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†*Reading about. . .*

Child Psychiatry

by F. H. Stone

My selection of readings is a personal one, and carries no value judgements save for one consideration, that every item has had a particular impact and appeal. First come books and monographs, then articles, and thirdly, rather to my own surprise, official reports and publications.

I begin with a classic, a precursor not only of child psychiatry but of much that developed later in child psychology and research methodology, namely *Inquiries into Human Faculty and its Development* published in Everymans Library in 1907. The reputation of the author, Francis Galton, has tended to be overshadowed by that of his distinguished cousin, Charles Darwin, but this is a work to be treasured, especially if a second-hand copy can be found. There are chapters on 'Mental Imagery', 'Twin Studies', 'Psychometry', 'Criminals and the Insane', and much else.

Next, another classic *Wayward Youth*, first published in Vienna in 1925, and subsequently in English by Imago. A teacher by profession, Aichhorn presents us with his ideas about the psycho-pathology of what today we would call anti-social behaviour, and his experiences in reforming institutional care. Enthusiasm and originality come across in every page.

On the same theme of delinquency and deprivation, Bowlby's original review monograph *Maternal Care and Mental Health* (1952) is essential reading, to be followed after a period of digestion by a collective reassessment *Deprivation of Maternal Care* which appeared a decade later as a WHO monograph. Note particularly the chapter by Mary Ainsworth.

Incidentally this series of Public Health Papers contains two others in my selection, *The Care of Children in Day Centres* (1964), and *Aspects of Family Mental Health in Europe* (1965).

Returning to deprivation, we are led to the theme of 'bonding', and here again to another neglected pioneer work, this time by a paediatrician, Ethel Middlemore who, sadly, did not live to see the publication of her modest work, *The Nursing Couple*. How simple and utterly original at the time to observe and record the interactive behaviour of mother and new-born. Long since out of print (publishers, please note) a visit to the reference library will be required, and one should use the opportunity to seek out also the original paper by Harlow and Zimmermann on the mother-attachment of the rhesus monkey, in *Science*, 1959.

It is astonishing how many later ideas were originally hinted at in the writings of David Levy. His major work, *Maternal Overprotection* (1943) is not to be missed, but I commend also an impressionistic short paper on opportunities for early intervention in a child health centre (1951). The first text I read on the *Psychotherapy of Children* was the little book of that name by Frederick Allen (1942), one of the first generation of children's psychiatrists. What remains with me still is his emphasis on the universals of all therapy, beginning and ending, as well as the freedom from doctrinaire theory. It remains an excellent introduction. For group therapy there is no better practical manual than that by Ginot (1961) who not only explains how to conduct sessions, with what equipment, for how long, and how frequently, but also how to survive.

The Psycho-Analysis of the Nursery by Alice Balint (translated from Hungarian), elegant, subtle and not too long, is an excellent primer. A more substantial and demanding volume is Susan Isaacs' *Social Development in Young Children* (1933) to be worked through slowly, paying as much attention to the detailed descriptions of group behaviour as to theoretical formulation. Of more recent writings by analysts, Erikson's breadth and originality make for stimulating reading, though rather than the very popular *Childhood and Society*, I give preference to *Young Man Luther* (1958), an exploration of the creative impulse, and his profound discourse on the value-system of the would-be therapist *Insight and Responsibility* (1964).

† An occasional feature in the Book Section where contributors give their personal choice of important, memorable or informative literature.

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Winnicott writes at two levels, short essays for parents and general readers as in *The Child and the Family* and its sequel *The Child and the Outside World*, (both now available in a single paper back volume), and at a more sophisticated, theoreitcal level his *Collected Papers* (1958) containing the well-known highly original treatise on 'Transitional Objects'. Another, which has attracted less attention, a beautiful example of paradox as a teaching tactic, is 'Symptom Tolerance in Paediatrics'. Anna Freud's *The Ego and the Mechanism of Defence* (1946) is a major contribution to psycho-analytic theory and essential reading, with the caveat not to be deceived by its apparent simplicity. Miss Freud and her co-author Dorothy Burlingham have also provided us with a vivid account of their work with children separated from their families in war-time (1942).

Once upon a time, to be precise on the 13th June 1962 at the Royal Society of Medicine, a famous confrontation took place on 'Training for Child Psychiatry' involving Sir Aubrey Lewis and Donald Winnicott. Their irreconcilable views, both argued cogently, should be pondered by every trainee. The most original and witty account of the development of child psychiatry appears under the surprising title 'The Talking Doctor Has Begun to Shoot', and was delivered by James Anthony as the 50th Anniversary Lecture to the Institute of Medicine of Chicago in 1965.

As models of research design I strongly recommend one longitudinal study, *Deviant Children Grown Up* by Lee Robins (1966), especially Chapter 2 an exciting example of research opportunism, and secondly the justly renowned Isle of Wight study (1970), not only a landmark in child psychiatry, but also in medical epidemiology.

At this late stage I make a plea to trainees to browse not only in bookshops and libraries but also in the local branch of Her Majesty's Stationery Office. There is excellent value for money in, for example, the *Kilbrandon Report*, (*Children and Young Persons*, 1964) which gave rise to the Children's Panel System in Scotland, and the *Report of the Departmental Committee on the Adoption of Children* (1972), or better still if a copy can be found, the *Working Paper* published in 1970 as a basis for discussion.

A rich complementary source of knowledge and inspiration is to be found in real literature. Everyone will have his own favourites. My list begins with: *Now We are Six* (A. A. Milne), *Sons and Lovers* (D. H. Lawrence), *The Go-Between* (L. P. Hartley), *The Catcher in the Rye* (J. D. Salinger), *The Lord of the Flies* (W. Golding) etc., etc., etc.

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