tissue structure, then goes on to examine types and causes of cellular damage and the subsequent patterns of disease responses. A section on trauma, for example, illustrates a subdural hemorrhage, a gunshot wound, and fat emboli, among others. The text accompanying each chapter, however, remains predominantly brief and generally emphasizes the histological appearance, more so than the pathologic processes responsible for the lesions. For instance, Gresham demonstrates well the fibrotic lesions of asbestosis and the vacuolar appearance of alcoholic fatty liver, but does not ever suggest pathogenetic mechanisms. Indeed, Gresham later suggests Taussig's *Processes in Pathology and Microbiology* (Blackwell, 1989) as a companion textbook for a discussion of such issues. Unlike Wheater's "colour atlas and text" and Thomas' "textbook and color atlas," then, Gresham's atlas seeks to serve simply as a supplemental illustrative reference.

Unfortunately, with such an approach, *Color Atlas of Histopathology* loses much of its utility, especially by focusing entirely on general processes. Because many pathology textbooks (e.g., Robbins' *Pathologic Basis of Disease* or McGee et al. *Oxford Textbook of Pathology*) approach their subjects both from a general and systemic standpoint, Gresham's atlas would only suffice for a minority of the material. Thus, although he provides a thorough presentation of atherosclerosis in one particular section, for example, Gresham only sparsely considers other types of cardiovascular disease, like the vasculitides or valvular heart disease. Likewise, he demonstrates only certain types of neoplasia, rather than the entire spectrum of lung or hematopoietic tumors, for example. While on one hand Gresham probably never intended such an approach, on the other hand the current study of pathology generally assumes a systemic perspective, which is at variance with that of his atlas.

Consequently, *Color Atlas of Histopathology* may prove insufficient for many students of pathology. Although it provides an excellent illustration of general pathologic processes, as a textbook it lacks utility because it relies on a companion text for discussion of pathogenesis but at the same time does not approach histopathology in parallel with the systemic approach of many texts. For the student focused entirely on general pathological processes, Gresham's atlas provides a thorough survey; but for those requiring a more systematic and detailed approach, one of the other, more appropriately oriented atlases would seem necessary.

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**History Taking and Physical Examination—Essentials and Clinical Correlates.** By Norton Greenberger and Daniel Hinthorn. St. Louis, The C.V. Mosby Company, 1993. 548 pp. $37.95.

Medical technology has advanced to the point where physicians have the ability to peer into every nook and cranny of the human body, visualize physiologic processes in real time, faithfully image numerous diseases *in vivo*, and order laboratory tests for virtually any enzyme or bodily product imaginable. Somewhat paradoxically, all this technology has *increased*, rather than decreased the need for physicians to be able to conduct an accurate and sensitive medical history and physical examination. The history and physical examination, together, represent the starting point and cornerstone of any physician-patient relationship, and their importance cannot be overem-
phased during medical school and residency training. Unfortunately, these skills are often taught during a brief course in the second year of medical school, and not developed further during medical training in any formal way. This book aims to provide students with a rational approach to history taking and physical examination and to further provide a sense of how information gained from these activities is used to construct a differential diagnosis and guide further investigations. It largely succeeds.

The book begins with an introductory chapter on history taking skills and an overview of what a complete physical examination includes, then progresses to chapters dealing with the major body regions and systems, including separate chapters on the neurologic and musculoskeletal systems and sections pertaining to the special situations of geriatric and pediatric patients. Each chapter begins with a section on detailed history taking for that region, including discussions of specific symptoms, what causes them, and which clinical entities they may portend. Physical examination techniques are then presented, organized along the familiar inspection, palpation, percussion, auscultation sequence. Each chapter concludes with a section describing the history and physical findings in selected disease processes of the particular system under discussion. Throughout the book are helpful and information-filled tables with titles such as “Physical Exam Clues to Pulmonary Disease” and “Differential Diagnosis of Chest Pain”.

The section on the skin is well written and illustrated, including thirty-nine excellent color plates. The chapter on the neurologic examination is commendable for its approach emphasizing pathophysiologic correlates of physical findings and advocating tailoring the neurologic examination to the patient's symptoms rather than merely describing a mind-numbing list of ways to test various pathways.

No text can be all things to all people, and the major drawback of this book as an introductory text on history taking and physical examination is that it does not have a large enough number of photographs and drawings illustrating just how to perform various physical examination maneuvers. The written text is excellent, but as the saying goes, a picture is worth a thousand words.

In summary, this is a unique book that attempts to bridge the gap between basic history taking and physical examination skills and an understanding of how information obtained from the patient leads to construction of a rational differential diagnosis and to the appropriate use of further studies. A second year medical student may need to supplement the information in the text with further practical demonstrations of skills, but I would strongly recommend the book to third and fourth year students as well as interns and residents interested in improving their skills and diagnostic acumen.

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**MEDICINE. A GUIDE FOR STUDY AND PRACTICE. 2ND EDITION.** By Ellis Friedman and Roger Mosby. New York, John Wiley and Sons, Inc., 1992. 596 pp, 49.95 Paper-bound.

In the preface to *Medicine: A Guide for Study and Practice*, the authors state that