modern understanding of the metabolism of bile pigments and its application to the problems of erythroblastosis and kernicterus are clearly unfolded.

If the purchaser of "Foetal and Neonatal Pathology" is intending to acquire a textbook in which a search will be successful in obtaining something informative on almost any aspect or detail of the pathology of this field, then he will not be disappointed; this is a comprehensive account of the subject. Nevertheless it is not a complete account; the covers of a single volume could scarcely be expected to enclose the exhaustive compilation that would nowadays be needed. Thus the pathologist looking to find a fully illustrated account of the histology of microgyria, or even of galactosaemia, may feel disappointed; in other words, this is neither an atlas nor a laboratory manual. The strength of this book lies in the skill with which Dr. Morrison has presented both clinician and pathologist with a discipline of thought that will guide them and illuminate their pronouncements when they are confronted with the day-to-day problems arising in the course of teaching or the practice of perinatal physiology or pathology.

Finally, this reviewer can fully endorse the publisher's statement that 'pathologists . . . paediatricians and obstetricians will find it both interesting and instructive reading and a most useful source of references', and would add that this work is indeed a non-pareil among textbooks of pathology.


The central themes of this monograph are the auditory approach to the training of deaf children, the need for early recognition of deafness, and the utilization of the remaining hearing.

It should be read by everyone who has to deal with children whether belonging to the medical profession, or those professions that provide its ancillary services. Perhaps the authors are a little over-optimistic about the paucity of children who will fail to respond to their method of auditory training, but this is a good fault and one shared by most pioneers. Without it new methods and new theories would seldom be adopted.

It gives a thorough survey of deafness in children stating all its known causes. The descriptions of the varied syndromes where deafness occurs are useful.

The chapters on the methods of testing hearing in young infants are excellent and well illustrated, and they show how by early recognition of deafness and the utilization of the remaining hearing, even the severely deafened child can be taught to talk and take his place in normal school and adult life, provided the training is started early enough. Diagnosis should be established before the first year is over, and when established or suspected, a hearing aid should be fitted even at the age of only a few months. If any doubt exists as to deafness, no harm can be done by fitting a hearing aid, but its absence may permanently deprive the child of learning speech properly if the deafness is not helped during the period when the child normally learns to speak.

A child who is deaf must be taught to hear, and therefore the deafness will generally be found to be less severe after training than originally suspected.

There is a very useful chapter on hearing aids. A plea is made for something stronger than the Medresco and also for automatic volume control where recruitment is present, as it so often is in severely deaf children.

An aid in each ear is often required, and perhaps we should look at it as we do in correcting vision where we would never, on account of economy, think of giving glasses for one eye only.

To sum up, the work is a well-substantiated plea for the early recognition of deafness, and for the aural training of children so affected.


Great advances have been made in recent years in the early detection of deafness in children and in the provision of small, powerful hearing aids. The value of these advances is, however, limited unless they are accompanied by immediate educational help to the child concerned. As with all handicapped children, the severely deaf child has to be painstakingly taught those skills that come quite easily to the ordinary child. In the first place the severely deaf child has to be taught to hear, that is to make use of the residue of hearing that most of them have, with the help of a hearing aid and other amplifiers. Then they have to be taught the significance of what they hear and so develop language.

The emphasis in this very practical book, written by a teacher of deaf of great experience, is on the development of spoken language as the keystone of the deaf child's education. This training in language starts as soon as deafness is diagnosed, and since this is likely to be below the age of 18 months nowadays, the part that the parents must play, as the author often emphasizes, is very important. Many useful teaching techniques are described; techniques that can be integrated with the child's everyday life and made fully meaningful to him.

Although the subject of pre-school deaf management is well covered in the U.K. by such writers as the Ewings, many parents, teachers, and audiologists, will find this book most helpful, particularly in respect of the detailed teaching techniques. It is a long and detailed work, necessarily so because the teaching of language to the severely deaf child is a long and detailed process. Without this teaching the severely deaf child can barely become human.


In their preface, the authors state 'The Aphasia Handbook has been designed for anyone who may encounter the problem of retraining an aphasic—