Book Reviews

Charles Darwin: The "Beagle" Letters. Edited by Frederick Burkhardt. xxx + 470 pp. Cambridge, England: Cambridge University Press. 2008. $32.00 (cloth).

The year 2009 is the bicentenary of Charles Darwin's birth and the 150th anniversary of the publication of *On the Origin of Species by Natural Selection*. There can be no more fitting tribute to Darwin and his achievements than the publication of a compilation of his letters. *Charles Darwin: The "Beagle" Letters*, edited by a team led by the late Frederick Burkhardt, is based on materials previously published by the Darwin Correspondence Project; a group of historians and scientists chiefly based in Cambridge University (Darwin's *alma mater*) and at various locations in the United States.

This book will be of interest to students, teachers, researchers, and anyone interested in Darwin's life and discoveries. It consists of the text of letters written by and to Darwin between January 1831 and October 1836, and therefore covers the period from his graduation until the end of his voyage in *HMS Beagle*. But it is so much more than a collection of letters. The letters are reproduced chronologically and describe a maritime adventure, a historical soap opera, a record of scientific observations, and include an archive of artwork from the voyage. They chronicle disputes over money, accounts of family gatherings, and discussions about scientific methodology as well as the more predictable accounts of the voyage itself.

The collection begins with letters written around the time of Darwin's graduation from Cambridge University. They are printed in chronological order with no additional structure—the book has no chapters—but with copious footnotes, provided by the editors, where these are necessary for the understanding of the text or to explain discrepancies in dates. These are essential if the reader is to understand that a "bowmeeting" is a meeting to practice archery (p 147) or that a "Parson's week" is a type of holiday taken by a clergyman (p 9).

In a letter to Caroline, one of his sisters, in April 1831 Darwin wrote, "I took my Degree the other day: it cost me £15: there is a waste of money" (p 12). The degree to which he referred was a general degree that included the study of theology and mathematics. The letters from Darwin's sisters are particularly interesting as they served to keep him up to date with social events at home while he was traveling.

In a prophetic letter to Caroline in July 1835 Darwin wrote, "I am very anxious for the Galapagos Islands—I think both the Geology & Zoology cannot fail to be very interesting" (p 350). Unfortunately, readers hoping to examine contemporary accounts of Darwin's discoveries in the Galapagos Islands will be disappointed as no letters are presented from this period of the voyage. Darwin did write from the islands but, as luck would have it, the letter was lost in transit. However, as a small compensation, a single page of his ornithological notes from the Galapagos is reproduced, which alludes to the possibility that the study of archipelagos might throw light on the process of speciation: "If there is the slightest foundation for these remarks the zoology of Archipelagoes will be well worth examining; for such facts would undermine the stability of Species" (plate 35 between p 376 and p 377).

A brief biography of persons with whom Darwin corresponded, and others mentioned in the letters, is provided by the editors, with the dates of the correspondence. However, on examining this for letters to his future wife, Emma Wedgwood, I found that the earliest of the four letters listed was dated October 24, 1836. This is curious because the last letter reproduced in the book is dated October 6, 1836, so none of these letters appears. A similar situation is apparent with a number of other correspondents. These small problems aside, the bibliographies, together with the index and a timeline of the *Beagle's* voyage, provide useful tools to help the reader navigate through the documents. An introduction by Janet Browne, a leading Darwin scholar from Harvard University, helps to put the letters in context and provides much additional useful information.

Much of the artwork has been reproduced from the sketchbooks of Conrad Martens, the *Beagle's* artist. There are water colors and pencil drawings of subjects ranging from a portrait of a Fuegian woman to views of Montevideo and Sydney Harbor. There are also reproductions of other documents such as Darwin's geological map of South America, drawings he made of sections through a coral reef, a scale drawing of his cabin in the *Beagle*, a letter from one of his sisters, and an amusing drawing of Darwin with an insect net sitting astride a giant beetle, drawn by one of his friends. Simple drawings contained within some of the correspondence have also been included.

The final letter in the compilation was written by Darwin to his teacher and friend Professor John Stevens Henslow, on October 6, 1838: "The Beagle arrived at Falmouth on Sunday evening, & I reached Shrewsbury yesterday morning . . ." It ends, "I can write no more for I am giddy with joy & confusion. Farewell for the present. Yours most truly obliged. Chas. Darwin" (p 399).

Of course, Darwin continued to write and receive letters throughout his life, and this book leaves the reader wanting to read more of the correspondence from the period leading up to the publication of *On the Origin of Species* and that relating to the repercussions thereafter. We are indeed fortunate that so much of Darwin's correspondence has survived and that scholars have devoted so much time and effort to making his letters accessible to all. It is ironic that, while we now have access to many of Darwin's handwritten letters via the Internet and in books like this, if his expedition had taken place in modern times the e-mails that he would undoubtedly have sent home would probably have been deleted as his correspondents' inboxes exceeded their allocated size limit.

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Correspondence of Charles Darwin. Volume 16, parts 1 and 2, January–June and July–December, 1868. Edited by Frederick Burkhardt. xlvi + 604 and 605–1252 pp., respectively. New York, NY: Cambridge University Press. 2008. $320.00 (cloth).

These books comprise volume 16 of *The Correspondence of Charles Darwin*, one of the great publication projects of our time. The volume opens with a tribute to Frederick Henry Burkhardt, the founding editor of the Darwin Correspondence Project. Burkhardt conceived the idea of publishing all the surviving correspondence in 1974, and died in his home in Bennington, Vermont, shortly before this volume went to press. Darwin's scholars will remain in his debt for the riches deriving from his idea.

Volume 16 is 1,352 pages long and spread over two books. In a work like this, one follows threads of personal interest: Darwin as a fond parent or concerned citizen; the unfolding of the notion of sexual selection; Darwin's response to correspondents; his interaction with friends; his surprising modesty and freedom from arrogance; the story behind the portrait of Darwin by the famous Mrs. Cameron of the Isle of Wight; his worries about the age of the earth; and so on. We are left with an appreciation of Darwin as a scientist and human that is deeper and richer than from reading formal biographies. The size of the volume ensures that the pleasures it offers will not readily be exhausted. Here I can only touch on a few threads which impressed me in one way or another.

It is astonishing to be confronted with the actual evidence of the effort that went into his works: the number of letters he required to satisfy himself on a single point. The prevalence of courtesy and helpfulness, and the openness with which ideas were discussed and shared by Darwin and his correspondents was impressive. Generally, those who opposed particular ideas of Darwin's did so openly, whereas at the same time doing their best to provide him with the information he sought. Witness, for example, the letter on p 383 from Ernest Faivre, Professor of Botany at Lyons, who did not endorse Darwin's brainchild, Pangenesis: "We may differ in our opinions, dear Sir, but we do not differ at all in our sincere desire to penetrate Truth." Of course, in some cases his correspondents did border on the obsequious, but generally, they seemed sincere.

However, there were limits to tolerance and courtesy, and less noble feelings were by no means absent. Hooker to Darwin (September 5, 1868, p 718) referring to Richard Owen: "I shall meet him just the same, & be hugely tempted to broach the subject bluntly to him. Was it you who told me that Carlyle called his smile 'sugar of lead.'" To which Darwin replied (p 732): "I differ from you, *I* could hardly bear to shake hands with the 'sugar of lead,' which I never heard before; it is capital." [Sugar of lead, or lead acetate, is sweet but poisonous.] A footnote explains that the remark originated with Jane, Carlyle's wife, who used the expression to describe Owen's smile. Hooker's source for the reference to Carlisle was not Darwin as he suspected, but T.H. Huxley (p 719, footnote 11).

G. H. Lewes, at one time editor of *Fortnightly Review*, reviewed Darwin's *The Variation of Animals and Plants Under Domestication* twice in 1868. In the second review, he sought to contradict Darwin by citing a number of characters (thorns, spines, electric organs, luminous organs in insects, etc.) as having "the obvious impress [impression] of being due to a community of substance under similar conditions rather than a community of kinship." Darwin responded patiently in a long letter, dated August 7, 1868, defending the role of natural selection in the cases of luminous and electric organs and thorns. He concluded "As the views which you have taken on the subject here discussed seem firmly fixed, I do not suppose that anything which I have written, even supposing it mainly true, will have much influence; for I know by my own experience that a conclusion slowly arrived at cannot be quickly changed. But I have liked to say my say, & I hope it will not trouble you too much to read and consider it; but this discussion ought to have been much fuller."

Faced with sound arguments Darwin himself was in fact quite open to change. An extract from a letter dated November 24, 1868 and addressed to the remarkable Scottish autodidact physicist, James Croll, illustrates my point. "I have read with the greatest interest the last paper which you have kindly sent me [Croll 1868, pt. 3]. If we are to admit that all the scored rocks throughout the more level parts of the United States result from true glacier action it is a most wonderful conclusion, and you certainly make out a very strong case; so I suppose I must give up one more cherished belief." When the 5th edition of *On the Origin of Species* appeared in 1869, all reference to icebergs in relation to the phenomenon of erratic boulders had been removed.

In answering Croll's very first letter on September 19, 1868, Darwin revealed his modesty and evident pleasure in learning something new. In the first edition of the *Origin* (pp 256–257), Darwin had made a rough estimate of the time that had elapsed during the denudation of the Weald in South East England. Allowing one inch per century he estimated that some 300 million years would have been required. On December 24, 1859, a month after the publication of the *Origin*, *Saturday Review* published an article attacking this estimate. However, Darwin himself had already halved his estimate in time for the second printing of the *Origin* in January 1860. In his first letter to Croll Darwin wrote: "I hope you will allow me to thank you for sending me your papers in Phil. Magazine. I have never, I think, in my life been so deeply interested by any geological discussion. I now first begin to see what million means, and I feel quite ashamed of myself at the silly way in which I have spoken of a million years. I was formerly a great believer in the power of the sea in denudation and this was perhaps natural, as most of my geological work was done near sea coasts, and on islands. But it is a consolation to me to reflect that as soon as I read Mr. Whittaker's paper on the escarpments of England, and Ramsay and Juke's papers, I gave up in my own mind the case; but I never fully realized the truth until reading your paper just received." In this paper, Croll appreciating the importance of impressing on his audience the true extent of a million wrote "take a narrow strip of paper, 83 feet 4 inches in length; then mark off at one end the tenth of an inch. This tenth of an inch will represent one hundred years, and the entire strip a million years." Croll's representation of a million years was quoted by Darwin in the 5th and 6th editions of the *Origin*.

Many more intriguing incidents and insights are to be found in volume 16.

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Between Biology and Culture. Edited by Holger Schutkowski. xii + 310 pp. New York, NY: Cambridge University Press. 2008. $130.00 (cloth).

Although humans adapt to their environment through both biology and culture, scholars often tend to emphasize one over the other. *Between Biology and Culture*, edited by Holger Schutkowski, bridges this division through a number of contributions ranging from forensic and molecular anthropology to paleodiet and paleopathology. The volume arose out of the 2003 inaugural symposium, entitled "Biological Anthropology at the Interface of Science and Humanities," of the Biological Anthropology Research Centre (BARC) at the University of Bradford. The chapters focus on both skeletal analyses, including the reconstruction of forensic identifications, health in the past, disease ecology, and paleodiet, and on the use of new techniques that can be used to investigate the interface between biology and culture, including biogeochemistry, ancient DNA, and molecular analyses of ancient proteins. Given its place in the Cambridge Studies in Biological and Evolutionary Anthropology series, many chapters emphasize biological anthropology. However, others incorporate more archaeological and bioarchaeological data and perspectives and will be useful for a wide range of anthropologists.

Chapters also vary in their investigation of both large populations and individuals in the past. For example, Don Brothwell's wide-ranging yet intimate and personal discussion in Chapter 2 focuses on the history of the biological study of human populations. In Chapter 5, Donald J. Ortner and Holgur Schutkowski explore the interplay of ecology, disease, and culture in human populations during the Holocene, including the harmful and beneficial interactions between humans and their cultural and natural environmental resources, whereas Gabriele Macho's Chapter 6 examines the role of environmental fluctuations and stress in hominin evolution.

A focus on the individual is apparent in Sue Black's discussion in Chapter 3 of the role of forensic anthropology in determining the identity of the deceased, illustrated by case studies of a British homicide, war crimes in Kosovo, and tsunami victims in Southeast Asia. In Chapter 4, Richard H. Steckel assesses individual quality of life by unifying biological and social approaches. In addition, Louise T. Humphrey's discussion of the weaning process in Chapter 9 uses multiple lines of evidence to elucidate weaning, and its health effects, in individuals in the past. Finally, Chapter 11 by Kirsi Lorentz provides the most theoretical chapter, focusing on recent innovations in bioarchaeology and the body.

A number of chapters also provide very useful and successful overviews of new methodological developments in biological anthropology and bioarchaeology. Chapter 10, by Beth Shapiro et al., addresses recent developments and successes in ancient DNA analysis, as well as the pitfalls. Similarly, T. Douglas Price's Chapter 11 clearly elucidates the role of biogeochemistry in archaeological human mobility studies, illustrated by case studies of both individuals and populations in North America, Mesoamerica, and Europe. Paleodiet, including the weaning process, is the focus on Chapters 7 and 9 by Holger Shutkowski and Louise Humphrey, respectively; aspects of Chapter 8 by M.J. Collins et al., which focuses on biomolecules and their potential for dating and determining paleodiet through organic residues and cooking processes, includes many intriguing directions for future paleodietary research as well. These chapters provide balanced introductions to the popular field of paleodietary research, and all of the methodological chapters will be particularly helpful to students and non-specialists who are trying to make sense of the many developments in the field.

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Evolution of Communicative Flexibility: Complexity, Creativity, and Adaptability in Human and Animal Communication. Edited by D. Kimbrough Oller and Ulrike Briebel. X + 356 pp. Cambridge, MA: MIT Press. 2008. $50.00 (cloth).

This book, part of "The Vienna Series in Theoretical Biology" published by the Austrian Konrad Lorenz Institute for Evolution and Cognition Research, is concerned with the origins of language, specifically its communicative flexibility. A key theme running through is that human language is immensely flexible in a number of ways, compared with other animal communication systems, and that it is therefore natural to ask about the evolutionary origins of these flexibilities.

The primary mission of the "Vienna Series," as a whole, is to remedy a lack of theoretical progress that is being located throughout the biological sciences. In this spirit, the KLI people have focused on the problem of language origins and proceeded to tackle it by inviting a number of authorities, tasked to debate the problem of why humans communicate in vastly more complex ways than anything else.

Of course, language evolution is currently a fashionable topic, which is generating a plethora of books and edited volumes, so what is special about this particular contribution? Structurally, the book consists of 15 chapters, grouped into different topics that include cross-species comparisons, preverbal communication in infants, cognitive underpinnings, and evolutionary modeling, all con-

cerned with communicative flexibility. Of these, the cognitive underpinnings section received by far the least attention. This is unsatisfying, especially because the theoretical advances in comparative cognition have been substantial in recent years due to significant empirical progress with animal studies in captivity and the field. Another bias is the strong focus on the vocal channel, with only one chapter devoted to gestural communication. The editors argue that this is appropriate because, after all, language is a predominantly acoustic phenomenon. One underlying assumption is that language can only emerge once infants can freely produce a sufficient number of different sounds. This might be true but the book largely neglects the underlying psychology required to experience the desire and motivation to communicate to a receiver.

Has the book met the Vienna Series' ambition of generating significant theoretical progress? In the case of language evolution, it is a somewhat odd request to make because the field is really more plagued by a lack of empirical progress than a deficit in theorizing. It also needs to be said that various authors hardly add any new theoretical substance to the debate, but instead prefer to reiterate old and familiar themes. There is a noticeable tendency to remain on safe empirical grounds, by reviewing the well-known and established studies in animal communication, which are habitually showcased on such occasions, or by discussing own work without considering other relevant developments in the field. Fortunately, there are a number of efforts to include less known and sometimes more technical work, which can be no less relevant despite less attractive packaging. However, the editors do an excellent job in providing thoughtful and profound points throughout the book, which are well written and engaging.

Another strong point of the book is its interdisciplinary nature, although this is never really explicitly stated. A good proportion of the contributions are devoted to early preverbal vocal behavior in infants, a literature that has traditionally been less visible in the language origins debate, and there is a good chance that many readers will be unfamiliar with it. Despite the obvious relevance of this research, proper systematic comparisons between the vocal communication of non-human primates and those of preverbal human infants have rarely been made, and this is precisely what some authors have tried to make. Under the premise "ontogeny recapitulates phylogeny," the focus was not so much on how children acquire speech, but on the more relevant evolutionary transition from a primate-like (inflexible) vocal behavior to early (flexible) syllable production and canonical babbling. The difficult problem is to determine what exactly qualifies as "new" and "created" in the vocal utterances of infants, and what is simply part of their natural vocal repertoire. Unfortunately, not much is said about the potential interplay between how infants learn to master the speech apparatus and how they learn to use the sounds flexibly. One interesting titbit was that deaf children produce the same types of vocalizations like normal hearing ones, something that is also observed in non-human primates. Interestingly, however, deaf children also produce babbling sounds, the playground of word learning, within their first year of life, despite being deprived from acoustic feedback. Although there are qualitative differences with normally developing children, one emerging hypothesis is that perhaps the complexity of human communication has less to do with the ability to imitate sounds (as generally assumed), but with the ability to rapidly reassemble a finite (and inflexible) species-specific vocal repertoire?

Overall, despite its minor flaws, the book clearly deserves the attention of anyone interested in communication and language for all the mentioned reasons. This is perhaps not so much for the theoretical contributions, as pointed out, but for a refreshing fusion of the current animal communication literature with the literature on infant preverbal behavior, presented and commented competently and insightfully. For this alone, it will be worth investing in additional shelf space.

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Beautiful Minds: The Parallel Lives of Great Apes and Dolphins. By Maddalena Bearzi and Craig B. Stanford. 351 pp. Cambridge, MA: Harvard University Press. 2008. $24.95 (cloth).

Directed at a general audience, *Beautiful Minds* is a wonderfully written contrast of the ecology and behaviors of two groups of mammals that elicit popular interest because of their large brains and complex behavior. Primates and cetaceans last shared an ancestor about 90 millions years ago and have evolved in very different settings. Bearzi and Stanford are long experienced observers of the behavior of dolphins and great apes, respectively, and their objectives, stated in the first introductory chapter, are to determine whether the "reasons for dolphin intelligence and social complexity have parallels in the great apes' and therefore our own evolution" (p 4).

First discussed in Chapters 2 and 3 are the histories of different cultural attitudes and behaviors toward these two groups of mammals followed by an account of the individuals who have studied them in their natural settings. Chapter 4 provides succinct descriptions of the ecology and social lives of these animals. Shared are mother–son bonds, coordinated long-term relationships among males, cooperative hunting, and territorial aggression.

Chapter 5 attempts to determine what aspects of their ecologies have resulted in increased cognitive capacities. Apes and cetaceans live in extensive, complex three-dimensional settings in which the targeted foods (fruiting trees and schooling fish, respectively) vary in availability and accessibility. In addition, intraspecies and intragroup competition among individuals is intense for both species and success hinges on cooperating with and manipulation of others. These challenges have resulted in convincing evidence that both groups lie on an intelligence continuum shared with contemporary humans. Bearzi and Stanford provide many examples of sophisticated deception

and imitation, complex communication, self-recognition using mirrors, and inter-group aggression.

Chapter 6 further details the intricacy of social networks in both groups and the intraspecies behavioral variability that is locally learned and should be labeled culture. Chapter 7 reflects on the significance of hands versus "gloved hands" (of cetaceans) and the evolution of intelligence. They point out that stone tools showed up well after sophisticated behavior was evident in the hominin fossil record (although stone tools would be one step along the continuum of increasingly sophisticated use of tools and not the date for the first use).

Chapter 8 details the shared patterns in ecology and adaptations that likely resulted in these highly intelligent mammals and the concluding chapter reminds us that these animals may be soon extinct due to the destruction of their habitats. Preservation of these species in artificial settings will probably not preserve their unique cognitions. This volume is a fun, quick read, and can be recommended to friends, relatives, and students who need to better understand the value of biodiversity and might be inclined to contribute financially and otherwise to conservation efforts. It would also provide material that might enliven discussions on the evolution of intelligence and language.

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Mind, Brain and Education in Reading Disorders. Edited by Kurt W . Fischer, Jane Holmes Bernstein, and Mary Helen Immordino-Yang. xviii + 333 pp. New York, NY: Cambridge University Press. 2007. $96.00 (cloth).

This book is an edited collection of chapters from contributors to a conference on reading and reading disorders. It forms part of the "Cambridge studies in cognitive and perceptual development" series which explores theoretical and empirical issues by drawing on knowledge from biology, cognition, education, and culture. The series grew out of the Harvard Interfaculty Initiative (*Mind, Brain, and Behavior*) which was set up to engender interdisciplinary communication and research.

The book is divided into four parts. The first asks "What is Reading and What are Reading Disorders?" with individual chapters providing answers from neuroscience, evolution, and genetics; the second, "Reading and the Growing Brain: Methodology and History" explores the relationship between normal and abnormal brain development and reading; the third, "Watching Children Read" presents case material of dyslexic and nondyslexic boys analyzed from educational and neuropsychological perspectives; the final part, "Reading Skills in the Long Term" considers the manifestation and support of reading difficulties across the lifespan. Although this book is clearly intended to tell a cohesive story, in reality it comes across as a book of two halves that struggles to achieve a clear overarching identity.

The first two parts are very interesting from an academic viewpoint but quite how they might inform the teaching of dyslexic children in the classroom is not made clear. These chapters are also pitched at an advanced level and assume a great deal of prior knowledge of the reader. Although the book is intended for academic researchers and graduate students, the majority of readers who are not expert in neurobiology or genetics would have difficulty following the technicalities of these chapters. This is a shame as the complexity of these early chapters could deter many readers who would then miss out on the gem that is the second half of this book.

Prior to the conference on which this book was based, invited professionals were asked to observe footage of three dyslexic boys and one nondyslexic boy performing various cognitive tasks, and to interpret the boys' performance in the light of prevailing theories of dyslexia. The results of these observations were presented at the conference and subsequently written up as the third part of the book. This provides a fascinating introduction to the real-life presentation of dyslexic children, and brings this book to life. As Joseph Torgesen puts it in his chapter, "the experience of watching these videotapes reminds me that my own efforts to understand reading difficulties should include a bit more time directly interacting with children and observing them and a bit less time sifting through test data" (p 243).

For the first time, the authors here succeed in uniting the brain, cognition, and behavior in dyslexia as they describe real children as cohesive wholes seen from educational, biological, and developmental perspectives. One disappointment, however, was that these fascinating interpretations were constrained (as the authors themselves lament) by a lack of background information on the boys who would normally be available to clinicians.

The final section of the book considers assistive technologies and intervention programs in schools and takes an inspiring look at the reading skills of a group of highly educated and successful adults with dyslexia, applying the strategies they have used in their lives to the case of one of the dyslexic boys described in the previous section.

Reading between the lines of the acknowledgments section, where the editors mention "various delays and tribulations that come inevitably" in editing a book involving many contributors, this book clearly had a long and difficult gestation. This undoubtedly accounts for its two major flaws. First, as mentioned earlier, the book feels disjointed. Even within sections chapters do not always sit well together, and four of the 17 chapters are accompanied, for no obvious reason, by a short "essay" although these generally do not add much to the chapters that they follow. Each chapter and essay begins with an overview written by the book's editors. Although these overviews provide a useful summary of the main themes of the chapter, their inclusion actually seems to be a post hoc attempt by the editors to draw the chapters together and to give them a sense of cohesion where none necessarily exists. Despite the interdisciplinary intentions of the editors, if this book were split into two stand-alone books—the first aimed at biologically oriented academic researchers and graduate students, the second at classroom teachers and special educational needs coordinators—then each would have a stronger sense of identity and be more accessible to its intended readership.

A second major concern about this book is that it feels dated. Most of the references are from the 1980s and 1990s—none more recent than 2004—so key findings from the last 5–10 years, particularly in neuroimaging and genetics, are not mentioned. Furthermore, chapter authors refer to "powerful new in vivo brain imaging technologies" and the "potential of the new brain-imaging tool of fMRI," discussing techniques that have been in use for the last 15 years as if they have just been invented. Again this is probably due to the delays and tribulations that occurred during the editing process (one of the chapter authors unfortunately died in the year 2000 after writing the majority of his chapter, but some seven years before the book's publication). This all serves to give the book a feeling of already being out-of-date.

At a more fundamental level, the language used by many of the authors (including the editors) was rather surprising with frequent, inappropriate references to "dyslexics" and "normals" rather than to "dyslexic and nondyslexic readers."

Sandra Priest Rose, a teacher who contributed one of the chapters rightly states, "It is fascinating to learn about cognitive science and brain development in relation to reading problems ... I am pleading with researchers and educators to use your fascinating studies by applying them to the regular classroom" (p 261). In spite of the editors' laudable intentions, unfortunately this book largely fails to answer this plea.

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