justified, because the same factors that produce an inverse relationship between the development of a discipline as a science and its involvement with social problems also operate against the professional involvement of academic specialists in problems of education. Beginning with the fact that many disciplines have relevance for problems of education, it does not follow that their disciples will be willing or even able to work on these problems.

4) However, if the academic specialists are willing and able, the problem of finding an academic structure in which they can do so is perhaps not so obdurate as Truman seems to indicate. To be sure, the departmental structure—based on the academic disciplines—is eminently unsuited to interdisciplinary attacks of societal problems. Nevertheless, modern American universities do have on their campuses institutions that are interdisciplinary—the professional schools. The schools of law, medicine, engineering, architecture, and agriculture all use distinctive domains of practice to focus the results of many disciplines. The school of education is also such a structure; social scientists who really want to devote themselves to the study of education are more than welcome, and who knows, they may even find the intellectual climate there quite invigorating.

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Food Irradiation Study

In response to Schweigert (Letters, 3 May) and to the general question of the mutagenicity of food sterilized by exposure to ionizing radiation, we are now conducting, with an inbred strain of mice, experiments designed to detect damage to the polygenic system induced by a food component that has been subjected to megarad doses of gamma radiation. An outline of the work in progress is available from the Science Information Exchange of the Smithsonian Institution. This study is being supported by the Food and Drug Administration.

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