whereas the "Traité" attempts to cover the whole field and has in addition a short but interesting chapter on the biochemical characteristics of vertebrates. The twenty-four years separating the two works have been fruitful ones. The contents of the present volume are difficult to appraise because it is to be followed by others treating of the separate classes; that on birds has already appeared, and so what appear to be gaps may only be postponements. Thus, in the excellent account of the eye, the portion dealing with birds only mentions the pecten incidentally and very briefly, but it is adequately dealt with in the bird volume.

Perhaps too much stress has been laid on the old classics even for a general introduction; for example, the figure of the arterial system of the salamander is taken from Bethke (1898) with no mention of the more detailed and modern work of Francis (1934). Information on the elasmobranchs is taken from Parker, and the much more recent and comparative work of Daniel and his school not considered. On the whole, the chapters dealing with the central nervous system, eye, ear, olfactory organ and teeth appear to be the most outstanding: the last four are dealt with by members of the medical faculty but none the less in a completely comparative manner both anatomically and functionally. No other text-book of zoology contains such a wealth of information on these important subjects. They are also up to date and, in one case, include information published in the previous year, which is praiseworthy in such a large work.

The whole format of the volume, its paper, press work and illustrations carry on the very high standard of the previous volumes. The 733 text-figures, line block (467), line block with colour (23), half-tone drawings (157), half-tone photographs (47) and half-tones of macro and micro sections vary considerably in usefulness and presentability. The line-blocks Figs. 5, 6, 7, 234 and 633 are excellent, as are those with colour—for example, Fig. 44, which occupies three whole pages, and Fig. 46 on four pages—and they show the wide range of effects that can be produced by this process. In the chapter on the central nervous system considerable use has been made of photographs of actual dissections, and they are not an unqualified success. Some—for example, on pp. 239, 252, 259, etc.—are not very helpful; others with an explanatory diagram are more easily comprehended. It is not obvious why good drawings were not used throughout, since readers of this work will be familiar with the appearance of dissections, usually difficult to photograph. It is quite otherwise with the photographs of the macro and micro sections, many of which are quite as clear as a diagram, and they do represent the actual object. It is a pity that the nomenclature has not been unified and brought up to date; for example, the same animal appears as *Scyllium* and *Scylliorhinus*, and another as *Hatteria* and *Sphenodon*. Moreover, each of the pair is indexed separately without any cross-reference. It is not as if the original name had been retained, for on p. 717 *Scylliorhinus* is used in reproducing a diagram from Goodrich, who called it *Scyllium*.

In spite of these blemishes, the volume is most useful and to be highly commended. It deals with a number of topics in an up-to-date and adequate manner and is a welcome addition to the few general works on vertebrates. Doubtless it will hold its place as an important work of reference for a considerable time.

C. H. O'DONOGHUE

EDUCATION AND SOCIAL DEVELOPMENT IN THE COLONIES

Education and Social Change in Tropical Areas

By Prof. Margaret Read. Pp. ix+130. (London and Edinburgh: Thomas Nelson and Sons, Ltd., 1955.) 8s. 6d. net.

THE papers collected in this volume were written over a period of nearly ten years and addressed to audiences as diverse as the subjects covered. Most of them were presented, however, during the years 1950–52, and although the common theme—the application of social anthropology to educational problems—gives the book more unity than its structure would possess, it nevertheless lacks the coherence and incisiveness that it might have had if Prof. Margaret Read had sat down to rewrite the papers and weld them into a systematic discussion of a few leading themes. As it is, too many points are raised and cursorily dismissed, problems are indicated rather than analysed, and though there is less repetition than might have been expected, the net result is less satisfactory and penetrating than some of the individual papers.

None the less, the book is to be welcomed not solely as a contribution to the clearer understanding of the fundamental conditions in which Colonial development and welfare operate. Dr. Read indicates clearly and forcefully the leading questions which have to be considered in formulating educational policy, or social policy in general, in the Colonial and similar territories: the problem of communication and the importance of studying the results of cultural contact and education in terms of the changing patterns of living and social grouping among the people of the tropical areas. But when she also depicts in so stimulating a manner the difficulties that arise—because what is educationally desirable may be socially unacceptable, or because what is socially desirable is economically unattractive, or because the economically attractive is politically impracticable—we are aware that much that is written of tropical areas has its bearing on educational policy in Great Britain.

Quite apart from its contribution to the understanding of Colonial welfare and development, Prof. Read's book is of real value for its bearing on education in Britain on two counts. First, it emphasizes the need for a similar approach to our own educational problems; it raises, for example, such leading questions as the appropriateness of our educational system to the society in which we live. Secondly, it demonstrates the value and importance of the holistic approach to educational problems, whether, for example, at the upper end in considering the expansion of higher technological education and the balance between that and university education, on one hand, and technical education, on the other; or, at the other end of the speculum, in considering the place of adult education and whether it is not desirable that some attempt should be made by such means to reshape particular group attitudes to higher education.

The book is admirably produced and reasonably priced, but once again it has to be recorded that the absence of both index and references detracts from its full value in stimulating further thought and study on problems which determine the future of Britain as much as that of her tropical dependencies.

R. BRIGHTMAN