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Scott Frederick Gilbert (born 1949) is an American evolutionary developmental biologist and historian of biology. Scott Gilbert is the Howard A. Schneiderman Professor of Biology (emeritus) at Swarthmore College and a Finland Distinguished Professor (emeritus) at the University of Helsinki.

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Scott F. Gilbert is the Howard A. Schneiderman Professor of Biology, emeritus, at Swarthmore College, where he teaches developmental genetics, embryology, and the history and critiques of biology. He is also a Finland Distinguished Professor, emeritus, at the University of Helsinki.

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Scott F. Gilbert, a Senior Research Associate at Swarthmore College and the Finland Distinguished Professor at the University of Helsinki Institute of Biotechnology, teaches developmental biology, developmental genetics, and the history of biology. After receiving his B.A. from Wesleyan University, he pursued his graduate and postdoctoral research at The Johns Hopkins University and the ...

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Revised edition of: *Developmental biology* / Scott F. Gilbert, Michael J.F. Barresi. Eleventh edition. 2016.

Evolutionary Developmental Biology, Volume 141 focuses on recent research in evolutionary developmental biology, the science studying how changes in development cause the variations

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A textbook for a laboratory-based, sophomore-level course. Discusses species the development of which is little understood on a cellular or molecular level as well as the conventional examples used in developmental biology courses. Emphasizes both the similarities between groups of organisms and the differences that make each group unique. Annotation copyrighted by Book News, Inc., Portland, OR

"Glory to the science of embryology!" So Johannes Holtfreter closed his letter to this editor when he granted permission to publish his article in this volume. And glory there is: glory in the phenomenon of animals developing their complex morphologies from fertilized eggs, and glory in the efforts of a relatively small group of scientists to understand these wonderful events. Embryology is unique among the biological disciplines, for it denies the hegemony of the adult and sees value (indeed, more value) in the stages that lead up to the fully developed organism. It seeks the origin, and not merely the maintenance, of the body. And if embryology is the study of the embryo as seen over time, the history of embryology is a second-order derivative, seeing how the study of embryos changes over time. As Jane Oppenheimer pointed out, "Science, like life itself, indeed like history, itself, is a historical phenomenon. It can build itself only out of its past." Thus, there are several ways in which embryology and the history of embryology are similar. Each takes a current stage of a developing entity and seeks to explain the paths that brought it to its present condition. Indeed, embryology used to be called *Entwicklungsgeschichte*, the developmental history of the organism. Both embryology and its history interpret the interplay between internal factors and external agents in the causation of new processes and events.

Developmental biology is at the core of all biology. It deals with the processes by which the genes in the fertilized egg control cell behavior in the embryo and so determine its pattern, its form, and much of its behavior. The progress in developmental biology in recent years, with the applications of advances in cell and molecular biology, has been remarkable, and an enormous amount of information is now available. Designed for undergraduates, *Principles of Development* emphasizes basic principles and key concepts in developmental biology. Central to the authors' approach is the idea that development can best be understood by analyzing how genes control cell behavior. They have assumed that students have some basic familiarity with cell biology and genetics, but all key concepts, like the control of gene activity, are explained in the text. The authors have resisted the temptation to cover every aspect of development and have instead focused on those systems that best illuminate common principles, demonstrating throughout the book that there are universal principles governing development. The focus of the text is on vertebrates and *Drosophila*, but not to the exclusion of other systems, such as the nematode and the sea urchin, where they best illustrate a concept. An important feature of the book is the inclusion of the development of plants, a topic that has some unique and significant attributes but one that is usually neglected in other texts. Principles are presented clearly and numerous summaries are provided, both in words and in pictures. The illustrations in the book have been carefully designed and chosen to illustrate

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both experiments and mechanisms.

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