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

The style of the book is not easy to read. It uses exten-
sive social skills terminology that is off putting to the
novice. Also, the book is written as a review paper provid-
ing 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 under-
graduate 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.

Department of Psychological Medicine
The Hospital for Sick Children
London, England

Visually Handicapped Children and Young People, by ELI-
ZABETH K. CHAPMAN. Routledge & Kegan Paul, London,

The editor's preface states that this book is one in a series
on special educational needs of different groups of handi-
capped 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 pro-
cedures 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 sugges-
tions 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 complex educational
needs is particularly worthwhile. This is an often neglected
topic in books such as this. Suggestions for teaching tech-
niques for each of the school subjects are included in ad-
dition 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 examina-
tions and psychological assessments are also viewed as
essential components in the educational assessment prior
to placement.

Although the form for including persons on the volun-
tary 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 judiciously 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 specialty 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 edu-
cational process is emphasized in the chapter on the edu-
cational 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 pro-
vision 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.

School of Education
The University of Michigan
Ann Arbor, MI, U.S.A.

GERALDINE SCHOLL