

THE MATTER OF MENDELIAN HEREDITY, K. R. Lewis and B. John, 269, pp., Little, Brown and Company, Boston, 1964.

This is an excellent modern text with a number of innovations in presentation which should prove appealing to both teacher and student. Chapter headings and divisions are cleverly titled and the diagrams and other illustrations are clear and pertinent.

Features which should make the book particularly useful to the beginning student are a chapter on statistics which encapsulates the less complex methods useful in genetics studies and a long chapter on cytological techniques.

Throughout the text there is emphasis on original studies and their analysis. Mendel's work is presented lucidly and the interpretations of his methods should add not only to the student's general knowledge of genetics but also to his understanding of the "scientific method." Chapter 8, "Myth, Mania and Method" contains an interesting comparison of the research methods of Mendel and Darwin.

Modern studies in the genetics of microorganisms are not presented in detail, but Chapter 7 summarizes the chemical basis and the role of DNA-RNA in heredity.

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A HISTORY OF GENETICS, A. H. Sturtevant, 165 pp., \$15.50, Harper and Row, New York, 1965.

This book is not only a presentation of the important events in the history of genetics, it is a synthesis of the development of thoughts and ideas which helped form the tremendous body of integrated knowledge which led to the state of modern genetics. The author, Alfred H. Sturtevant, is Thomas Hunt Morgan Professor of Biology Emeritus at the California Institute of Technology. Professor Sturtevant has a fine sense of intellectual history, and has participated in the "classical period of chromosomal genetics." He presents much of the material of that time from personal recollections and experiences involving the school of *Drosophila* genetics. The period of history covered begins with Aristotle. Such topics as Mendel's work, its rediscovery and impact, genes and chromosomes, linkage, mutations, cytological maps and crossing over, sex determination, position effect, population genetics and evolution, maternal effects, and genetics of man are presented in terms of how they contributed to the growing body of unified knowledge up to the 1940's. Contributions later to that period, such as biochemical genetics, are

briefly discussed, while the more recent work on DNA and the RNA code is only mentioned. Some 175 references are included.

Although the book is intended primarily for persons already familiar with the principles of inheritance, individuals interested in the history of science and ideas would find this book informative. Diagrams of intellectual pedigrees are added to show the interaction between contemporary investigators and of students and teachers, illustrating the continuity of personal influence.

One can offer one suggestion that might have made the book even more interesting, and that is the inclusion of photographs of some of the geneticists who have contributed to its history.

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TEACHING GENETICS, Darlington and Gradshaw, Eds., 121 pp., \$7.50, Philosophical Library, New York, 1965.

This book is the result of a meeting of twenty professors who decided to compare notes on the teachings of genetics. Its fifteen short papers and six brief notes contain mainly suggestions for laboratory work ranging from transduction in bacteria to blood grouping in man. All the papers are straight to the point and lack pedagogic verbiage.

The authors discuss mostly the materials with which they became familiar during their research. This gives the book a commendable freshness. However, the two general articles which are included fall short of giving to the teacher any comprehensible syllabus for a semester or a year course and no selection of materials to fit a course is attempted.

Most experiments are presented in a simple and clear manner but the technique recommended for human chromosome preparations is unduly complicated. Much simpler routines work well even for research purposes.

Among the references listed an important one is lacking: "The teaching of genetics in the undergraduate medical curriculum and in post-graduate training," Technical Report Series 238, W.H.O., Geneva, 1962.

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HUMAN GENETICS AND ITS FOUNDATIONS, Whittinghill, 431 pp., \$8.95, Reinhold Publishing Company, New York, 1965.

A variety of textbooks using different approaches are highly desirable on such a heterogeneous and fast-expanding subject as human