

into the clinical field, and equally essential that relevant clinical questions be fed back to the research teams.

This book would be a useful addition to a child psychiatric library.

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Models for Mental Disorder: Conceptual Models in Psychiatry. By PETER TYRER and DEREK STEINBERG. Chichester: John Wiley. 1987. 118 pp. £6.95.

The authors have tried to draw together the various ways of conceptualising mental disorder. They identify a disease model, psychodynamic model, behavioural model, and social (environmental) model, and give an account of the advantages of each. They then describe their solution to the limitations of using only one of these models by means of their 'correlative model'. This 'eclectic's charter', as they put it, allows each of the four models to be used sequentially, or perhaps together, so as to obtain the fullest understanding of the person's difficulties and then the best therapeutic methods to employ.

The descriptions of the models, illustrated by Steinberg's engaging drawings, are clinically based and can help the student, confused by abstract and sometimes acrimonious talk of rival theories, to understand what these different approaches have to offer. The book is written in plain language, yet is detailed enough to be useful to students and postgraduates in medicine and the social sciences.

It is a valuable book in that it indicates that there is no essential incompatibility between the models, merely that they have their uses at different times and in different clinical situations. What matters is that clinicians know in which conceptual framework they are working at any given time, and that they do not allow themselves to believe that any one model contains the whole truth.

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Brain Systems Disorders and Psychotropic Drugs. By HEATHER ASHTON. Oxford: Oxford University Press. 1987. 547 pp. £40.00.

In the preface the author rightly chides those who prescribe psychotropic drugs and yet fail to appreciate the underlying brain systems on which they act. What follows is a valuable account of just those systems. There are five main divisions: the first three concern arousal and sleep, reward and punishment, and learning and memory, and then follow two sections on psychiatric disorders, one concerning mania and depression, the other schizophrenia. For each the anatomical, physiological, and biochemical/transmitter substrate is elucidated, followed by a discussion of the drugs that act on

the structures in question. In the case of the 'reward and punishment', for example, alcohol and illicit compounds that have an effect are also discussed. It is pointed out that some compounds act on only one transmitter system and others have multiple effects. The author appreciates that here, as elsewhere, there is overlap and interaction, but as the book was first conceived as a teaching vehicle for undergraduates this is acceptable. What emerges, however, is a well-written book of appropriate length with 86 pages of bibliography, useful for a much wider audience. All practising psychiatrists can read it with profit, and it is a good reference book. Sadly, it may be too expensive for all those who would benefit. Arm-twisting of librarians is suggested!

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Child Psychiatry: A Developmental Approach. By PHILIP GRAHAM. Oxford: Oxford University Press. 1986. 463 pp. £25.00 (hb), £12.50 (pb).

When I received this book, I must admit my initial reaction was: "Do we really need another introductory text in child psychiatry?" (thinking of the contributions made by Michael Rutter, Sula Wolff, Helen Connell, and most of all Philip Barker, whose "*Basic Child Psychiatry*" is now in its fourth edition). Graham states in his preface that he intends the book to be of use to all doctors dealing with children and their families, but especially to paediatricians and psychiatrists in training, and it seems to me that this goal is admirably realised. It is laid out in a comprehensive and systematic way, and the style is clear, pragmatic, and wholly readable.

In keeping with the subtitle (*'A developmental approach'*), the largest section of the book deals chronologically with various aspects of development: pregnancy, delivery and the neonatal period, feeding and growth, the development of social relationships, etc. There are sixteen different sections, each beginning with a review of the normal and moving on to separately headed topics or problems. Thus, the section on emotional development includes school refusal, depressive disorders, and suicide and attempted suicide, and that on sexual development includes anomalies of gender role and sexual behaviour, and pregnancy in schoolgirls. The first three chapters of the book are concerned with an overview of the subject, including classification (both the ICD-9 and DSM-III multiaxial approaches) and prevalence of psychological problems, the principles of assessment, and a review of family influences and parenting disturbances. The long chapter on development is followed by a fairly short one on specific psychiatric syndromes, picking out psychotic, hysterical, and obsessional disorders. In some respects, this seems the least satisfactory section of the book. It is oddly placed, and these particular diagnostic categories