

opinions of the original reviewers relative to the authors' choices of subject matter and their presentation of it. By making available in one place some really evaluative statements originally appearing in very diverse journals, the editor has rendered a great service to all who try to select the best from the mass of current literature on statistical theory and methods. Incidentally, from a comparison of some of the reviews presented here, the present reviewer wonders whether it might not be desirable in certain instances to have reviews jointly written by an expert on the theory involved and a person experienced in the field of application.

While the excerpts in "The Second Yearbook" provide a good summary of the reviewers' opinions of a given book, they generally fail to give an adequate guide to its contents, even when all excerpts for this same book are viewed collectively. In most instances the original reviews contained a listing of the contents, but these portions were generally omitted in the excerpts. Since such information is most essential for objectives (a) to (c), the present reviewer feels that the editor should devise some scheme for including this information in future yearbooks.

On account of its cost, which really is not excessive considering the work involved, it is unlikely that "The Second Yearbook" will find its way into the libraries of all persons interested in statistical theory and methodology. On the other hand, it should be available in departmental libraries of all departments employing statistical methods in their research, and, on account of its fairly comprehensive listing of books on history of science and scientific method, it should be a useful volume in almost every scientific library. As noted above, only books written in English are included in the present volume, but the editor comments, "If 'The Second Yearbook' is well received, foreign-language books will probably be included in the next yearbook." The continuation and improvement of this yearbook series are thus placed squarely on the shoulders of the scientific public.

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### CLINICAL PELLAGRA

*Clinical Pellagra.* By SEALE HARRIS. 494 pp. 66 figures. St. Louis: C. V. Mosby Company. 1941.

THIS book is the first on pellagra by an American author in more than twenty years—a period during which there has been greater progress in our knowledge of the disease than in all the rest of the history of pellagra. It therefore covers a most important period for the reader who has not closely followed the technical literature.

The author has been closely connected with the

pellagra problem in this country from the discovery of the endemic disease here to the present time, although most of his work was done in the earlier period. The book is primarily one for the clinician, and the sections covering the symptoms and treatment are the most valuable. The book is beautifully illustrated, thus enhancing its value to those interested in the deficiency diseases. The number of excellent photographs of the various lesions of pellagra constitute the best published collection.

The chapters written by the author's collaborators lend much weight to the work and present the views of other centers. The chapter on Pellagra in Childhood by Dr. Katharine Dodd deals with a phase of the disease which previously has been greatly neglected. The presentation of the research work of the investigators at the University of Georgia and Duke University adds materially to the completeness of presentation but necessarily results in some repetition.

Much of the first three sections of fourteen chapters is taken up with a consideration of former theories about the etiology of pellagra, which have now been discarded. The chapters on history and epidemiology are interestingly written and he writes very entertainingly on the history of the disease in this country. His easy style and personal experiences add an attractive flavor to this section of the book, which is infrequently found in medical books.

The chapter on pathology is exceptionally short (9 pages) and sketchy in comparison with the other portions of the book.

Dr. Harris includes an unusual section entitled, "Plagues from Devitaminized Foods," which is a philosophical discussion on the wide use of refined foods in this country. He contends that the vitamin fad is not good for the general population and his insistence that proper dietary habits would solve the problem is entirely sound from a theoretical point of view.

The author frankly states that many of the ideas expressed are his own and not always in accord with other observers. He states that alcohol is one of the important factors in the causation of pellagra because of its hepatotoxic action and the consequent disturbance of storage or utilization of vitamins. He feels that the last word has not been said in regard to nicotinic acid, and many would disagree with his point of view that pellagra is no longer a major health problem in the South. There is some tendency to generalize on scanty evidence which detracts from the value of the book. Some space is given over to discussing the attitude of the rest of the country to the diseases of the South and how they have been enormously emphasized to the detriment of that section.

The book is especially recommended to nutritionists

and clinicians interested in the deficiency diseases because of the excellence of the presentation of the clinical picture of pellagra and the photographs of the lesions. However, the reader must use discrimina-

tion in his acceptance of the personal opinions advanced by the author since they are at variance with the present generally accepted views.

W. H. SEBRELL

## QUOTATIONS

### REPORT OF THE PRESIDENT OF HARVARD UNIVERSITY

A SPECIFIC and challenging program for the adaptation of colleges to training for war needs and a vital discussion of the moral problem now facing men of student age are contained in the annual report of President Conant to the Board of Overseers—a report necessarily devoted largely to war-time problems.

Mr. Conant offers a practical outline for enlarged service on the part of American universities in war-time, and states that the question of whether a student should or should not volunteer is a personal decision in which the duty of the college is to give a maximum of information and a minimum of advice. Each individual must decide for himself, "for he will have to live with himself and face the consequences of the decision for the remainder of his days."

#### A PROGRAM FOR WARTIME

The requirements of the nation now take precedence over all other considerations, the president declares, and the immediate future of our universities depends upon the settlement of the relation of the university's educational work to the mobilization of young men for the fighting forces. For the satisfactory solution of this problem Mr. Conant proposes a threefold plan:

(1) An authoritative and comprehensive survey of the country's needs for trained men and women, including a survey of the present supply of skilled man power in non-defense industries.

(2) Additional thought to the possibility of more extended use of the colleges and universities for the training of officers.

(3) Consideration by the government of a modified system for selecting candidates for commissioned rank—a system which might include selection of potential officers after graduation from high school and a government-financed education combining both military training and college work.

#### A SURVEY OF MAN POWER

During the past year, Mr. Conant recalls, American colleges and universities have been helping to build up a reservoir of trained talent in different areas. Local draft boards have deferred the induction of advanced students of special subjects, but no quantitative estimate of supply and demand has been made. He declares:

Now that there is just one object before the country, namely, the winning of the war as speedily as possible, such a quantitative appraisal not only becomes feasible from a practical point of view but vitally important. Unfortunately it is not possible to appraise the needs for university graduates in the post-war period. One can estimate the country's requirements for the prosecution of a war in terms of men as well as material. It would be possible, for example, to state how many air pilots or physicists will be needed. But no one can say how many architects or economists will be required in an America returned to peace. Without in any way minimizing the importance of informed leadership in the post-war world or the difficulties of winning the peace, we must recognize that a speedy victory is the prerequisite to any post-war world worth organizing. It is for war, therefore, and not for peace that we must now lay our immediate educational plans.

#### OFFICER TRAINING

Concerning the more extended use of the colleges for officer training, Mr. Conant cites the past value of the Army and Navy R.O.T.C. and the present service which these organizations are doing. One unfortunate aspect of the situation, he says, is the "unequal distribution of opportunities for officer training among the various colleges." If there is sufficient need under the expanded program of the armed forces, an increase in the size of the units might be desirable. At present, he says, there are at Harvard many more potential officers among the students than can be cared for by the R.O.T.C.

The president notes that two objections have been made to more extensive officer training in the colleges. The first is the fear of educators that it would result in dilution and militarization of the curriculum and, conversely (on the part of military men), that the training could be done better in independent camps devoted entirely to military subjects. The second objection—that the expansion of the R.O.T.C. would result in recruiting officers from one economic level—is more serious, the president maintains. Despite state- and city-supported institutions and the scholarship plans of the privately endowed colleges, the American college communities are recruited principally from the more prosperous third of the nation. Yet, he argues, even under Selective Service, will not the corps of officers be built from one economic group tending to place college men in the vast majority?

If the country, then, really wishes to develop all possi-