Biochemistry: a Case-Oriented Approach (Third Edition)

by R. Montgomery, R. L. Dryer, T. W. Conway and A. A. Spector
C. V. Mosby Co; St Louis MO, 1980
xxii + 712 pages. £11.50, $16.50

‘Biochemistry: a case-oriented approach’ secured a place in the highly competitive world of biochemistry textbooks some years ago by virtue of its novel and distinctive use of case-histories as a means of teaching. From this one can assume quite rightly that the textbook is written primarily for students of medicine or related disciplines. The arrival of the 3rd edition has provided an opportunity to reassess earlier views on a book that has been considered valuable for lecturers pressed to find illustrative clinical examples but of doubtful suitability as a standard textbook for medical students, whose courses generally emphasise retention of factual information!

For those unfamiliar with the format, each chapter is in two sections. The first part, written in a lucid but rather terse style, is the textbook and, together with an excellent reference list, acts as the repository of factual information. A series of clinical examples relating to the particular subject area forms the second half of the chapter. Each case includes an outline of the patient’s history, a series of questions and a comprehensive reading list citing reviews and original articles. For approximately a third of the cases, a full discussion is given and serves as a means of introducing additional relevant material. With over 150 clinical examples in the book, most subject areas are represented, although the coverage of immunological topics is limited and there is surprisingly little on bacteria and antibiotics.

The vulnerability of this book to criticism arises because, more than most, the functions of information source and educational guide cum stimulator are so clearly separated. As a textbook it is unexceptional and the presentation is marred by a very concentrated style of writing. Where the book excels is in establishing the connection between biochemistry and the clinical disciplines. The approach encourages students to explore libraries and apply their biochemical knowledge: an aspect often lacking in the descriptive type of textbook. For lecturers this latest edition will provide a fund of ideas for all aspects of teaching. Also the book is highly recommended for medical students specialising in biochemistry or biochemistry graduates entering medically-related careers. But will or should the book be recommended to medical students? Unfortunately the reviewer suspects that on reading lists ‘Biochemistry: a case-oriented approach’ will not climb out of the ‘additional’ or ‘useful’ category and enter the ‘recommended’ class that leads to a ‘box-office’ success. Although eminently suited to a course designed for small-group teaching, sadly most courses, especially in Europe, are fact-oriented and so require a more conventional textbook. For this reason this much improved 3rd edition will nevertheless remain a supplementary book.

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