the very wide discrepancies in academic preparation or in scholastic and social adaptabilities among visiting students, and awkward situations may have arisen from this circumstance.

Because the great majority of these students eventually return home as teachers and professionals to environments where readaptation is frequently equally difficult, it seems to me important that our university faculties should consider certain sociological aspects of these student migrations. Their complex repercussions may not be more than superficially apparent to many scientists in the United States. Yet these are problems which in the long run are bound to produce far-reaching effects in countries in the throes of rapid social change, and in ways now difficult to foresee.

The problems facing the universities and university students in one such underdeveloped country of crucial importance, India, have been succinctly and, in my opinion, ably and sympathetically discussed in a recent issue of a periodical which my colleagues in the sciences are apt to overlook. I should like to urge those interested in the potentially wider results of their teaching and counseling efforts to read "Indian students," by Edward Shils, in the British journal *Encounter* [**17**, No. 3, 12 (1961)].

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Exasperating Method

To induce a reader to _____ a book [see *Science* **134**, 531 (1961)], give him some _____ what it is about.

(buy, idea) J.T.'s recent _____ of Holland and Skinner's *The Analysis of Behavior* left this reader wholly in the _____.

(review, dark) Through this _____ method, does the book instruct us in how to _____ our own behavior, or in how to instruct others to _____ theirs, or is it a handbook for _____ ethologists, laboratory psychologists, or _____?

(exasperating, analyze, analyze, budding, what) If in an earlier issue of your _____ I missed a _____ straightforward report on this same book, kindly _____

(journal, more, forgive) Yours _____,
(sincerely) C. M. FAIR
Shushan, New York