many poisonings from these combinations may go unreported owing to the difficulties in establishing which of the agents is responsible for the patient's symptoms.

I urge scientists and physicians who know of such cases to write to me.

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Definition of "Good Teaching"

In his letter of 11 June, Dow pleads for a definition of "good teaching."

A good teacher is a person who provides far more than textbooks or lectures; he offers himself as a model for his students' identification; through him they not only know more than they knew before, but also they are more than they were before. A good teacher, regardless of his subject, catalyzes the student's self-discovery, and the joy of the *ding an sich*—the thing-in-itself, the excitement of knowing for itself. The great teacher goes farther; in his unique way, he legitimizes for his gifted students the myriad awe-inspiring experiences from which new creative possibilities and combinations spring forth.

John Ciardi correctly notes that American mass education aims for the development of a universal standard of subliteracy. As the educational edifice weakens, its standards fall farther, its incredible bureaucracy proliferates, and it is no wonder that educators must indulge in pseudoscientific, numerological mumbledepeg to "discover" what it is they think they are supposed to be doing with students. As Dow states, "many of the teaching-versus-research studies . . . simply result in quantifying the obvious." How right he is!

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Women in Physics

The American Physical Society has appointed a Committee on Women in Physics which requests the following information for its study.

First, we are compiling a roster of women physicists and would very much like to know the names and present addresses of all women physicists, especially those who are not members of the American Physical Society. The term physicist is meant to include women with B.A.'s, B.Sc.'s, or higher degrees who are actively engaged in work related to physics and also women with advanced degrees in physics working in areas not related to physics or not presently working.

Second, we are soliciting comments and recommendations to the committee from all women physicists, both members of the American Physical Society and nonmembers.

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