

contact with the public can be helped and trained to interact in a more understanding facilitative manner.

The style of the book is not easy to read. It uses extensive social skills terminology that is off putting to the novice. Also, the book is written as a review paper providing copious references in the text which distract from its readability. The format of such a book should provide scope for more personal and anecdotal reports that would add colour and feeling to the research material.

Valuable information is provided to course tutors in designing a social skills programme for students. Details on the hardware, e.g. video machines, and timetable allocation are provided, plus some of the initial mistakes made while establishing the course. Appendix 3 provides a simple page outline of the course content which would have been of greater value if it had been expanded and made into a chapter. This is the meat of the course, and of the book. The compendium of skills provided in chapter three goes some way towards this but ends up reading like a list as there are no case illustrations to bring the material to life.

In general, this is a book to avoid if you are not in touch with the social skills training field, but if planning undergraduate courses it can help in providing guidelines to teaching. The authors know their material well and have conceptualised the extensive work in this area into a more comprehensive format. They raise questions and point out problems but, from their own work, have done little to extend the evaluation of this form of training.

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Visually Handicapped Children and Young People, by ELIZABETH K. CHAPMAN. Routledge & Kegan Paul, London, 1978. 162 pp.

The editor's preface states that this book is one in a series on special educational needs of different groups of handicapped children. Each book summarizes research findings and their implications for education in either special or ordinary schools in the United Kingdom. The editor further states that this volume is the first British book on the subject of education for visually handicapped children.

Evidence of the experience of the author as a teacher of visually handicapped children and currently as a tutor in a course for training teachers of visually handicapped pupils permeates the book; it is very down to earth and practical.

The author espouses an individualized or child-centered discovery approach and emphasizes educational procedures and practices that will encourage visual efficiency and utilization of input from other sensory systems in the educational process. These two themes run through all seven chapters but they are articulated most clearly in the chapter on the school years for the visually handicapped child. This chapter accounts for slightly more than one-third of the 150 pages of the book and is the meat of the volume. Very practical approaches and numerous suggestions for activities to meet educational needs are described. The author's breadth of experience is much in evidence. Her knowledge and understanding of the role of vision in the educational process is evident throughout the chapter and her discussion of teaching reading to children with low vision who have unique and often complex educational needs is particularly noteworthy. This is an often neglected topic in books such as this. Suggestions for teaching techniques for each of the school subjects are included in addition to suggested techniques for teaching braille reading and writing, listening skills, physical education including

movement work, mobility training, and daily living skills. A multi-sensory approach to instruction is emphasized throughout these topical areas. It was of interest to note that, although instruction in typing for the partially seeing child is recommended, a similar recommendation for the blind child is not included. Perhaps this omission was an oversight.

The need for a team approach appears in several chapters particularly at points when critical educational decisions are made. The first is at the discovery/diagnosis/assessment stages prior to making a decision regarding placement. (The specific procedures to be followed in these three stages are apparently described in detail in existing government circulars, but the procedures are not clearly described for the unfamiliar reader.) At this point parents are consulted, although it is not clear how they are involved in the later placement decision. Medical examinations and psychological assessments are also viewed as essential components in the educational assessment prior to placement.

Although the form for including persons on the voluntary registry for the blind and partially seeing in the United Kingdom includes space for the reporting ophthalmologist to make an educational placement recommendation, the author justifiably cautions educators about accepting such recommendations at face value. She recognizes the proper role for the ophthalmologist as being a consultant. It is of interest to note that optometry as a speciality area is not mentioned either within the framework of the roles of optometrists as members of the team or as consultants on the prescription and training in use of low vision aids. In the U.S.A. optometrists are often more active and involved in this aspect with educators than are ophthalmologists.

The role of parents as members of the team in the educational process is emphasized in the chapter on the educational needs of the pre-school child. However, parents would seem not to be included as team participants during the school years since little attention is devoted to them in subsequent chapters. The author may assume that parents will be involved in the school and later years if they are properly prepared to do so during the pre-school years. In the chapter on the school years it might have been helpful to include suggestions for teachers to use in working with parents to insure that transfer of school learning is carried over into home and community living.

The author views the team approach as being essential at the school-leaving age when the pupil moves either into the world of work or into further education. She points out a problem area which we in the U.S.A. share, namely, the lack of coordination between the vocational counselor and the educators.

Several other educational problems and issues are shared with educators in the U.S.A. These include the provision of adequate services to pupils enrolled in ordinary schools and to those with other handicapping conditions which complicate the educational process. This latter group seems to be increasing in both countries. Obtaining adequate support services at the post-secondary level which will enable pupils to become self-sufficient is difficult in these times of economic retrenchment. This problem has become more critical since this book was published several years ago.

This book is a good addition to the literature in the field. In a very brief volume including an excellent bibliography it presents an overall summary of what is happening in the field of education for the visually handicapped in the United Kingdom.

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