uncensored observations offered by the original investigators. In addition, his reanalysis of data regarding the factors associated with the length of stay of mentally ill patients at Broadmoor is an example of the types of analytical gains which can be had by using the actual length of stay as a dependent variable in a Cox's proportional hazards model, given that observations which pertained to patients still in detention at the time of the study were considered censored. His findings were substantially more revealing than those given by the original investigators since they merely categorized the length of stay variable (short, intermediate, and long) and compared it with other explanatory variables via a series of simple χ^2 tests.

Everitt offers an interesting alternative approach regarding teaching statistics to psychiatrists. I concur with his appraisal that in order to conduct the type of course he has suggested considerably more time and effort, by both the instructor and the student, would be required as compared to a conventional service course. Also, the type of course Everitt describes would be appropriate for a homogeneous set of students—say, medical residents.

I have taught service statistics courses in Schools of Public Health, Medicine, and Nursing for a number of years. As such I've experienced the seemingly myriad of competing priorities which impinge on these students. In order to attempt to deal with some of these factors, our faculty (Department of Biostatistics, School of Public Health, The University of North Carolina at Chapel Hill) currently offers three different service courses. Each of these courses covers elements of descriptive and inferential statistics; but, they differ in student backgrounds assumed, the depth to which they go into theoretical issues, and the speed with which they move through the material. However, only our third-level course requires students to complete assignments using various computer packages; and, these students are a heterogeneous set of bachelor's, master's, doctoral, and postdoctoral individuals from many health disciplines. The group discussion aspects which Everitt suggests would probably not fare well for such classes.

I would suggest the following to any applied statistician who contemplates collaborating with allied health professionals:

1. There are vast differences in the types and analytical levels of training to which the myriad of allied health professionals are exposed.
2. Health professionals operate in subgroups—areas of specialization. It is necessary to know and work through existing hierarchies.
3. Understanding and co-operation is fundamental to collaboration.

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Comment

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I congratulate Dr. Everitt for his sure-footed climb up the mountain that is psychiatric statistics. His narration of consulting encounters strikes a few shivers of recognition from my own work at the Mental Research Institute (MRI) in Palo Alto and the Western Psychiatric Institute and Clinic (WPIC) in Pittsburgh. The chilling effect is from the enormity of the work that psychiatric researchers have undertaken.

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The practice of "mind-healing" has grown from Franz Mesmer's gazes into the 18th century psyche to PEP scans of glucose glowing in 20th century brains. Since its inception, psychiatry has been developing much too rapidly to accommodate the slow scrutiny of physical scientists. For example, it wasn't until Thurstone's work (1927) that Fechner's (1859) experiments on psychophysics could be analyzed, and not until Mosteller's work (1951) that they could be formally analyzed. Psychiatry would have probably evolved much differently if Freud had waited for a statistician to analyze the data he had amassed on "free" word associations.