biochemistry and that part of organic chemistry which is concerned with natural products. It may be too much to expect a more uniform treatment of the subject, but in the forthcoming volumes the editors should hold a tighter rein on the contributors.

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Testing

Testing: Its Place in Education Today. Henry Chauncey and John E. Dobbin. Harper and Row, New York, 1963. xiv + 223 pp. Illus. $4.95.

They Shall Not Pass. Hillel Black. Morrow, New York, 1963. x + 342 pp. $4.95.

Testing is a very timely book. There has been an enormous increase in the number of educational activities, as well as in the functions, in our society which require selection and grading of persons by using measures related to the intellect. Sheer necessity has forced the development of tests and testing procedures, but not all persons are happy with the fact nor with the present state of the art. As a result there is a philosophy of criticism and dissent, and at times of revolt, against the whole testing movement, as well as criticism of specific tests and test procedures. Thus, an authoritative book on testing is needed.

Chauncey and Dobbin have been admirably restrained, factual, and objective in their book. A brief history of testing constitutes the first chapter. The second chapter deals with tests of learning ability. These chapters form an indispensable background for anyone seeking orientation with respect to the understanding and use of tests. They should be required reading in many contexts.

The remainder of the book is concerned with how tests are made and used. The uses covered are varied—uses in measuring academic achievement and aptitude, in teaching, in selection for and admission to school, in competitions for fellowships, and in similar situations. The considerations involved and their bearing on the nature and use of the tests selected are admirably and fully presented.

Testing should be of great value to the manifold users of tests, and it should become a landmark as well as a point of departure for future literature on testing.

Hillel Black's book, on the other hand, is a curious document, written by a layman in the testing world. At first blush (judging by the title and dust jacket), it would seem to promise to be a finger-pointing, "how terrible" exposé of the seamy side of testing. In actuality, one has the feeling that, although this may have been the author's original intent, he was more than a little persuaded that on the whole testing is necessary, inevitable, and only in certain respects occasionally vulnerable to attack. Much of Black's attack relates to undue rigidity in the use of test scores. Much of his comment, however, is aimed not at testing so much as at the unhappy psychological effects of the highly competitive situation with respect to admission to college. Most of his "viewing-with-alarm" is with respect to situations wherein testing is an element only. But, primarily, it seems to me that Black is speaking for common sense, and reasonably good judgment, in the selection and use of tests—an admonition in which he agrees with Chauncey and Dobbin.

Black says, on page 276, that "much of the alarm and concern over mass testing has been misplaced. It is not the tool itself that is dangerous, but how we employ it." Chauncey and Dobbin would no doubt concur.

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Japanese-American Relations

America Encounters Japan: From Perry to MacArthur. William L. Neumann. Johns Hopkins Press, Baltimore, Md., 1963. xiii + 353 pp. $6.50.

Scientists have little time to read outside their own fields of interest, but this book is worth their attention. Although it deals specifically with Japanese-American relations, its conclusions could be reached through similar studies of American relations with China or the U.S.S.R., with England or Germany. The book covers the century from Perry to MacArthur.

Neumann believes that Pearl Harbor was neither an accident nor a coincidence but wholly in the logic of American history. He suggests, in a disturbing way, that it might have been due to a clash over principles which had already become irrelevant in the face of rising Asian nationalism and the shifting balance of power in the Far East. In his view, wise policy might have avoided war with Japan without national humiliation or the surrender of vital interests.

He uses Japan to show how policies change to implement fundamental interests and the extent to which government policies and popular attitudes tend to coincide. Throughout the years when Japan's foreign policies harmonized with those of the United States, the Japanese were regarded as exotic and hard working people. When their interests clashed with ours, the Japanese were pictured as aggressive and arrogant. At the present, Japan seems to be our natural ally, but we must recognize that, in its own national interest, Japan could conceivably turn neutral or align with the new nationalisms of Asia.

The author's conclusions go beyond Japan and deal with all Asia. He suggests that, for American policy, Chiang's flight to Formosa was an even greater disaster than Pearl Harbor, for it signalled the death of the Open Door policy, America's century-long strategic concept for the extension of its way of life to Asia. Neumann asks whether in Asia America's great empire of influence, prestige, trade, and power will decline as drastically as have the earlier territorial empires of Britain, France, and the Netherlands. He underscores the American tendency to identify its own interests with those of the world, to fuse American expansionism and idealistic internationalism. He cautions that ambitions and goals which are beyond the range of power lead to heroic but futile gestures. He thinks that, in the quotation which follows, Secretary Acheson laid down the only acceptable formula for constructive relations with new Asian governments and their restless peoples: ". . . We are interested in the people of Asia as people. . . . We do not want to use them for any purpose of our own. . . . We want to help them in any sensible way we can to achieve their own goals and ambitions in their own way."

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