

BOOK REVIEWS

Editor: James Neelley

Frisina, R. (Editor), **A Bicentennial Monograph on Hearing Impairment: Trends in the U.S.A.** Washington, D.C.: A. G. Bell Association (1976). 148 pp., \$3.00.

— Reviewed by Daniel Ling

This monograph is a collection of 19 papers on various aspects of hearing impairment and the trends that have developed in the field relative to each aspect over the past decade. This text is a goldmine of information with abundant references to recently published material. Each contributor is an internationally known worker. Such a representative and comprehensive treatment is not elsewhere available and even at four times the price, this monograph would be a bargain. It is strongly recommended for all who are in any way concerned with hearing-impairment and its audiological, educational or medical treatment.

Fein, Greta G. **Child Development.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc. (1978). 584 pp., \$17.20.

— Reviewed by Edward H. Cornell

Child Development is a completely new text designed for use in introductory-level child psychology courses. The principal author, Greta G. Fein, has previously published in the areas of children's play behavior and day care. **Child Development** also represents a collaborative effort, since substantial writing and revisions were contributed by the editorial staff of Prentice-Hall.

The book is organized so that there is a chronological progression of topics. The age range is prenatal through adolescence. Normal human development is foremost, although there are a few references to comparative studies of development (e.g., language acquisition in apes), and the final chapter presents an overview of some topics in abnormal development (e.g., diagnosis and treatment of deafness). In addition, the first chapter presents a broad comparison of developmental theories and a short description of basic methods of developmental research. Each chapter is summarized at its conclusion, and there is a comprehensive and useful glossary at the end of the book. While not reviewed, several text supplements are available: an instructor's manual, a test item file, and student workbooks.

At the core of the book the emphasis is on cognitive, language, and social development within each major period of childhood. The research cited is up-to-date and often centers around applied concerns (e.g., assessed intelligence, linguistic environments, peer relations). This emphasis would be well suited for students interested in speech and hearing or language remediation, were there not deficiencies in other related areas. For example, there is little discussion of brain-behavior relations, so there is little indication of the different structural underpinnings for speech comprehension and production. Likewise, there is only a brief description of behavioristic methods as used in classrooms, and there is little indication of the efficacious use of these methods for individual assessment and treatment of children with problems.

The physical quality of the text is in line with the best Prentice-Hall productions. The font is clear, the paper stock is evenly reflective, and the lay-out is uncluttered. Charts and graphs have been selected for their simplicity, and while, in general, this helps the reader, it is also important that students realize the complexities in design of developmental investigations, and see the idiosyncracies that occur in developmental phenomena. In a similar vein, many of the photographs and captions are simplistic. For example, "Through play and exploration, children learn about physical relationships and sensory characteristics such as shape, weight, and texture (p. 155)." This caption appears next to a $\frac{3}{4}$ -page photograph of a child reaching for a soap bubble.

There is an abundance of basic texts in child and developmental psychology, so the instructor for an introductory developmental course is likely to find a book which emphasizes preferred topics. The more subtle problem is the balance between the style of presentation of the text, the instructor's teaching aims, and the anticipated competence of the students. In terms of both topics and writing style, Fein's **Child Development** is a good book for the generalist. The book was planned for breadth of coverage and easy reading, and has succeeded in these goals. However, if the instructor seeks to challenge the brightest students, or seeks to provide a rigorous background to students who will go on to work with children, a more analytical text may be preferred.

Feldman, Alan S. and Laura Ann Wilbur, Eds. **Acoustic Impedance and Admittance — The Measurement of Middle Ear Function**. Baltimore: Williams and Wilkins (1976). 383 pp., \$23.50.

— Reviewed by Richard S. Tyler

Progress in acoustic-immittance measurements has developed rapidly during the past decade. Feldman and Wilber have compiled an excellent resource book for teachers, students, and practising audiologists alike. The book provides both an introduction into the area as well as capsulizing more advanced techniques and research.

Feldman's chapter on **Tympanometry-procedures, interpretations and variables**, (Ch. 6), was the most impressive to me. Its title is somewhat misleading, as his excellent coverage of instrumentation immittance concepts, and procedures are applicable to all aspects of immittance measurements. The section on tympanometry is complete and well illustrated.

Shallop provides an exhaustive coverage of **The historical development of the study of middle ear function** (Ch. 2), with 173 references. The **Anatomy and physiology of the middle ear** (Ch. 3), by Wilber, is also written well. Numerous clinical insights are included, which make the chapter worthwhile reading even for one who is acquainted with the basic anatomy and physiology. Zwislocki presents his model of the middle ear in Chapter 4, **The acoustic middle ear function**. The chapter is probably of limited clinical value, except perhaps to illustrate the importance of utilizing more than one probe frequency in describing middle-ear integrity.

Terkildsen reviews **Pathologies and their effect on middle ear function** (Ch. 5). Although the coverage of pathological conditions is broad (malleus fixation to brain-stem involvement), I believe that more extensive referencing would have added to the value of the chapter.

Holmquist points out that audiologists can take a more active role in **Eustachian tube evaluation** (Ch. 7). Some practical methods for testing tubal patency, draining capacity, and ventilation function are presented. The chapter provides both clinical and research insights. A valuable chapter on **Acoustic impedance measurements with children** (Ch. 8) by Lamb and Dunckel is included. The application of tympanometry, static measurements, and acoustic reflexes, in testing infants and school-aged children is reviewed. The use of the immittance battery for hearing screening is also covered. **Acoustic reflex measurement-procedures, interpretations and variables** (Ch. 9) is described in Wilber. The chapter should be very useful clinically. Djupesland presents a valuable chapter on **Nonacoustic reflex measurement-procedures, interpretations and variables** (Ch. 10). From reading the chapter one gets the impression that these nonacoustic-reflex measurements provide a straightforward interpretation. In fact, clinical experience typically shows a lot of variability in the responses, and negative findings do **not** necessarily imply loss of function. A complete review of previous research on the **Dynamic characteristics of the intra-aural reflex** (Ch. 11) is given by Borg. It is definitely aimed at the more advanced student of middle-ear function, but has some valuable suggestions for future clinical applications. Chapter 12 is an attempt by Van Camp and Creten to explain completely the **Principles of acoustic impedance and admittance**. Mechanical analogies are used throughout, but the reader who has not been introduced to this material elsewhere may find it a difficult chapter to follow. In Chapter 13 McCall presents the **Application of acoustic impedance and admittance measurements in speech pathology**, with some interesting observations on patients with neurogenic disorders. As a summary, Wilber and Feldman review **The middle ear measurement battery** in Chapter 14.

There are a few misleading statements in the book. Terkildsen (Ch. 5) states that the acoustic-reflex threshold represents a limit for linearity of the hearing process, which is inconsistent with the observation of combination tones (for example) at much lower levels. The possibility that the peak in tympanogram might **not** represent the middle-ear pressure was not represented adequately, although the opportunity existed in many chapters. Finally, several authors (Chs. 7, 8, 10, 12) refer to the immittance measurement system as a bridge. This is inappropriate for most newer instruments which use an automatic gain control and not a bridge circuit.

Although there is an overlap of material in some chapters, the book covers a wide range of important topics, and should be valuable to everyone concerned with the measurement of middle-ear function.

Graham, Malcolm D. Ed. **Cleft Palate., Middle Ear Disease and Hearing Loss** Springfield, Illinois: Charles C. Thomas (1978) 131 pp. \$ not yet set.

— Reviewed by Frank B. Wilson

In the preface to this text, Dr. Graham states that the field of cleft palate habilitation has made tremendous strides in the last two decades in the surgical management of the cleft, but is only now beginning to deal systematically with the hearing problems of that population. It is to the problem of otologic and audiologic management that the text is addressed. Additionally, it would appear as though the book is a tribute to the contributions made by Dr. Dean M. Lierle during his long Chairmanship of the Department of Otolaryngology at the University of Iowa.

Two of the contributors are trained in the communication disorder area but neither has a strong affiliation with CP habilitation. However, both are well known in their field and have considerable expertise in the management of communication disorders. The chapters by Keaster and Ling have a tendency for generalizations about the problem of cleft palate rather than specific information about new audiologic techniques that have improved the management of hearing problems. Dr. Ling's chapter is interesting in that he gives information about prevention and talks about overall parent and professional management of hearing problems of cleft palate children. However, he does not involve himself in any process of testing or the interpretation of audiometric or impedance findings on this rather unique population. The material by Keaster is very general, tending toward a folksy discussion of patients and some of the problems they have encountered in bygone years. It is also interesting to note in Keaster's chapter that no references appear in the bibliography after 1969 and almost all of the speech references date back to the fifties and early sixties. From the point of view of a speech pathologist and audiologist, it would seem that neither of these chapters adds significantly to knowledge in our field.

The remaining chapters of the book can be divided into two categories: 1) basic information about the uniqueness of the cleft palate population anatomically, physiologically and histopathologically, and, 2) clinical information provided about the assessment and management of middle ear dysfunction in the cleft palate population. Unfortunately, a review of these chapters leaves us with the impression that very little new information has been added to the literature. Most of the material has been covered in earlier publications and generally in more detail. It should be remembered, however, that the editor indicated that this would be a supplemental reading text for students interested in cleft palate management and indeed this treatise of the material may be satisfactory for that purpose.

The overall impression of this reviewer is that the text takes a very superficial view of a very complex but interesting problem (i.e. otologic) of the cleft palate population. Like any book, there is material that is worth reading and review is always beneficial. However, it is doubtful that this book would have broad utilization on otolaryngology or speech pathology and audiology.

Shewan, Cynthia M., **Speech and Language Disorders: Selected Readings**. New York: Harper and Row (1978). 416 pp., \$7.95.

— Reviewed by Michael R. Seitz

It is a pleasant experience to find a book that, in my opinion, so adequately represents the many facets of the field of speech pathology included in its contents. But it is a rare treat to find a book that organizes the diverse areas of speech pathology in such a manner that it will very likely even impress "old professionals".

An example of such a rare treat is Cynthia Shewan's new book of readings, **Speech and Language Disorders**. The author's purpose in presenting the book was to provide an organized set of relevant material representing the whole area of speech pathology for the undergraduate student who is just beginning the study of communicative disorders.

To accomplish this task the author has selected material that samples a broad range of work in the field. She has organized these articles into five major areas; Articulatory

Disorders (Chapter 2), Phonation-Resonance Disorders (Chapter 3), Prosodic Disorders (Chapter 4), Children's Language Disorders (Chapter 5), and Adult Language Disorders (Chapter 6). This form of organization is not unusual and other introductory texts have similar organizational schemes.

What makes Ms. Shewan's book so good is her organization of appropriate articles within each area. Within each main chapter, she has included six separate sections. These sections are:

- a) the **overview** section which includes two separate articles that reflect, wherever possible, both functional and organic or physiological views of the type of disorder under discussion,
- b) the **characteristics** section which is represented by an article covering the symptomatology for the specific disorder,
- c) the **experimental** section which introduces the student to a study of an experimental nature in the specific disorder,
- d) the **evaluation** section which consists of an article that has focused on the assessment of the particular disorder,
- e) the **therapy** section which consists of a representative article that describes or discusses a form of clinical management,
- f) the **case study** section which presents a client-centered report of an actual clinical case.

To see how this organization actually works lets take a closer look at Chapter 5, Children's Language Disorders. This chapter contains the following selection of articles under the above sections: **Overview** — "Language Disorders in Children" by Kleffner and "The Study of Linguistically Deficient Children" by Morehead; **Characteristics** — "Productive Language Abilities in Early Disabled Adolescents" by Wiig and Semel; **Experimental** — "Psychological Studies in Childhood Autism" by Hermelin and Frith; **Evaluation** — "A Test Using Elicited Imitation in Assessing Grammatical Structure in Children" by Carrow; **Therapy** — "Modeling as a Clinical Procedure in Language Training" by Leonard; and **Case Study** — "A Language Delayed Child at Adolescence" by Weiner.

Each chapter begins with a set of introductory remarks by the author that effectively establish the organization of the following sections and act as a bridge that ties all the sections together. By and large, all these introductory sets are well written and very useful.

The selection of articles represents a good cross section of different schools of thought and philosophies. The articles themselves are all well written and, in my opinion, well within the capacity of beginning students' ability to comprehend.

In summary then, this book of readings is an excellent introductory text for students in speech pathology. In fact, because of its unique organization and careful article selection, this book would be an excellent book of readings for the working clinician to have. Our field could do with more books this well organized and written.