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This small book presents in very readable form a theory of the development of articulation accuracy in children which should be of great interest to the practitioner of educational intervention with mentally retarded children both from a theoretical viewpoint and from the fact that the book contains 85 pages of drill material covering all of the vowels, consonants, and blends that are commonly used in English.

The accuracy of speech production has been shown by research to be an assessable developmental characteristic through the 8th year of an average child's life. For the child with intellectual impairment, however, the drill material would extend throughout his schooling. Within this construct, the author's interpretation of the dynamic processes involved in good and poor speech and of the effect that speech therapy has on the overall behavior of the child makes the volume especially worthwhile for this select population. Since most of the book is made up of a practice manual, it will provide the paraprofessional with pragmatic drill exercises not to be found in any other publication. It is therefore highly recommended as a reference book for all professionals in the field and almost as a must for paraprofessionals who are seeking pragmatic suggestions. It should provide a useful method and model for consideration of the whole child in his development.

The author has done considerable scientific research on the selection of words for his drill material. The care taken with word selection and the extensiveness of the vocabulary coverage places this work in the category of books which every practitioner should find extremely valuable since it removes the necessity for their compiling such lists on their own.


The major purpose of this handbook is to introduce and describe the REEL (Receptive-Expressive Emergent Language) Scale which was developed by the authors as a diagnostic tool in the assessment of potentially handicapping conditions in very young children. There are numerous tests for assessing the development of young children. Some, like the Binet, sample various kinds of abilities, and others, like the Vineland, use the interviewing technique to determine certain aspects of a child's general development. The REEL Scale was developed over a period of 7 years to make up for the lack of a reliable device for measuring language skills in very young children. It was also intended to measure only linguistic skills and not to confuse these with visual, perceptual, motor, and other maturational measures. As stated by the authors, this scale is grounded on three basic premises about how we develop speech and language: "(1) the auditory modality is the primary means of acquiring language; (2) language is an innate (genetically based) capacity of man; (3) speech behavior and cognitive development are inseparably interconnected [p. 16]." The authors accept completely the biolinguistic view of language development. They feel that language must develop in the human infant and that any delay or departure from the normal development of speech and language constitutes a significant event and probably denotes some form of serious disability.

The REEL Scale is divided into a series of receptive and expressive developmental events or tasks. These are arranged on a scoring sheet which yields a receptive language age, an expressive language age, and a combined language age—all of which may be converted into appropriate quotients. The scale is easily administered and does not require a high degree of skill. One of the major purposes of the authors...
was to develop a scale that could be easily administered by a very wide range of persons of various backgrounds and abilities.

An examination of the scale items reveals what appears to be a relatively simple set of statements which are to be scored plus (+), minus (−), or plus-minus (±). However, there is nothing simple about these items and, when they are properly administered and recorded, a very interesting picture appears of the levels at which a youngster is functioning. Because the left half of each page contains receptive items and the right half contains expressive items, one can readily determine not only the youngster’s general stage of development but the relationship between his receptive and expressive abilities.

Many individuals have made efforts to develop infant testing scales, and all have met with some degree of success and a considerable degree of failure. Whether or not the REEL Scale will be shown to be useful will depend upon the test of time and use. This instrument avoids some of the pitfalls of some earlier tests in that it is based on sound scientific and research principles and was developed over a long and careful period of time. The only criticism which some may feel can be leveled at the work concerns the standardizing group used in the scale’s construction. In developing their normative items, the authors used a group they felt would “represent the probable norm of environmentally language-advantaged Caucasian infants [p. 19].” This may be their way of saying they used children of faculty and students. One can think of a number of reasons to use this group. However, one would have hoped for a more representative sampling, including, for example, two or three settlement houses or nurseries for the children of working mothers. Nevertheless, the scale can be used easily in studying the communication skills of various groups.

Assessing Language Skills in Infancy is a major step forward in the objective evaluation of children during that most crucial period for the development of speech and language: the first 3 years of life. A sincere, scientific, and completely rational approach has been taken by the authors to develop a useful diagnostic tool. If the care that went into this scale is any indication, it will be a successful addition to the clinician’s array.

William H. Plotkin
Chicago Hearing Society
30 West Washington Street
Chicago, Illinois 60602


Review of the literature of the past decade reveals extensive speculation and investigation regarding use of both behavior modification and nonprofessional personnel in educational programs. This publication, essentially a cookbook of operant conditioning techniques suggested primarily for use by parents and teachers of language-delayed children, should be of interest to persons concerned with either or both of those issues.

The authors do not pretend to have submitted their program to scientific investigation, but they emphasize that it is based on “sound learning principles [p. 3].” Their basic assumption is that “language training skills can be learned after a minimum of training and supervision [p. 3],” and that this manual can aid parents and others to work successfully with the language-delayed child. The authors do, however, caution against use of the manual as a substitute for competent professional help. Parents of children with language handicaps are advised to seek the advice of a physician or psychologist. (The speech therapist is relegated to the correction of articulation defects, and his contribution to the evaluation and remediation of language problems is ignored.)

The manual is well-organized and is written in appropriately nontechnical language. Chapters 1 and 2 describe the use of the manual and the theoretical basis of the program. Chapters 3 through 6 provide concrete suggestions and specific directions for working with the language-delayed child at home. The volume should be of value to all professionals who are concerned with language development. It is suggested, however, that its distribution to parents and/or other nonprofessionals should be supplemented by training and supervision in its use.

Anna M. Williams
Speech and Language Department
Kennedy Child Study Center
151 E. 57th Street
New York, New York 10021

This book discusses many speech studies conducted with cerebral palsied and mentally retarded children at institutions, public schools, and special schools in many states over a period of more than a dozen years. The various projects should prove of interest and value to speech scientists and research workers in the areas of special education, child development, and speech pathology.

Irwin considers seven variables which he feels are important in the communication efforts of cerebral palsied and mentally retarded children: (a) articulation, (b) sound discrimination, (c) abstraction, (d) vocabulary, (e) the sentence, (f) immediate memory span, and (g) manifest anxiety. Irwin’s position is that “the set of seven variables, if taken collectively, constitutes the basic phenomenon of communication [p. ix].” Further on, he gives an excellent operational definition of communication primarily involving the listener as “a social event which can be analyzed in terms of three elements: articulation of sounds, discrimination of sounds, and a message . . . the core of the social concept of communication [p. xiii].”

The first section—one on articulation—constitutes over half of the book. Thirteen tests for assessing the articulation of the two handicapped populations are described, and these are followed by an “Integrated Articulation Test.” Apparently, very careful, detailed, and painstaking efforts were utilized in the validation of the various tests. However, this reviewer questions the clinical value of the numerous short tests which assess only four or five sounds. A clinically useful instrument for articulation should assess production of all English phonemes in a variety of phonetic contexts. While retarded and cerebral palsied children might do well on tests assessing front consonants, they may do poorly on tests to assess production of fricatives and blends. The integrated test should be a more valuable general instrument.

One disturbing finding among the cerebral palsied population is the apparent lack of articulation improvement with chronological age. A consistent finding with “normal” children is improvement of speech with increased age. The finding that among cerebral palsied children the same low speech scores are found at age 3 and at age 19 makes one wonder about the kind of speech training given such children.

At one point the text presents the misleading statement that substitution errors occur more frequently than do omission errors in the speech of “normal” preschool children. While research in the area is limited, most findings indicate that the chief error in the speech of preschool children involves omissions.

The other divisions of the book are interesting but somewhat limited in their conclusions and application. The reviewer wonders how some of the variables discussed would qualify as “communication variables.”

Sidney Goda
Harwood Building
Scarsdale, New York 10583

Living Around the Now Child. Dan Woodward and Norma Biondo. Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216, 1972, 128 pages. $2.95 paper.


These two books are extensions of the long line of publications edited by Newell C. Kephart and referred to as “The Slow Learner Series.”

Living Around the Now Child is designed for parents and professionals coping with the learning-disabled child and provides in a readable, witty and human way a survey of the nature, needs, and controversies presented by such a youngster. The interesting feature of the book is its attempt to do without the technical terms traditionally utilized in describing the child with a learning disability. Instead, lists of specific behaviors and humorous cartoons are offered to concretize and clarify the concepts presented. The volume is written from the parent’s perspective and skillfully allows the parent to identify with the descriptive content. Because of this, the work has a unique emotional appeal, for it reflects the parent’s observations and quandaries and is, for the most part, reassuring.

As for its specific content, the book is accurate, but very general. Part I depicts the essential characteristics of the learning-disabled child; and Part II describes the dilemmas presented in the various attempts to assist such

This volume presents the author’s 5-year follow-up study of 177 pupils enrolled in special classes for children with learning disabilities (L. D.). The systematic follow-up was designed to determine: (a) which children can benefit from special classes, and (b) why such benefit accrued. The report provides the reader with informative data and some sobering conclusions that must receive attention in the Special Education arena.

The author states that the “book was written for psychologists, teachers, administrators, school social workers, and all others concerned with the education of children with learning disabilities [p. xiv].” This volume is, in the present reviewer’s opinion, appropriate for any of the identified audiences, and it is particularly valuable to those school personnel involved in pupil placement and in special program design.

In an era of high expectancy from special programs, it is rather startling to learn from this report that after 5 years of special programming, only 42 of the 177 children were returned to regular classes. The low rate of return to regular education is of crucial significance. It is clear that many learning-disabled children will need long-term educational service which involves special programming beyond that offered by regular education. The Koppitz documentation is valuable in setting expectations for children as well as for administrators and teachers; and it has implications for designing special programs.

The initial chapter presents a description of the learning disabilities program, depicted by the author as “at least equal to, if not better than, many other special classes programs in public schools throughout the country [p. 3].” Chapter 2 describes the characteristics of the given pupils upon entry into the program. This is followed, in the subsequent chapter, by admissions data related to each pupil’s status at the 5-year follow-up point. Based on these data, the author draws the conclusion that: “It is not safe to make any long-range predictions regarding an L. D. pupil’s status five years hence solely on the basis of any other single characteristic or factor in his admission record [p. 53].” Koppitz notes that no relationships between characteristics and follow-up status were of sufficient strength to have predictive value in isolation. Of considerable import, however, were data suggesting that when
pupil characteristics are viewed in clusters or patterns, "a very different picture emerges [p. 53]." Such patterns seem to hold considerable promise when used as general guidelines for long-term predictions of children referred to learning disabilities programs.

Based on the data, as well as on her vast clinical experience, Koppitz draws several rather revealing and important conclusions. The author's own language best expresses the tenor of these conclusions:

"It is a fallacy to think that one or two years of special education at the elementary school level will be able to solve the problems of most children with learning disabilities. In fact, there is reason to believe that any child whose problems can be solved in one year in a special class probably did not need to come to the special class to begin with. [also] The value of a one or two year L. D. program is debatable. If such a short-term program is set up, then the choice of pupils has to be highly selective; otherwise it is doomed to failure [p. 178]."

Koppitz strongly recommends that the emphasis in learning disability classes be redirected, with a focus on the prevention of learning and emotional problems rather than on remediation and rehabilitation.

In the present reviewer's opinion, this volume is a worthwhile contribution to the literature; and it is particularly valuable because it is one of the few follow-up studies of this type in the field of learning disabilities. The information presented and the author's conclusions are worthy of consideration for all persons involved in change-agent special education roles. Probably of most importance is the value of the volume to personnel involved in placement and program design. At times, certain aspects of data presentation as well as writing style are cumbersome, and this may prove troublesome to some readers. It is the reviewer's opinion, however, that the value of the book's content is such as to supersede these considerations.

C. W. Freston
Department of Special Education
University of Utah
Salt Lake City, Utah 84112


This book is a collection of 25 previously published articles—pertaining to the education of mentally retarded children—which have been assembled from a variety of professional journals. This compendium of readings is divided into four major sections: "Learning and the Handicapped Child," "Curriculum," "Teaching the Handicapped Child," and "Evaluation and Follow-Up." There are two articles in Section I: "The Origins of Behavior Modification with Exceptional Children" and "Psychoeducation Aspects of Classroom Management." The first paper provides a history of applications of behavior modification techniques with exceptional children, while the second uses a classroom episode to illustrate class management techniques. Although interesting, the two articles hardly scratch the surface of learning theory as it relates to teaching mentally retarded children. Certainly, the application of learning theory to the classroom situation is a most important consideration for the beginning teacher, and it is worthy of substantially more than is offered in this section.

Curriculum and teaching methods—in Sections II and III—were handled in a far more comprehensive manner. A teacher could gain many useful ideas here to assist her in day-to-day instruction. These sections contain articles pertaining to the academic skill areas of reading, writing, and arithmetic plus papers on curriculum design, unit teaching, instructional materials, secondary school programming, art, music, and the use of audiovisuals. Unfortunately, a discussion of physical education was omitted. While these sections have considerable utility, they fail to provide a philosophical basis for curriculum. Without such a basis the practical ideas seem rather loose jointed.

The title of the last portion of the book, "Evaluation and Follow-Up" is misleading. It contains two selections: "Teacher Evaluation of Instructional Materials" and "The Habilitation Role of the Special Educator." Both could logically have been included in an earlier portion of the book adjacent to those chapters pertaining to instructional materials and preparing for work. No articles are included in this section which actually deal with evaluating the instructional program or conducting follow-up studies to determine the success of the students. Such material could be an asset to any text intended for use in a college "methods" course.

This work is an attempt to bring together a number of previously published articles of potential benefit in college courses dealing with the education of mentally retarded children. On that basis, one may question why certain articles were included and others omitted, but the editor
must certainly be given credit for developing a very convenient reference source. Although the volume contains some organizational weaknesses, it nevertheless retains significant value for the purpose for which it was designed.

Carl E. Fenn
Department of Special Education
Western Illinois University
Macomb, Illinois 61455


The present monograph, an outgrowth of many years of collective experience in working with handicapped children, represents an effort to provide a means by which the educational status of the preschool child can be established. Based upon the work of Haussermann, who in 1958 developed an innovative approach to the assessment of developmental potential in young handicapped children, the present work was designed to provide a somewhat more standardized method of evaluation than that of Haussermann, while at the same time attempting to retain the clinical insight offered by her experience.

In essence, this monograph is a test manual for the educational evaluation of preschoolers. Five areas of function are assessed: (a) physical and sensory status, (b) perceptual function, (c) learning competence, (d) language competence, and (e) cognitive functioning. Within each of these functional areas, items are arranged hierarchically in order of difficulty; and the purpose of the examination is to establish an individualized profile for each child. This profile can then (it is stated) be used for developing an individually prescribed teaching program that will hopefully both remediate specific weaknesses in the child's educational functioning and maximize his strength.

Unfortunately, while the method of approach is laudable in that it treats each child as an individual and recognizes that each child has his own strengths and weaknesses, there are no empirical data that would allow for an evaluation of the adequacy of this test as a psychometric instrument. The authors have avowedly eschewed age and grade norms, using the rationale that classification of the child as being at a given level of development may lead to deleterious consequences. Given this position, the present material cannot be considered so much an instrument of measurement as a set of instructions for conducting a more or less "standardized" clinical observation procedure. Considered as such, the Haussermann approach has merits of its own. Nonetheless, the generalizability of the technique and recommendations therefrom become essentially dependent upon the individual sensitivity of the clinician involved; so that its utility as a measurement procedure is limited. In the absence of any data regarding the reliability and validity of the technique, it must be concluded that while the approach is potentially a useful one, more empirical data are needed upon which to base a judgment as to whether the present instrument meets appropriate criteria for inclusion in the armamentarium of the clinician.

A. Barclay
Saint Louis University
221 North Grand Boulevard
Saint Louis, Missouri 63103


This short text, which is the result of the author's 21-day visit to five European countries (Denmark, England, Ireland, Norway, and Sweden) presents his efforts to determine whether a significant relationship exists between public attitudes toward, and the nature and quality of programs for, mentally retarded persons in Europe. It is written in journalistic narrative style rather than as a data-oriented, sociopsychological research report. On the basis of information gathered from interviews with government leaders, members of the press, leaders of parent organizations, and the public at large, the author concludes that there are differences in attitudes toward retarded persons within European countries as well as between these countries and the United States—with the former maintaining more favorable attitudes. However, Lippman suggests that the more positive attitudes of Europeans are not expressed toward mentally retarded individuals alone but instead reflect a greater concern by leaders of European countries for people in general. It is suggested that the public expects the government to fulfill its obligations to those segments of society that are in need of additional support, and the govern-
ment leaders, in turn, honor this responsibility. Perhaps because there is less need to exert political influence, the author finds parent groups in Europe to be less influential than they are in the United States.

The book is divided into two parts. The first discusses present-day attitudes in Europe. The second reports on attitudes in the United States. Given the book's journalistic style, each chapter by itself is highly readable. However, the reviewer found little continuity between chapters, each of which contained a vignette and which neither logically preceded nor followed one another.

The absence of a data base makes it difficult for one to determine how the author concluded that there are differences in attitudes among the European countries he studied. The reviewer was unable to detect sufficient evidence to warrant this conclusion. The question: "What were the nature of these differences?" also remains unanswered.

Lippman's contention that European attitudes toward handicapped persons are more favorable than that of Americans is not supported by other available research data. For example, Jordan (Attitudes Toward Education and Physically Disabled Persons in Eleven Nations. Michigan State University, 1968) did not find that the Danish were more favorable than Americans in their attitudes toward handicapped persons. Nor did Jordan find a more favorable attitude on the part of English females.

On the whole, the text presents relatively little information that most professional workers in the field do not already know. The author's suggestions for improving attitudes in this country are broad and hardly novel. However, the book would make easy and informative reading for the layman interested in the social problems of mental retardation and for those professionals who have little knowledge of the state of mental retardation in Europe.

Jay Gottlieb
Research Institute for
Educational Problems
12 Maple Avenue
Cambridge, Massachusetts 02139

Oxford University Press, 200 Madison Avenue, New York, New York 10016, 1972, 337 pages. $4.95 paper.

Within the past number of years, there have been many remarkable advances in genetics, associated with a concomitant increase in terminology. Newly-coined words, unfamiliar words, and specialized words from the fields of physics, chemistry, statistics, biology, and medicine have appeared in the genetics literature. These terms are not commonly found in the standard collegiate dictionaries. The second edition of this Dictionary of Genetics, published 4 years after the first edition, reflects the continued growth of genetics with its expanded vocabulary. Written in a direct, precise, and technical manner, it is designed for students of genetics and for professionals with some knowledge of biology, chemistry, and genetics.

The volume cannot be considered a dictionary in the true sense of the word since some of the definitions are lengthy explanations, such as the definitions of "homo," "meiosis," and "citric acid cycle." Ordinary words, such as "dog" and "corn," are given special treatment because of their particular importance in the field of experimental genetics. Additional features which make the book unique and add to the reader's understanding are the inclusion of tables, diagrams, and structural formulae of various organic compounds. A periodic table of elements, a temperature conversion table from Fahrenheit to Centigrade, a table of metric measurement units with U.S. equivalents, and many other such additions provide necessary and relevant information, which is often easily forgotten and a nuisance to look up elsewhere.

Diagrammatic representations of Galton's reservoir, and of chromosome and chromatid aberrations, among others, clarify the descriptions. The four appendices at the back of the book are another unexpected and valuable asset. Appendix A is a historical chronology of the important events in genetics. Appendix B is an alphabetical listing of American and foreign periodicals containing articles on genetics and cytology. Appendix C is a tabulation of laboratories in Canada, Mexico, and the United States which are engaged in studies of human genetics. Appendix D is a listing of teaching aids—including motion pictures, film strips, film loops, and materials for laboratory use.

This book offers more than does the usual dictionary. Its explanations are clear and meaningful, and they are supplemented whenever necessary by diagrams or charts. However, a guide to phonetic pronunciation would have been helpful. Also, the inclusion of the terms "behavioral genetics" and "phenylketonuria," particularly since other inborn errors of metabolism are included, would add to its completeness. In view of the interest and importance of genetics
in the field of mental retardation, the book will be a valuable reference source to all involved professionals and students.

Mary Z. Gasparik
Kennedy Child Study Center
151 E. 67th Street
New York, New York 10021


From time to time publications appear stressing the visual diagnosis and physical findings in those suffering from disorders causing mental retardation. In 1964 Forsman and Akasson, of the University of Uppsala, Sweden, published a small booklet, Mental Deficiency of Different Origins: A Pictorial Survey. Another very good volume, Atlas of Mental Retardation Syndromes by Gellis, Feingold, and Rutman was published under the auspices of the U.S. Department of Health, Education and Welfare in 1968. Both of these books are valuable, but they are limited in scope.

Periodically, attempts have also been made to improve the diagnostic skills of physicians and others through exhibits stressing the visual aspects of mental retardation. The writer has tried to do so through several exhibits which have been shown at meetings of the Academy of Neurology, the Academy of General Practice, and at state medical and psychiatric associations.

The atlas under review attempts to give a complete survey of the "state of the art," i.e., of our present day knowledge. The approach is similar to that of Gellis et al. However, the pictures are not in color. On the other hand both clinical and pathological information are given in greater depth in concise one-page summaries. The general material is divided into seven chapters which are based on the various etiologic classifications. It is as complete an atlas as one can hope for at the present time. Quite evidently by the time a book is published, some new entities may have been described.

Some workers in the field of mental retardation ask the question "what is the use of the correct medical diagnosis?" This question is asked again and again and it is often stated by the questioner that this is just an academic or intellectual exercise without any practical value. The reviewer disagrees with this concept. Let me quote from the chapter on "Central Nervous System Malformation" of the present volume: "The practical value of early detection of the malformations in this chapter is related to both the child and his family. Often the child's survival and intelligence are affected by the early recognition of lesions that can be surgically repaired. Also the family benefits from knowing the affected child's prognosis and the risk of recurrence of the same disorder in subsequent children." Thus, both prevention of additional damage to the child and genetic counseling rely on such knowledge. We can now frequently prevent some major damage in some of the metabolic disorders—which were only of academic interest a few decades ago (for example, galactosemia, phenylketonuria). We can frequently advise the parents as to the prognosis for their child, and with increased knowledge, we can discuss more intelligently the possibility of recurrence in future offspring. However, even in those situations where we cannot presently prevent damage or ameliorate the organic pathology, the possibility exists that at some future date given disorders may be susceptible to corrective measures. The history of medicine has shown that at times diseases have become subject to prevention and effective treatment as much as hundreds of years after the description and differentiation of the clinical entity. Today the picture has changed. But without the demarcation of the clinical picture, thus enabling a correct diagnosis, no prevention or treatment is possible. Therefore, one should stress that an appropriate diagnosis is of great importance for future progress, even in those instances where at the present time it will be of little value for the individual.

This atlas, with its excellent picture reproduction (even if not in color) and its concise and most adequate summaries of the clinical entities, is of great value for anybody who has more than superficial interest in the field of mental retardation—particularly for one who wishes to be objective in his approach and desires to apply strict, logical, detached, and exacting criteria. No department, institution, or facility which deals with the problem of mental retardation should fail to have this atlas in its library. Medical school and hospital departments of pediatrics, neurology, and others should equally be urged to have this very important reference material available.

Benedict Nagler
Lynchburg Training School & Hospital
Lynchburg, Virginia 24505

This small volume will be of interest chiefly to those concerned with cytogenetic studies in Down's syndrome. Sachs first provides a useful review of the literature of reported cases with chromosomal mosaicism in which some cells are normal while others have an extra G-group chromosome. The extra chromosome in all, or nearly all, cases was presumably a No. 21 since the reported individuals either had Down's syndrome, typical or atypical, or they were normal-appearing parents of an offspring with that condition.

The main part of the book is the report of a clinical and cytogenetic study of 10 patients with normal/G trisomy mosaicism—attempting to relate the percentage of trisomic cells to phenotypic expression. Half of this group, previously reported by van Gelderen et al. (Acta Paediatrica Scandinavica, 1967, 56, 517) were thought not to have had Down's syndrome when they were originally examined. Unfortunately, no photographs of the patients are provided to give the reader a better impression of their appearance. The other 5 subjects had typical or atypical Down's syndrome. The findings in these 10 cases are compared with those of a group of Down's syndrome patients without mosaicism and of a group of nonretarded individuals.

This study does not provide a definitive answer as to whether the phenotypic effect of mosaicism can be related to the percentage of trisomic cells. This may be due in part to the relatively small series and to the possibility of heterogeneity in non-Down's-syndrome patients. Since at the time of these studies banding techniques for chromosome identification were unavailable, it is possible that in some of these cases the extra G-group chromosome was not a No. 21. Nevertheless, there are considerable data in this volume which others may find useful for studying mosaicism in Down's syndrome.

W. Roy Breg
Southbury Training School
Southbury, Connecticut 06488


In Canada, as in the United States, many public responsibilities for health and welfare and for the protection of individual rights are delegated from the national level to lower jurisdictions—to states south of the Canadian border, to provinces north of it. Also, like that of the United States, Canadian law is dominated by British common law and has been influenced by the Napoleonic code, which is the basis for French law. A third influence evident in Canadian law is the legal system of the United States. For example, both personal income tax legislation and immigration legislation are quite similar in the two North American countries.

In certain respects, social legislation has proceeded further in Canada than in the United States, yet in many respects the laws pertaining to the rights of mentally retarded persons in the Canadian provinces show the same inconsistencies, irregularities, and anachronisms as are found when state-by-state studies of American law are made.

This book is, in part, a province-by-province study of the civil rights of mentally retarded persons in Canada as they relate to such matters as work, marriage, property management, self management, and "social benefits." Since there are only ten provinces, tabular presentations on such subjects as minimum wages, marriage laws, and voting laws can be grasped for content more readily than in a compendium of American law on the same subjects such as that by Brakel and Brock (The Mentally Disabled and the Law, University of Chicago Press, 1971).

What differentiates Swadron's book from other studies of "the law" affecting retarded persons, especially those written by lawyers, is, first, its informal, nonlegalistic style and, secondly, its balanced presentation of a range of related rights and opportunities (primarily for adults) which bear on the functioning of a retarded individual within the larger social setting. The book is not mostly devoted to commitment laws; rather only part of one out of the seven chapters is devoted to the subject of the legal status of the retarded person in a residential institution. The general genre of the work is indicated by such chapter headings as: "Living and Doing," "Work and Working," "Sex and the Other Sex," and "Laws and Flaws." The treatment is rounded and practical and leads to some 60 recommenda-
tions, by no means all of which are directed to legislative remedies.

The book is the end product of a project to examine the legal aspects of guardianship protection as it affects the welfare of mentally retarded persons, a study which has been under way for approximately 4 years. In his introduction, Allan Roche describes it as “both a reference book and proposed master plan.” Its value as a reference book is, of course, most apparent in Canada, but its recommendations contain ideas worthy of study elsewhere. Perhaps most significant among these is a proposal for a guardianship agency which “would have essentially a residual character” and whose responsibilities would include such basic duties as “to identify persons who appear to be in need of guardianship where no one else has done so; to take guardianship proceedings where no one else is suitable, available or willing . . . to assume the role of guardian where no one else is willing and appropriate [p. 199].” The fact that this agency would actually exercise guardianship only in default of any other source for this service leaves open the option for voluntary agencies to engage in recruitment and training activities for prospective individual guardians and in the maintenance of a panel of experts to assist and advise individual guardians, however recruited. The proposal represents a middle position solution to the many dilemmas encountered by those who in recent years have given serious study to the problems of guardianship of the person (as distinct from property) as applied to mentally retarded persons.

Students of the Conclusions of the San Sebastian Symposium on Guardianship for the Mentally Retarded (International League of Societies for the Mentally Handicapped, Brussels, 1969) will recognize these proposals as following closely certain material incorporated in those conclusions. However, it is only right that Swadron receive credit for their formulation since it was his presentation on this particular subject that strongly influenced its treatment in the San Sebastian Symposium.

Unlike much of the literature appearing in the field of mental retardation today, this is not just one more book. As of this moment it is a unique study. The fact that a like study in the United States would be nearly five times as long makes its value here all the greater. It is recommended to all those who represent themselves as advocates for retarded individuals, whether “citizen” or legal or professional, public or private, group or individual, court appointed or self appointed.

Elizabeth M. Boggs
Hampton, New Jersey 08827


The expressed purpose of the volume under review is given as: “Our dialogue attempts to raise some of what we feel are the crucial issues and related problems facing residential treatment today. The selected readings reflect some of the answers to those problems and issues [p. ix].” The “dialogue” mentioned is a 32-page section of questions-and-answers conducted by the editors in which they discuss current issues and problems in residential treatment for emotionally disturbed children. Topics covered in some depth include the role and theory of residential treatment, child care workers both as therapists and in more traditional roles, introduction and training of new staff, conflicting loyalties of the residents, and innovations in the treatment plan. In addition, there are briefer discussions of punishment, living space, program activities, interpreting behavior, communications within the institution, and rules and regulations. Of particular interest to the reviewer was the authors’ handling of some subjects that should interest all professionals concerned with the changing status of institutions. These include the future role of the private residential treatment center as a laboratory for innovative research, training, and service in mental health; the changing role of permissiveness and repression in residential treatment; and the “care-feeding” of the subprofessional child care worker. Much that is discussed in this last part is directly applicable to the attendant in private (and public) institutions for mentally retarded persons.

The 35 selected readings by 44 different authors (including the editors, who contributed 3 readings between them) are organized under 7 headings, as follows: I. “What is Milieu Therapy;” II. “Individual Treatment in a Therapeutic Milieu;” III. “Group Treatment in a Therapeutic Milieu;” IV. “The Nature of Cottage Life and Strategies for Therapeutic Interventions;”
V. "Staffing and Personnel in a Therapeutic Milieu;" VI. "The Place of Activities in a Therapeutic Milieu;" and VII. "Working with the Families."

From the preceding section titles, the observant reader will discern that the volume is somewhat concerned with a "therapeutic milieu." As described by Gisela Konopka in her Foreword, the editors "conceive of treatment as a total life experience." Like many of the other writers they have included in this book, they do not see the individual versus the group, but the individual in the group situation. They do not see permissiveness versus limitations, but permissiveness within the limitations of appropriate help. They do not see professional staff versus nonprofessional staff, but a working together of everyone whom the children need. And finally, they do not see the institution versus or outside of the community but they see it as an integral part of a community so that the child can move in and out according to his readiness [p. vii]."

The concept is indebted primarily to Fritz Redl, who contributed 3 of the present volume's readings. Other authors represented in the readings include Appelberg, Bettelheim, Brodie, Churchill, Frai Berg, Jonsson, Kolodny, Maier, Pollak, Stoefner, the Styrtys, and Wineman. Of the 35 readings, 6 each are from the American Journal of Orthopsychiatry and Child Welfare. Five each are from Social Work and Mental Hygiene, and 4 from Social Casework. Two of the remaining 9 readings are published here for the first time, and the remaining 7 are each from a different source.

The book concludes with a combined 4-page name-subject index. Although promised in the Preface, a "more complete bibliography ... at the end of this volume [p. ix]" was not found by the reviewer, either at the end of the volume or elsewhere. Perhaps this was an editorial oversight, but the total number of references throughout the entire book are few indeed. Other minor annoyances include several typographical errors; but hopefully these will be corrected in the next printing.

In conclusion, this volume on residential treatment of the emotionally disturbed seems to be a useful sourcebook of readings on current issues related to the therapeutic milieu approach. It should prove valuable, not only as a reference source, but—in conjunction with the editors' earlier volume—(The Other 23 Hours: Child Care Work with Emotionally Disturbed Children in a Therapeutic Milieu. Chicago: Aldine-Atherton, 1969.)—as a text for courses on emotionally disturbed children.

Jon D. Swartz
Hogg Foundation for Mental Health
University of Texas at Austin
Austin, Texas 78712


Accounts of the development of specific private schools for exceptional children form a rich part of the history and literature of special education. Such works as Neill's Summerhill and Bettelheim's Love is Not Enough have been used as instructional vehicles in presenting ideas on educational methodology as well as the philosophical and psychological bases for the techniques. A Community Success Story presents a brief history of the establishment of the Pearl Buck Center for children with retarded development in Eugene, Oregon. It is intended to emphasize the importance of community action in the founding of such centers. However, those readers who are seeking a manual or guide on developing community involvement and action will be disappointed as the publication's primary contribution is on the inspirational level rather than the technical one.

This book is a pictorial essay about the Center with captions written by the distinguished novelist, Pearl S. Buck, for whom the school was named. The 58 black and white photographs have been divided into sections entitled "The School and the Children," "Alone," "Together," "Cooperation," and "Looking to the Future." There is about as much emphasis upon close-range shots of children as upon the activities in which they are engaged. In other words, the photographer, Peter J. Robinson, captured and interspersed the moods and expressions of children among the all too familiar group action photos taken in the classrooms and swimming pool.

Ms. Buck's captions are no less sensitive, and constitute engrossing commentaries on "lessons of life." They touch upon many of the elements that parents and teachers of retarded children encounter in the process of learning: praise, discipline, imagination, cooperation, and "no pity, please!"
Finally, the reader will close the book with
the impression that the scenes and expressions
captured in the photographs and, yes, even Ms.
Buck's reflections, are not unlike those that can
be observed at any school. And, that is as it
should be.

Charles J. Kokaska
School of Education
California State University
Long Beach, California 90801

Be Not Afraid. Robin White. The Dial Press,
750 Third Avenue, New York, New York
10017, 1972, 235 pages. $5.95.

and

A Handicapped Child in the Family. Verda
Heisler. Grune and Stratton, Inc., 111
Fifth Avenue, New York, New York
10003, 1972, 160 pages. $7.95.

A spectrum of differing attitudes and concerns
about the handicapped child and his family are
presented by these two authors. Robin White,
novelist, is best known for his works of fiction,
especially Elephant Hill and My Blood Runs
Cold. In the present biographical novel, he
writes from the vantage point of the father of
a handicapped child—tormented as his son pro-
gressively develops epilepsy, psychosis, and men-
tal retardation. His personal account enables
the reader to experience the impact of the multi-
handicapped child upon the family—with all its
accompanying strains and stresses. White's
easily readable style and graphic descriptions
enable both parent and professional to identify
with his plight and that of his son, Checkers.

Another Californian, consulting psychologist
Verda Heisler is a recognized authority for her
work as a psychotherapist with the handicapped
child and his family in the San Diego area. In
her present guide for parents of handicapped
children, she combines the reports of parents
participating in group therapy with her own ex-
periences as a handicapped person since child-
hood. Heisler extends a hand of support in her
discussion of what it means to be the parent of
a handicapped child so that parent and psycho-
therapist alike can find elements of useful self-
analysis and resourceful information.

The two books under review, while they could
not be more dissimilar in approach, are com-
plementary. Both authors point to the intensifi-
cation of parental identification with the handi-
capped child, of feelings of inadequacy, of
parental narcissism, of overprotective tendencies,
and of heightened anxiety level for all family
members. In each volume the isolation of pro-
fessionals consulted by these families is under-
scored again and again. Parents' pain at being
powerless to help their handicapped child is
vividly depicted in both books.

This is not to say, however, that there are no
glaring differences between these works. A basic
difference concerns the subject of parenting and
its influence on the growth and development of
the handicapped child. White takes the position
that it is what the parent does in relation to his
handicapped child that is of primary importance.
As reflected in his title, Be Not Afraid, White
set out to expose his son Checkers to a variety
of experiences—from traveling to India to clim-
ing in the High Sierra country—with the ex-
pectation of stemming the boy's deterioration.
The father's anguish when his plans prove fruit-
less in preventing the hospitalization of Checkers
at the age of 21 leaves the reader questioning
the advisability of White's position. It is not
clear at times whether this book is the story of
the author's own struggle or that of his handi-
capped son.

In contrast, Heisler contends that it is the kind
of person the parent is, rather than what he
does, which has the greater impact or influence
on the handicapped child. Her idea is that it
is the relationship between parent and child
rather than anything the parent does which pro-
vides the medium for the child's growth and
development. She states that "to be a better
parent to a handicapped child, you must first
better understand yourself." Heisler leaves room
for parents of the handicapped to make mistakes
with regard to their children. This is a missing
ingredient in White's book.

Heisler builds a strong case for her position
with respect to her view of parenting. She uses
detailed case examples from her practice over
the past 20 years as documentation. Various
conflict areas for parents of handicapped child-
en provide the framework for the dialogue be-
tween herself and the parents in turmoil. These
conflict areas range from the "pain of empathy"
and "acceptance of hopelessness" to "your child
has inner resources" and "what psychotherapy
can do for you." Anyone who has worked with
families of the handicapped can identify with
her portrayals. However, this does not mean
that her treatment of such case material is old
or worn. Heisler sparks her interchanges with
personal and professional theories and observa-
tions which enable the reader to maintain his
interest. For example, in relation to parental acceptance of hopelessness, she comments, "one element which must inevitably arise in connection with such pain is a sense of guilt about taking advantage of one's own capacity for personal fulfillment in the face of such a tragic lack of capacity in another." This idea that the parent of a handicapped child may not give himself permission to be himself in order to avoid parent-child comparisons strikes a chord for clinicians in the field who struggle with just such problem areas.

In summary, while over-identification and personal asides tend to rob White's volume of its punch, Heisler's book tends at times to be somewhat pedantic. One questions whether the latter is a guide for parents, as stated, or for professionals. What is striking is that despite the disparity in the authors' backgrounds, both echo similar viewpoints regarding the experience of being close to the handicapped. Both seem to reinforce the factors of stress and tension inherent in the families of the handicapped and in their life styles. Neither author confronts what to me seems to be a basic question: What leads one family to break under the strain of having a handicapped member and another family to flourish under those conditions? Heisler may be closest to such confrontation when she speculates about the dynamics of the parent's personality when faced with the crisis of a handicapped child. Accordingly, while White's volume makes more fascinating reading, Heisler's book seems to provide broader guideposts for both the parent and interested professional.

Joanne Zerolis
San Jose Hospitals and
Health Center
77 North 15th Street
San Jose, California 95114

Basic Medical Statistics. Anita K. Bahn.
Grune and Stratton, Inc., 111 Fifth
Avenue, New York, New York 10003,

Bahn has written this book in order "to 'guarantee' that the least quantitatively inclined reader could attain sufficient statistical comprehension to follow the research aspects of current medical literature and conduct simple statistical tests [p. v]." No author can guarantee results, but Bahn can at least expect a high success rate from the use of her book.

The first 14 chapters present the standard ideas and tools of elementary medical statistics: probability theory, the normal curve, inferences about proportions, the chi-square and t tests, errors of inference, the description of sample data, and estimation by confidence intervals. Chapter 15 presents briefly such more advanced topics as regression and correlation, the analysis of variance, the Poisson distribution, sample size determination, and Bayes' theorem. Chapter 16 is devoted to a review of the first 15 chapters; and Chapter 17 gives miscellaneous exercises.

Four features of the book merit special praise: (1) Most of the examples employ real data from different disciplines of the medical sciences. The student thereby learns how broadly useful are statistics. (2) Stress is placed on the graphic presentation of data. This stress should help teach the reader to look at his data before uncritically applying what may be inappropriate statistical techniques. (3) Each of the first 15 chapters concludes with a glossary defining the key terms and symbols introduced in the preceding pages. These glossaries and the index could serve as a handy dictionary of statistics. (4) Over 150 problems appear throughout the book. Some call simply for a True-False answer, others for extensive calculations and discussion. What is noteworthy is that each problem is followed not only by the correct answer but by a carefully presented discussion of why the answer is correct. Both students and teachers should benefit from this feature of the book.

As is inevitable in a first edition, a number of typographical errors appear. Subsequent printings should find them corrected, and in the meantime the author will provide errata sheets to people using the book.

The reviewer disagrees on pedagogic grounds with some of the author's points of view and emphases. One point of disagreement is with her presentation of two formulae for the standard error of the difference between independent means—one for use with equal sample sizes, and the other with unequal sample sizes. There is really only one formula, and to suggest otherwise is to invite confusion and mistakes. A second disagreement is with the author's failure to provide references to the literature on statistics. She mentions such topics as Tchebycheff's inequality, Kendall's tau, and Spearman's rank order correlation coefficient without either describing them or giving appropriate references. In addition, the layout of the book is less than salutary: two columns of text per page instead of one. The result is that the reader often finds it difficult to follow an argument uninterruptedly. For example, when he is reading down the left

The authors state that the writing of this book was an outgrowth of their recognition of the need on the part of practitioners in the various health disciplines for greater knowledge of growth and development which they could apply to the developmental problems they experienced in working with handicapped children. Even a brief perusal of the material in this text would give evidence that the authors have done an excellent job in organizing their knowledge and experience in trying to meet this need. Although the material can be of value for anyone working with handicapped children and their families, the book directs its discussion primarily to nursing.

The material is presented in a clear and succinct manner. The volume's readability belies the wealth of practical suggestions contained in the contents. The topics range from discussion of nursing responsibilities in the areas of prevention, case finding, observation, programming, and management to specific techniques for handling deviations in motor skills and behavior. Emphasis throughout is upon concepts relating to healthy development and management and on the implications of these concepts in actual practice. Examples and case material are given to clarify each concept and to make it more meaningful. The awareness of the impact of mental retardation and other handicaps on child and family are stressed, but this stress is accompanied by approaches the nurse can use in handling the problems in a way which is helpful both to the persons involved and to herself.

The section on methods of assessment and observation offers much useful information and guidance for the nurse working with handicapped children. The Washington Guide for Personality Development in Young Children, with which the authors have had experience, is presented in its entirety as one method for observing a child on a systematic basis. The authors caution, however, that this approach is not expected to give precise information, but can be helpful in giving suggestions regarding appropriate child-rearing practices. They also cite other tools for developmental observation that can be used by the nurse; and the book's Appendix includes a chapter on developmental assessment tools which any nurse would find interesting and informative.

The section on learning to learn defines problems relating to motor skills, self-feeding, toileting, dressing skills, play, and discipline as an educational process. Anyone working with retarded and handicapped children will recognize that these are recurring problems which present much difficulty in management to both worker and parent and that their failure to cope with these often results in loss of opportunities for children to participate in other programs. Excellent "how-to" approaches, presented here with specific suggestions for management, thus become extremely helpful.

This is an excellent book, and it can be recommended highly—not only for persons working with handicapped children, but for those involved with a broader child population. The emphasis upon concepts relating to healthy development, the presentation of an orderly program of assessment, the development of a plan for learning, and the implementation and evaluation of specific illustrations and helpful approaches makes this volume a valuable addition to the nurse's armamentarium in the struggle to provide better care to the handicapped and their families.

Margaret M. Wright
Department of Nursing
Atlantic Community College
Mays Landing, New Jersey 08330
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