mates that when fully phased in 2005, costs will be $25 billion, or 24 cents per day per person. Moreover, numerous public opinion pools over the years have repeatedly shown the public's willingness to pay substantial amounts for clean air.

Abelson's statements regarding jobs and international competitiveness are without support. Analyses by the EPA as well as by the Council of Economic Advisors indicate that the legislation will not have a permanent effect on the aggregate level of U.S. employment. Indeed, some analyses show that 15,000 jobs are created for each billion dollars spent on air pollution control. Total impacts on international competitiveness are unlikely to be of significance to trade. Indeed, one of our most competitive trading partners, the Federal Republic of Germany, has already adopted a technology-based control program for about 200 substances that are toxic in air which is similar to the technology standards contained in this bill and is far ahead of the United States in controlling the pollutants that form acid rain.

Much of the editorial is related to issues surrounding the provisions of the bill for toxic substances in air. These provisions lay out a clear schedule for technological controls over the next decade: within a year EPA will apprise industry of the chemicals and source categories it intends to control. Rather than creating uncertainty for industry, this should provide a much clearer road map for corporate pollution control planners than has existed in the past. The bill also builds on the efforts of industry in recent years to engage in voluntary action to control or prevent toxic air pollution. Both the bill and the current industry activities are in direct response to the public concern expressed over toxic substances in air.

Historically, actual costs are generally much lower than projections because of improved technologies. For example, in 1971 the oil industry estimated that lead phase-out would cost 7 cents a gallon, or $7 billion a year. In 1990, with 99% of lead phase out accomplished, actual costs are only $150 million to $500 million a year, 95% percent less than earlier estimates.

The new Clean Air Act passed with strong margins in both houses of Congress because it had the strong support of the President, the Congress, and the public, and various interest groups and because it includes innovations to stimulate market responses at the lowest cost, such as the acid rain trading allowance system. The scientific testimony during the debate indicated substantial health and environmental benefits. Analysis of impacts does not demonstrate major untoward effects on the economy. This effort deserves a more considered and informed summary than it received in Abelson's editorial.

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Evaluating Teaching

We at Williams College have always been proud of the famous story of Mark Hopkins, our former president, on one end of a log and a student on the other end. Indeed, our student pub is called "The Log." So imagine our dismay to find Daniel E. Koshland, Jr., crediting the story to a generic "Thoreau's ideal" (Editorial, 18 Jan., p. 249).

As is often the case, the story commonly told—Mark Hopkins on one end of a log and the student on the other—is not quite accurate. The original statement was made in 1871 by James A. Garfield, just elected president of the Williams College Society of Alumni and later (in 1880) President of the United States. Garfield, a member of the Williams Class of 1856, said, "Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him!" Mark Hopkins was president of Williams from 1836 to 1872. His brother Albert founded our Hopkins Observatory, the oldest astronomical observatory in the United States, in 1836.

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Koshland's editorial of 18 January struck many sympathetic chords with me, but I think that he was too hard on students. The issue is not between "more lenient" and "highly demanding" in a professor's approach to the class. Arguments in this vein are often given to justify one's mediocre classroom performance.

Students have considerable insight and judgment generally and look for "value added," realistic goals, and fairness. They understand that only the best should get the top grades, but they can wonder when a disproportionate number of highly selected students—admission standards are very high today—fail a class or find that the class average on examinations is regularly 30%.

It has been my experience that students will respect a teacher who works them hard if they perceive that the teacher is also working hard to help them grasp the subtle insights and extend the work to new, and sometimes exciting, applications. Students are quick to recognize the teacher who has spent too little time on preparation. They are too often numbed by an ambience that caters only to the best students and tolerates, but just barely, those who do not get A's but will be the majority, and therfore the backbone, of our future society. At the "research universities," B students are still first-class minds.

Thus, I believe that good or poor student evaluations of courses and teachers are less dependent upon the class being tough or easy, but more upon the student's perception of the teacher's commitment to the process of information transfer from one generation to the next, a job researchers should do very well indeed.

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Although evaluating teaching is a difficult task, I'm not sure that it is as categorically different from the task of evaluating research as Koshland suggests. The "quantitative measures" of research ability that he cites (grant support, invitations to speak, prizes, and so forth) are, after all, only indices of the scientific community's evaluation of the *quality* of research. This evaluation is conducted through the time-consuming processes of peer review, citation analysis, and all the other, less formal mechanisms by which a scientist's research comes to be assessed. If we were to accord teaching the same serious attention accorded to research, no doubt equivalent quantitative measures of teaching ability and productivity would be forthcoming. But this is unlikely to happen until the reward systems of our leading universities do more to recognize the importance of good teaching to continuing the expansion of the scientific frontier. Leon Lederman (quoted in News & Comment, 18 Jan., p. 267) says that "You shouldn't have to bribe people to be teachers." You shouldn't have to bribe them to be researchers either; however, human nature being what it is, most people will put their energy into rewarded rather than unrewarded activities.

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Erratum: The article "Exact solution of large asymmetric traveling salesman problems" by Donald L. Miller and Joseph F. Pekny (15 Feb., p. 754) should have included the following note. "Supported by National Science Foundation grant 9058073-DDM and by the Engineering Design Research Center at Carnegie Mellon University."