

**FEATURES
SECTION**

Book Reviews

Enhancement Orthodontics: Theory and Practice

Marc Bernard Ackerman
Blackwell Munksgaard, Oxford, 2007
160 pp., sb, £39.99
ISBN 0813826233

This book starts with a challenge to the reader by claiming to be a radical departure from the conventional textbook approach. The first chapter of the book is certainly that. It is not so much a 'how to' as a 'why should I?' chapter. The author expresses his concern at the 'medicalization' of orthodontics, i.e. the view that any departure from normal or ideal is an ailment which must be 'cured'. He goes on to look at the bioethical stance associated with the concept of therapy (ethically agreeable) versus enhancement (ethically suspect). In this context enhancement means correction of minor departures from normal/ideal which are not sufficient to be a hazard to health.

After a philosophical beginning the book then becomes a 'how to' manual. There is little in the way of mechanical 'how to', but a great deal on interpersonal skills – finding out from the patient their concerns – and collection of diagnostic data including modern imaging techniques. The final 60 pages are taken up with case studies that include a patient prioritized problem list, a range of treatment plans followed by a final treatment plan.

In spite of the reservations expressed by the author in the opening chapter, most of the cases illustrated would struggle to get past 2/4 dental health/aesthetic components of IOTN, but the results are very good.

Is this a 'must have' book? No, I do not think so. Its novelty lies in the first chapter, and the way in which a treatment plan is eventually reached. I believe that most good training programmes will be encouraging their trainees to always consider at least two treatment plans for each patient, and reach a final plan based upon negotiation with patient and/or parent. It is helpful to have such an eminent name in orthodontics to support such an approach.

Richard Oliver

Fundamentals of Development: the Psychology of Childhood

Peter Mitchell, Fenja Ziegler
Psychology Press, London, 2007
236 pp., sb, £14.95
ISBN 1841696447

This book is an introductory text to the field of developmental psychology in childhood. While it is a monograph rather than an edited collection, it succeeds in achieving the best of both text styles: it can be read as a continuous coherent text, but is also a useful resource when seeking to access individual chapters of specific interest. It suits both the individual reader new to the subject and as a main text to support an introductory course on childhood psychology.

Each of the 14 chapters is set out in a clear style, listing specific aims of the chapter at the start, and dividing the text into clear, well defined subsections. Throughout the text 'Key Term' boxes are deployed in the margins to define, clearly and briefly, key concepts which are expounded in the main text of the chapter. Some readers will find the *in situ* style of these definitions useful, but for those who find a more traditional glossary more accessible for reference purposes, these key terms are all reproduced in an alphabetical glossary at the end of the book. Finally, each chapter concludes with a brief summary box, and suggested additional reading.

The chapters of the book are organised into a clear and comprehensive set of essays: the opening four chapters of the text introduce the reader to key classic theorists, focusing on Piaget and Freud most prominently, offering both historical overview and contemporary critique; chapter 5 describes the developmental differences experienced by children with autism, and debates within psychology pertaining to aspects of the condition; chapters 6 and 7 cover the development of visual perception and the ability to draw; chapter 8 covers the heritability versus environment debate in relation to children's intelligence, though not of other personality traits; chapters 9 and 10 address language and communication; chapter 11 discusses the importance of parenting and close bonds in childhood; and the

final three chapters cover the development of personality morals and antisocial behaviours, again drawing heavily on Piaget and Freud.

The book is accompanied by a CD of additional resources for teachers. It contains tools for designing and administering multiple choice tests which can be tailored to cover all of the book or specific questions, and also PowerPoint resources for a selection of 14 lectures based on the chapters of the book. These resources will be of great use to teachers adopting the book, but the multiple choice question tool is also of use to the lone reader, as it compiles questions, delivers the test, and gives correct answers as the test goes along.

This book offers an introduction to childhood psychology, written for a wide academic audience, and as such clinicians expecting a text tailored to clinical settings or the needs therein may be disappointed. This is not a criticism of the book: it achieves its goal well and is written in a clear, engaging and accessible style.

Kate Robson

Radiographic Cephalometry: from Basics to 3D Imaging, 2nd edn

Alexander Jacobson, Richard L. Jacobson (eds.)
Quintessence, London, 2006
320 pp., hb, £65.00
ISBN 0867154616

This book has 24 chapters from 19 different authors, as well as a CD-ROM. The book suffers from the multiplicity of authors by an illogical sequence of chapters. The first chapter is entitled 'The role of

radiographic cephalometry in diagnosis and treatment planning'. However, there is little cephalometry in the chapter. After that content matches more closely the chapter title. There is an interesting chapter on the history of measurement of the head and a useful chapter on the technique of cephalometric radiography. A large part of the book is then taken up with tracing and landmark identification and description of six cephalometric analyses. Strangely the geometry of cephalometry, superimposition of radiographs and the use of natural head position are placed after the analysis chapters. We then return to Moorrees' mesh diagram and proportionate templates, and then jump back to further analyses of soft tissues. There is an interesting chapter on 3D imaging, and a useful chapter on posteroanterior cephalometric analysis. The book concludes with a chapter on the reliability of cephalometric prediction but no new insights are offered.

The CD-ROM loaded easily and ran without a hitch. Some of the video clips take a short while to load, and they appear to be videos of the screen of a PC. I found it difficult to get the image being manipulated and the surrounding icons/menus visible on my computer screen all at once. The images of the 3D records that superimpose transparent soft tissues over the skeletal structures and their manipulation are clear, and helpful when trying to understand how a 2D cephalometric image relates to a 3D object.

Overall the book will be very useful for postgraduate orthodontic students who need the detail of cephalometrics, and it should be in their local library.

Richard Oliver