DIRECTOR'S REPORT

In the waning years of the 19th century, the Biological Laboratory at Cold Spring Harbor was expanding its summer program of research and courses that then focu

and investigating, as far as possible, the origin and order in creation, it will find nothing to interfere with the doctrine of the church ust around the corner, erected largely by the aid of family relatives, in its efforts for improving morals and explaining to the best of its ability life hereafter.

his not so subtle plea reflected the tussle between arwin s ideas and the doctrines of the Christian church that, unfortunately, has not disappeared after 1 years of enormous insight into the nature of life and the process of evolution. ecent pronouncements by misguided educators in as, who eliminated the teaching of evolution from school curriculum because creation was not taught, ma e it clear that it is still a challenge for some to separate religious beliefs from scientific reason and progress. hat is not appreciated by many is that creation, if it should be taught at all, should be taught within the context of religious education, not in the schools as an alternative to evolution. But the very fact that this debate still exits suggests that science will always be a target for attac both because it often challenges accepted opinion and dogma and because it is sometimes difficult for the public to grasp complex new ideas. hus, it is easy

advances as Shull s hybrid corn. ur new ʁnowledge of all the genes of important organisms will have an even greater benefit for all human beings.

aʁe, for example, what we have learned from the complete se uences of *Arabidopsis* chromosomes II and I , determined in part by icʁ cCombie and ob artienssen at the Cold Spring Harbor Laboratory enome Se uencing Center. his new information has uncovered much about how genomes evolve to create diversity large regions of duplication of A se uences, exchange between chromosomes, and complicated rearrangement of regions within chromosomes have created new genes for nature to exploit. rom a practical point of view, what we learn from the *Arabidopsis* genome will tell us much about genes in other plants.

he complete se uence of the *Arabidopsis* genome, exp al m

publication in the ournal *Nature* of a study from Cornell niversity of the forced feeding of pollen from corn that had been genetically engineered to produce an organic,