ric data, in terms of facts per cubic centimetre, than any equivalent volume. This 12th edition has built on the proved worth of its predecessors by the addition of a chapter on resuscitation and by extensive refurbishment of other sections. It now covers most paediatric emergency and immunisation procedures as well as neonatology, nutrition, fluid and electrolyte treatment, prescribing, investigations, developmental paediatrics and sundry other topics, all in the space of 300 pages. This is achieved by careful layout and good white paper, though in places the print is so small as to tax the presbyopic. Nearly 30 contributors are listed—an impressive parade of the paediatric talent of Birmingham. The multiplicity of authors results in variations of approach, some favouring a more discursive style but only a few giving references. The scope of the book is vast but the depth is variable, reflecting the expertise and influence of each author. Some sections are rather sketchy, and others are more detailed and academic, sometimes well beyond the needs of the busy doctor in a general hospital.

A book that is such a success as all trades cannot hope to master them all with equal success. The section on prescribing is particularly good with drug dosages set out with space and clarity. It has been constructed as a vade-mecum of pedi atric data, in terms of proof of concept, that any child or patient with his or her own interpretations of adolescent is achieved by

It is remarkable that Zielinski describes interictal and preictal features in detail while his daughter (Zielinski) remains a topic of interest. The book is concise and helpful, and the review of surgical treatment (Wylde) and an updated account of the neurophysiological function for children with unimpaired epilepsy (Rodin). A masterly summary of information processing in petit mal epilepsy by Miskoy describes interictal and preictal deficits and was for the lift of the book. A middle collection of three chapters, each reporting work local, was less rewarding.

Many British children with epilepsy get rather a bad deal despite the efforts of their physicians. It is easy to become tolerant of services as they are. There are not many ideas in this book that could be implemented without more money. Even if money was all available, one might not wish to follow all of the paths trodden here.

M PRENDERGAST
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Problems with speech and language development are the commonest problems encountered in the preschool population and for many will have long term implications. During the last 20 years there has been remarkable progress in applying the sciences of cognitive neuropsychology and linguistics to clinical practice. Our methods of looking at language development have during this time concentrated on the development of hierarchical linguistic sub-divisions of language, for example semantics and phonology. It is likely that in future there will be a greater concentration on how these different areas are linked and integrated, and the assumed psychological reality of those theoretical categories will be challenged, for example Bates et al.1 Pamela Grunwell has edited this multiauthored book for a range of professionals interested in language and speech problems with the aim of setting current clinical practice within a theoretical framework.