eyesight in peril” are two of the section headings. The symptoms of attention deficit disorder can be explained almost entirely by excessive or inappropriate use of television and computers, in Large's opinion.

The suggestion that we are being manipulated by advertisers and large television companies, whose main goal is, of course, that the TV is on for a longer rather than a shorter time, is thought provoking. Large proposes that television is, by its very nature, addictive. Advertising directed at children is not illegal in this country, although children younger than 8 are developmentally unable to understand the aims of advertising, simply accepting all claims as true. Children’s programmes, such as Teletubbies, are marketed as educational when there is no evidence to support the suggestion that they have any beneficial effect on development.

The final section of the book offers parents some practical advice on controlling and monitoring their children’s TV and internet use. Large suggests that children younger than 7 should watch no TV, benefitting much more from creative play and adult interaction.

Awareness of the impact of the media on children is steadily increasing. *Set free childhood* presents an extreme view of the possible negative consequences of our current viewing habits. The issue is not as clear cut as Large suggests, but it is true that we take greater interest in the media habits of the children we see, and consider the ways this may be influencing their health or development. A media history may be as necessary a part of every clerking, as the social and family history.

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**The treatment of epilepsy, 2nd edition**


With recent studies showing that paediatricians make a diagnostic error in up to one in three children where epilepsy is considered (for none too compliant paediatric neurologists it is one in 15), it is a relief to know that there are texts available that might remedy the situation. As I eagerly turned its leaves, however, the realisation dawned that this book may not offer the whole cure. The first edition preface commended the text to paediatricians, it is more than a reference text and is one that will provide a comprehensive source of information for the specialist and general practitioner. The set comprises 14 volumes (in addition there are 2 volumes of case studies), containing more than 7500 pages, and is clearly an important contribution to modern paediatrics.

**Practical paediatric problems, a textbook for the MRCPCH**

*Practical paediatric problems, a textbook for the MRCPCH*Edited by Jim Beattie, Robert Carachi. Hodder Arnold, 2005, £40 (US$70 (approx); €60 (approx), pp 681. ISBN 0340809329

How large is your desk space? How many of us have placed a dozen new shiny books on our desk just hoping that the information will somehow seep by osmosis into our brains while we snooze and drool over our revision? The MRCPCH examination is a beast that must be grabbed by both horns and beaten into submission by a multitude of weapons consisting of paediatric texts, anatomy and embryology, physiology and biology, not to mention the latest review articles and key paediatric papers. How else to win the battle to buy a small (expensive) library of textbooks?

This new textbook, the publishers claim, will provide “all the information that the senior house officer and specialist registrar in paediatrics will need during their training and when preparing for the MRCPCH examination”. Quite a claim to make, especially when the editors themselves acknowledge that there will be inevitable gaps in a book of this size. So is this claim justified?

This textbook approaches paediatrics in a structured and comprehensive manner, modelled on the “core knowledge” and “particular problems” style suggested by the RCPCH publication, *A syllabus and training record for general professional training in paediatrics and child health* (1999). The list of contributors is striking (each acknowledged specialists in their field): 34 in total, including 2 professors and 24 consultants (like reading the dedication page of a textbook, the numbers are important when one is revising). The book covers the expected major systems but also includes chapters on community child health, development and learning difficulties, violence, abuse, and injury, and the physical consequences of poor diet, injuries and ingestion, ophthalmology, surgery, and tropical paediatric medicine.

Each chapter is divided into three elements: firstly covering the background science and relevant investigations, with secondly the core system problem, and finally a bibliography incorporating suggestions for further reading and key primary papers and review articles. The background science section is excellent. It incorporates relevant anatomy, biology, and physiology, which really does negate the need to search out those old medical student textbooks to jog one’s memory of basic sciences. Included in this section lies succinct summaries of appropriate investigations and their relevance. The core system problems are approached in a systematic and thorough way covering causes, classifications, differentials, clinical features, investigations, relevant investigations critical to diagnosis, and treatment options, and outcomes. Of particular attraction is the use of short case history boxes, key learning points, flow diagrams, tables, and photographs.

The editors have certainly been brave in trying not only to produce a textbook to cover the recommended RCPCH syllabus but also to help trainees achieve the required standards set out in *A framework of competences for basic specialist training in paediatrics* (2004). Their caveat of the “inevitable gaps” has been more than adequately addressed by the encompassing further reading section that includes pertinent and up-to-date book references, review articles, and most importantly, useful websites.

Although this book is primarily aimed at trainees in the lead up to examinations, it is sure to be of value to those specialist registrars beyond this stage. The claim of relevance to all candidates preparing for the examination worldwide certainly does hold true, however some may be confused by the entirety of references to and from the *Scottish Executive document of 2004 in the first chapter. This is in relation to Health for all children and child surveillance and is obviously due to the striking contributor list being almost exclusively Scottish in origin. Despite this I was delighted not to be deterred and continue past the first 14 pages to where the Children Act is discussed in...
terms of both the English and Welsh Act of 1989 and the Scottish Act of 1995. The rest of the book undoubtedly has worldwide relevance, especially with the chapter on parasitic diseases, and malnutrition.

This text provides the trainee with a valuable reference source that certainly reinforces the suggestion that learning should be integrated. As to the claim of providing all the information a trainee could need, the authors and editors are to be congratulated on producing concrete foundations for paediatric education and learning. You may only need limited desk space after all, just enough room for this book.

Towards MRCPCH Part II theory examination

Edited by Tapabrata Chatterjee. Hodder Arnold, 2005, £12.99 (US$23 (approx); €20 (approx)), pp 103. ISBN 0340905840

“How many?” I asked. “Oh, at least 3000 multiple-choice questions” said the experienced exam-positive senior registrar. That was the number of multiple-choice questions I should complete to achieve a successful result in my Part I MRCPCH. I never found out whether that meant actual questions or individual stems. Nevertheless, I completed well over this number during revision and did indeed pass. Whether my success had been related to question number or not, I sought to find just how many data interpretation and grey cases one must do in order to pass the next formidable hurdle.

The answer appeared to lie not in quantity but recognising patterns of questioning and developing the art of identifying pertinent information and clues within the questions. The topics chosen by Dr Chatterjee are representative of those that have been asked in the exam over the last five years. Although obviously dependent on candidate recall, the 75 data interpretation questions do appear to be typical of those in the examination. They include the obligatory electrocardiograms, family trees, and investigations, treatment, and further management. The topics are concise and comprehensive, based on standard textbooks, which are referenced. There is a distinct difference in the number of these “chunks” that can be retrieved. Short-term memory can retrieve a limited number at any one time (about seven plus or minus two) while long-term memory is not limited to number of recall.

The capacity for recognition of memory for pictures is limitless. Pictures have a direct route to the long-term memory. Pictures themselves make use of a massive range of cortical skills—colour, form, texture, visual rhythm, line dimensions, and especially imagination.

This book is an excellent compilation of clinical paediatric photographs consisting of 125 cases. The questions revolve around high quality paediatric and neonatal images of clinical paediatric photographs consisting of 125 cases. The questions revolve around high quality paediatric and neonatal images of clinical cases including radiological and ultrasonographic scans. The question formats include the extended matching and “best of five” styles, which were introduced as part of the new examination in 2002. The explanations are concise and comprehensive, based on standard textbooks, which are referenced. It was refreshing to see the breadth of cases covered from normal variants (answer: “nothing”) to the expected complex paediatric syndromes (answer: “refer to specialist”). I was encouraged to see cases covering child protection (both as the answers and as considered differentials) as well as, more unusually, cases touching on the issues of withholding and withdrawing life sustaining treatment in children. Acute APS type situations are also encompassed. The most striking element of this book is the true to life way that each case is handled in terms of the presenting features, investigations, treatment, and further management. This surely reflects the fact that the images are derived from the authors’ wealth of clinical experience and obvious strong desire to teach. I remain in strong agreement with the comments in the foreword that this book will remain an invaluable reference for those that have already attained the MRCPCH examination as well as those still in training. These pictures are certainly worth far more than ten thousand words.

Get through MRCPCH Part 2: 125 questions on clinical photographs

Edited by Naji G Barakat, Roger Buchdahl. The Royal Society of Medicine Press, 2005, £19.95 (US$35 (approx); €30 (approx)) (paperback), pp 196. ISBN 185315685X

“One picture is worth ten thousand words” (Frederick R. Barnard, 1921). Current studies of the human memory make a functional division of memory into short-term and long-term memory. Both types store and remember information as “chunks” but there is a distinct difference in the number of these “chunks” that can be retrieved. Short-term memory can retrieve a limited number at any one time (about seven plus or minus two) while long-term memory is not limited to number of recall.

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Table 4 Proportion of laboratory confirmed cases amongst primary (first) cases in families of pertussis cases in PICU and wards

<table>
<thead>
<tr>
<th>Relationship</th>
<th>PICU</th>
<th>Ward</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>9/10</td>
<td>2/3</td>
<td>11/13</td>
</tr>
<tr>
<td>Sibling</td>
<td>2/7</td>
<td>2/2</td>
<td>4/10</td>
</tr>
<tr>
<td>Baby or co-primary</td>
<td>6/8</td>
<td>2/2</td>
<td>8/10</td>
</tr>
<tr>
<td>Total</td>
<td>15/25</td>
<td>6/8</td>
<td>21/33</td>
</tr>
</tbody>
</table>

Pre-published book reviews

Book reviews that have been accepted for publication but have not yet been published in the print journal can be viewed online at http://adc.bmj.com/misc/bookreviews.shtml