recent literature as well as of some of the earlier papers on the subjects. Abstracts and some statistical tables are given from the selected works. Each section includes a portion of the Danish data on that particular subject and gives appropriate references to more detailed tables in the companion volume 2, *Basic Tables,* which is intended for those who are interested in the demography of cancer.

The review volume consists mostly of demographic studies that bear on the etiology of cancer. It is a veritable gold mine of autopsy statistics relating to cancer, the prevalence of the disease, mortality statistics in general, and morbidity statistics. A particularly useful section on aspects of genetics and statistics includes pedigree studies and cancer studies in twins. The various types of cancer are then discussed, and data, arranged according to sites of the lesions, are presented. Etiologic factors are considered in relation to the different types of tumors. Data on the most important types of cancer are presented in graph form. Extensive statistical data from the scientific literature are presented and compared with new data from Denmark. The latter would have been more readily useful had they been given more consideration in the text.

The one criticism that might be made is that the choice of published material for reference seems somewhat spotty. However, the mass of publications on cancer is so great that one must be highly selective in citing references.

Clemmesen has rendered a great service to those interested in cancer statistics and has clearly demonstrated the value of a comprehensive cancer registry.

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Symposium on Teaching Genetics

Teaching Genetics in School and University. C. D. Darlington and A. D. Bradshaw, Ed. Oliver and Boyd, London; Philosophical Library, New York, 1964. x + 121 pp. Illus. $7.50.

For the teacher of genetics, the main values of this small book, which is composed of the contributions to a symposium held in England (and asserted by the editors in their introduction to have aroused great interest) and some additional notes, are in the concise statements by experts on particular kinds of genetic material about how their materials can be used in teaching laboratories. For example, in a section on bacteria and bacteriophages, Clowes outlines "some simple experiments with bacteria and phage which can be carried out with a minimum apparatus, and which are illustrative either of general genetic concepts or of principles so far novel to these systems, but which are likely to have far-reaching implications." Basic apparatus is listed, and brief directions are given for genetic fine structure analysis, mapping with multisite mutants, and studying complementation, spontaneous mutation, chemical mutagenesis, and oriented genetic transfer.

Bevan gives the principles of transduction in bacteria and experimental procedures for its demonstration. Pateman describes genetic studies with *Neurospora, Aspergillus,* and *Sordaria* and, with Woods, outlines the use of yeast for teaching practical genetics. A general statement on a course in biometrical genetics, by Jinks, precedes Thoday's practical exercise in quantitative genetics, using counts of chaetae in four stocks of *Drosophila.* Falconer identifies uses for mice in demonstrating segregation, factor interactions, and developmental genetics. Rees, Lewis and John, and Wylie, in successive notes, describe teaching cytology, demonstrating chromosome behavior, and material for practical cytology. There is a brief chapter by Ockey on peripheral blood cultures of human chromosomes and a note on human blood groups by Mourant.

Darlington's description of his "genetic garden," illustrating the origins of species, breeding systems, mutation, variegation, and graft-hybrids, as well as multipurpose plants, is of considerable interest. There are brief notes that list seedling characteristics in several plants and illustrate leaf markings in white clover, the latter providing useful material for demonstration of multiple allelic series, and an attractive note by Pusey on cyanogenesis in white clover, a system that through simple biochemical tests relates genes to enzymes controlled by two different loci and is adaptable to studies of population samples from different sites.

Three teaching projects with *Antirrhinum* are outlined by Bradshaw, and a *Drosophila* population cage for class experiments is described by Whittington. A model of a bivalent at metaphase I of meiosis, useful in "practical examinations," is described briefly by Whittington.

A list of sources of materials with an index of addresses, practically all in the British Isles, identification of two good chromosome films, and a brief list of books on the teaching of genetics are also provided. Two chapters, one on genetics teaching in the universities (which deals mainly with the problems of whether or not there should be a genetics department and, if so, how it should be oriented) and another on genetics in schools, are of some interest but probably of less relevance in the American context. Although it would be difficult to defend the assertion, made on the dust jacket, that all this is "indispensable for those who wish to teach more accurately, more vividly, and—more easily," many teachers of laboratory courses in genetics may find material of interest in this book.

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Mathematics

Theory of Functions of a Complex Variable. vol. 1. A. I. Markushevich. Translated from the Russian by Richard A. Silverman. Prentice-Hall, Englewood Cliffs, N.J., 1965. xvi + 459 pp. Illus. $16.

In many ways this is a good book for the beginner in complex function theory. With the exception of some chapter introductions that are loosely connected and vague, it is well written. The material is aimed at the student who has completed a standard course in advanced calculus.

The main body of each chapter is thorough, and the chapters are sprinkled with many well-chosen and completely worked examples. At the end of each chapter there is a section of well-selected problems. The author attempts to be rigorous, but at the same time he attempts to give the reader an