influence on the vestibulo-ocular reflex is reviewed by Ito. The biology of human memory, both normal and abnormal, is described by Squire. Other chapters cover electroreception, the technology of intracellular perfusion and the comparative molecular biology of cholinesterase.

The symposium on the origin of modern neuroscience contains several articles which are both charming and interesting. John Eccles contributes a description of the historical and scientific aspects of the discovery of chemical transmission at the synapse. In this, the best article in the volume, he gives a personal account of the theoretical and experimental development of this very important advance. The biology of nerve growth factor and the neurophysiology of squid axon membrane are also discussed. Finally, Hubel contributes what he describes as a "slanted historical perspective" on the origins of cortical neurobiology.

This volume contains articles of considerable importance. The authors are certainly authorities on their subjects (including several Nobel laureates). It is enthusiastically recommended for both basic and clinical workers in the field.

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DOUGLAS-STROMME OPERATIVE OBSTETRICS—Fourth Edition—Edward J. Quilligan, MD, and Frederick Zuspan, MD; contributions by William J. Ledger, MD; Barry S. Schifrin, MD, and Feizal Waffarn, MD. Appleton-Century-Crofts, 292 Madison Avenue, New York, NY (10017), 1982. 967 pages, $68.50.

This excellent book has been a standard in its subject matter for many years. Drs. Quilligan and Zuspan, with the aid of other contributors, have updated it, making it an even more useful learning resource. As with past editions, the chapters concerned with surgical approaches to obstetrical problems are extremely complete, clearly written and very practical. These include the chapters covering the control of pregnancy loss, abortion, ectopic pregnancies, induction of labor, surgery related complications, third trimester bleeding, management of labor and delivery complications, use of forceps, cesarean section, trauma associated with delivery, and postpartum and postabortal complications.

The chapter on medical complications of pregnancy is extremely useful with good advice for current management of a number of typical problems. This material has been a particular interest of Dr. Zuspan and is handled very well.

The chapter on fetal monitoring, which was written by Dr. Barry Schifrin, also is very useful. The format allows for the answering of specific questions raised by monitor tracings and suggests appropriate management.

The anesthesia chapter is an excellent and up-to-date review of obstetrical anesthesia and the chapter concerning the immediate management of the asphyxiated infant written by Dr. Feizal Waffarn should be helpful to all obstetricians.

The section on fetal destructive operations is extremely complete and well written. It projects a ghastly specter rarely considered or used in modern obstetrics and, thus, tends to stir a lot of discomfort in today's obstetricians. Nevertheless, it is material that should be understood so that appropriate skills will be available in the occasional instance when they are necessary.

As with any book that has evolved through several editions and has had multiple contributors at different times, a few inconsistencies and anachronisms exist in this text. For example, in chapter 11, the authors make the statement that x-ray pelvimetry is only indicated in breech presentation where vaginal delivery is contemplated. Later in the same chapter, however, it is mentioned as appropriate management in evaluating a persistent posterior position. I imagine Dr. Quilligan wrote the first statement, and those from the past wrote the latter. In chapter 1, a prenatal form from New York Hospital is shown as an example of one that is modern and useful. Today, however, most modern obstetrical units use forms that allow for appropriate risking techniques. Although such approaches are noted later in the book, it would have been nice to see the initial chapter so updated. I would also encourage the authors to continue to update pictures and illustrations that are used in future editions. Many of the ones in the current text are getting a bit old and out of date.

These observations are not meant to be overly critical. I feel the book is an elegant one, which should be very useful to students, residents and practitioners as they manage their obstetrical patients.

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SO YOU WANT TO BE A DOCTOR?: The Realities of Pursuing Medicine As a Career—Naomi Bluestone, MD. Lothrop, Lee & Shepard Books, 105 Madison Avenue, New York, NY (10016), 1981. 256 pages, $12.95.

Students wishing to learn about "the realities of pursuing medicine as a career" (as Dr. Bluestone puts it) have a number of options open to them in the growing literature on medical education. Other than the classic literature about medical students (William Somerset Maugham's *Of Human Bondage*) three types of books seem to abound: there are sociological/political treatises based on research and the author's personal viewpoint (*Medical Mystery* by Steven Jonas); there are psychologically oriented works that attempt to put the "trials and triumphs" of medical school into rational perspective for individuals (*Doctor-To-Be* by James A. Knight) and there are the first-person accounts of medical school (*Gentle Vengeance* by Charles LeBaron).

Information of direct value to medical students attempting to cope with their situations may vary with literary source and format. While first person accounts are facile reading, the reader must extrapolate generalizations from between the lines of a narrative. The other two forms of writing tend to be more factually direct. A problem is identified and possible solutions proffered. Dr. Bluestone attempts to provide this service.

Dr. Bluestone, known for her offbeat columns in *The New Physician*, has written a naturalistic narrative tracing her decision to enter medical school, her experiences as a student and finally her perceptions as a house officer. Interspersed throughout the book are more in-depth explorations of certain personal and social issues, addressed as they arose in the author's own experience. Understandably these issues are not new or strange to one familiar with the process of medical education: the infantilization of the new medical student confronted by a paternalistic educational system; questions about the relevance of some curriculum material; social isolation felt by a professional student ensconced in academic pursuits; the seemingly parochial interests of some of the basic science faculty; the problems posed by the voluminous material presented to medical students, and much more.

In a section entitled "Private Thoughts for Special People" the author muses about the relationship of medical career and education to families of students, minority students and women. Some of this material is drawn from her previous writings in a number of different journals. Bluestone's tone is conversational and humorous, although forced sarcasm and negativity are occasionally evident. This may be of little import in that specific suggestions are made for *coping* with the problems of medical education, but a number of readers will undoubtedly be neither amused nor energized by this approach to the subjects at hand.

The uniqueness of the literature on medical education lies in its variety. While Naomi Bluestone has written a lighthearted and socially liberal book the intellectual fodder is absent, particularly when compared with the recently revised version of *Doctor in the Making* (James A. Knight), a book to which she alludes. The theme of personal awareness and self-knowledge as a desired end is well taken. The search toward this end, however, is a highly individual one and Bluestone does not seem to understand this. The appeal of her book is hardly ecumenical and students may need to look beyond it to find a satisfying literary resource.

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COPING IN MEDICAL SCHOOL—Bernard Virshup, MD. Health Sciences Consortium, Inc., 200 Eastowne Drive, Suite 213, Chapel Hill, NC (27514), 1981. 130 pages, $9.95 (paperback).

In *Coping in Medical School,* Dr. Bernard Virshup is concerned that in becoming physicians, people are dehumanized, brutalized and segmented. Friends of an incoming medical student will warn, "don't go to medical school, you will change." How that change takes place and how to avert the "dehumanizing" process are the subject of this paperback volume. The author focuses primarily on the area of personal needs, these motivating forces shared by every individual person, and points out how, in the setting of a modern medical school, these needs not only are not met but in fact are systematically frustrated. Listing these needs, he includes the following: attachment, independence and identity, self-esteem, security, creativity and actualization. Additional pitfalls for medical students, he points out, are the factors of stress, anger and depression.

To combat these pressures the author urges medical students to increase by all possible means their knowledge of themselves, to be aware of their basic needs and wants and make some realistic arrangement for meeting them, to reach out for a support group of friends and associates, and to reassess their expectations for themselves in a more realistic light. In particular he stresses the importance of self-esteem, "how well you do in medical school will depend on how you value yourself as a worthwhile person . . . if you have to *prove* you're good, you'll be vulnerable."

To deal with the needs and pitfalls he suggests a series of exercises to be done alone or within a congenial group of colleagues. These exercises are not new, he is quick to admit, but rather borrowed from various disciplines, ranging from the quiet centering process of meditation to the role-playing recrimination-and-response techniques of the active group therapies. These exercises, in fact, make up a large portion of the book and, although helpful in indicating some new ways of approaching and unlocking one's personal problems, give the book an unfortunate *cookbook* flavor (simple recipes for every occasion), thus reinforcing a feeling of patness and oversimplification.

Recognizing the realities of the medical school ambience, Virshup states, "if one were to draw up a plan for producing depression in an otherwise reasonably normal individual, medical school would fit the plan. Take a conscientious young person, remove him from his previous associations and support systems and . . . all prior sources of self-esteem. . . . Tell him that any difficulties he has . . . are due to his own inadequacies, reduce all outside stimulation and relaxation . . . remove all channels of expression of feelings . . . deprive him of sleep and defer all satisfaction to an indefinite future. . . ." Should we be surprised that the result is helplessness, hopelessness, alienation and low self-esteem—the hallmarks of depression?

In conclusion he proposes a "self-awareness workbook" (chapter 13) which, while smacking of instant psychotherapy, offers a succinct seven-page outline of self-assessment that is valid for any person in any profession, and which effectively summarizes his thesis. A final chapter suggests some teaching goals to help meet the problems he has highlighted (how to handle mistakes or *failure,* how to deal with feelings and anxiety, and a realistic assessment of a person's individual role and responsibility). This volume may provide some guidelines for student support groups.

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PATHOPHYSIOLOGY: The Biological Principles of Disease—Editors: Lloyd H. Smith, Jr., MD, Professor and Chairman, Department of Medicine, University of California, San Francisco; and Samuel O. Thier, MD, David Paige Smith Professor and Chairman, Department of Internal Medicine, Yale University School of Medicine—Volume I of INTERNATIONAL TEXTBOOK OF MEDICINE. W.B. Saunders Company, West Washington Square, Philadelphia (19105), 1981. 1,918 pages, $65.00 US; $78.00 Canada.

The book represents a monumental undertaking by two distinguished professors of medicine to summarize the pathophysiologic underpinning of the practice of clinical medicine. To assist them, they have solicited contributions from a knowledgeable and authoritative list of authors.

The organization of the book is appealing. It begins by providing chapters that have broad and uniform application including the major elements of cell structure and organization, the roles of genetics and immunology, and, finally, the biology of neoplasia. There then follow chapters devoted to the usual organ systems, but the addition of a separate section on connective tissue I found both helpful and informative. Finally, the concluding chapter deals with the topic of clinical pharmacology, and I compliment the authors for inclusion. This is probably one of medicine's most rapidly growing areas and Dr. Dollery does a professional job of characterizing its contribution to clinical medicine.

The book is well illustrated using appropriate feedback diagrams and electron micrographs to reinforce and expand the written work. Finally, the authors have held true to their theme and have not distracted the reader by providing clinical presentations that more appropriately fit in a textbook of medicine. In all, I found the book stimulating, readable and authoritative.

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