by workers now in the field since there is a minimum of additional expense and effort involved.

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A PLEA

THIS is a plea from one who likes, occasionally, to run as he reads. In wartime censorship is vital. In the days of 1918 "somewhere in France" became a familiar figure of speech. But the knowledge concealed by the title of a scientific paper such as "The Genus *Oochoristica* Lühe 1898" conceals nothing of value except from the wistful seeker after knowledge. Only after a study of such an article is he delighted or disappointed to learn that the aforesaid *Oochoristica* is taxonomic sanctuary for "forty-five valid species of tapeworms parasitic as adults in reptiles and mammals." This title confusion is being slowly clarified, but there is another which is much worse.

I have just read that a certain copepod in which I was interested was taken in two hauls, one in 11° 18′N, 78° 34′W, and the second 6° 32′N, 80° 04′W, but only detailed search through a footnote or time-consuming labor with an atlas and a pair of dividers reveals the important fact that the hauls were made in different oceans.

I have often wondered whether I am alone in abyssal ignorance of the relative positions of such localities as 40° 33′N, 74°W, and 40° 33′S, 74° E, or whether there are others who are grateful for the trouble I have always taken in adding to 39° 15′N, 72°W and 2° 59′N, 78° 11′W, the sub-titles, 125 miles S E of New York City, and Gorgona Island, Colombia, respectively.

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RUSSIAN NAMES

IN SCIENCE of February 19, p. 178, Professor Neugebauer gives a useful list of recent contributions to pure mathematics in Russia. This list could and should be extended to other contributions of value, printed periodically in the "Doklady" of the Soviet Academy. They are in excellent English (or French), and relate to physics, chemistry and all branches of natural history. However, the direct object of these few words is to call attention to the need of a definite rule in the transliteration of the Russian names. The faults in the list given in this respect are not those of the referent, but they are faults nevertheless and should be avoided in our publications.

The rules are simple enough. There is no "w" in the Russian alphabet, but only "v"; the letters "f" or "ff" never in Russian end a name, the terminal consonant being invariably "v"; and the "tsh" or "tch" is generally "č," with the exact sound of the "ch" in "cherry." As it is, the terminal "v" in the names quoted is given four times correctly, five times as "w" and four times as "ff"; while the "č" (now written thus not only in the Slavic languages but also in the German and occasionally even in the English) is given in most cases as the clumsy "tsh" or "tch."

As the use of the Russian names by American scientists may well be expected to go on increasing, it would seem only sensible to adapt definite and correct rules for their transliteration, even if the errors should come from Russia itself or from the authors. The latter I found endeavor often to conform to what seem to be the wishes of their English-speaking colleagues.

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SPECIAL CORRESPONDENCE

THE WAR MANPOWER SITUATION IN PHYSICS

THIS statement should be read in connection with the item entitled "Suggestions from the Office of Scientific Personnel of the National Research Council" which appeared in the January 1 number of SCIENCE and which called attention to the need for recruiting teachers of physics from the ranks of other departments or from other sources. Only in this way can bidding among institutions be prevented, which would make more difficult the meeting of the shortage. In each department there must be a nucleus of regular teachers if it is to successfully assimilate the additional staff.

It is now possible to say definitely that, on the average, for every physicist engaged in college teaching in January of this year there must be at least one and one half teachers of physics recruited from other sources. This ratio is based on official information regarding presently available teachers of physics and the number of teachers needed adequately to take care of the urgent demands that will be made by the Army and Navy training programs, as well as what will remain of normal programs. In view of this situation, no institution has a right to recruit teachers of physics from any college which is at all likely to have a training unit or to have a sufficiently large enrolment of women, younger men and physically disqualified men to justify the continuance of the department. If, after the training programs are under way, any institution has a ratio of genuine to "ersatz" teachers of physics higher than one to one and one half, it will find itself open to severe criticism if any of the ex-

perienced teachers have been recruited from institutions needing them.

As a matter of fact, the demand for physicists to engage in war research and various war activities other than teaching continues and as many research physicists as possible should be released from teaching obligations, thus making it all the more important that as many new teachers of physics as possible should be recruited. Even with the recognition by Selective Service of the importance of continuing physics students in training, advanced undergraduate and graduate work will make lighter demands than normal upon staff time except in the small number of institutions where the Army and Navy training programs call for advanced work. Therefore, in many institutions there will be physicists who can serve the war effort better by going into war research than by teaching beginning physics. Such men should be released and are urged to register with the Office of Scientific Personnel.

Several institutions have anticipated this teacher shortage and have canvassed their own faculties and other sources for potential teachers of physics, mathematics and other subjects in which shortages will occur. Some departments of physics have already inaugurated intensive refresher courses in which prospective teachers thoroughly review beginning physics, solve all the problems of the course, and perform the demonstration and laboratory experiments. Even though the new teachers may not be called upon to give demonstration lectures or to teach in the laboratory, this work with equipment furnishes a most effective form of review. It vitalizes and clarifies the "book learning" that might otherwise appear to be sufficient. It also serves to make each teacher familiar with what goes on in the entire course.

Many departments of physics have available some graduate and senior students who can immediately be called upon to serve as teachers. This has been taken into account in the estimates. Most departments, however, will have to meet most or all of the demands for staff expansion by recruitment from the staffs of other departments and outside sources. The sooner this is realized the better, for it is essential that such persons enjoy a period of thorough training.

It is unfortunate indeed that the selection of institutions for Army and Navy training programs is piecemeal. Some of the less well-equipped institutions, from the standpoint of both personnel and facilities, have been announced as on the approved list, while excellent institutions are still quite uncertain where they stand. This situation throws a heavy burden of responsibility upon the administrative officers and staff members of those colleges which are held in suspense. Apparently the Army and the Navy can not be expected to guarantee the use of an institution until a final decision is reached. In the meantime the college will have to depend on any indications that may be given by "approvals for inspection" and the attitude of inspection officers. This means that an institution must be its own judge as to whether or not it should hold its staff together until a "letter of intent" is issued. Unless a nucleus of experienced teachers is maintained, it will be difficult and perhaps impossible to revive a department. In some instances, it may be feasible to release staff members "on loan," subject to recall.

The best information that can be obtained indicates that, except for institutions that can not furnish the necessary housing and messing facilities, all normally good physics departments will be used and there are practically no departments from which teachers should be taken. It is to be hoped that departments fortunate enough to secure early contracts will not yield to the temptation to pirate staff members from other institutions. There is no good department of physics so small that the professor of physics should not attempt to remain at the post to hold things together, with the hope that some sort of training program may be secured or that he can maintain a civilian program of value to the war effort. All the better qualified departments are practically certain to receive contracts of one kind or another.

It is true that there will be a small, legitimate movement of physicists from one teaching position to another and it is to be hoped that readjustments within departments may release a considerable number for war research.

The Office of Scientific Personnel is ready to assist in any changes that will further the war effort and will welcome the registration of available persons, especially those who may be released for war research.

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THE PRODUCTION OF THE MEAT, MILK AND EGGS TO WIN THE WAR AND THE PEACE

MEAT, milk and eggs are among those protective foods which are considered so essential for maintaining the health, stamina and morale of the armed forces and civilian populations of the United Nations. The United States has been called upon to serve as the food arsenal for democracy. While this country is one of the best in the world for livestock production, maximum use is not made of the knowledge developed by the research workers so that production is still somewhat inefficient and much loss occurs. Many of the losses from which the farmer suffers are insidious in nature and resemble more the work of sabotage than the direct annihilative result of warfare.