

reproduction. If these maintain the standard set by the first three, the series deserves to be very successful, particularly in the paperback edition.

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THE ASSESSMENT OF POPULATION AFFINITIES IN MAN. Edited by J. S. Weiner and J. Huizinga. Clarendon Press, Oxford, 1972. Pp. 224. £6.00.

This book contains this contribution to a symposium organised by the Wenner-Gren Foundation and the International Biological Program. It was intended to stimulate consideration of the statistical techniques for analysis of population data of the kind being collected by the I.B.P. on human populations. In this the symposium has well fulfilled its aim, because the contributions in this volume give a broad and reasonably complete cover of the techniques at present available, together with illustrations.

Many of the contributions illuminate old problems or reveal new ones. Gower notes the danger of accepting correlations between different statistics at their face value, and suggests better ways of investigation. Spuhler's comparison of glottochronology with other evidence suggests that the linguists have not yet found the appropriate techniques for analysis of languages. Malyutov and his colleagues introduce population sizes into methods for phylogenetic study, although they also show that population sizes in the past can be critical as well as difficult to estimate. Hiernaux has begun to estimate the magnitude of environmental factors on anthropometric measures of similarity. Many other instructive examples could be cited.

Much of the interest of the illustrations comes from the comparison of similarities based on one class of data with those based on another. It is therefore, despite useful comments by several contributors, a pity that more attention was not given to ways of measuring congruence between data sets. But this will be a good subject for another symposium. The book is well-produced and the contributions are commendably easy to read.

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GENETICS AND EDUCATION. A. R. Jensen. Methuen. Pp. 379. £3.50.

The book is prefaced by Jensen's view of the events surrounding the publication of his Harvard Educational Review article "How much can we boost I.Q. and scholastic achievement?" The emotion accompanying the subsequent debate can be attributed only to a loss of nerve among some of those whose fundamental principles were so rudely shaken by Jensen's observations. For those who believe in "scientific detachment" the preface is salutary reading.

The preface accounts for most of the new material in a collection of annotated papers which is justified by the publishers' desire to make the HER article available to a wider audience. This paper is unparalleled in breadth