

abbreviated form with each entry, and adding a full bibliography at the back of the book.

Given the international scope of investigations into human evolution and prehistory, it was surprising to me to learn that 38 of the 40 contributing authors are at institutions in the United States, with 20 of these from within a 30 mile radius of the editors' home offices at the American Museum. (The other two authors are from the British Museum.) It seems to be that the *Encyclopedia* suffers from this geographical bias. I would like to see future editions include contributions from more colleagues from across the Atlantic as well as west of the Hudson.

I think that the *Encyclopedia* will probably find its best use as a laboratory and library reference book. My copy of the *Encyclopedia* will be on the closed reserve shelf of the Department's physical anthropology laboratory, next to Day's *Guide to Fossil Man*, Szalay and Delson's *Evolutionary History of the Primates*, and Savage and Russell's *Mammalian Paleofaunas of the World*. Garland Publishing may produce a paperback version at a reduced price aimed at introductory physical anthropology students, but it seems unlikely to me that the book can serve as a primary text. At its present price of \$87.50, I cannot justify assigning *Encyclopedia* as a supplemental text. I will, however, place a copy of the book on closed reserve in the undergraduate library for my introductory and advanced courses, and monitor how frequently it is checked out. These students seem to me to represent the kind of general audience that can best use the book in its present form.

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Sociobiological Perspectives on Human Development. Edited by Kevin R. MacDonald. ix + 405 pp. New York: Springer-Verlag. 1988. \$47.50

When I ask my students, many of whom are psychology majors, to name the most influential people and theories in psychology, one set of names and theories are conspicuous by their absence. These are names such as Darwin and Lorenz and theories such as natural selection. My psychology

colleagues tell me that it is possible for a student to attain an undergraduate degree and possibly even a graduate degree in psychology without ever reading the work of Darwin or any other evolutionary biologist! Dr. MacDonald has assembled a book of readings to help remedy this sad state of affairs. This book treats human behavioral development as an evolutionary phenomenon. This is implied in the term "sociobiology" used in the title. MacDonald calls sociobiology an "... ultimate-level theory which can incorporate the main theoretical approaches within developmental psychology, including social learning theory and cognitive-developmental theory" (page ix).

If this were only a book for psychologists, there would be little value in reviewing it for this journal. To be sure, 13 of the authors are affiliated with departments of psychology or family studies, while only four are within departments of anthropology. However, every one of the 13 chapters treats human behavioral development from a biological and evolutionary perspective, so in a broad sense this is a book for human biologists. Each of the chapters is essentially an essay on ideas about how evolutionary biology may be applied to human development. There is, however, very few data, and what there are have been taken largely from other sources. The exceptions to this are chapters by the anthropologists Chisholm, Draper, and Harpending and the psychologists Segal, Weisfeld, and Billings. The anthropologists draw on fieldwork experience with the Navajo (Chisholm) and original analyses of data in the literature. Segal describes her experiments and experiences with twins. Owing to the combination of data, photographs, and ideas, Segal makes this the most provocative chapter in the book. Weisfeld and Billings describe some of the biology of adolescent development in the context of work by Weisfeld and several colleagues on adolescent aggression and social bonding.

The other chapters discuss mostly how sociobiology might be applied to human development. Topics include the history of theory in developmental psychology, resource acquisition as the motivating force in development, the evolution of self-deception, biological bases for moral development, and gene-culture coevolution. The final section of the book treats parent-child interaction. The focus here is on child maltreatment and the development of reproductive strategies during ontogeny.

This book is useful for understanding how evolutionary biology might be better incorporated into psychology (for that matter into sociology, political science, economics, etc.). Instructors may find that some of the individual chapters are useful for teaching and for generating discussion in seminar classes. One hopes that this edited volume will stimulate original empirical research. Such research is needed to produce data to test the ideas offered by the contributors to this volume.

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Brief Reviews

Nutrition in Adolescence: A Longitudinal Study in Dietary Patterns From Teenager to Adult. By B. Post. 174 pp. Haarlem, The Netherlands: Uitgeverij de Vrieseborch. 1989. (paper)

This monograph describes the dietary intake and eating patterns and habits in a longitudinal sample of Dutch adolescents (103 females, 97 males) in "The Amsterdam Growth and Health Study." After a brief description of procedures and reproducibility of measures of food intake and habits, the monograph considers differences between school days and weekend days, snacking habits, longitudinal changes in eating patterns from adolescence into young adulthood, food intake relative to estimated body composition, aerobic power and habitual physical activity, and the relationship between food intake and biological maturity status. The last mentioned is rather interesting. Early maturing youngsters (skeletal age) tended to consume less energy and protein per kilogram of body weight but were fatter and had a lower level of estimated habitual physical activity than later maturers of both sexes.

The Social Significance of Sport: An Introduction to the Sociology of Sport. By B.D. McPherson, J.E. Curtis, and J.W. Loy. xv + 334 pp. Champaign, IL: Human Kinetics. 1989. \$29.00 (cloth).

This volume is a reasonably comprehensive text for courses dealing with the sociol-

ogy of sport. After an introductory chapter setting the role of sport in society, the text has three major sections. The first deals with the relationship between sport and other social institutions, i.e., family, school, economy, politics and law, and the media. The second section deals with social inequalities in sport, i.e., social class, race and ethnicity, and gender as factors that influence opportunity in sport. The final section highlights two interesting issues in contemporary sport, first, various subcultures of sport, i.e., deviant groups, cheating, violence, etc., and second, collective behavior in sport, i.e., crowd control, riots, hooliganism, etc.

Motivation and Emotion. By P. Evans. 167 pp. London and New York: Routledge. 1989. \$13.95 (paper), \$39.50 (cloth).

This brief book is aimed for undergraduate students in psychology. Specific chapters describe motivational factors in four "biological imperatives": eating, sleeping, sex, and aggression, followed by a discussion of "gut reactions" and "gut emotions" in emergency situations. Predictability and controllability in the environment and various theories of motivation are subsequently described. A discussion of the drive for success and achievement and the role of cognition in emotion concludes the volume. Although it is difficult to include sufficient detail in such a brief account of the complexities of motivation and emotion, the book is very readable.

Before We Are Born: Basic Embryology and Birth Defects (3rd edition). By K.L. Moore. x + 306 pp. Philadelphia: W.B. Saunders. 1989. \$24.95 (paper).

This volume is an updated edition of a general text of human embryology. Excellent illustrations and selected clinical materials characterize the text; however, the text does not provide a detailed account of specific changes that occur during prenatal development. The first part of the text considers the changes that occur during the first 8 weeks of embryonic life followed by a brief description of changes in the fetal period. Subsequently, separate chapters are devoted to the placenta and fetal membranes, congenital malformations, the head and neck, and specific systems of the body.

Histopathology: Color Atlas of Organs and Systems. Edited by E. Grundmann and S.A.