



REVIEW

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features of the spontaneous disorder were not elicited experimentally, gross and microscopic alterations in the brain (Figure 2), liver and kidney were faithfully reproduced.

The signs and lesions encountered in this disease bear a close resemblance to those described in cerebral pseudolipidosis of Aberdeen-Angus calves in Australia (Whittem and Walker, 1957, J. Path. Bact., 74: 281-288), a disease of undetermined etiology. *Swainsona* poisoning of sheep in Australia (Hartley and Kater, 1965, Austral. Vet. J., 41: 107-111) and *Astragalus mollissimus* poisoning of horses in Kansas (Oehme, Bailie and Hulbert, 1968, J.A.V.M.A., 152(3): 271-278) appear to be closely related, both pathologically and etiologically, to the disease of Colorado elk reported in this article.

Efforts are currently underway to identify the species of *Astragalus* and *Oxytropis* responsible for spontaneous locoism in elk. Further feeding trials will be conducted to compare the effects of individual species of these plants.

Clinical and pathologic features of this condition will be described in greater detail elsewhere.

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REVIEW

Scientific Writing for Graduate Students, edited by Peter Woodford. The Rockefeller University Press. 1968. 190 pp. \$5.75.

The Council of Biology Editors, Inc., has issued its second manual. The first, *Style Manual for Biological Journals*, has been universally accepted as the bible by most English language journals throughout the world and has been translated into several foreign languages. It was prepared by the Committee on Form and Style and is currently being revised. A new edition will appear shortly.

This new volume, *Scientific Writing for Graduate Students*, is a manual on the teaching of scientific writing, prepared by the CBE committee on graduate training in scientific writing. The book was written because the members of the Council of Biology Editors, like all editors of scientific journals, are acutely aware that many scientists write badly. Although the reasons may be complex, one contributing factor seems clear: few universities provide formal training in scientific writing, and few even encourage their students to develop a rational technique for writing scientific papers through the study of any of the excellent available textbooks.

This book is an encouragement to have scientists themselves make the effort to teach their students better writing. The manual is intended primarily for use by the *teacher* of scientific writing. Nevertheless, sufficiently motivated students will be able to use this manual directly if no instructor is available.

The above material is mainly excerpted from the preface to the volume. It is not only recommended reading but every member of the Wildlife Disease Association is urged to study this book. It should prove helpful to all, writers, readers, and listeners alike, if you would follow its teachings when preparing your research observations for communication to your colleagues. — Carlton M. Herman.