cides, and so-called pesticides by governmental agencies, farmers, and other land owners, including gardeners, carries with it a much higher potential of harm to human beings and wildlife than is generally recognized.

Mental Health Panel

A six-member panel of non-Government experts will provide consultation to the National Institute of Mental Health on the mental health research program conducted in laboratories and other facilities at the National Institutes of Health, Bethesda, Md., and at field stations. Membership of the panel, known as the Board of Scientific Counselors of the National Institute of Mental Health, is apportioned selectively between clinical and fundamental science categories to maintain balanced perspective. It is expected that in addition to their review of the institute's scientific activities the new counselling body will provide the director of the institute with objective viewpoints and guide lines on the long-range perspective of intramural research.

Membership on the board is for a term of 4 years. However, for the purpose of establishing a rotation of tenure, the terms of the initial appointees, which commenced 1 July 1957, will expire at staggered intervals. The board members are Horace W. Magoun, John Benjamin, Stanley Cobb, Jordi Folch-Pi, Robert F. Bales, and Neal E. Miller.

Science Adviser's Responsibilities

The 3 February Department of State *Bulletin* comments as follows about the recent appointment of AAAS president Wallace R. Brode as science adviser, a long-vacant State Department post [*Science* **126**, 175 and 182 (24 Jan. 1958)]:

"Dr. Brode's appointment signals a fresh emphasis on a postwar Department of State function curtailed in 1955 in order that the program might be reviewed and plans made for the future. Reexamination during the past year indicated the growing importance of activities of scientists as a significant element in formulating foreign policy and in carrying on relations with other governments. The new work will therefore be oriented more closely than before to the objectives of the Department and the Foreign Service. Both the Science Adviser and the science attachés will be responsive to requirements of other government departments that carry on scientific activities abroad, since certain of these activities form parts of the pattern of our foreign relations. Dr. Brode will also keep in close touch with Dr. Killian.

"As counterparts overseas of the Science Adviser in Washington, certain science attachés will be appointed to advise and collaborate with political, economic, and other embassy officers on those foreign-relations questions in which scientific considerations play a part. They will also assist other Federal agencies and private groups in carrying out their programs of scientific cooperation abroad, such as those of the National Science Foundation, the International Cooperation Administration, the National Academy of Sciences, etc. Like other members of the Foreign Service, they will keep the Department currently informed of developments significant for international relations."

White House Dinner for Scientists

Recently the President gave a science-military dinner at the White House, the first such state dinner ever held. It was about three-tenths military. All the rest of the guest list, which totaled 49 couples, represented the scientific community from Boston to California, with the exception of the chairman of the Federal Reserve Board.

In general, the military men outranked the scientists in protocol. The highest-ranking scientist, James R. Killian, Jr., the President's new special assistant for science and technology, was placed tenth on the protocol list. The next scientist named was Alan T. Waterman, director of the National Science Foundation, who was nineteenth on the list and immediately under Lieutenant General James H. Doolittle, chairman of the National Advisory Committee for Aeronautics. There the official protocol ended, and the other guests were named alphabetically.

Four Nobel Prize winners were present: John F. Enders, medicine and biology, Harvard University; Edward M. Purcell, physics, Harvard University; Isidore K. Rabi, physics, Columbia University; and Glen T. Seaborg, chemistry, University of California.

Navy Roster of Scientists

The Office of Naval Research has prepared a roster listing all civilian scientists and engineers, GS-13 and above, employed by the Department of the Navy. Bureau chiefs, commanding officers, and technical directors of laboratories use the list to locate qualified individuals for consultation or for unique assignments. The list supplements the roster of scientific and technical manpower maintained by the National Science Foundation.

Special lists of scientists and engineers can be prepared easily from the Navy roster, which includes some 3000 names on I.B.M. cards that contain 24 items of information about each person. Forty-five items are included in the questionnaire completed by each scientist or engineer. Special runs of I.B.M. cards have been made to obtain an alphabetical listing of all persons included, an alphabetical listing by naval activity, scientific speciality in which most competent, and by profession.

British Association Sends Congratulations

The British Association for the Advancement of Science congratulated the United States on the launching of an earth satellite in the following message to the president of the U.S. National Academy of Sciences:

"The British Association for the Advancement of Science congratulates the scientists of the United States of America on the successful launching of an artificial satellite. In itself a brilliant achievement, the launching has put into orbit around the earth a new instrument for the scientific investigation of extra-terrestrial phenomena which will assuredly lead to the acquisition of knowledge of inestimable human significance."

Tests of Educational Progress

Late in 1957, the Educational Testing Service released a new series of achievement tests for schools and colleges called the Sequential Tests of Educational Progress (STEP). Designed for use in grades 4 through 14, the tests are measures of critical skills in reading, writing, listening, mathematics, science, and social studies.

The STEP series, developed over a 4-year period, began with four basic assumptions about teaching and testing, which were agreed upon by the test specialists at ETC and the hundreds of educators they consulted. These assumptions are (i) that the primary goal of all education is the development of the individual student, (ii) that education is a continuous and cumulative process, (iii) that the focus of education is upon development of critical skills and understandings, and (iv) that the success of education can best be measured in terms of the individual's ability to apply his school-learned skills in solving new problems.

Educators then worked with ETS to build tests that focus on the outcomes of instruction rather than on its content. The tests confront a student with new and realistic problem situations. To solve them, he must use and apply the skills and understandings he has learned in the classroom.