gave the leadership of our K-12 program to an educator experienced in the K-12 arena, who understands the needs of schools and their populations of children and teachers and can successfully integrate the research of the center into dynamic education programs. Being a peer of the teacher provides the needed credibility where it counts.

A simple top-down translation of the scientific discoveries emanating from the research program at an STC will not necessarily attract the attention and enthusiasm of K-12 students. Our STC seeks to reach out to all students, especially minorities underrepresented in science and students who might otherwise not look at science as a career. Our Director of Education works with faculty, staff, and students of the NBTC to develop content, and it is these individuals who also visit schools, science fairs, and whatever venues allow us to pursue our mission. The NBTC mounts effective "hands-on" educational efforts that stimulate the minds of young children and encourage them to consider careers in science, math, engineering, and technology. STCs should consider the education effort as part of the overall mission of the center, equivalent to research and knowledge transfer.

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A Bad Agenda?

JEFFREY MERVIS'S REVIEW OF 15 YEARS OF the National Science Foundation's (NSF) funding of 30 science and technology centers (STCs) ("Science with an agenda," News Focus, 26 July, p. 506) mentioned two failed centers, described "micromanagement" by NSF project monitors, and detailed the hurdles that applicants and successful center directors must overcome to receive NSF funds. It did not cite any examples of the "world-class" science and scientists that NSF purportedly supports by its multimillion dollar awards. In fact, the sole "successful STC" mentioned spent "$41 million... over an 11-year span" on establishing an earthquake monitoring system that may have practical value and even yield scientifically valuable seismic data but hardly constitutes "science" in itself.

The reason for the paucity of scientific distinction is easy to spot. World-class science comes from scientists working at their desks or in their labs, not in the halls of the NSF. Would not a better title for this review have been "An agenda without science?"

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CORRECTIONS AND CLARIFICATIONS

REVIEW: "The amyloid hypothesis of Alzheimer's disease: progress and problems on the road to therapeutics" by J. Hardy and D. J. Selkoe (19 July, p. 353). The review should have been accompanied by the following conflict of interest declaration: "Dr. Selkoe is a founding scientist of Athena Neurosciences, now Elan PLC, and a Director of Elan." *Science* had failed to send the disclosure form at the time the manuscript was received.

EDITORIAL: "Sharing agriculture's genetic bounty" by C. Fowler (12 July, p. 157). In the introduction of this commentary, Queen Hatshepsut was identified as the first Pharaoh of Egypt. The first Pharaoh was in fact Menes of Dynasty I. Hatshepsut was the first female Pharaoh, and she ruled during Dynasty XVIII.