Atlantic effort," apparently, is meant to include pure science—that is, scientific investigations that have no objective other than increasing the fund of general knowledge. This aspect of exchange faces no hard problems, but it does pose something of a puzzle. Since new findings ordinarily are published in scientific journals, and since scientists in all countries, including the Soviet Union, ordinarily have access to these journals, what is to be NATO's special contribution? Perhaps communication among countries can be improved, perhaps more scientific papers should be translated, perhaps some duplication of effort can be avoided, but the primary need in pooling results in pure research is more results to pool.

Difficulties exist to be overcome, and whatever success in pooling past results and future tasks the NATO conference achieves will be that much to the good. But, in pursuing togetherness with other nations, we should not lose sight of another, and perhaps more important, pooling problem, one that is closer to home. The largest buyer of military research and development is the U.S. Department of Defense. As the Department is now organized, it is possible for the Army, the Navy, and the Air Force, each, in seeking its own advantage, to work against the advantage of the country as a whole. A second point, less often stressed, is that the intense competition among the various industrial companies carrying out defense projects may likewise work against the larger interests of the country. To answer the scientific aspects of the Soviet threat, what we must also find are more effective ways to pool our own research and development efforts.—J. T.

For Adults Only

If, as almost everyone who considers the question agrees, improvement in scientific education and strengthening of the support of basic research are desirable goals in this country, then all avenues leading to this goal should be explored. Any lasting improvements must be based upon an increase in public understanding of what science is about and why basic research, which promises no immediate practical results, is the lifeblood of scientific advance.

The public is probably better informed about science and more alert to its needs than at any time in the past: press reports of science are, if not ideal, much better than they were a few years ago; Congressional hearings about science receive wide publicity; and books about science are abundant and on the whole good, although some fail to convey the spirit behind basic research. Among recent books that do convey this spirit we should mention Alan T. Waterman's *Basic Research—A National Resource* [*Science* **126**, 835 (25 October 1957)], which considers in a highly readable style the justification for the support of basic research.

But there is another approach to public understanding that has received almost no attention. This is the approach through adult education. Although millions of adults take academic courses, few have an opportunity to learn anything about science except incidentally in technical and vocational courses. An adult student will find available courses in general academic subjects, the fine arts, agriculture, arts and crafts, homemaking, and recreational skills, to mention only a few, but typically no courses about developments in science.

The Scarsdale, New York, public school system is an exception: this fall, in addition to the usual subjects, its Adult School offered a course of ten lectures under the title, "Science and the Citizen." Warren Weaver's opening lecture in the course appears in this issue of *Science*. Lectures by other distinguished scientists dealt with the relations of science to health, security, food supply, industry, the atom, the nuclear future, the cell, radiation, and the stars.

Perhaps the Scarsdale experiment will point the way for scientists in other communities to contribute directly to a better understanding of what science means to our society.—G. DuS.