increased by common international effort. We believe that through such common effort, the coexistence between nations of different social and economic structure can become not merely peaceful and competitive, but to an increasing degree cooperative, and therefore more stable.

As scientists, we are deeply aware of the great change in the condition of mankind which has been brought about by the modern development and application of science. Given peace, mankind stands at the beginning of a great scientific age. Science can provide mankind with an ever-increasing understanding of the forces of nature, and the means of harnessing them. This will bring about a great increase in the well-being, health, and prosperity of all men.

The Responsibility of Scientists

We believe it to be a responsibility of scientists in all countries to contribute to the education of the peoples by spreading among them a wide understanding of the dangers and potentialities offered by the unprecedented growth of science. We appeal to our colleagues everywhere to contribute to this effort, both through enlightenment of adult populations, and through education of the coming generations. In particular, education should stress improvement of all forms of human relations and should eliminate any glorification of war and violence.

Scientists are, because of their special knowledge, well equipped for early awareness of the danger and the promise arising from scientific discoveries. Hence, they have a special competence and a special responsibility in relation to the most pressing problems of our times.

In the present conditions of distrust between nations, and of the race for military supremacy which arises from it, all branches of science—physics, chemistry, biology, psychology—have become increasingly involved in military developments. In the eyes of the people of many countries, science has become associated with the development of weapons. Scientists are either admired for their contribution to national security, or damned for having brought mankind into jeopardy by their invention of weapons of mass destruction. The increasing material support which science now enjoys in many countries is mainly due to its importance, direct or indirect, to the military strength of the nation and to its degree of success in the arms race. This diverts science from its true purpose, which is to increase human knowledge, and to promote man's mastery over the forces of nature for the benefit of all.

We deplore the conditions which lead to this situation, and appeal to all peoples and their governments to establish conditions of lasting and stable peace.

Signers

This statement was unanimously adopted by the following scientists:

Australia. M. L. E. Oliphant and Hans Thirring.

Canada. Brock Chisholm and Sir Robert Watson–Watt.

Czechoslovakia. Viktor Knapp and J. Kozesnik.

Denmark. Mogens Pihl.

France. Father Daniel DuBarle, Bernard Gregory, J. Gueron, and Antoine Lacassagne.

German Democratic Republic. Gunther Rienacker.

Federal Republic of Germany. Max Born, G. Burkhardt, Helmut Honl, Werner Kliefoth, and Hanfried Lenz.

Great Britain. Lord Boyd-Orr, Dame Kathleen Lonsdale, C. F. Powell, M. H. L. Pryce, J. Rotblat, and George Thomson.

Hungary. Lajos Janossy.

India. K. S. Krishnan and P. C. Mahalanobis.

Italy. E. Amaldi and E. Boeri.

Japan. Iwao Ogawa, S. Tomonaga, Yasuo Miyake, Shoichi Sakata.

Netherlands. B. R. A. Nijboer.

Norway. Gunnar Randers.

Poland. Leopold Infeld.

United States. Harrison Brown, David Cavers, William Davidon, Bernard Feld, Bentley Glass, Morton Grodzins, David Hill, H. J. Muller, Jay Orear, Harry Palevsky, Linus Pauling, Vance L. Sailor, Frederick Seitz, Walter Selove, Eugene Rabinowitch, Alvin Weinberg, Victor Weisskopf, and Eugene Wigner.

U.S.S.R. N. N. Bogolubov, N. A. Dobrotin, E. K. Fedorov, E. A. Korotin, A. M. Kuzin, V. P. Pavlichenko, D. V. Skobeltzyn, A. V. Topchiev, V. S. Vavilov, and A. P. Vinogradov.

Yugoslavia. Paul Savic.

Division Changes at National Institutes of Health

The U.S. Public Health Service has announced the creation of the Division of General Medical Sciences and the reorganization of the Division of Research Grants at the National Institutes of Health. The new division will have three main functions: (i) administration of research project grants in the basic sciences and other fields, (ii) support of training in the medical sciences through fellowships to individuals and research training grants to universities and medical colleges, and (iii) administration of the Center for Aging Research. The first two functions have been transferred from the Division of Research Grants; the third from the National Heart Institute.

The Division of Research Grants becomes responsible for the study and evaluation of all research grant and fellowships programs at the National Institutes of Health. It will continue to provide for all institutes and divisions (i) a mechanism for technical review of applications for grants and fellowship awards through 30 consultant panels called study sections, and (ii) business operations for processing and paying of grant and award funds.

G. Halsey Hunt, formerly chief of the Public Health Service's Hospital Division and more recently director of the Center for Aging Research, has been named chief of the Division of General Medical Sciences. Ernest M. Allen will continue to serve as chief of the Division of Research Grants.

Education in the United States

Educational levels in the United States have been rising steadily since World War II, according to a report from the Metropolitan Life Insurance Company. In 1957 more than two-fifths of the population at ages 25 and over had at least a secondary-school education, compared with only one-fourth in 1940. During the same period the proportion of adults with limited schooling declined substantially, those with less than 5 years of formal education dropping from about 14 percent to 9 percent.

As a result of the long-term trend toward increased schooling, the proportion of persons who have gone through high school or beyond is now markedly greater at the young adult ages than at the older ages. For example, two-thirds of the white women now aged 20 to 24 have had that much education. By comparison, the proportion is two-fifths for women at ages 45 to 54 years and only a little more than one-fifth for those past 65.

With the continuing rise in the educational level, by 1975 more than one-half of the adult population will have had at least a high-school education, and almost one-tenth will have received a college degree. Among the white male population, about one-seventh will have completed college. It is predicted that the population of college graduates in the country in 1975 will be at least two-thirds greater than the present total of 8 million.

National Institute for Atmospheric Research

Fourteen universities are represented on a University Committee for Atmospheric Research that is establishing a National Institute for Atmospheric Research with a federally supported, multimillion-dollar, 5-year budget. Twelve of the institutions already have pledged participation in a nonprofit corporation to