

the lessons applicable to civilian industry, but it bears no close relation to the data that precede it. Again one senses the touch of the publicist rather than the scientist.

The prose style is lively and interesting, and the books are pleasant to handle and easy to read. The busy executive who wishes an introduction to the problems of military manpower will find it here. The serious researcher in the field, however, will be disappointed. The story has all been told elsewhere, usually with more data and more sophisticated experimental designs. Without wishing to detract from the valuable work of the Conservation of Human Resources Project, I note with pleasure that current military research in the manpower field is well ahead of the civilian effort represented here.

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**Hunger and Food.** Special edition of *Science and Mankind*. Josué de Castro, Ed. World Federation of Scientific Workers, London, 1959. 123 pp. 10s.

A few years ago UNESCO sponsored a series of publications entitled *Food and People*. These six booklets, ranging in size from 24 to 64 pages, dealt with the problem of food supply and population and were written in a remarkably lucid, comprehensive, scientific, and forthright manner. The subjects covered are indicated by the titles: *Food and the Family*, by Margaret Mead; *UN Sets the Table*, by Peter Kihss; *Food and Social Progress*, by André Mayer; *Distribution of the World's Food*, by Stefan Krolkowski; *Are There Too Many People?*, by Alva Myrdal and Paul Vincent; and *Food, Soil, and People*, by Charles E. Kellogg. The authors tried to set the stage for thoughtful discussions, and they avoided pompous and partisan statements on insufficiently documented points. The keynote of the series was perhaps exemplified in this quotation by André Mayer: "The population problem is not a simple problem to be resolved . . . by a mere change in the agriculture technique. It is also an economic problem, an educational problem, and a social problem. It is a problem involving the whole organization of society."

An organization called the World Federation of Scientific Workers has just

published, under the editorship of Josué de Castro, a book entitled *Hunger and Food*, which is almost a parody of the UNESCO series on the same subject. The introductory chapter, by de Castro, is full of such vague notions as "biological possibilism," "antagonisms of nutrition principles," and "advance agents preparing the ground for tuberculosis, trachoma, leprosy, verminoses, and other gastrointestinal parasitoses." The keynote of the introduction is that the symposium will be "useful to all those who wish in some way to participate in this universal crusade which is inescapable in view of the circumstances presented—that is, in the universal crusade of struggle against hunger."

The second chapter, by Lord Boyd Orr, delivers an utterly confused political diatribe. In the first part Orr dispenses such pearls of wisdom as "they [the peoples of the European nations] were not prepared to die to make the world safe for either Communism or Capitalism," and he proclaims that freedom from war could be secured if a world police force were created to enforce the decision of an effective court of justice. No thought is given to the fact that, were the world ready to create such instruments, there would be very little reason to fear a world war anyway. After some generalities on technology and medicine, Orr poses the question: "What number of people can the earth support?" Most of the data he quotes—on the Bengal famine, the nutritional situation of the United States in the 1930's, the postwar recovery, and so forth—have little relevance to the world as it is today. However, they can be used to support both of the attitudes which Orr has struck in past years and which he attempts to reconcile here: that of a nutritional banshee claiming that the world is on the verge of starvation, and that of a prophet of abundance proclaiming that "the world is rich" and that, by following a few simple organizational rules, everything will be straightened out in short order.

The next chapter, by the late T. Roemer of Halle, Germany, is a surprisingly reasonable dissertation on Malthus, in which Roemer takes issue with Boyd Orr and points out that so far none of the dire predictions of Malthus have been confirmed and that they are not likely to be confirmed immediately, although it is difficult to foresee what may happen after the year 2000.

The rest of the book continues to be uneven, with some acceptable chapters, in particular that by Michel Cepede of

France and that by Cicely Williams of Great Britain. As an example of unacceptable "scientific" statements, one in the chapter on "Soil and man," by F. E. Bear of Rutgers, can be cited: "the Shetland pony turns into a horse when taken to a region where the forage is high in minerals and protein." As an example of questionable political "fact," the conclusion of R. Dumont of Paris will serve, among others: "Economy based on profits is becoming weaker and having difficulty in adapting itself to a situation of relative abundance (relative, that is to say, to an inadequate purchasing power), is tending towards a futile malthusianism, towards a reduction to destitution. This will shortly lead to its general condemnation, if we persist in exposing its defects."

The papers by scientists from the other side of the Iron Curtain are mediocre. Masek, of Prague, asserts that the protective influence of vitamin C with respect to atherosclerosis has been demonstrated. Yang En-Fu, president of the Agricultural Association of China, emphasizes the "astonishing labor enthusiasm of peasants in the cooperatives," a statement which is not in accordance with the comments of less biased observers.

The book ends with a chapter by Kursanov and Nichiporovich of the Timiryazev Institute of Plant Physiology, Academy of Sciences, Moscow, who believe that the problem of food supply will be solved by "raising the photosynthetic productivity of plants."

In summary, this book is in the main more a vague political manifesto than a scientific document; it is not likely to shed much light on the important problem of food and population.

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**Translators and Translations.** Services and sources. Francis E. Kaiser, Ed. Special Libraries Association, New York, 1959. iv + 60 pp. \$2.50.

This very timely and useful guide represents a further effort on the part of the Special Libraries Association to assist librarians, literature scientists, and particularly the scientific community as a whole by bringing together information on widespread translation activities.

Part 1, "Directory of translators," lists services, rates, languages, subject specialties, addresses, telephone numbers,

and other pertinent facts about 154 translators in the United States.

Part 2, "Pools of translations," lists services, size, scope, languages, subject fields, and index publications for 42 translation pools throughout the world.

Part 3, "Bibliographies of translations," cites 83 published bibliographies of translations and includes an informative abstract for each entry.

A geographical-subject-language index with cross references is included, together with two appendixes: "Other services offered by translators" (that is, abstracting, photocopying, editing, searching, and so forth) and "Publishers of bibliographies" (which gives the mailing addresses of the publishers of bibliographies listed in part 3).

The value of this guide would be enhanced by inclusion of qualitative evaluations of the translations produced by individual translators or organizations—perhaps in the form of ratings similar to the movie evaluations that appear in *Consumer Reports*.

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**Radiographic Atlas of Skeletal Development of the Hand and Wrist.** William Walter Greulich and S. Idell Pyle. Stanford University Press, Stanford, Calif.; Oxford University Press, London, ed. 2, 1959. xvi+256 pp. Illus. \$15.

The Greulich-Pyle *Atlas*, now in its second edition, has become a classic in its field. Regarded as indispensable to pediatricians and radiologists, the *Atlas* is also an important reference volume for general practitioners, experimental investigators, and students of skeletal development, generally.

The quality of reproduction of the plates in this edition surpasses even that of the handsome first edition. Several new standards have been introduced, so that in the current edition no unduly long intervals occur in the presentation of the developmental sequence. Revision of the section entitled "Maturity indicators" has been accomplished with the utmost clarity. In the developmental line graphs (skeletal versus chronologic age), the range of standard deviation, based on the normal population studied, may be appreciated more readily than as presented in the first edition. Convenient scales are included on both the vertical and horizontal coordinates of the devel-

opmental line graphs. The valuable tables for predicting adult height from skeletal age, by Bayley and Pinneau, which had been revised for use with the Greulich-Pyle hand standards, have been included in the second edition.

The *Atlas* stands as a proud memorial to the much beloved, highly esteemed professor T. Wingate Todd.

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**College Testing.** A guide to practices and programs. Prepared by the Committee on Measurement and Evaluation of the American Council on Education. The Council, Washington, D.C., 1959. 189 pp. \$3.

*College Testing*, prepared by the Committee on Measurement and Evaluation of the American Council on Education, is intended for study and use by college teachers and administrators. Part 1 deals with the role and administration of measurement programs in college and discusses the use of tests in the admission of students, the placement of students in courses, educational counseling, the evaluation of student performance in courses, and general institutional evaluation. Part 2 describes the testing programs found at seven representative colleges and universities: Chatham College, the College of the University of Chicago, Dartmouth College, College of Arts and Sciences of the University of Louisville, the Counseling Bureau of the University of Minnesota, Pasadena City College, and San Francisco State College.

The aim of the Committee on Measurement and Evaluation was to write a statement on college testing which would be understandable and useful to the college teacher and administrator not trained in educational and psychological measurement. The authors hold the view that many tests and evaluation instruments are receiving less attention than they deserve, because many college teachers and administrators are unaware of their existence, their applicability, or their range of utility. *College Testing* is designed to give a minimum of background information about testing and a description of ways in which some institutions are using tests and, perhaps most important, to provide a stimulus to seek further information about testing. The committee is to be commended on its success in achieving this goal.

It is difficult to write a statement of the kind which is attempted in *College Testing*. The reader who knows a good deal about testing may be inclined to say that he is already well versed in what is said about tests in this publication; the person with no background in testing may feel that he isn't quite well enough prepared to read the statement with full comprehension. I believe that the statement will be of maximum usefulness in a faculty seminar on testing, led by a specialist in this field.

It seems to me that the usefulness of the book would have been enhanced by the inclusion in part 1 of more illustrative data. Such data are included only in connection with the analysis of test scores. The use of similar illustrative data in the discussion of other topics would have helped to clarify certain concepts and the application of test results to specific situations. The usefulness of tests in educational research could also have been given more emphasis.

In the years immediately ahead, with the ever-increasing enrollments that are predicted, more and more tests will be used on the college campus. *College Testing* should provide a helpful starting point for faculty members, administrators, and test specialists to begin discussions of testing problems on a particular campus.

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**One Great Society.** Humane learning in the United States. Howard Mumford Jones. Harcourt, Brace, New York, 1959. xiii + 241 pp. \$4.50.

This is an important book, written by just the right man, about a subject of fundamental national concern, and at a critical moment in the development of our country. Dealing authoritatively with our cultural heritage, the present state of our national values, and, by implication, with our readiness to play a mature role in helping to fashion tomorrow's world, this work deserves the attention of all thoughtful Americans.

This book, by a dean of American humanists, constitutes a brilliant course on the humanities. With his usual deftness Howard Mumford Jones disperses, by the use of clear definition and apt illustration, the vagueness which often surrounds terms such as *culture* and *humanities*. Good humanist that he is, he elucidates such values as respect for information coupled with skill in using it;