

Dugald Baird and was continued by Percy Nylander, an Aberdeen graduate, who has continued his work as professor of obstetrics and gynaecology in Ibadan, Nigeria. The editors achieve their objective comprehensively across the whole range of the subject from aetiology, epidemiology, and physiology, through management of pregnancy and labour, to the outcome for the offspring. There were times, however, when your reviewer felt as if he were drowning in a sea of facts, figures, and references which somehow seemed to obscure rather than clarify the meaning. Apart from the two chapters on the management of twin pregnancy and delivery (which show that most of the time-honoured rituals dear to obstetricians hearts, such as bedrest, have no influence on outcome), this is not a book for the casual reader who wants to catch up with the latest developments in the subject. The chapters on aetiology, epidemiology, and factors affecting twinning, in particular, overlapped and would have been easier to read with firmer editing. They are, however, like the whole book, packed with information for those with a special interest in these matters. Of practical interest to all obstetricians two points stood out: firstly, a plea for skilled counselling in cases of bereavement and antenatal diagnosis of congenital abnormality; secondly, a warning about loss of obstetric skills if we continue our increased caesarean section rate in twin pregnancy, which is not justified by evidence of improved outcome.

Here then is an authoritative and comprehensive work which will be of interest to all obstetricians and which should find its way into the libraries of obstetric departments everywhere.

Department of Obstetrics and Gynaecology,
St George's Hospital Medical School,
London SW17 0RE

JONATHAN FRAPPELL

Pathology and Pathophysiology of AIDS and HIV-related Diseases

Edited by S. J. Harawi and C. J. O'Hara. London: Chapman and Hall Medical. 1989. Pp 512. £75. ISBN 0-412291401.

THE astonishing growth in knowledge about AIDS and HIV infections within the past decade seems to be slowing down with research efforts now concentrating on three main aspects—fundamental virology, therapeutic drugs, and the development of a vaccine. There is a large accumulation of information about the tissue pathology of AIDS, and the editors have chosen an appropriate time to produce this book. A conventional systematic approach has been followed with a strong emphasis on clinicopathological correlations, strengthened by inclusion of clinical pictures and computerised tomographic scans. Three introductory chapters deal with epidemiology, immunology, and virology. There is a useful section on classification and staging of HIV infections. Separate chapters discuss AIDS in children and AIDS in Africa. The various system-based accounts of AIDS and AIDS-related pathology are well written and illustrated. Emphasis on the practical problems of differential diagnosis is welcome. The remarkable variations of AIDS between different susceptible groups is made abundantly clear. The text includes references up to mid-1988. The index works. The one section that fell short of expectation was (surprisingly) the introductory chapter on HIV itself. More detail would have been welcome—for example, on the HIV receptors on T4 lymphocytes and mononuclear cells and, particularly in this book, a fuller account of how HIV can be demonstrated in tissues. There

are a few other minor irritations: too many abbreviations, missing magnifications for most light photomicrographs, no illustration for CMV infection in the chapter on the lungs, and scattered misprints. But overall, the authors have produced an excellent book which will be valuable to a wide range of clinicians and pathologists.

Haddow Laboratories,
Royal Marsden Hospital,
Sutton

RICHARD CARTER

A Practical Guide to Clinical Teaching in Medicine

Springer Series on Medical Education, vol II. K. C. Douglas, M. C. Hosokawa, and F. H. Lawler. New York: Springer 1988. Pp 191. \$29.95. ISBN 0-026159400.

TEACHING has never had a high reputation in medical schools. A *Lancet* editorialist summed it up: "Patients first, research second, teaching third". Clinical students are mainly taught by junior medical staff who are themselves being taught for higher examinations. Needless to say few teachers have been taught to teach. If you are bright, have a postgraduate diploma, and can do research you are also assumed to be a good teacher. Experience belies that assumption.

What should you do, as a doctor in training, if you have been asked to teach the junior clinical students in 10 days' time? Will this book give the practical help its title promises? Not really. Although good clinical teachers are described as "enthusiastic, clear and well-organised, and adept at personal interaction", the book lacks those virtues. Its stodgy, verbose, plodding prose eventually tempts what the authors might describe as "an interactive author-reader duologue in which cover-approximating behaviour coupled with associated negative emotions results in premature closure of the encounter". There are *bon mots*—"To teach is to learn twice"; and "Some pictures are worth a thousand words, but a picture of a thousand words is not worth much". But there is also mind-blowing banality: "some content is best presented visually: X-rays, diagrams and pictures"; and "We do know that learning is a cerebral process, probably electrochemical in nature"—now that is going to be useful in preparing for those junior students on Thursday week. The clichéd hippocratic aphorism forming the last chapter's epigram mutates spontaneously: art is short, the book long.

So what to do; how do you prepare for the students? I would consult Newble and Cannon's *A Handbook for Clinical Teachers* (MTP Press, 1987). It will give you at least a dozen ideas for Thursday week.

Academic Department of Psychiatry,
St Mary's Hospital Medical School,
London W2 1NY

I. C. McMANUS

New Editions

Hartland's Medical & Dental Hypnosis.—3rd ed. By David Waxman. London: Baillière Tindall. 1989. Pp 501. £19.95.

Drug and Alcohol Abuse.—3rd ed. By M. A. Schuckit. New York: Plenum. 1989. Pp 307. \$25.00.

Gray's Anatomy.—37th ed. Edited by P. L. Williams, R. Warwick, M. Dyson, L. H. Bannister. Edinburgh: Churchill Livingstone. 1989. Pp 1598. £70.00.

Alcoholism.—2nd ed. Edited by S. E. Gitlow, H. S. Peyser. Philadelphia: Grune & Stratton. 1988. Pp 245. £14.00.

Critical Care of the Newborn.—2nd ed. By W. A. Hodson, W. E. Truog. Sidcup: Harcourt Brace Jovanovich/Philadelphia: W. B. Saunders. 1989. Pp 206. £14.95.