**Book Reviews**


Le Professeur Renato Segre, President de l'Association Internationale de Phoniatrie et Logopédie, est l'un des pionniers de cette spécialité et ses contributions scientifiques sont connues de tous ceux qui la cultivent, dans tous les continents. Dans cet ouvrage il nous offre sa longue expérience scientifique et pédagogique dans un magnifique volume difficile à commenter à cause de sa longueur et de sa complexité. Nous essayerons néanmoins d'en donner une vue d'ensemble.

Dans la première partie l'auteur expose la contribution des sciences de base, comme la physiologie, l'anthropologie, la génétique. Il faut signaler la nouveauté du chapitre sur la biologie.

Dans la deuxième partie, que nous pourrions diviser en deux, l'auteur décrit la phoniatrie, qui étudie la pathologie et la thérapeutique de la voix, et la logopédie quant à la parole et au langage. Dans un autre chapitre figure aussi l'étude de la dyslexie et de la dysgraphie. Chaque chapitre est suivi d'une bibliographie, non pas très étendue mais très actualisée.

Nous félicitons sincèrement le Professeur Segre, car il a réussi une œuvre très équilibrée, à mi-chemin entre la monographie insuffisante et l'encyclopédie très étendue qui ne sert que d'ouvrage de référence. Le livre de Segre peut très bien être un livre d'étude et de préparation pour les nouvelles générations de spécialistes de la langue espagnole.

J. Perelló


The presence or the absence of language in subnormal child represents, familiarly and socially much more than the existence or the lack of a symptom more in the complexity of anomalies presented by the child. We dare to say more: it is the most important symptom, especially for the parents. A child who speaks when asked appears to be less retarded. This absence of verbal communication is what gives more pain to the parents and they make the most exhausting efforts, sacrifices and pilgrimages to remedy it.

The phoniater and the speech therapist are involved and obsessed with this problem, but sincerely it must be confessed that to teach language to a subnormal child is very difficult in many cases. Phoniaters must also accuse themselves to have not payed enough attention to this field of rehabilitation.

The book we comment pretends to fill this gap. A distinguished group of American investigators expose in twelve chapters the process of the acquisition of language, the methods to identify the nature and extension of the logopathy and offer programs to treat it. Besides the volume offers a wide analysis of theoretical and clinical notions, and practical rehabilitation data. The book contains a great deal of useful information.

Perelló, Barcelona
The audiology is amplifying its investigation field and obtains every-day results which years ago seemed impossible; the infant audiometry was one of them. 20 years ago, a famous North American otologist wrote that audiometry in children younger than 5 years is impossible. Actually, much more can be obtained. This is demonstrated by the book edited by Fulton, with the collaboration of Hoyt, Jerger, Spradlin, Wary as and Worth, who explain that not only it is possible but also that the auditive curve in difficult children can be obtained. In this group, besides very young children, also mentally retarded, with extremely low IQ, psychotic and aphasic ones are inclosed. It is surprising that in this time of evoked potentials and impedancimetry these specialists recommend, especially for the difficult cases, the technics of reflex activity by reinforcement of operant responses.
We must recognize that the authors of this book, are besides investigators, clinicians. Many times the novelties given by the laboratories, guaranteed by the publicity press of the industry, make us think of the excellence of the determined apparatus. The intellectual deception and the economic loss are great. Many directors of Departments are more interested in being ‘the first’ to apply something that some months later will have no value and will never more be talked about, than in applying conscientiously methods very well known to be efficient, but which cannot be announced with great publicity and, by the other hand, demand more effort, dedication and training.
Fulton and collaborators inform us about the good results obtained with the reinforcement of the operatives responses. Therefore, they organize the book on the base of this reinforcement. The method and its different utilizations are minutely described, with detailed schema of the instruments employed. This book is till now a unique contribution to this interesting and useful field.
Perelló, Barcelona

In this intense clinical study in more than 500 dyslexic children, the author exposes her results in this book comparing them with other investigations, not only American but also European. The expository style is clear and concise. The opinion about specific dyslexia is described in practical terms; therefore, we must be grateful to the author, because many clinical descriptions, which are not applicable to real dyslexia, but are only symptoms of another nosologic entity, are unduly named so. In spite of this limitation, the author quotes the frequency of dyslexia in schools (20 %). As in other logopathy cases, dyslexia is more frequent in boys than in girls. After this introduction, the children’s ‘social status’, symptomatology and etiology are exposed. The psychological and psychopathological data and the results of psychological tests are described with special care. The position between brother and sister, the socio-cultural and familiar level and the parents’ attitude are also examined. The book ends with an analysis of modern literature, a chronological bibliography, a great number of statistic tables and an index of authors and themes.
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