difficult to say, write or read than is *autoradiography*.

Happily we do agree with these authors on the suffix to be used to denote the results of radioautography—namely, *-gram*. *Radioautogram* and the contraction, *autogram*, are perfectly good terms.

We hope that those who have occasion to deal with radioautography will give a little thought to the semantic problem and henceforth use the correct terminology.

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Training of High-School Teachers

The shortage of teachers usually is attributed mainly to their low economic and social status, but improvement in this direction alone, however desirable, does not guarantee a sufficient increase in the number and quality of students entering colleges of education, because the training programs offered at present may not be attractive enough. Therefore, alternative methods of teacher recruitment should be explored.

It is not widely recognized that the whole concept of training secondary-school teachers in the United States is basically different from that of all European countries: it stresses professional training at the university, leaving little time for the study of subject matter, whereas in Europe the emphasis is on a broad education and study of subject matter. For example, prospective teachers in a German Oberschule, which corresponds closely to our high school, study at a university for 4 years, without being attached to a separate department of education. They follow curriculums like those offered by our liberal arts colleges with a wide choice of major subjects. After a comprehensive examination, the preparation of teachers is completed by 2 years of in-service training with pay and a professional examination. Other European countries have similar training programs. There can be little doubt that under such a system many teachers could be procured also in the United States, because most of the graduates of our liberal arts colleges would become eligible for a teaching career.

Because in Europe little or no educational training is given to prospective high-school teachers at the university, many of these students are attracted to the university primarily by their interest in subject matter. Whether this has a favorable or unfavorable effect on selection of teachers may remain undecided, but it should be considered that the training offered opens their careers as well and that the decision to become a teacher need not be made when one is entering the university. For example, many European scientists have emerged from this large pool of students. Conclusive evidence about the merits of the European teacher training probably could be obtained rather readily by comparing the results achieved in European and American schools.

The present crisis is so urgent that all possibilities of improving the supply of well-trained teachers should be considered. Experiments with untried methods may not be necessary, because the apparently successful European system points toward a solution of the problem.

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Hidden History of a Dictionary

In his kindly review of *The International Dictionary of Physics and Electronics* [*Science* **124**, 728 (19 Oct. 1956)], Bowen Dees states that it would be interesting to know who conceived the idea of this volume. Apparently he has learned, as I have, that the title page of a book does not always reveal its history. I am glad that he has given me an excuse to complete the record and to give credit where credit is due.

The idea of a modern dictionary of physics was conceived in a conference of the officers of the Van Nostrand Company, under the leadership of E. M. Crane, Sr. The success of the *Chemists' Dictionary*, published in 1953, led this group to believe that a volume dealing with physics would find use and acceptance. The problem of its production was turned over to William R. Minrath, who brought to it considerable experience in scientific and technical lexicography. It was he who searched the literature for a list of terms to be included, collected definitions approved by professional organizations, and did the basic spade work on which the final compilation was based. Only after he had completed this process were the editors chosen. We added to Minrath's list; we deleted from it; we revised definitions; we felt throughout a great debt to the man who had contributed more than any of us but who, as an officer of the publishing house, refused to have his name included among the editors.

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Australia Free from Rabies

In a report on zoonoses [*Science* **123**, 94 (20 Jan. 1956)], based on a recent article by Meyer [*Bull. Med. Research* **10**, No. 1, 2 (Sept.–Oct. 1955)] there is the statement: "No part of the world is free of rabies." In point of fact, there is a very large part of the world that is free of rabies in the Pacific area, even though much of it is water; however, one could start from the west coast of North and South America, across to a line skirting the east coastlines of Japan and the Philippines, thence down west of New Guinea to our Australian west coast, and say that within that vast area there is no rabies known to be present.

This area includes Hawaii, Fiji, Samoa, Solomon Islands, New Hebrides, New Guinea, New Zealand, and many smaller groups of islands, and Australia which in area is in itself almost as large as the United States. Have I proved my point?

At the time of writing, I have not read Meyer's article, but in many publications on zoonoses by the World Health Organization and publications by the Office International des Epizooties, mention is invariably made of the freedom of Australia and New Zealand from rabies.

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