the whole emphasis in medical education in this country has changed towards providing doctors, during training, with skills to access information and interpret it sensibly, rather than rote learning of information. A key factor in this change in culture has been the evidence-based medicine ‘movement’, and this volume is the latest in a series of books by the BMJ promoting this approach.

What does this book do? It aims to cover both the skills required to conduct Evidence-based Practice (EBP) and the evidence available for some common and important paediatric conditions. Each chapter opens in good EBP tradition with a case scenario and then guides one through the steps to formulating clear answerable questions, finding and appraising the evidence and applying it back to the problem at hand. The chapters in the first section tackle the conceptual framework of EBM and provide an approach to appraising different forms of studies. The next two sections cover some 30 paediatric conditions of relevance in both the primary and secondary care settings. Once again, these are introduced with a scenario and lead one through questions that arise to answers in the form of evidence (or lack of it) identified by the authors.

As a paediatrician who teaches evidence-based paediatrics, the book promises to be of great value. I would readily commend it to those individuals working in primary care who wish to attain the skills necessary to improve their practice in accordance with evidence-based principles. It is a good guide for learning the ‘how to’ of evidence-based practice, and the topics covered will also prove to be of value. The book, however, is expensive and the clinical topics are likely to date rapidly. For the busy practitioner, other secondary sources such as Clinical Evidence are likely to provide more ready access to evidence required in making clinical decisions.

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Babies cry, as all parents very well know; from the moment of birth they are making their mark on the world. The interaction with their parents and other carers is complex from the first days. Crying is a response to many different stimuli or needs. Most parents soon become able to recognize the cause of a range of vocalizations that can be classified as crying. Some babies cry excessively, many for good reasons, some for reasons none of us can fathom. Doctors become involved when there is something wrong with the child or the parent that results in crying.

This book, written by two psychologists, one from England and one from the USA, and a paediatric psychiatrist from Canada, carefully looks at all aspects of the study of crying. It examines the history of the academic study of crying, at the many possible reasons and theories about crying and the communication that it represents. They also examine the many theories about infant colic, an important reason for crying that, despite many years of study, still has no clear explanation. They have called upon a wide panel of fellow experts to assist them in their deliberations.

The first four chapters cover the history of previous research, pain and crying, colic and crying as a presentation in the emergency department. The book then looks at crying in children with disabilities, toddlers and their temper tantrums, the acoustic analysis of crying and research in other primates. It finishes with a couple of chapters summarizing things and speculating on the future of research.

The authors explain and discuss all of this in a clear style that is surprisingly readable. They summarize things well, as they say themselves “This volume captures . . . how far ‘cry research’ has come, and indicates at least some of the directions in which it intends to go.” Unfortunately, as one would expect from an expensive academic tome with a very long title, it is really only for those with a special interest. There may be those in family practice who are attracted to the subject, and they might consider buying it. I am sure they will get much from it, but for most of us I think that this book would be better borrowed from a library.

TREFOR ROSCOE
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The editors of this book state that it seeks to “bridge the gap between psychological research on the self-care and management of diabetes and the delivery of services provided by the diabetes care team”. In doing so, it brings together contributions from behavioural scientists involved in diabetes care from both North America and Europe. All of the chapters follow a similar format in that the authors provide a review of the evidence available on each topic, before making practical recommendations for those involved in delivery of care and finally highlighting areas where future research is