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Greenwood's use of the condemnatory term "wolf" is an insult. I am one of the individuals to whom she refers, and I certainly do discriminate, but only on the basis of merit!

Whatever the merits of Greenwood's case, the first principle of free scientific inquiry has been violated by the use of prejudicial language in making an argument.

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While I agree with most of Greenwood's editorial, I was taken aback by the use of the same preachy, aggressive, and polarizing rhetoric that is described in the editorial as deplorable when used by those opposed to affirmative action. This mode does not facilitate open discussion or engender feelings of goodwill. I would feel uncomfortable discussing my views and concerns regarding affirmative action with Greenwood. Like many (moderate?) people, I agree with the goals but am ambivalent about the implementation and use of "diversity tools." Among other things, I believe affirmative action should be based primarily on economic need. Humans have good reason to fear hungry, circling wolves. However, wolves do not act out of malice, but practicality. They would probably find Greenwood's characterization naïve (not unlike some Rousseau paintings). I thought Greenwood's grandmother's observation about the nature of manners more keen and appropriate to the discussion and would rather hash these issues out with her—maybe over tea.

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Confident Females?

The article "Computer culture deflects women and minorities" by Virginia Morell ("Maintaining diversity in science: Women and minorities '96," News, 29 Mar., p. 1915) states that preliminary results from our ongoing study of computer science majors at Carnegie Mellon University (CMU) find female students who recently immigrated to the United States "reveal no lack of confidence . . . even though American-born women in the same classes are filled with self-doubts." This needs to be clarified. We have heard from female CMU students who have recently immigrated to the United States that not until they came to America did they begin to hear about math and science being a "boy thing." These women are strong in math and science; their minds are not cluttered with notions of females being out of place in these fields. But it does not follow that they reveal no lack of confidence. It is hard to be a female with little previous computing experience, thrown into a pool of top computer science students (who are predominately male), and not experience some lack of confidence.

Jane Margolis
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Ph.D.'s as K–12 Teachers

I agree with much of the letter by Shoumen Datta (29 Mar., p. 1789), who had a good view of the "real 'action' " from the superintendent's office in the San Francisco Unified School District, especially as to the emphasis on content, presumably of subject

matter. I say this partly because depth of understanding and knowledge of subject matter enable a teacher to recognize unusual, nontextbook responses as valid and creative and to use them as teaching opportunities.

However, there is a gap in the logic that takes Datta from the hope that Ph.D. scientists will consider careers teaching grades kindergarten through 12 (K–12) to the concept that good teachers produce good students. A Ph.D. is trained primarily to do research; his or her teaching experience is typically limited to university undergraduates. While the subject matter for a university course is arguably more demanding than that for K–12, there are developmental issues in grades K–12 that are perhaps even more demanding. Readiness to learn, self-control, special needs, and English as a second language are a few of these.

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An "Ordinary" Scientist?

I was amazed to see Dick Day's statement that some people think we might keep persons like Adolph Hitler from coming to the United States if we were to stop foreign scientists from coming to work in this country (J. Glanz, "Proposals that would limit visas strike fear at universities," News & Comment, 12 Apr., p. 190). Come to think of it, if Hitler had emigrated to the United States, he might have been just an ordinary scientist.

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Corrections and Clarifications

The illustration at the lower left of the 26 April Table of Contents (p. 458) was incorrectly labeled. The page number below it should have been, "p. 523" (referring to the report by H. Dai *et al.*, "Probing electrical transport in nanomaterials: Conductivity of individual carbon nanotubes"), and the caption should have read, "Making the proper connections."

In the 12 April Random Samples item "Nature v. culture: A lesson from the guppy" (p. 203), the affiliation of Anne Houde should have been given as Lake Forest College, Lake Forest, Illinois.

The credit for the illustration accompanying the Perspective "Green light for steroid hormones" by D. W. Russell (19 Apr., p. 370) should have stated, "Reprinted by permission of the American Society of Plant Physiologists." Reference 4 of the Perspective should have read, "M. Szekeres *et al.*, *Cell* **85**, 171 (1996)."

The author note for J.-F. Allemand, D. Bensimon, and V. Croquette, co-authors of the report "The elasticity of a single supercoiled DNA molecule" (29 Mar., p. 1835), should have read, "Laboratoire de Physique Statistique de l'ENS, associé aux CNRS et aux universités Paris VI et VII, 24 rue Lhomond, 75231 Paris Cedex 05, France."

In the Research News article "Analyzing molecular structure with astronomical speed" by Wade Roush (23 Feb., p. 1060), the Molecular Structure Corporation's location should have been given as The Woodlands, Texas, not Houston.

Letters to the Editor

Letters may be submitted by e-mail (at science_letters@aaas.org), fax (202-789-4669), or regular mail (*Science*, 1200 New York Avenue, NW, Washington, DC 20005, USA). Letters are not routinely acknowledged. Full addresses, signatures, and daytime phone numbers should be included. Letters should be brief (300 words or less) and may be edited for reasons of clarity or space. They may appear in print and/or on the World Wide Web. Letter writers are not consulted before publication.