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We have reviewed and recommended ethnographic, survey, behavioral, statistical, and epidemiological research in appropriate contexts. We do believe, however, that all research can benefit from peer review, and it is the policy of the National Research Council to refrain from publishing scientific materials when such review indicates that the materials do not provide adequate scientific evidence to support their conclusions.

We share the concern of Chavkin *et al.* that much remains to be done. *AIDS: The Second Decade* was never expected to address all the questions concerning HIV infection among women. Much of the needed research has not even begun, and the evolving nature of this epidemic means that the realities and needs of this and other populations will require our continued attention.

JANE MENKEN*

HEATHER G. MILLER†

CHARLES F. TURNER‡

DON C. DES JARLAIS§

Committee on AIDS Research and the Behavioral, Social, and Statistical Sciences, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418

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*Chair. †Study director. ‡Director. §Vice Chair, Committee on AIDS Research and the Behavioral, Social, and Statistical Sciences.

"Citizen Friendly" Science

Elizabeth Culotta's News & Comment article "Can science education be saved?" (7 Dec., p. 1327) does not focus on the key issue facing the nation. What are the goals against which one judges success or failure? The Kennedy-Hatfield Omnibus bill clearly stated early this year that Congress had two parallel national goals: (i) more and better scientists and (ii) scientific and technological literacy for all citizens.

Robert White, president of the National Academy of Engineering, has given excellent data (1) to support the thesis that we have too many scientists, and Alan Fechter (2) has also made a strong case against the alleged shortage of scientists.

What is the evidence that tinkering at the margins in kindergarten through grade 12 could possibly make better scientists than G. N. Lewis, Linus Pauling, and R. P. Feynman? Except for AAAS's James Rutherford, the doyen of the nation's "science educators" trying to reform the U.S. system, none of the individuals cited in Culotta's article address the system's main problem.

Realizing that most citizens do not understand the technology (including the relevant science) that they are in daily contact with, and on which they vote, is the key. A "citizen friendly" science, which starts with real world problems and moves to technology and applications and only then to a few principles of science, may actually do more good than a "more physics" approach.

Culotta barely mentions the Science/Technology/Society movement which, without ballyhoo, has been embraced by more teachers and brought into more schools than all the other reforms put together.

Surely we should match Rutherford's well-conceived Project 2061 with a Project 5090. If the National Science Foundation and the Department of Education would mandate that 50% of the money go for the 90% of the citizens and their technological literacy, I feel sure this would reflect better the hopes of Congress.

RUSTUM ROY

Materials Research Laboratory,
Pennsylvania State University,
University Park, PA 16802-4801

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1. R. White, presidential address, National Academy of Engineering, 2 October 1990.
2. A. Fechter, *The Bridge* **20** (no. 2), 16 (fall 1990).

Erratum: The last line of the 11 January erratum (p. 143) correcting the last name of the eleventh author of the report "Inhibition of HIV-1 replication by a nonnucleoside reverse transcriptase inhibitor" by V. J. Merluzzi *et al.* (7 Dec., p. 1411) was inadvertently omitted. The last sentence of the erratum should have read, "That author was 'Alan S. Rosenthal,' not 'Rosehtal.'"

Erratum: The last sentence of the fifth paragraph of the 21 December article by Ruth Levy Guyer and Daniel E. Koshland, Jr., "Diamond: Glittering prize for materials science" (p. 1640), contained an error. It should have read, "Whereas silicon chips can withstand temperatures up to 300°C, one estimate is that diamond chips might be able to withstand temperatures as high as 600°C," not "5000°C."

Erratum: Figure 1 in the report "Ice nucleation by alcohols arranged in monolayers at the surface of water drops" by M. Gavish *et al.* (16 Nov., p. 973) should have been credited to B. Kamb [in *Structural Chemistry and Molecular Biology*, A. Rich, Ed. (Freeman, New York, 1968), pp. 507-542, figure 3a].