The use of illustrations could be improved to complement the text. For example, the discussions of gait analysis and muscle microstructure and function would be enhanced considerably by good diagrams, yet there are radiographs of a knee after anterior cruciate ligament reconstruction and of hallux valgus that confer little educational benefit.

The 'current concepts' aspect of this book sometimes falls short of expectations; for example, there is no mention of the Scarfe osteotomy in the section on hallux valgus.

This book is small enough to fit into a briefcase or bag but not into the microbiologically incorrect white coat. It could, if improved, provide a useful *aide-memoire* for trainees just before exams. However, although interesting and informative in parts, because of the deficiencies outlined above, I could only recommend it to trainees and colleagues (both developed and under-developed) with reservations.

Paediatric Oncology (3rd edn)

ROSS PINKERTON, PIERS PLOWMAN, ROB PIETERS

EXTENT P/H	730 p, hardback
PRICE/ISBN	£145.00 034080775X
PUBLISHER	Arnold (London), 2004
REVIEWER	Keith Holmes
STAR RATING	****

Cancer affects one child in 500 during the first 15 years of life. The number of patients surviving to 18 years has risen from around 1500 in 1971 to about 15,000 in the year 2000. With this in mind, the editors and contributors to this important text comprise an international group of pre-eminent paediatric oncologists, mainly practising in Europe. The work represents an authoritative source of reference for all aspects of the challenging field of childhood cancer. There is a uniform structure to each chapter with a useful synopsis of 'key points' at the end.

The first section gives a fascinating insight into recent advances in the understanding of tumour and therapeutic biology. For radiation – the effects on DNA in 'hierarchical versus flexible' cell populations and apoptotic versus mitotic pathways for cell depletion. For chemotherapy – the effects on DNA damage, DNA synthesis blockade and mitosis disruption. The interaction of these therapies is related to current concepts of the molecular biology of cancer.

The importance of national and international collaboration in clinical trials for the study of these rare diseases is emphasised. Their design and application is a paradigm for the study of malignant disease in any age.

The heart of the text is a treatise on each individual tumour type. These include practical aspects of presentation, diagnostic imaging and treatment as well as the application of current molecular and genetic insights into each disease.

Most paediatric malignancies are very sensitive to chemo- and radiotherapy. The importance of pre-operative treatment after accurate histological diagnosis is illustrated by safer operations, tissue sparing and limb salvage in nephroblastoma, hepatoblastoma and osteosarcoma, respectively.

The stage of disease including local or metastatic and complete or incomplete excision has an important impact on outcome. The authors show that application of this knowledge has allowed a progressive decrease in the intensity of therapy for low-stage, low-risk malignancy, for which operation may be the mainstay of treatment with examples including nephroblastoma and neuroblastoma. Overall survival has been maintained with a reduction in the toxicity and long-term sequelae of therapy.

There remain patients with all tumour types for whom the outlook is very poor. Treatment involves the use of intensive combination chemotherapy together with bone marrow ablation with transplantation or stem cell rescue. This is covered with each tumour type as well as in a comprehensive third section that also describes novel chemotherapy agents, including anti-tumour antibodies, anti-drug resistance and anti-angiogenesis agents as well as genetic medicine.

To those practising in the field of paediatric oncology, the text is indispensable. The book is also commended to those who are curious about the biology of a group of rare diseases and the science behind their treatment.

Hepatocellular Cancer: Diagnosis and Treatment

BRIAN CARR

EXTENT P/H	300 p, hardback
PRICE/ISBN	£79.50 1588291251
PUBLISHER	Humana (New Jersey), 2003
REVIEWER	Muntzer Mughal
STAR RATING	***

This book covers the diagnosis and treatment of one of the most common cancers worldwide. The 14 chapters, starting with the aetiology of hepatocellular cancer, are written largely by doctors working at the University of Pittsburgh Starzl Transplant Institute. The Liver Cancer Center there has seen over 3500 new cases in the last 15 years and one would, therefore, expect the book to have an authoritative tone – which it has.

The topic in each chapter is covered in great detail and is extremely well referenced. Unfortunately, the editing has not been rigorous enough. For example, epidemiology of the disease is repeated in many of the chapters almost as if each was meant to stand on its own. The detail on molecular mechanisms

is such that even the specialist would require a reference book to understand it fully, yet the chapter on medical treatment contains long lists of presenting symptoms, a curious inclusion in a book that is likely to be read by the super-specialist.

Editorial laxity applies also to the illustrations. One plate reproducing a picture from radiotherapy planning software in black and white is rendered meaningless as the caption mentions colours. Furthermore, in the chapter on interventional radiology there are seven plates depicting the preparation of Gelfoam[®], a common procedure for an interventional radiologist.

The best chapters are towards the end, covering the controversial area of indications for transplantation and providing experience-based solutions to several difficult scenarios. This book will provide the hepatobiliary specialist with an up-to-date and authoritative guide to the management of hepatocellular cancer.

Cultivating a Thinking Surgeon: New Perspectives on Clinical Teaching, Learning and Assessment

LINDA DE COSSART, DELLA FISH

EXTENT P/H	274 p, paperback
PRICE/ISBN	£35.00 1903378265
PUBLISHER	tfm (Shrewsbury), 2005
REVIEWER	Andrew Raftery
STAR RATING	****

I like the title of this book. It presupposes that we already have a thinking surgeon, a fact that is often forgotten in this age of modernising medical careers and educational theory. The book is by two authors, one of whom is a practising surgeon and associate postgraduate dean, the other an educationalist with a background in teaching who presently holds a Chair of Education in Postgraduate Medicine.

The book is designed for both teachers and learners in surgical practice. It seeks to provide challenging new perspectives that seriously question much that the current climate of education provides, by showing examples of arguments, ideas, processes and language in which to think and talk about education rationally and logically.

It is divided into two sections: the first dealing with the educational foundation for cultivating a thinking surgeon, the second a more practical section on teaching, learning and assessing in surgical settings.

I found it very heavy reading. Much of it is written in educational jargon. The premise is that surgical teaching will have to change in the new circumstances of the 21st century. The authors state that in the past the clinical setting was viewed as the arena in which surgeons could demonstrate clinical cases and instruct the learner in clinical and operative procedures. They feel that this approach is not commensurate with the current pressures on ways of working and that new methods and approaches to education will be required.

New models of education are presented in the first section and the chapter on 'Reflection' is very revealing educationally. The chapter includes statements such as 'having an experience is not the same as understanding its meaning' and that Habermas' work on reflection 'drives towards the ideals of empowerment and emancipation...reflection is about critique, evaluation and liberation'. I was also intrigued to learn that suitable starting points for reflection included writing a letter to a friend and experimenting with a variety of forms, *e.g.* prose, poetry and drama. I was sorry to see that it did not involve phoning a friend! Perhaps there is a tendency to accept that the traditional form of training provided well-trained but poorly educated surgeons. By the end of this book, I had the distinct impression that by following its recommendations we would end up with a well-educated and educationally eloquent surgeon who was poorly trained.

Somewhere among all the educational jargon is a very good book with some practical common sense. As a surgeon, I found the second section of the book much better than the first, which gave one the feel of a tree-hugging medical educationalist, with designer stubble, a suede waistcoat, cords and sandals conducting holistic teaching rather than a professional surgeon.

When I read the book, there was a certain sense of *déjà vu*. I realised that for the past 20 years I'd actually been teaching and educating in the way outlined in this book but had not appreciated the terminology applied to my teaching methodology.

I realise now that, over those years, my trainees have reflected, conceptualised, become emancipated, developed propositional, procedural and metacognitive knowledge over the post-ward round cup of tea. This has probably been common to many surgical firms and explains why there have been such excellent and thinking surgeons produced in this country in the past.

To whom would I recommend the book? Certainly to candidates studying for a degree in medical education who will find it invaluable. It is well referenced, beautifully produced and extremely up-to-date. I would also recommend that all practising surgeons read it and form their own opinion on changes in medical education.