easily be initiated by offering prizes for answers to some such question as this: What is the best way to reform our government machinery in order to improve the relationship of science to the federal government, and, by improving that relationship, to improve the total relationship of science to our whole society?

JOSEPH W. STILL
419 Cambridge Avenue,
Claremont, California

Messier 1

"The story of the Crab Nebula" [N. U. Mayall, *Science* **137**, 91 (1962)] caused me to examine my old radio maps [G. Reber, *Proc. I.R.E. (Inst. Radio Engrs.)* **1948**, 1215 (1948)]. At 480 megacycles per second the most prominent feature of the winter Milky Way corresponds with the position of Ml. Apparently I encountered this object without being aware of its nature. The observations were made during 1946–47.

GROTE REBER
"Dennistoun,"
Bothwell, Tasmania, Australia

Science for the Humanist

The editorial "Science and the humanities" [*Science* **138**, 1367 (1962)], commenting on James H. Mathewson's excellent article on educating the nonscientist in the nature of science [*ibid.* **138**, 1375 (1962)], exhibited a parochialism and arrogance unworthy of the pages of *Science*. The editorial says that science is difficult; therefore our educational process should be geared to the teaching of science. After that, the graduate can pick up the humanities at his leisure because "after the rigors of training in science, the subject content of the humanities seems hardly more difficult than a good novel."

Are the myriad individual and social problems of a typical blighted area of a big American city (poverty, dependence, mental health, delinquency and crime) really so easy of solution? How about the economic, social, and cultural problems of developing areas? Racial conflict? War? Ethics? Can rigorously trained scientists, after a bout of easy novel-like reading, undertake to tell us how to meet these problems?

To paraphrase the comment by Ken-