

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.

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**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.

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**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