

Editorial

In the last edition of the Journal we were able to read articles dealing with some of the many types of defects handled by the Logopedician.

In this issue of the Journal, there are three articles on language disorders in children. During the past decade an increasing interest in the study of language and its disorders has been shown. One of the findings resulting from this growing interest is that if the language function is disturbed in any way, difficulties ranging from complete lack of speech to a deficiency in reading can be found.

Since reading is an important aspect of the language function, an article on the teaching of reading to the Cerebral Palsied Child by E. M. Harrison is presented in this issue; Isaac Jolles presents his views on the teaching of language and conceptual thinking to the brain-injured child, and an interesting case history of an aphasic child, compiled jointly by Dr. Law and Mrs. Shavell concludes that section of the Journal in which the emphasis has been on language disorders.

An article on organic dyslalia by A. Rummel is indicative of the fact that the often so-called dull subject of dyslalia, when correctly handled, can make interesting reading and stimulate one to think of dyslalia from many new and different angles.

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