

BOOK REVIEWS

Editor: James Neelley

CARAMAZZA, ALFONSO AND EDGAR B. ZURIF. (Eds.) **Language Acquisition and Language Breakdown**. Baltimore, Maryland: The Johns Hopkins University Press (1978). 339 pp., \$21.00

— Reviewed by CYNTHIA M. SHEWAN

Those readers acquainted with the neuropsychological and aphasia literature will recognize the editors' names, Caramazza and Zurif, from their research contributions. Their fine edited volume has emerged in an expanded form from contributed presentations to a symposium at the 1974 Academy of Aphasia. The theme of the book, clear from its title "Language Acquisition and Language Breakdown", explores the relationship between normal language development in children and the dissolution of language on brain-damaged individuals. The purpose was to evaluate empirical evidence to support or refute the linguistic regression hypothesis.

The book is well organized, containing three major sections each preceded by the editors' short introduction. The first section is devoted to the phonological aspects of language and includes the topics of speech perception (Blumstein), auditory processing (Tallal), speech production (Ingram), and reading (Holmes). The second and largest section deals primarily with semantic processing. It includes selections on language production (Gleason, de Villiers), language comprehension (Caramazza, Scholes, Whitaker and Selnes, Lenneberg et al.; and Zaidel), memory (Cermak), and general symbolic functioning (Gardner). The final section, providing a neuroanatomical perspective, studies cerebral asymmetries in children and adults (LeMay and Geschwind).

The selections do not provide a dichotomous yes-no answer regarding the validity of the regression hypothesis; such a simple solution would be naive, albeit attractive. The editors prepare the reader for this eventuality in their preface which, by integrating and generalizing material, serves as a useful summary as well as an introduction.

The several authors studying semantic and syntactic comprehension and production of language arrive at similar conclusions which are perhaps best expressed by a quote from Gardner's chapter:

"Our findings have undermined the once-prevalent notion that development and breakdown simply mirror one another. After all, in any number of studies, young children differ qualitatively from brain-injured adults. At the same time, our review challenges the equally unproductive position that no interesting parallels obtain between the two processes." (p. 303)

Thus, the hypothesis seems to hold only superficially. While aphasics may perform at comparable quantitative levels to children learning language, their performances are qualitatively different in several respects, such as the types of errors made, awareness of errors in performance, and different processing strategies.

The selections in the first section vary both in the directness with which they approach the regression hypothesis and in the language modalities studied, although all selections

deal with phonological processing in a broad sense. Blumstein reports similar hierarchical structuring for infant and aphasic discrimination and identification capacities in categorical speech perception. Support for the hypothesis was reported by Holmes studying phoneme-grapheme correspondences in the reading of developmental and acquired dyslexics. The assumption that the four developmental dyslexics, in fact, reflected delayed maturation in reading and thus, inferentially, normal processing, bears substantiation with empirical data. Considering that only two adult dyslexics of traumatic etiology were studied, the suggested generalization of the results to "the brain-damaged adult" seems hazardous.

The remaining phonological selections address the topic of potential similarities and differences in the language development of normal and language-impaired children. Tallal reports on the importance of the ability to process rapidly occurring acoustic information for both normal and developmentally dysphasic children. Ingram's study of the development of fricative and affricate production in normal and linguistically deviant children confirms the notion that there are similarities between the normal and the deviant, but that the deviant system reflects more than simply delay.

The neuroanatomical chapter documents the asymmetries which have been found in both adult and infant human cerebral hemispheres. As the authors carefully point out, that these asymmetries actually reflect size differences in cortical areas remains to be demonstrated. Also unknown is their functional significance with regard to how they affect language behavior, either its development or its dissolution.

The editors have emphasized spoken language. Additional material on written language and the syntactic and semantic aspects of oral expressive language would provide a good supplement to the selections.

The editors have conceived and organized an interesting series of contributions discussing the issue of linguistic regression. Perhaps, in part, because the answer is not simple the material provides stimulating reading, provokes questions, and suggests further research. Because of its wide scope, drawing material from developmental psycho-linguistics, neurology, neuropsychology, and aphasiology, this volume should hold interest for a wide audience, including professionals in the above-mentioned disciplines as well as those of speech and language pathology and psychology.

VAN RIPER, CHARLES. **Speech Correction: Principles and Methods.** (6th edition).
Englewood Cliffs: Prentice-Hall, Inc. (1978). 471 pp., \$18.40.

— Reviewed by RAYMOND P. HEBERT

With so many editions of this book one may want to justify having all of them or at least to find out whether this last edition will increase ones knowledge of recent developments in the field of speech and language pathology since 1972, the time of the last edition. This review is therefore a comparison between the present and last edition.

There is one more chapter in this 6th edition. It is an attempt to describe the nature of the speech and language processes. Unfortunately, for the section of language at least, the information does not reflect the richness of recent findings. We find some minor changes in the organisation and titles of some chapters; one example is the section on

laryngectomy which has been transferred to a new chapter. Minor changes have also been made in the terminology; some examples: a "speech therapist" is now a "speech clinician", "symbolization disorders" are now known as "language disorders" and stuttering is now termed a disorder of "fluency" rather than a problem of "time", etc. There are some more important changes, however; for example, Van Riper has put less emphasis on labels in his section on disorders which are more descriptive; the unsatisfactory term of "extrapyramidal" tract has been removed in the discussion on athetosis and so have "jargon" and "echolalia"; also missing is the short paragraph on the motor theory of perception. Finally, and most surprising, there is no mention of the famous stuttering equation. There are new sections which touch upon the field of phonology and semantics with quite unequal weight in favor of phonology but there are also very conspicuous omissions of recent developments such as family therapy in conjunction with speech therapy and parent training programs. Finally, the last section on hearing problems still presents an incomplete view of the field with very few changes. As for the rest of the book it must be mentioned that whole sections and chapters are word for word replicas of the 5th edition.

Conclusion: considering the little new knowledge in this 6th edition and the limited treatment it receives I suppose the experienced speech therapist/clinician might derive more benefits by re-reading the 5th edition (still a rare enterprise in clarity and commonsense, I should add) and by consulting other sources for more in-depth analyses of the most recent developments of our field. For the newcomer, however, this 6th edition is surely a must, one that I would recommend to my first and last year students as a classic: something not old, not *dépassé* but a book alive with promises about the quality of life students and clients are looking for.

FOSS, DONALD J. and DAVID T. HAKES. **Psycholinguistics: An Introduction to the Psychology of Language.** Englewood Cliffs, N. J.: Prentice Hall (1978). 434 pp.

— Reviewed by BONNIE BRYANS

In the preface to their excellent text, Foss and Hakes describe psycholinguistics as a field which is typically concerned with three broad questions, namely, what is known by the speakers of a language, how is this knowledge used when producing and understanding messages, and how was this knowledge acquired. The aim of the text is then to clarify the nature of these questions and to describe the answers which have been proposed. Readers are forewarned that some issues have necessarily been simplified and that present ignorance precludes complete answers. Nevertheless, the authors claim (with justification) that their text will provide the reader with a good grasp of important psycholinguistic issues and an awareness of current approaches.

Since psycholinguistics involves the study of mental structures and processes, the authors consider that it constitutes an area of specialization within the wider domain of cognitive psychology. Early in the text, they state their conclusion of a close relationship between cognitive and linguistic phenomena (other than the phonological system) and suggest that the internal representations which underly language may be of the same kind as those involved in thinking. They point out that this cognitive orientation conflicts with the view of language as a unique phenomenon characterized by purely linguistic attributes and involving specialized mechanisms and processing modes.

Research findings relevant to this conflict are presented at various points throughout the book as different topics (e.g., categorical perception, Stage 1 utterances, reading acquisition) are discussed.

Foss and Hakes note that the study of language "does not seem a rewarding field for those who love simplicity" (p. 166). Considering the inherent complexity of subject matter, their book is remarkably coherent and cohesive. Possible reading difficulties have been minimized by careful and systematic organization. The material is divided into five major sections dealing successively with language structure, comprehension, production, acquisition and related topics. Each of these sections is preceded by an introduction and each chapter concludes with a resume and suggestions for further reading. Within each chapter, definitions, reminders, and summary paragraphs are provided as needed.

Although broad in scope, this text gives scant attention to language disorders. Acquired aphasia is discussed with respect to cerebral lateralization and localization but data from aphasics were not integrated into the discussions of several relevant topics, such as speech errors, lexical access, and comprehension processes. As for developmental disorders, their existence is only obliquely acknowledged in a description of language acquisition as a process which occurs "effortlessly and naturally for **most** children" (p. 309: italics added). Clearly, the book is unsuited to speech and hearing professionals who would read it in the hope of finding psycholinguistic therapy prescriptions.

Despite this seeming limitation, this text should appeal to most speech and hearing professionals. For those whose training did not include a formal course in psycholinguistics and whose knowledge may be piecemeal, the book offers an integrated picture of the field. For those who completed a formal course on psycholinguistics some time ago, the cognitive approach taken in this book may offer a new perspective while the discussion of more recent findings will add to previous knowledge. (Of the nearly 400 listed references, more than 30% were published in the past three years). Finally, others may find the focus on normal language abilities a salutary change from their professional preoccupation with the abnormal. Although psycholinguistics "does not yet have very much to offer in the way of concrete proposals about practical problems" (p. 4), it certainly contributes to a clearer understanding of normal processes and therefore, to a more precise definition of the ultimate goals of rehabilitation.

In summary, Foss and Hakes have prepared an excellent text. Professionals who read it will find their time amply rewarded.

ROSENTHAL, RICHARD. **The Hearing Loss Handbook**. New York, New York: Schocken Books (1978). 226 pp., \$4.50.

— Reviewed by RICHARD WINKELAAR

Audiologists, ENT specialists, hearing aid dealers, and others providing services for the hearing impaired should put this book on their "Must Read" list.

The author, a free lance journalist, has written a clear, understandable handbook on many aspects of hearing loss, providing much needed guidance for hearing impaired "lay" individuals. While accomplishing this, he has also presented a frank and critical

analysis of professionals involved in diagnosis and management of the hearing impaired. He speaks from personal experience (he has a hearing loss and wears a hearing aid), thus it is difficult to dismiss his comments lightly. Indeed, if the audiology profession "comes across" to him and others as he suggests, we have need of immediate and detailed self-examination of our present performance.

The book has eleven chapters covering basic anatomy of the ear, what to do when visiting the physician (The Doctor), the audiologist (The Rehabilitators, The Workup), the hearing aid dispenser (Dealing with the Dealer), and suggestions on how to best use amplification and rehabilitative services (Doing Better with Hearing Aids, Special Education, Children, Developing a Positive Cycle). In addition there are four appendices on organizations for the hearing impaired, books and periodicals of interest, and suggestions on amplification equipment he found especially helpful.

Rosenthal stresses again and again the need for hearing impaired individuals to insist on their rights. When visiting the ENT, "Remember, you are paying a consultant, not applying for a job" (p. 51). When discussing the test results with the audiologist you should know that "Many audiologists are infatuated with workups and confuse the strokes, Xs, and circles on a audiogram chart with the reality of your acuity" (p. 87). While visiting the hearing aid dealer be aware that "the hearing aid dealer is geared to making a quick sale" (p. 120).

Rosenthal might be criticized for sounding overly dramatic and critical in certain sections of the book. He has, however, succeeded in his purpose of writing an understandable and rather provocative book for the hearing impaired. While we may disagree with his statements and conclusions, it would be short sighted and foolish to completely ignore them.

DARLEY, FREDRICK, R., and D. C. SPRIESTERSBACH. **Diagnostic Methods in Speech Pathology**, Second Edition. New York, New York: Harper and Row (1978). 574 pp., \$21.00.

— Reviewed by BERNARD M. O'KEEFE

Legion are the speech pathologists who have employed the workbook and textbook edition of Johnson, Darley and Spriestersbach's **Diagnostic Methods in Speech Pathology**. The original 1952 workbook became popular because it provided numerous simple tests, questionnaires and case history forms and other cookbook "methodology" which proved to be extremely helpful to the mostly undergraduate students of the time. By the late 1960's, however, even the 1963 textbook edition (which had become one of the biggest selling textbooks ever in speech pathology) was badly dated, mostly because there was so much attention and discussion of tests from the 50's and early 60's. Even today, rare is the speech pathologist who does not employ at least a few of the handy forms provided by the 1963 edition. (Rarer still is the speech pathologist who, as a student, did not consider leaving the profession entirely when faced with their first attempt at completion of a consistency chart!)

Despite the efforts of many, including Darley alone (**Diagnosis and Appraisal of Communication Disorders**, 1964), Emerick and Hatten (**Diagnosis and Evaluation in Speech Pathology**, 1974) and Nation and Aram (**Diagnosis of Speech and Language**

1977), no textbook became universally accepted as a replacement. Either they tended to be incomplete or superficial, such as Darley, or once again, they made the mistake of attempting to use only the most "current" tests and measurements available at the expense of principles of diagnosis and test selection, such as Emerick and Hatten.

The 1978 edition of **Diagnostic Methods in Speech Pathology**, rewritten by Darley and Spriestersbach (Johnson died in 1965), is a most welcome one, however, and it appears that once again it will become the most popular text in the area of diagnosis and appraisal. Despite advancing years, Darley and Spriestersbach show no signs of losing their professional or scholarly spark. They have wisely reduced the number of forms, tests, questionnaires, etc., which were previously employed and instead, devote the bulk of their attention to principles. The text tends to divide the disorders of human communication along traditional lines but speech clinicians will be happy to note that there are also several "new" sections, such as appraisal of auditory functioning.

The text is divided into two major parts. The first is concerned with appraisal ("what to observe and how and why") and the second with the differential diagnosis of human communication disorders. It is the second major area which sets this text apart from all earlier editions and other texts, as well. Not only does the text supply guidance in examining the speech and language of individuals but it also stresses how to integrate information and to make discriminations between similarly appearing disabilities. The authors consider it paramount that clinicians know "how to interpret what has been learned about the patient and how to integrate data from observations in order to make a differential diagnosis", if they are to be effective diagnosticians. Many instructors and readers may want to examine much of the text "out of order" by combining the appraisal section and the differential diagnosis section according to disorder. Such a decision will not reduce the saliency of the information gleaned.

Darley and Spriestersbach are well aware that the passage of time has resulted in more and more specialization within the field and, consequently, they take advantage of the work of several other scholars and researchers. Contributory chapters have been provided by Margaret Byrne (children's language acquisition), Dean Williams (stuttering), Charles Anderson and Julia Davis (auditory functioning), Arnold Aronson (organic and psychogenic voice disorders) and others.

Clinicians will especially enjoy the case history and general evaluation sections while professors teaching courses other than *Diagnostic Methods* may also find the text very useful. The depth within specific areas (such as "Appraisal of Respiration and Phonation") is of such magnitude and quality that specific courses may find the text extremely helpful. As would be expected in a Darley text, the sections on examination of the speech mechanism, and the differential diagnosis of acquired motor speech disorders are especially fine.

While it is obvious that the authors were preparing a textbook for use by graduate students in speech pathology, the information, sophistication, practicality, and the highly organized yet interesting material makes this the ideal reference text for the clinical speech pathologists and worth the \$21.00 charge (\$15.00 U.S.) made by the Canadian distributor, Fitzhenry and Whiteside.

Naturally, not every reader will be satisfied with every section of the book though most chapters represent an eclectic point of view. Those who, for example, are concerned with stuttering may not be pleased with what is essentially a rehash of the old Iowa School by Dean Williams who gives very little attention to some of the newer methods of fluency

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diagnosis and appraisal. Interestingly, many readers may rate the chapter by Anderson and Davis ("Appraisal of Auditory Functioning") as perhaps the best discussion for a speech pathologist of differential diagnosis of auditory disorders that has been presented from any source. In fact, many audiologists might gain a great deal of information regarding auditory perceptual disorders by reading the entry.

In an era when books, journals, tests and other publications flourish like dandelions in May (and frequently perish just as quickly by the following October) it is refreshing to come upon a text which should serve students and diagnosticians well through many springs and autumns.