To the dilemmas arising from our neotechnical culture there can be no simple solution—certainly not the too widespread, passive confidence that "science," through sheer expanding activity, will bail us out of any extremity. Rather we must rely, with Boulding, upon the rich diversity of human talent and hope for its effective and continuing collaboration.

PAUL B. SEARS
Yale University and Southern Illinois University, Carbondale

Educational Trends

Schools in an Age of Mass Culture. An exploration of selected themes in the history of 20th-century American education. Willis Rudy. Prentice-Hall, Englewood Cliffs, N.J., 1965. x + 374 pp. $6.95.

Willis Rudy has written a simple, unloving account of recent trends in American education. He provides some helpful compendia of such matters as the controversy over religion in the public schools, the changing role of the school superintendency, the vicissitudes of intelligence testing, the ideology of life-adjustment education, and the background of the 1954 school-integration decision. But he also misapplies a whole generation of cultural criticism.

His major point he derives from the kind of social comment that became popular during the 1950's: America, he hears the critics say, has become a "mass culture" in which every failure to decide issues in favor of the intellectual minority is a step toward burying individualism. School superintendents he sees as men who have succumbed to the pressures of conformism but who may yet reassert their virtue. Religious education appears to him to have accepted American group-mindedness, relying on indoctrination rather than promoting "authentic personal experience." Racial integration leaves him wistful, and he laments that neither Negro nor white leaders have had the courage to advocate segregation on the basis of purely individual ability. But the "mass" that frightens Rudy is a slogan concept. He shows no curiosity about the content of popular culture, and no awareness that people whose education has been other than the conventional academic course may still produce authentic, unstereotyped intellectual responses. He is properly dissatisfied with the insipidity of official school culture, and with the insipidity that he thinks he sees in the lives of the mass of children. But he sets against this insipidity only last year's jargon about excellence.

Leadership he sees as a eugenic proposition, for which he finds authority in writings by Herbert Muller, Ernst Mayr, and Edward L. Thorndike. He accepts uncritically the older mechanistic conceptions of intelligence, making only enough concession to environment to conceal his ignoring of recent work on the emotional and cultural factors in cognition. But it is partly on these revisions in psychological thinking that planners have based their efforts to raise the quality of American education. Really excellent work has been tending not only toward the discovery and "pursuit of excellence," but also toward the solution of generic problems that have impeded the communication of ideas to individuals of all ages and all levels of ability.

No one, perhaps, wishes to bother denying genetic factors in intelligence, and there is room for serious argument whether modern social conditions tend to depress or elevate average genetic intelligence. But the mere eugenicist position is an out-of-date mediocrity that offers no help to the understanding of what has actually happened in the schools.

DANIEL H. CALHOUN
Graduate School of Education, Harvard University

The Many-Body Problem

Quantum Field Theory and the Many-Body Problem. T. D. Schultz. Gordon and Breach, New York, 1964. viii + 150 pp. Illus. Paper, $3.95; cloth, $5.95.

The beginning of a new series of books devoted to the "many-body problem," of which this book is the first volume, shows the recent wide interest in this particular branch of theoretical physics. Another book, much more detailed and advanced than the present volume, was published recently—*Methods of Quantum Field Theory in Statistical Physics*, by A. A. Abrikosov, L. P. Gorkov, and I. E. Dzyaloshinski [see the review in *Science* **143**, 599 (1964) for a general discussion of its subject matter]. Both books emphasize the so-called Green's function techniques. But the present book is better suited for use in an introductory study. It is written for those who are not familiar with the perturbation theory used in quantum field theory. It starts from the beginning, with second quantization and the definition and properties of one-particle Green's functions. The bulk of the book is devoted to diagrammatic representations of perturbation terms, and this is done for the many-fermion system and the electron-phonon system at zero temperature. The many-fermion system at finite temperatures is also treated briefly in the last chapter.

A. O. BARUT
International Centre for Theoretical Physics, Trieste, Italy

Biochemistry

The Biochemical Approach to Life. F. R. Jevons. Basic Books, New York, 1964. 184 pp. Illus. $4.50.

F. R. Jevons' delightful book will serve extremely well as a stimulating introduction to biochemistry and should be comprehensible to anyone with an elementary knowledge of science. Jevons has given his treatment of biochemistry a strong historic flavor that enables the reader to view the whole of biochemistry in its proper perspective. This aspect is often overlooked in textbooks of biochemistry. Where, for example, can one find a narrative about the stormy controversy between Pasteur and Liebig which culminated in the little skit published by Wöhler in Liebig's *Annale der Chemie*? The mention of the Nobel prize winners throughout the text emphasizes that biochemistry is one of the frontiers of science.

The emphasis is placed on biochemistry as a way of explaining the phenomena of life, stressing the comparative aspects. The author has been very successful in building up a rationale of the biochemical approach. Beginning with a discussion of isolated molecules and events on the molecular scale, typified by proteins and isolated enzyme reactions (chapter 2), Jevons moves on to the collaboration between enzymes and finally to the organization