

distinguished. In closed societies (for example, the Haida) conspicuous giving is the pattern for prestige; conspicuous ownership (for example, in Western capitalist societies until recently) confers distinction in the "opening society"; and finally, conspicuous production has become the prestige rule in modern societies. However, the latter are of two types: coercive (in Soviet Russia) and free (in the United States). The author has some quite intriguing things to say, against a background of cross-cultural survey, about the decline of conspicuous consumption and the turn toward production as a measure of a person's worth in our own society.

#### Facts of Revolution

The final third of the book consists of an analysis of a mutual aid program in Sonora, Mexico, financed in part on a supposedly self-liquidating basis by the United States and planned and carried out mainly by Mexican technical specialists with some aid from the United States and other outside sources. Erasmus points out that when the projects began, the Sonora area was a "dual society" consisting of lower-class elements (both Indian and mestizo) and a sort of upper class, with very insignificant middle elements. (I am again oversimplifying.) However, two results must be considered (not necessarily accepted, without further study, as universally occurring) by North American "do-gooders." First, the land reform program resulted in the carving up of several large parcels and in its redistribution in small lots to peasants. But within a few years many of the small lots were regrouped into larger holdings, mainly in the hands of the "new rich" upper or upper middle class, who had been able to help out their poor brethren with unrepayable loans. Second, graft (*mordida*) undermined many of the government's and social planners' fine plans. Erasmus thinks that, given the Mexican situation for what it was and perhaps still is, this is not such a bad thing after all. The grafters reinvested their graft to the over-all economic and social good of the community. He suggests that as the middle class grows and becomes more socially conscious graft will recede. I am afraid social planners in the United States must take some of these mundane facts of life into consideration. Graft and power-seeking are going to take various

forms in different parts of the world. This year we have had reports of something similar that occurred in the Soviet Union with respect to socialized agriculture and of Khrushchev's reactions thereto. What will happen to land reform in Cuba? And as for "conspicuous production," what is the meaning of the recent revelations regarding price fixing in our own electrical industry?

Erasmus has been out among the common people, in Mexico, Haiti, Ecuador, Colombia, Peru, Chile, and other places. In this respect there are many others like him in the United States. But their experience and knowledge are not used by the national government. We hear a good deal about social science professors from Harvard and Massachusetts Institute of Technology who have been called to Washington. They are needed, but few have made a career of working among ordinary, common, lower-class people in underdeveloped areas, the kind of people that are going to support social revolutions if they themselves do not lead them. Perhaps some of the sort of scientific talent of which I speak is needed in the present cold war. Its lack surely seems to have been indicated in the recent Cuban fiasco.

JOHN GILLIN

*Division of Social Sciences,  
University of Pittsburgh*

**The Affair.** C. P. Snow. Scribner, New York, 1960. x + 374 pp. \$4.50.

*The Affair* is the eighth in C. P. Snow's series of novels entitled "Strangers and Brothers," after the first novel of the series. It is closely related in substance to *The Masters*, which it is supposed to follow after the passage of 16 years. The story is told in the first person by Lewis Eliot, lawyer and government administrator, and revolves about a problem of justice arising in one of the colleges of Cambridge University. One of the younger scientists of the college, Donald Howard, a man generally disliked for his leftist views and his lack of good manners, or perhaps disliked simply because he did not belong to the usual social class of university people, has been dismissed because of a verdict of scientific forgery. In his major scientific work, published jointly with his old master, Palairret, and constituting the principal basis of

his appointment as a fellow of the college, a photograph has been found to be an obvious fakery.

"The affair" arises when a number of members of the college become convinced that Howard is actually innocent, and that the forgery was committed, for undisclosed reasons, by the eminent old scientist Palairret, since deceased. The campaign to reopen the case is strongly opposed by those who feel that Howard is not quite up to the college's standards anyway, that the scandal would do the college great injury, and that the best policy is to let the whole thing rest. The motives of the participants in the wrangle are considerably beclouded by the imminent election of a new Master of the College, a post to which several of the persons involved have aspirations. The denouement hinges on the development of evidence, quite convincing but never admitted, that the bursar of the college has suppressed the critical evidence that would have implicated Palairret and have vindicated Howard.

The slowly developing plot brings out to the fullest the psychological twists and turnings of each of the major characters, as viewed through the anatomical vision of Lewis Eliot. Moving deliberately, as befits a college atmosphere, the tale after some 200 pages really becomes absorbing; and the ultimate delineation of the courage and moral principle of Francis Getliffe, the eminent scientist who risks his chance to obtain the coveted post of Master of the College by defending Howard's innocence and by insisting on the need for the college to make retribution, is graphic and moving. The strength of the novel, as in *The Masters*, lies in Snow's ability to deal with human motives and psychological problems. Its weaknesses are those already marked in previous Snow novels: the shadowy character of his females and the exclusively intellectual level on which his protagonists seem to live. It is also peculiar to meet with a college which seems to have no students, so vaguely do they figure in the background.

Moreover, certain critical matters are left somewhat unsatisfactory. The motivation of Palairret to commit a fraud at the close of a scientific career of solid eminence rests unexplained; and the peculiar schizoid behavior of the bursar, who commits a fraud to prevent disgrace to his college from public knowledge that an acknowledged fraud had been found to be attributable to a

person other than the one previously condemned for it, surely requires greater elucidation. To an American it seems at least peculiar that members of a great English college would not generally assume that any damage done to the reputation of an institution rests more on the attitude of the institution in its treatment of individual offenses and on its defense of academic freedom and justice than on the circumstance, which now and then must occur in the best-ordered families, that a black sheep has turned up. To an American, also, the great desirability of the mastership of a Cambridge college seems an incongruously weak motive for a Nobel prize winner in physics, a man with dozens of international honors as well as knighthood and complete security in his university professorship. Yet undoubtedly people are like that, made of mixed, incongruous, unsuspectedly complex motives—and if Snow leaves some elements unexplained, that fact may well be covered by the device of a first-person narrative, since what person understands fully all of the reasons for his fellows' actions?

I cannot agree with certain other reviewers who have seen in this novel a reflection of Snow's preoccupation with the "Two Cultures," with the inability of men of science to communicate with those of the humanities, and vice versa, even about matters of great import in their respective fields. This cleavage is present, but remains strictly in the background of "the affair." Here everything centers upon the simple struggle for justice to a man who is disliked and virtually friendless, but who has been the victim of a miscarriage of justice. Youth versus seniority, the sciences versus the humanities, liberalism versus conservatism alike fade into minor significance in the struggle that develops. The chief defenders of justice are young Tom Orbell in English, Skeffington, a physicist, Francis Getliffe, also a physicist, and of course Lewis Eliot, who as legal adviser and ex-fellow of the college, plays a major role in securing the reconsideration by the Court of Seniors.

As a novel of science, or a novel about scientists *qua* scientists, *The Affair* might be compared with Eleazar Lipsky's recent novel *The Scientists*. Both novels deal with scientific fraud and its effects upon the lives of the accused, their friends, their families, and their enemies. In certain respects each novel bests the other. Where Snow's

story excels is in its subtle delineation of character and in the portrayal of the intricate internal politics of an English college. It is somehow comforting to know that all the offenses against academic freedom and justice, and all the campus intrigue and scandal, are not limited to our side of the water. And how characteristic that when justice is done, it is done reluctantly and in less than full measure.

BENTLEY GLASS

*Department of Biology,  
Johns Hopkins University*

**Handbook of Research Methods in Child Development.** Paul H. Mussen, Ed. Wiley, New York, 1960. 1061 pp. Illus. \$15.25.

Twenty-two chapters prepared by authorities survey the techniques that have been used to study the child from infancy to adolescence. Studies of behavior predominate, but physical growth, chemical and physiological growth, and the anthropological perspective receive one chapter each. The typical chapter offers a historical sketch of old and new methods, abstracts of studies illustrating methodological variations, and some caveats regarding shortcomings of the prominent techniques. The beginning graduate student will find here a veritable museum display of ways to gather and codify data. More than that, he is coached in the tactical lore that rarely gets into print: how to obtain permission to use a child as subject, for example. The handbook will undoubtedly become a standard source in graduate training.

To the established professional, it offers less. He can obtain an overview of current methods in a field outside his experience, but will rarely find a new perspective on the field he knows. Among those chapters which merit attention from well-trained workers, that of Eleanor Gibson and Vivian Olum on studies of perception stands out for its sympathetically critical presentation of little-known work, and that of W. W. Lambert stands out for its provocative questions about the strategy of research and the interplay between theory and choice of method.

A handbook such as this is a labor of love for its authors and editor, and one hesitates to be adversely critical when the volume is serviceable and sound. Yet a reviewer must speak of

excessive duplication between chapters, occasional breathless cataloging, and space misspent on truisms and worse. ("Compared with the living child, the child cadaver has methodologic advantages from being more rigid, more amenable to anatomic study, and more permanent . . . [but it] cannot be regarded as a source for longitudinal records.")

The troubles of this volume arise chiefly because there are no "research methods in child development." The methods are neither more nor less than the methods of half a dozen sciences, and hence not adequately to be treated in one volume. The unique aspect of research on children is the methods one is prohibited from using: the pure-strain subjects he cannot purchase, the complex directions he cannot communicate, the shocks he cannot administer, and so on. In this volume, it is easier to see why developmental research has disappointed the hopes of a generation ago than to see wherein it will find unity and direction.

LEE J. CRONBACH

*College of Education and Department  
of Psychology, University of Illinois*

**The Golden Age of American Anthropology.** Margaret Mead and Ruth L. Bunzel, Eds. Braziller, New York, 1960. x + 630 pp. \$10.

This large book consists almost entirely of reprints of published articles written by the founders and masters of American anthropology, epitomizing the development of American thought on that science. With the exception of some of the earliest sources and of two Russian anthropologists whose field was northeastern Siberia, all of the authors are—or were—American citizens who wrote on the American Indian, and almost exclusively on those living north of Mexico. The 45 authors of the 65 selections include, of course, all the great names and a number of little-known ones, such as John Bachman and Manasseh Cutler; however, one misses a few men, such as B. L. Whorf, who made major contributions to anthropological theory. All of the articles are of course short; generally they are excerpts from larger works, often not the author's best-known one, but they are always characteristic. The book is an excellent compendium.

While the "Golden Age" is defined