

Book, Video, and Film Reviews

Books

Basara, Lisa Ruby, and Montagne, Michael. *Searching for Magic Bullets: Orphan Drugs, Consumer Activism, and Pharmaceutical Development*. New York, NY: Pharmaceutical Products Press, 1994, 283 pages, \$39.95 hardcover, \$14.95 softcover.

Reviewed by Richard K. Scotch, The University of Texas at Dallas.

How new prescription medications are tested and brought to market is a topic that has been subject to considerable public discussion and debate in recent years. In *Searching for Magic Bullets*, Lisa Ruby Basara and Michael Montagne have written an interesting book that provides an overview of how pharmaceutical companies develop new products and how the federal Food and Drug Administration (FDA) regulates this process. The particular focus of the book is on issues related to the development and sale of "orphan" drugs, medications that are used to treat relatively rare medical conditions. Even where the knowledge exists for developing orphan drugs, the market may not be large enough for pharmaceutical companies to profitably produce and sell them. In response to this problem, in the 1980s the federal government enacted legislation to subsidize their production. The book describes in detail the steps in product development and clinical trials for new drugs, including how these are shaped by economics, politics, and government regulation. Basara and Montagne also give a broad (if somewhat shallow) description of the historical and social context for drug development.

One serious limitation in this book is the dated nature of the information presented. *Searching for Magic Bullets* was published in 1994, and it appears to have been written in 1992. While in many fields such material would be perceived as relatively current, much has changed in the past eight years in drug policy. Basara and Montagne appropriately address the impact of the HIV/AIDS epidemic and of emerging biotechnology firms in changing the drug industry of the 1980s, but they could not anticipate major developments in the mid-1990s, including the rapid dominance of managed care and drug formularies in American health care, the rising demands by more powerful Congressional conservatives for market-oriented deregulation of drug research and development, or the major role of the Internet and the World Wide Web in the dissemination of information on new drugs and other medical treatments.

Searching for Magic Bullets is written in a textbook format, containing eleven short chapters with lots of descriptive figures and a glossary of terms. It is clearly written and fairly comprehensive, but largely descriptive and rather superficial. Conflict is summarized in a textbookish "some people say this, but others say that" manner that often avoids critical comments. This style may make the book accessible to undergraduates and the general public, but it will frustrate readers seeking a more analytic and critical approach to issues of drug policy and pharmaceutical economics. Brief anecdotes are provided of individuals needing access to orphan drugs, but these are provided as illustrations rather than as meaningful stories that provide insight into the complexities of the issues addressed. The overall narrative lacks a quality that I look for in good policy analysis, a connection to more generic issues that shows what overall lessons we can learn from the information given beyond the particular policy arena. Connections could have been made, for example, to broader issues in health care, regulation, technology, or economics, and such lessons would make the book more relevant as the specific policy issues of the early 1990s fade into history.

Searching for Magic Bullets would be of interest to readers seeking a basic understanding of the tradeoffs involved in how orphan drugs are brought to market, and it would make an excellent supplementary text in undergraduate courses in pharmacy, health economics, or health policy. The book is probably too basic, however, for readers seeking strategies for resolving these complex issues or an analytic framework for understanding emerging issues such as how pharmaceuticals fit into the world of managed care, the implications of direct-to-patient marketing, or intellectual property rights in

biotechnological innovation. While persons with chronic health problems are among those most affected by lack of access to orphan drugs, the book has no explicit Disability Studies focus.

Biklen, Douglas. *Schooling without Labels: Parents, Educators, and Inclusive Education*. Philadelphia, PA: Temple University Press, 1992, 199 pages, \$59.95 hardcover, \$19.95 softcover.

Reviewed by Venta Kabzems, Education and Disability Consultant, Edmonton, AB, Canada.

This book speaks to parents, advocates, and educators who work to include students with disabilities within regular school programs. While examples have been incorporated from other sources, the families, their children, and the situations described in this book refer most often to inclusionary efforts on behalf of individuals with severe or multiple disabilities. Biklen describes families who "walk the talk" - inclusive families who wish to see their children in inclusive schools.

Biklen offers multiple examples of society's failure to accept individuals with disabilities. He has included extensive quotes from parents and educators to underscore the positive situations that can be achieved with reflection and creativity. There is some "expert bashing," but it is balanced with examples of caring, competent professionals with whom a team effort is possible. The author does note that, while there are institutional guidelines that increase the likelihood of successful inclusion, it still comes down to the beliefs and commitment of the individuals involved.

While new legislation has been introduced in the U.S. (amendments to IDEA) since the book was published, funding concerns continue to plague many school jurisdictions. Students with disabilities are sometimes viewed either as a drain on school resources or as a source of securing additional funds. The author does not discuss school financing as it relates to changes in educational policies and inclusive practices.

The content is useful to those less experienced with inclusive education, yet it reminds the more experienced reader of choices and perspectives that could be used to plan educational programs for students with disabilities. The book promotes the active involvement of individuals with disabilities and their families not only in the school setting, but within the community - out in public and using community facilities.

A shortcoming of this book is that it presents schooling minus any categorical labels, rather like a "vision" assessment with only one prescription - inclusion. Nonetheless, the book is clearly written, and Biklen has anchored the complexities of inclusive education practices to real people.

Duck, Steve, and Wood, Julia T., eds. *Confronting Relationship Challenges*. Thousand Oaks, CA: Sage Publications, 1995, 278 pages, \$39.95 hardcover, \$21.95 softcover.

Reviewed by Beth Omansky Gordon, Advisor, Disability Resource Center, George Mason University, Fairfax, VA.

Although much of *Confronting Relationship Challenges* does not specifically relate to Disability Studies, three contributions in this reader may be of interest to researchers and practitioners.

"HIV/AIDS: A Crucible for Understanding the Dark Side of Sexual Interactions" (Bowen and Michal-Johnson) discusses the correlation between college students alcohol use and at-risk sexual behavior. The authors cite several studies in which students reported that they engage in casual, spontaneous, unprotected sex when they are intoxicated because they fail to consider possible consequences. Alarming, as the number of sexual partners increases, the use of condoms lessens.

Bowen and Michal-Johnson also disclose that people who engage in relationship violence and those who give sex for drugs are at risk for contracting HIV/AIDS, noting that these two populations are rarely studied because they are hard to reach. Although the authors offer few surprises, the data they provide about all three populations are instructive.

The second entry of interest to *DSQ* readers, "Painting a New Face on Relationships: Relationship Remodeling in Response to Chronic Illness" (Lyons and Meade), examines how mothers with multiple sclerosis manage symptoms, develop adaptive tasks, and handle social and companionate activity, describing how these factors affect interpersonal relationships. Lyons and Meade provide

valuable information about the often-neglected populations of friends and families of people living with chronic illness.

Finally, "Held Captive by their Memories: Managing Grief in Relationships" (Harvey, Barnes, Carlson, and Haig) explores grief and memories, who is most vulnerable to becoming captive to grief, which types of loss through death are the most difficult for loved ones to handle emotionally, and how grief can be a catalyst for positive change. This article is well-written and enlightening.

If readers are looking for books devoted entirely to disability, this volume will not satisfy. However, scholars who are interested in the process of interpersonal relationships or interpersonal conflict may find *Confronting Relationship Challenges* useful, especially because the contributors cover many aspects of human interaction that are not commonly covered in one volume.

Forman, Deborah L. *Every Parents Guide to the Law*. San Diego, CA: Harvest/Harcourt Brace, 1998, 408 pages, \$35.00 hardcover, \$18.00 softcover.

Reviewed by Charles D. Goldman, Esq., Disability Law Attorney; Author of *Disability Rights Guide* (2nd Ed., Media, 1991); former General Counsel of the United States Architectural & Transportation Barriers Compliance Board; Parent of four children, Washington, DC.

Every Parents Guide to the Law is a very good book, complete, readable, and affordable. Professor Deborah Forman of Whittier Law School has created a tome for parents, including parents of children with disabilities as well as parents with impairments, to help them through the pre-birth to teenage years.

Ms. Forman takes the approach of integrating disability-related issues into the context of the broad topics on which she writes. She has included information on AIDS in school as well as information on special education (including practical suggestions for parents in the Individual Education Program) in Chapter 3, "Your Child's Education." Here, sadly, she could have added information about the implications of the nondiscrimination mandate of Section 504 of the Rehabilitation Act.

The range of subjects embraced in the *Parents Guide* includes such diverse issues as health, child custody, youths in trouble, fathers rights, etc., and makes the scope of the book quite comprehensive. Her chapter on "Money Matters," which includes property, trust, and tax issues, would have been even better if she had made note of the special trusts that states authorize when a beneficiary, such as a beneficiary under a will, has a disability.

Ms. Forman also offers some very practical hints about hiring a lawyer. She makes suggestions on how to find an attorney as well as what to ask the prospective counsel. These few pages are worth the purchase price because they will help you avoid hiring the wrong person.

If you believe in the philosophy of integration, you will really like this book. Disability issues are generally included throughout. But, if you believe a book must be devoted to disability or take a disability slant on every issue, you may be somewhat disappointed. As I read this book, I found myself recalling the various trials and tribulations I had faced as a parent. I wished *Every Parents Guide* had come out when I was a new parent. Well done, Professor Forman!

Galvin, Jan C., and Scherer, Marcia J. *Evaluating, Selecting, and Using Appropriate Assistive Technology*. Gaithersburg, MD: Aspen Publishers, Inc., 1996, 394 pages, \$59.00 softcover.

Reviewed by Laurie Ringaert, B.Sc., BMR-OT, M.Sc., Occupational Therapist/Assistant Professor, Department of Landscape Architecture, University of Manitoba; Manager of the Canadian Institute for Barrier-Free Design; and Vice-Chair of the Canadian Centre on Disability Studies.

Evaluating, Selecting, and Using Appropriate Assistive Technology is an excellent resource in the assistive technology field. The purpose of this book, according to its authors, is to "help readers find their way through the system of assistive technology devices and services . . . rather than focusing on the bells and whistles of particular devices, each chapter concentrates on criteria that are important in the selection of that type of device. If the selection process is done correctly, the match of person and technology will be appropriate regardless of the particular device" (pp. xiii-xiv).

This book brings a consumer voice to the area, a perspective that is lacking in many other assistive technology books, which tend to have a strong rehabilitation professional focus. Published in 1996, this book covers many aspects of assistive technology including policy, legislation, funding, evaluation, selection, and maintenance. The chapters cover matching person and technology; low technology aids and do-it-yourself devices; seating and wheeled mobility aids; transportation; selecting, using, and evaluating communication devices; devices for persons who are blind and for those who have hearing impairments; recreation; play; home and worksite accommodation; computer access; interactive technologies; technologies of the future; legislation; and policy and funding.

Some of the leading voices in the assistive technology field are featured, and many of these are people with disabilities themselves. For instance, Chapter 8 is co-authored by Peter Axelson, who is a person with a disability, an inventor, and a researcher of recreational assistive technologies.

The chapters that would be the most interesting to *DSQ* readers are Chapter 1, "An Outcomes Perspective of Quality Pathways to the Most Appropriate Technology," and Chapter 2, "Low Technology Aids for Daily Living and Do-It-Yourself Devices." The first chapter was written by the editors themselves. Scherer had published another book (*Living in a State of Stuck: How Technology Impacts the Lives of People with Disabilities*, 1993) and had developed a tool to match people and assistive technology. This consumer-centered work is reflected in this first chapter. The second chapter focuses on how and why persons with disabilities invent assistive technology, and it includes topics such as "People with Disabilities as Mentors," "Circles of Support," "People with Disabilities as Information Resources," giving a clear independent living movement flavour.

The weakest chapters, in my opinion, are those - such as Chapter 7, "Aids for Hearing Impairment and Deafness" - that do not provide a consumer perspective. This type of chapter is very similar to any other assistive technology book.

Another interesting feature of the book is that lists and lists of soon-to-be-outdated products are not provided. Rather, a sampler CD from the Trace Centre is enclosed at the back of the book.

Most members of the disability community use some form of assistive technology in their lives. However, this book is of limited interest to *DSQ* subscribers. While this book does provide a consumer voice to a certain extent, it does not provide a critical study of the delivery of assistive technology, or of social political research in this area. I would recommend this book to rehabilitation professionals, recreation specialists, assistive technology vendors, academics, researchers, persons with disabilities themselves who are involved in the acquisition of assistive technology, and disability organizations, such as independent living resource centres. I also recommend it highly as a text for occupational therapy students.

Gerber, Sanford E., ed. *The Handbook of Pediatric Audiology*. Washington, DC: Gallaudet University Press, 1996, 468 pages, \$75.00 hardcover.

Reviewed by Stephen J. Boney, University of Nebraska, Lincoln, NE.

Gerber has assembled a cadre of respected clinical and research professionals as contributors to this handbook. In the preface, Gerber states that this text is to be used as a handbook for professionals and students in advanced training. Hence, there is a presumed existing knowledge base in the area of pediatric audiology. The book is comprised of 14 chapters that span a wide range of topics.

Chapters 1-3 cover topics related to epidemiology of hearing loss and the role of the pediatrician and otolaryngologist in assessing infants with suspected hearing loss. Chapter 1 on epidemiology is well-organized and presents an international perspective on the prevalence of hearing loss in children. Also included are short vignettes discussing the major causes of congenital hearing loss in children. F. Katz's chapter on pediatrics reminds the reader of the importance of promoting our professions effectively to the gatekeepers who control medical services for patients. Further, Katz stresses the importance of a good case history and provides useful information on how it can be accomplished. Included in the chapter on the pediatric otology assessment are several well-developed reference tables that summarize salient features to be included in a comprehensive evaluation for a child with a suspected

hearing loss.

Chapters 4-9 address behavioral and physiologic hearing testing procedures for pediatric patients. Overall, the reader will find that these chapters provide a wealth of diagnostic information and often include tables for quick referencing. A. Diefendorf and J. Gravel provide a comprehensive treatise on the salient features and interpretation of behavioral observation and visual reinforcement audiometry. The tables and figures in this chapter are instructive. Particularly timely is the inclusion of a chapter on the use of Otoacoustic Emissions (OAEs) by B. Lounsbury-Martin et al. This chapter provides a primer on OAEs and an up-to-date discussion on the clinical use of OAEs for diagnostic and screening purposes. G. Chermak's chapter on Central Testing contains information about electrophysiological and behavioral tests that can be used for testing children suspected of Central Auditory Processing Disorders. In addition, there is information on how to interpret these tests.

Two chapters in the text focus on specific sensory technologies: hearing aids and cochlear implants (CIs). The chapter on hearing aids provides a general overview for the provision and management of hearing aids. An addendum to the chapter provides a useful program for parents who are initiating amplification for their children. The chapter on CIs provides considerable data regarding speech perception with the Nucleus 22, but little information in the area of speech production and language development.

The remainder of the book includes information on counseling, service delivery models, and educational issues for children who are hearing impaired. The chapter on counseling focuses heavily on the grieving process as outlined by Kubler-Ross. E. Cherow's chapter on service delivery models discusses the complexity of delivering services to children as we approach the 21st Century. Included in the chapter is interesting reading on healthcare and educational reform and their relation to the delivery of pediatric audiology services.

The Handbook of Pediatric Audiology will be a useful addition to the personal reference library of professionals and students who work with children who are deaf or hard of hearing. The reader will find numerous tables and charts throughout the book for easy referencing. Perhaps the major obstacle keeping this off the personal library shelves, especially for students, is the cost.

Guth, Mark. *Brain Injury Rehabilitation: Accessing Community Resources: Discharge Planning* (2nd Ed.). Houston, TX.: HDI Publishers (1-800/321-7037), 1996, 76 pages, \$9.50 softcover.

Reviewed by Wayland Roberts, University of Arkansas, Department of Rehabilitation Education and Research.

This book provides introductory level advice and instructions for those working with, or in need of education about, transitional services for persons with traumatic brain injury (TBI). There are no wordy chapter introductions or discussions of TBI theory in the text. Rather, there are simple and specific instructions, directions, and explanations regarding how persons with TBI may be supported in returning to life in the community. Material is presented in a "cookbook" style, and the author succinctly states, "The purpose of this manual is to briefly review the primary residual deficits or barriers to independence that result from TBI, to discuss the service needs of TBI survivors, and to provide a framework from which individuals can successfully access existing community services and resources" (p. 2). In this thirteenth manual in the HDI series on TBI, the author attempts to accomplish this purpose in 76 pages.

The first chapter broadly categorizes the deficits likely to result from TBI and provides examples of how these unique deficits can be the "square pegs that will prevent survivors from slipping into the round holes extended by established community service agencies" (p. 5).

Chapter Two is aptly titled "Nuts and Bolts, Whos Got What." Various needed services are identified, and possible sources are then discussed. Services identified include housing, personal care attendants, vocational assistance, educational assistance, and recreational assistance. Sources discussed include HUD/Section 8 housing, developmental disability service agencies, mental health service agencies, independent living centers, state vocational rehabilitation agencies, Medicaid, and

the Visiting Nurse Association.

In the last chapter, a model of action used for working with problems commonly experienced by persons with TBI is demonstrated. Actual presenting problems are stated, possible causative factors are explored, a possible strategy for remediation is described, and possible service vendors able to implement the strategy are identified.

The appendix contains a model for Community Activity Assessment (CAA) developed by Nancy Parent and Susan Warren, complete with checklist forms (p. 59). The CAA provides a system of assessment used for "determining levels of independence for community outings" (p. 60).

For readers of the *DSQ*, a few words of caution are advised. There is no mention of empirical data or research throughout the book. Checking the references listed, one finds that all except for two references are to other books in the HDI series. The other two references are both authored by editors of the series. It is assumed, therefore, that the book is based on the authors' opinions as to best practices. Additionally, the two non-HDI series works referenced are from 1988 and may possibly be outdated. The book also leans very heavily towards a medical or professionally-directed model of intervention. Issues of current interest to many persons, such as self-determination/empowerment and self-defined quality of life, are given little or no consideration.

Hallowell, Edward M., and Ratey, John J. *Answers to Distraction*. New York, NY: Pantheon Books (Distributed by Multi-Health Systems Inc., 908 Niagara Falls Blvd., North Tonawanda, NY 14120-2060, 1-800/456-3003), 1994, 352 pages, \$23.00 hardcover.

Reviewed by Debra Swoboda, Oklahoma State University, Stillwater, OK.

Answers to Distraction, a sequel to *Driven to Distraction*, was written by physicians Hallowell and Ratey, who are considered popular experts on the nature and treatment of Attention Deficit Disorder (ADD). The book, based on actual questions they received from individuals with the disorder, their families, educators, and therapists, provides advice on a range of treatment issues as well as enumerated tips on the management of ADD.

In the best tradition of self-help books, the authors, who themselves have ADD, present practical advice for the layperson on a controversial and complex subject. The book is organized into chapters that address various topics about ADD, such as family dynamics, positive aspects of having ADD, the biology of the disorder, and issues for women with ADD. Chapters on the medical and non-medical treatment of ADD are especially good; the reader is presented with a cogent synopsis based on current research and the authors' clinical experiences of the dynamics involved in effective treatment.

Information presented on the diagnosis of ADD, however, is more problematic and illustrates the authors' position as self-proclaimed "radical moderates" on the incidence of ADD. (Hallowell and Ratey swear allegiance to "no other dogma than open inquiry into our patients' pain" [p.xii].) The authors warn against seeing ADD everywhere, yet they gloss over problematic validity and reliability issues in ADD diagnosis, such as reliance on client self-report, lack of objective evaluation methods, an all-inclusive list of associated personality traits, and failure to rule out other similar disorders. Inattention to diagnostic credibility issues allows the authors to claim that five percent of the American population has ADD.

As society debates the legitimacy of such ailments as chronic fatigue syndrome, chemical sensitivity, and ADD, *Answers to Distraction* occupies a significant niche in validating the authenticity of the latter. As a self-help manual aimed at the rapidly growing multitude of people being diagnosed as having ADD, the book presents a "how to" approach for managing ADD. Unfortunately, the authors address larger concerns about the medical model used for diagnosing ADD or the cultural significance of the disorder in only the most reductionistic fashion. Even with these limitations, this book will be widely read.

Hammersley, Martyn. *The Politics of Social Research*. London, England: Sage Publications, 1995, 199 pages, \$59.95 hardcover, \$21.95 softcover.

Reviewed by Corinne Kirchner, American Foundation for the Blind.

In 1990 *DSQ* featured in one issue the theme "The Politics of Disability Statistics," as did, in 1993, the *Journal of Disability Policy Studies*. As guest editor of both, I was pleased by excellent submissions; several have since been cited frequently and are being used in university curricula. But, frankly, hardly any of the authors tackled what I had intended by the theme.

To me, to address "the politics of" any topic is to delineate the components of power in a specific arena and to track the processes that advance or threaten the positions of specific groups and individuals. Naming names is not necessary, but there should be evidence that the author *knows* who allied with whom, for what rewards, tangible or otherwise, and with what results. That type of analysis should be applied to the production of knowledge - for example, social research, generally, or disability statistics, specifically - just as it typically is applied to electoral politics. Good examples of what I mean are Alonso and Starr (1987) in *The Politics of Numbers* and Hoffman (1989) in *The Politics of Knowledge*. Tempted to this expectation by the title of Hammersley's book, I came to realize again that not everybody views the topic the way I do.

Now to turn to what the book *is*, rather than what it is not: It *is* deeply erudite epistemology dealing with "the senses in which social research is scientific or political, and what its relationship should be to social and political practice" (p. ix). On that general concern and on the applications of that concern to the social movements of feminism and anti-racism in academia, Hammersley probes an impressive bibliography. The references fill nearly 17 tightly-packed pages, and the text reflects his detailed and balanced critique. Consequently, it is sometimes heavy going in spite of faint glints of wit in some chapter titles. (OK, here they are: "Paradigm Lost? Positivism and its Afterlife in the Philosophy of Social Research" and "Writing Wrong: An Assessment of Textual Radicalism.")

Let the truth be told: Because, for me, this book's approach is off-center from what I had sought, and because it is demanding, I read it selectively. A quick survey revealed that Hammersley makes no reference to scholarship on disability; nevertheless, I could easily relate from the disability perspective to parallels in the more concrete issues that he does address. Notably, in a chapter on "feminist methodology," Hammersley tackles whether researchers can avoid "hierarchy in the research relationship"; whether "emancipation" of an oppressed group should or should not be the goal of research; and whether lived experience by the researcher enhances method in conducting valid research. These concerns are robust in the still-emergent field of Disability Studies.

Even if you disagree with Hammersley's conclusions, which are of a traditionalist bent, I doubt you could fault his careful consideration of arguments on *at least* two sides of each issue. (What do I mean by "traditionalist"? Well, for example: Hierarchy can be minimized, but not avoided, in the research relationship, and the researchers' relative authority in that realm carries a responsibility - noblesse oblige? - to conduct valid research.)

Apart from the specific questions Hammersley tackles, his overarching concern is to avoid emphasizing any particular paradigm over others, viewing the recent focus on paradigms, in effect, as a way to stereotype researchers and their work - with all the loss of individualized distinctions that stereotyping entails in other contexts as well. As one who has used rather glibly the language of "paradigm shift" in a fully positive sense, I have to say that Hammersley's commentary has made me a bit uncomfortable, if not more cautious, in resting on the convenience of paradigms. In sum, reading this book, like most demanding tasks, is also rewarding.

References

Alonso, William, and Starr, Paul, eds. *The Politics of Numbers*. New York, NY: Russell Sage, 1987.

Hoffman, Lily. *The Politics of Knowledge: Activist Movements in Medicine and Planning*. New York, NY: State University of New York Press, 1989.

Lair, George S. *Counseling the Terminally Ill: Sharing the Journey*. Bristol, PA: Taylor & Francis, 1996, 207 pages, \$22.95 softcover.

Reviewed by Rosalind Kopfstein, MSW, DSW, Rhode Island College, School of Social Work, Providence, RI.

This text is written for human services and health care providers working with terminally ill people in hospice settings. *Counseling the Terminally Ill* proposes a model of growth and development that facilitates those who are terminally ill to reach a higher level of consciousness. The theoretical perspective is based on the teachings of K. Wilber and Carl Rogers. Lair's model recommends that a counselor needs to incorporate meditation and holistic and psychospiritual perspectives, not only empirically-based Western philosophies, into his/her work with people who are dying. The author provides many useful explanatory chapters outlining the basic premises of counseling including values, philosophy, academic knowledge, and skills. The writing style is clear and easily readable.

However, the book does not provide a clear explanation of Lair's facilitative model. Lair concludes that all death is a psychological crisis filled with depression, anxiety, and pain. Thus, an effective counselor must focus on the individual's final crisis of life to facilitate his/her growth and development. Surprisingly, the author also states "and whether I caused any changes is not the issue" (p.100). The text is more valuable to those who are new to the field of long-term care and dying, with limited life experiences and with limited professional experience. Lair does provide insightful comments about life, illness, and death, but these seem anecdotal.

Counseling the Terminally Ill would be helpful for *DSQ* readers in exploring the adjustment and reaction to a chronic or life-threatening condition. The treatment model examines the spectrum of consciousness through which an individual progresses and the intrapersonal insights gained in looking at the meaning of life and death.

Recommendations for future editions of this book could include the following: add many more case examples illustrating issues concerning those who are terminally ill; focus on the interactions between the counselor and the client - not just on the counselor role; and, lastly, add a chapter on family and significant others involved with the identified person. Another book or journal article could explore the faulty communications associated with medical/diagnostic interactions between doctor and patient, especially on issues exploring hope and false hope.

Lupton, Deborah. *The Imperative of Health: Public Health and the Regulated Body*. Thousand Oaks, CA: Sage Publications, 1995, 181 pages, \$21.95 softcover.

Reviewed by Amy L. Terstriep, Visiting Assistant Professor of Anthropology, Albion College, Albion, MI.

The Imperative of Health is a timely critique of public health discourse. Lupton emphasizes that "the practices and discourses of public health are not value-free or neutral, but rather are highly political and socially contextual, changing in time and space" (p. 2). The book looks at public health and health promotion as forms of state power that are often oppressive and paternalistic, but it goes beyond this to discuss the interactions between public health rhetoric, the state, mass media, and the individual and social group. Her focus is on Western societies, especially the United States, Britain, and Australia, and her approach is essentially one of cultural and social construction. Lupton explores the body as located in nature, but also as created through discourses. Through a historical approach, she delves into the moral links between society and the body, while documenting the history of the public health movement. For those familiar with theorists such as Foucault, Turner, and Bourdieu, this is fascinating reading. For readers unfamiliar with these writers, it is occasionally difficult reading, but Lupton does a remarkable job of essentializing Foucault's theories of the body, normalization, and governmentality. Especially interesting in this historical chapter is the discussion of public health during the Enlightenment and its connection to the health of the labor force. Although not explicitly discussed, this is a pivotal time for the view of the disabled body in society, as parts of the populace are defined as problems and targets for medical intervention.

Another chapter looks at health promotion and focuses on the discourses of public health including such rhetoric as "health," "fitness," and "lifestyle." This is a particularly interesting element for *DSQ* readers because people with disabilities are often not considered healthy in these discourses, though they may need no more medical attention than anyone else. The chapter on risk and diagnostic testing is, perhaps, the most applicable chapter to Disability Studies. Current developments in genetics will lead to more emphasis on genetic testing, and the threat is there for selective abortions of "unhealthy" children, including those with possible disabilities, females in some cultures, and homosexuals. The question here is who should define and control "risk" and the genetic make-up of individuals.

Lupton's analysis of the mass media, advertising, and health promotion campaigns is fascinating and provides examples of the marketing of health, including campaigns against drunk driving using people in wheelchairs and the portrayal of AIDS risk in advertising. Although most of the examples do not refer to disability directly, she provides interesting discussion of the constructed nature of these media campaigns and the unwanted effects of some of this rhetoric and imagery.

The theoretical portions of the book are sometimes difficult to follow, especially for any readers unfamiliar with Foucault, but the analysis is critically thought out, and the applied material and examples are concise, illuminating, and well documented. The book is an excellent starting point for analyses of public discourse on health and fitness and how the disabled body may be constructed through this rhetoric.

Meltzoff, Julian. *Critical Thinking about Research: Psychology and Related Fields*. Washington, DC: American Psychological Association (APA Order Department, P.O. Box 92984, Washington, DC 20090-2984), 1998, 315 pages, \$24.95 softcover.

Reviewed by Elaine Makas, Social Psychologist; Adjunct Associate Professor, Lewiston-Auburn College of the University of Southern Maine.

As Meltzoff clearly points out in his preface and introduction, *Critical Thinking about Research* is designed for the research consumer rather than the research producer, and "it is meant as an adjunct to (rather than as a substitute for) any of the excellent research methods books that are available at all levels" (p. xii). I admit that, as a researcher myself, I had never really made the distinction between the two perspectives (doing and critiquing) prior to reading this text. I was impressed at the outset, and I became more impressed as I read on. Meltzoff is right on target with his observation that the majority of students and professionals spend most or all of their careers reading, rather than doing, research. I realized that even those of us who consider our primary profession to be research select our research topics, develop our hypotheses, design our studies, and analyze our findings, at least in part, as a result of our avid consumption of other peoples research. Certainly, an overview of critical analysis, such as that offered in this text, can do all of us some good.

Critical Thinking is divided into two parts. The first part follows the logical progression of a study and the reporting of a study - from the identification of research questions and hypotheses (Chapter 2) to the selection of research strategies (e.g., field vs. laboratory, longitudinal vs. cross-sectional) and variables (Chapter 3), the delineation of a research sample (Chapter 4), the recognition of potentially confounding variables and a discussion of their control (Chapter 5), an examination of research designs (e.g., experimental vs. quasi-experimental, posttest only vs. pretest/posttest) and possible threats to internal validity (Chapter 6), the selection of criteria and criteria measures (Chapter 7), and an analysis/discussion of data analysis, discussion, and conclusions (Chapter 8). My only argument with Meltzoff's presentation is that he, like most who write about research, delays a discussion of research ethics until the end of the book (Chapter 9). To me, this very important consideration should be addressed in the earliest stages of any research study. Although the focus of this book is clearly on critical analysis of research, these chapters are also extremely useful to those of us doing research ourselves. What better way is there to assure the value of our own research than to review our work from the perspective of a well-informed critical reader?

In Part Two, Meltzoff gives us a chance to test our new or newly-enhanced critical thinking skills by presenting fictitious articles that describe flawed research. Each article is followed by a critique that points out these flaws and refers the reader back to the chapter in Part One that addresses the appropriate problem area in more detail. For new researchers or new research consumers, these practice articles provide an excellent summary to be read after Part One. For more experienced researchers and research consumers, Part Two should be read first, as it provides a somewhat humbling experience and a strong incentive to brush up on one's critical thinking skills.

Since Meltzoff is a psychologist, there is a very strong bias in favor of experimental research, although much of the information given is applicable to other research methods. Perhaps, as a psychologist myself, I am a bit naive, but I also feel that the types of research questions used as examples throughout this book are familiar enough that they will be understood by students/professionals in any field. The authors clear style of writing and his logical progression through the research process make this book a valuable teaching tool as well as a useful resource to be kept on the shelf for future reference. I, myself, plan to use the book, in conjunction with a discipline-specific research methods (how to) text, in a research course I will be teaching this year for masters-level occupational therapy students.

Although research texts are hardly light reading (I have yet to find a research text set out on someone's coffee table for browsing), Meltzoff makes the process less tedious than usual. Among his techniques is his use of clever names for the authors of the fictitious articles in Part Two. An article on midlife crises among 50-year old men, for example, is attributed to Mennatt, Tuskor, Anten (men at two score and ten). A small selling point, perhaps, but I find it refreshing that someone who takes his research very seriously does not take himself too seriously. I hope that that combination of virtues meltz-off on my students, my colleagues, and me!

Regardless of your field, if you are involved in research in any capacity - as a doer, a user, or both - buy this book. You will not be disappointed.

Quinn, Peggy. *Understanding Disability: A Lifespan Approach*. Thousand Oaks, CA: Sage Publications, 1997, 232 pages, \$46.00 hardcover, \$21.95 softcover.

Reviewed by Stephen French Gilson, School of Social Work, Virginia Commonwealth University.

This book, which is principally directed toward social work practitioners, educators, and students, begins to fill a void within social work literature. Written by a social worker, this text develops a theoretical model of development that integrates the experience of disability into expected developmental stages and the impact of disability at each stage. The life span approach will help the social worker to anticipate the issues that a disabled person may face as he/she ages, as well as some of the issues that may be experienced when an individual acquires a disability at a distinct life stage. Disabilities discussed include Down syndrome, visual impairment, cerebral palsy, spina bifida, and spinal cord injury.

Although specific disabilities are identified and discussed, Quinn avoids the medicalization of disability that commonly has been a part of much of the social work literature. The discussions of specific issues at each life stage are built on an appreciation of the multiple dimensions of the life experiences of persons with disabilities. In early and young childhood, Quinn focuses on issues of physical development, socialization, and cognitive development. With the beginning of the discussion of the developmental tasks of the adolescent and adult (this is where spinal cord injury is introduced), she expands to include issues associated with leisure and recreation, spirituality, career development, and self-care and household responsibilities. (These are in addition to the developmental areas initiated in the chapters on infants and children through school age.)

Quinn's approach, which is located firmly within the strengths based model, blends micro, meso, and macro assessment and practice issues. This blending provides a more complete view of the experience of specific impairments within the larger context of disability. Quinn picks up on the tradition

established by Gliedman and Roth (1980) in *The Unexpected Minority* and sets forth the challenge for social workers to re-conceptualize a view of disability. What social workers now need is a text that will continue and expand on the solid work of Quinn.

Reference

Gliedman, John, and Roth, William. *The Unexpected Minority: Handicapped Children in America*. San Diego, CA: Harcourt Brace & Company, 1980.

Ruzek, Sheryl Burt, Olesen, Virginia L., and Clarke, Adele E., eds. *Women's Health: Complexities and Differences*. Columbus, OH: Ohio State University Press, 1997, 666 pages, \$49.95 hardcover, \$19.95 softcover.

Reviewed by Marsha Saxton, Ph.D., Researcher, World Institute on Disability; Lecturer, Disability Studies, University of California, Berkeley.

Since the publication of *Our Bodies, Ourselves* in the 1970s, the literature of the women's health movement has grown in depth and power. A fine example, *Women's Health: Complexities and Differences*, addresses the array of issues and diverse constituencies that comprise the field of women's health in the U.S. It covers classic health issues, along with feminist ethics, ethnicity and culture, unionization, and reference to specific chronic disease conditions (such as breast cancer, cardiovascular disease, and diabetes). The authors address many cutting edge issues: anti-lesbian violence, health concerns of imprisoned women, the stigma of HIV and AIDS, abuse of immigrant workers in the garment industry, income, and retirement for older women. "Health" and "healthcare" are analyzed as socially-defined phenomena, transcending the medicalized view of disease as a biological condition to be ameliorated with medical treatment.

It was refreshing to see the chapter on disability (written by Carol Gill) at the beginning of a six hundred page book, rather than the usual (last) position in the list of marginalized constituencies. The index references to disability seemed impressive. A closer look revealed these to refer to only two of the twenty-four articles in the book (Gills, and another excellent piece written by Jane Sprague Zones about beauty myths).

Violence, HIV, and older women's retirement issues all have profound connections to disability. Violence is a major cause of disability; people with HIV are newly protected by the Americans with Disabilities Act (the ADA); a very large proportion of retired women are disabled, but retired women with "chronic health problems" are typically considered a separate constituency from disabled women even though their needs and interests overlap enormously. These editors and authors were not able to integrate their range of concerns with those of disabled women, a failure that continues to perpetuate the marginalization of disability issues and disabled women inaccurately as that "small faction" of women with disabilities.

The life issues for women with chronic illnesses continue to be framed as personal, individual health problems. This misses the opportunity to explore the pervasive societal discrimination that binds all disabling conditions together under a systematic oppression. If many of the authors of this book could refer to the inclusive definition of disability under the ADA, which includes chronic illness, the U.S. community of women could unite to combat this discrimination and could benefit from the literature, legislation, and national-level community organizing of the disability community.

I believe it is possible and essential to be both patient and pushy with the women's movement about disability. We, along with all other marginalized groups, must appreciate our allies for their efforts in the daunting task of addressing all constituencies and issues, and we must continue to hold our expectations higher and higher.

Saltz, Constance Corley, ed. *Social Work Response to the White House Conference on Aging: From Issues to Actions*. Binghamton, NY: The Haworth Press, Inc., 1997, 125 pages, \$29.95 hardcover.

Reviewed by Jae Kennedy, Department of Community Health, University of Illinois at Urbana-

Champaign, Champaign, IL.

This collection of essays focuses on social work practice issues raised in the 1995 White House Conference on Aging. The 1995 conference was the fourth such federal policy conference (the others convened in 1961, 1971, and 1981) that drew together advocates, service providers, and policymakers to address various aspects of aging policy. Greene (Chapter 8) draws some interesting comparisons between this and previous White House Conferences. Perhaps most striking is the backdrop of diminishing policy gains. While the 1961 conference set the stage for the passage of Medicare, and the 1971 conference helped solidify support for cost-of-living indexing for Social Security benefits, the 1981 conference took a defensive stance in protecting existing programs against budget cuts.

Despite some talk of developing a Medicare Part C (which would provide long-term services in homes and communities), the 1995 conference also appears to have assumed a defensive posture, with little concrete legislative strategy detailing how to go "from issues to actions" except through heightened public awareness. Yet Saltz's (Chapter 9) description of the 1995 conference and related activities shows how vast the "aging enterprise" has become in the past three and a half decades. There were roughly 800 pre-conference events and 230 post-conference events scheduled, and over 3,000 people participated in the conference itself. Perhaps the sheer scope of entrenched interests is stalling development of a more coherent aging policy.

The book is a hardcover reprint of the *Journal of Gerontological Social Work*, 27(3), with all the strengths and weakness one might expect of an interesting special journal issue. Individual articles are strong, but the material is relatively dense and uneven, and the cursory introduction does little to integrate the various themes raised by the other contributors. The authors all tie their essays to the 1995 resolutions, often to good effect. Particularly useful are Galambo's (Chapter 3) discussion of how principles of autonomy and beneficence can be manifest in aging policy, and Rosen and Persky's (Chapter 4) analysis of barriers to mental health services for older persons.

There is an unfortunate tendency in some of these essays to stress how long-lived, healthy, and independent these newer generations of seniors are. The (unintended?) side-effect of such distinctions is the continued stigmatization of older persons with disabilities, whose primary social responsibility after the onset of disability appears to be the avoidance of subsidized nursing home placement. A truly global vision of "productive aging" requires maximizing social and economic opportunity regardless of chronological age, severity of disability, or place of residence.

Savage, Ronald C., and Wolcott, Gary F., eds. *An Educators Manual: What Educators Need to Know about Students with Brain Injury*. Washington, DC: Brain Injury Association, Inc. (Distributed by HDI Publishers, 1-800/321-7037), 1995, 196 pages, \$20.00 softcover (quantity discounts available).

Reviewed by Keith Storey, Associate Professor of Education, Chapman University, Concord, CA.

This book provides an overview of brain injury and implications for educating students with brain injury. The focus of the book is on school-age students with brain injury, and it is written primarily for teachers, though the book is a nice overview for anyone interested in the topic. The book starts with a clear and nontechnical description of how the brain works and what impact brain injury may have on the brain and behavior.

Though the writing and quality of the chapters vary somewhat, for the most part the chapters are well written and provide important information that teachers can put to direct use, both in understanding students with brain injury and in developing instructional strategies. For instance, there is a nice comprehensive table outlining possible cognitive problems following brain injury, with examples of how they may occur in school settings. Following this section is an extensive table on selected aspects of cognition, and possible instructional and compensatory strategies that will be very useful for teachers. The book rightly criticizes the use of standardized assessments, since they have not been normed with students with brain injury. From an educational viewpoint, the book mildly advocates for the

inclusion of students with brain injury and stresses the importance of social skills and social networks in school settings. Unfortunately, the importance of social networks is not elaborated at any length, and there is no description of or references to social network tools such as MAPS or Circles of Friends that could be extremely valuable in the reentry into the school setting. With reentry, an important, but understated, point is made that increased structure and intervention at initial reentry is critical and is far better than providing minimal supports at first and then increasing supports as problems and issues develop.

There are some concerns with this book. Missing completely is information about the disability rights movement, peer supports and models, and functional analysis and positive behavioral supports. The chapter on transition from school to adult life is only three pages, which is clearly inadequate. In this chapter self-advocacy and self-determination are mentioned in a single sentence, but no description is provided of what they are, and no references to these two critical issues are provided. Finally, an index would be helpful for finding similar information that is provided across chapters.

In summary, this is a good introductory resource for teachers who may want to start with this book to learn about students with brain injury and then move on to more detailed sources (many of which are provided in the reference sections).

Stainback, William, and Stainback, Susan. *Controversial Issues Confronting Special Education: Divergent Perspectives* (2nd Ed.). Needham Heights, MA: Allyn and Bacon, 1996, 336 pages, \$46.00 softcover.

Reviewed by Marcia J. Scherer, Ph.D., Director, Institute for Matching Person and Technology, Webster, NY.

The Stainbacks have compiled an impressive collection of authors and essays on twelve special education issues that are topics of considerable current debate and controversy. The twelve issues chosen for this edition are organizational strategies, school service delivery approaches, maximizing the talents and gifts of students, classification and labeling, assessment, instructional strategies, classroom management, collaboration-consultation, research practices, higher education, adult services-housing, and adult services-employment. Each of these twelve issues has two divergent (or at least different) opinion essays which yields a total of twenty-four chapters in the book, each averaging around eight pages.

The authors contributed well-written chapters, and the editors have done a good job of organizing the information. The Stainbacks have provided the reader with a brief (never more than a half-page) summary of the two chapters comprising each section or topic. This provides a framework for the "divergent, or different" opinions that follow. Then, each author has summarized his or her perspectives under a "Conclusions" heading at the end of the chapter and has provided, for the most part, a comprehensive reference list. Thus, the reader who is in a hurry can get a quick feel for which topics and chapters are of most interest for detailed reading.

This well-written, well-organized text of topical concerns in special education practice and research should have broad appeal for special education administrators, teachers (current and in training), researchers, and parents of special education students. The format makes it easy and enjoyable to read, and the issues selected are ones in which all stakeholders should join in the debate.

Szymanski, Edna Mora, and Parker, Randall M., eds. *Work and Disability: Issues and Strategies in Career Development and Job Placement*. Austin, TX: Pro-Ed, Inc., 1996, 458 pages, \$38.00 softcover.

Reviewed by Mary G. Klinger, Mentor/Assistant Professor, State University of New York, Empire State College.

The theme of this book could be summed up by the sage's statement in the last chapter. "You have heard it said, 'Placement is helping to find jobs for people,' but I say, 'Placement is helping people to find jobs.' Go and gently guide; do not do and steal pride" (p. 399). *Work and Disability*:

Issues and Strategies in Career Development and Job Placement is an excellent look at the theories and application of the processes and strategies of these areas. The editors purpose, as stated in the introduction, was "to provide an overview of the context, theories, resources, and strategies necessary to promote the employment of people with disabilities" (p. 2). They have achieved their purpose in an outstanding manner. The book is full of important, current, factual information that crosses a multitude of disciplines and lends itself to use as a reference guide for anyone interested in this realm.

After an introductory chapter, the second chapter looks at the psychological and economic aspects of work and their implications for people with disabilities. This is followed by a comprehensive chapter on legislation affecting people with disabilities in regard to career counseling and job placement. There are also chapters specifically dealing with theories of career development and job placement; issues of assessment, accommodations, employer negotiation strategies, and supporting placement; the business perspective of job development; and occupational and labor market analyses. All of this valuable information is presented in a well-documented, logically-sequenced book that continually reminds the reader that the aim should be to facilitate growth and independence for people with disabilities.

Vogt, W. Paul. *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences*. Newbury Park, CA: Sage Publications, 1993, 267 pages, \$49.95 hardcover, \$22.95 softcover.

Reviewed by Elaine Makas, Social Psychologist, Adjunct Associate Professor, University of Southern Maine, Lewiston-Auburn College.

I know that it seems a bit odd to get excited about a "dictionary," but Paul Vogt's *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences* is a real find. The *Dictionary* is just what the name promises, an alphabetical listing of terms frequently found in social science journals, but often unknown to persons not trained in the social sciences, and occasionally somewhat vague even to those of us who are versed in these disciplines. The goal of the book, as the author promises in his preface, is "to lower the jargon barrier between readers and research" (p. ix).

The definitions are accurate and concise, although surprisingly clear and as nontechnical as possible. As Vogt notes, his approach is much like teaching an intelligent person a foreign language. Often he must define one term by using another that may also be unfamiliar, but this is kept to a minimum, and he simplifies the "translation" process for the reader by placing an asterisk before any terms within the definition that are defined elsewhere in the dictionary. Most definitions are brief; however, he does expand on some of the most important concepts through the use of examples and applications. For instance, he gives a brief example of a study in which analysis of variance (ANOVA) is used, and he enhances the accessibility and usefulness of this information further by adding a brief section on "How to Read an ANOVA Summary Table."

This book was not designed to teach people how to do research or statistics. Rather, as promised, it is a guide to make research comprehensible to consumers, a truly valuable resource, particularly for those of us involved in interdisciplinary areas, such as Disability Studies. It is an important teaching tool, both for students entering into the traditional social sciences and for those in other related fields who must rely on research from these disciplines. I also consider it to be an important teaching tool for those who are attempting to explain research to students, but who cannot always come up with a simple, precise definition. For example, my students have never directly asked me to define "statistic." Had they done so, I am afraid that they would have been subjected to an erudite response such as "Well, its a number that helps you to interpret or report your results...." followed by another 5-10 minutes of rambling about the research process. Vogt's definition of "statistic," on the other hand, is much more informative and certainly more concise: "A number that describes some characteristic of (the 'status' of) a *variable or of a group of *data - such as a *mean or a *correlation coefficient" (p. 219).

The *Dictionary* is a reasonably-priced, but valuable resource/reference. It belongs in every academic library, in the personal library of anyone who teaches applied social science courses - but, most

importantly, it belongs close at hand for every student entering the social sciences or related disciplines.

Watkins, Ted R., and Callicutt, James W., eds. *Mental Health Policy and Practice Today*. Thousand Oaks, CA: Sage Publications, 1997, 397 pages, \$58.00 hardcover, \$27.95 softcover.

Reviewed by Barbara Granger, Matrix Research Institute.

The editors of this book, both social work professors, tell us that they "have been frustrated in recent years by the difficulty in finding textbooks that reflect the dynamic nature of mental health practice" (p. xv). Part III (ten chapters) of this text is very useful and well done - "Mental Health Services to Special Populations." These ten chapters make up the bulk of the book and make it worth the purchase and its use in the classroom. However, it will be very important for any professor who chooses this new textbook to also choose a strong empowerment-focused book or set of articles to complement the students learning. The strength of this book is that it is an up-to-date and thorough discourse of the system of policy history that has developed around mental health "treatment," but from a strictly professional dominance perspective. The major weakness of this text is its distinct lack of inclusion of the perspective of the person with the disability, the person with mental illness.

Professional dominance is reflected in the series of chapters that address the issues of mental illness from a strictly treatment perspective. Part II sets the conceptual frame for the way the reader perceives the policy development process. The chapter on self-help and advocacy groups might have addressed the power relationships in a professional model for mental health services. However, the editors clearly chose not to bring in any of the literate, capable mental health consumer leaders and thinkers who might have assisted the reader in clarifying the broader meaning of the consumer/professional dialogue, which is very current in the field of mental health policy. The mental health consumer movement, while concerned about and interested in understanding the medical aspects of their illness, has been promoting peer support and a "recovery approach" over the limited medical/caretaker model of treatment. The recovery approach engages an empowerment perspective, which is clearly an important part of the Social Work Code of Ethics and valued in most social work classrooms as key to student learning.

There is a major network of about 4,000 psychosocial and vocational rehabilitation agencies throughout the country that provide support services to assist people with mental illness with their recovery and return to the community and workplace. A major gap in the overall discussion about mental health policy is the complete lack of content in this book on the policies related to these service organizations or to employment of people with mental illness. The Americans with Disabilities Act protects people with psychiatric disabilities from discrimination. Recent research indicates that most people with mental illness are unaware of these rights. If we continue to educate our human service professionals in a medical treatment approach to the experience of mental illness, we promote the caretaker role and the dependence of the service recipient. Genuine recovery and reintegration into the community requires an intelligent approach to professional services that includes understanding the professional role in empowering clients. This text misses an opportunity to contribute to such a commitment.

Wells, Suzanne E., ed. *Horticultural Therapy and the Older Adult Population*. Binghamton, NY: The Haworth Press, Inc., 1997, 210 pages, \$39.95 hardcover, \$24.95 softcover.

Reviewed by Rosalind Kopfstein, MSW, DSW, Rhode Island College School of Social Work, Providence, RI.

Horticultural Therapy provides a comprehensive and excellent overview of the purposes and benefits of horticultural programs in work with older adults. This edited book brings together a diverse group of experts writing in an informative and readable format. Chapters cover a wide variety of programs that could be offered, education for horticultural practice, and a descriptive survey of current programs in operation. Wells gathered eleven chapters that flow well in this text, ones that pro-

vide valuable recommendations for the beginning horticultural therapist.

Chapter topics cover how to begin a horticultural program in diverse settings, including a hospital, a school, a long-term care facility, and an intergenerational program in a neighborhood center. One chapter presents a survey of educational programs with recommendations for meeting the challenge of horticultural degrees. Detailed outlines in developing programs are helpful for the beginning therapist. Actual plans for gardens to serve various purposes are diagrammed. One critical aspect of garden planning is to ensure accessibility for people with disabilities - for example, enclosing a small garden for people with Alzheimers disease with garden seats and easy-to-follow paths. A bibliography is included, along with comments about not-so-successful programs; both are helpful. The brief introductory chapter could benefit from additional content on the theory of horticultural practice.

Horticultural programming is considered a valuable intervention for older adults and "now viewed as therapy," not simply recreational diversion (p. 78). Horticultural therapy is an essential interventive technique that assists in health maintenance, in physical rehabilitation from acute and chronic illnesses, and in treating and promoting mental health. *Horticultural Therapy and the Older Adult Population* is a valuable resource for those interested in developing horticultural programs.

Wilkie, Tom. *Perilous Knowledge: The Human Genome Project and Its Implications*. Berkeley, CA: University of California Press, 1993, 195 pages, \$23.00 hardcover.

Reviewed by Fred Fay, Ph.D., Concord, MA.

Wilkie raises difficult questions in *Perilous Knowledge: The Human Genome Project and Its Implications*. This reviewer, a novice in genetics, found it a good introduction to a highly technical field. Wilkie traces progress in the quest to understand the DNA blueprints of life. With painstaking genetic sequencing and with massive biological databases, scientists worldwide hope to map the entire set of genetic instructions that "define" humans.

Avoiding jargon, Wilkie leads the reader through chapters on (1) the early biological discoveries of chromosomes and genes, (2) the messengers of inheritance, (3) the anatomy of the human genome, (4) from microbes to humans, (5) the Human Genome Project, (6) mosquitoes and morals, (7) new genes for old, and (8) the moral consequences of molecular biology.

While the first half of the book marches through the sometimes-dull history of genetics, the second half probes fascinating and frightening possibilities arising from DNA research. Wilkie raises difficult questions about how this new knowledge is applied.

Do we genetically engineer to reduce "individual pain and suffering"? The genes for cystic fibrosis and muscular dystrophy have been isolated. We may start with gene therapy to benefit individuals. Do we eventually replace genes in a way that could permanently alter the human genetic legacy?

At some point in the future, you may receive a genetic profile with statistical likelihoods of developing a variety of diseases. Who should have access to these data? How should they be used?

By the year 2005, after spending several billion dollars, genetic scientists will seek to decipher the 3 billion base pairs of code that shape human life. From a disability rights perspective, Wilkie's choice of words ("cripple" and "defective") may offend some as he covers topics like genetic screening, enforced sterilization, eugenics, and cloning. In the end, he calls for citizen involvement in difficult biological, social, and ethical questions. The disability community will need to address the thorny questions raised by the Human Genome project.

Winders, Patricia C. *Gross Motor Skills in Children with Down Syndrome: A Guide for Parents and Professionals*. Bethesda MD: Woodbine House, Inc., 1997, 236 pages, \$16.95 softcover.

Reviewed by Timothy Lillie, Ph.D., The University of Akron, Department of Counseling and Special Education.

There is quite a bit to like about this book, written clearly with the needs of parents of young children (birth through age six) with Down syndrome in mind.

First, the information provided is clear, complete, and in context. Clear, because parents, who

may or may not be familiar with the various jargons of the professional services world, are not talked down to here, nor is clinical language used. Children are not referred to as "clients" or even "consumers," for instance, but as "your baby" (see p. 4). Information is complete because information given appears ample (though it should be noted that this reviewer is not a physical therapist). The author uses concrete examples and specific directions for helping parents teach children how to learn specific skills along with concise, but complete, descriptions of special activities parents and children can do together. Additionally, checklists ("Motor Milestone Checklists" are at the end of most chapters) and other parent-friendly methods help ensure that parents who might come upon this book are not intimidated. The information is in context because, in this work, motor activities are not simply isolated "therapies" with little (to parents) obvious practical value, but include ways to perform every-day tasks (such as walking!) that parents and other family members will immediately be able to see as useful to their child with Down syndrome and; not incidentally, important to the family itself.

Second, parents - and readers of *DSQ* who are interested in the public presentation of people with disabilities - ought to be very happy with the way children are presented in photographs and in words throughout this book. I have already commented on the use of "your baby" instead of cooler and more distant expressions (such as "client") professionals often have used; however, there are a few jargonisms here and there - kept to an absolute minimum, though. Photography throughout this book shows smiling, competent infants, toddlers, and young children (this reviewer calls these infants "competent" because they are being shown doing things - they are actors, rather than passive recipients of "services"). Further, the pictured infants and toddlers are well-dressed and alert, and they are almost always shown in what looks to be their homes (not in offices or clinics) or in their neighborhoods (stepping up a curb, for instance) or in what looks to be their own backyards. Any parent (and, it is hoped, any professional) reading this book should be encouraged to believe that, with appropriate support, children with Down syndrome will be able to achieve many necessary life skills, if only because of the respectful and positive presentations of such children evident in this excellent work.

Most of the photographs shown (after infancy) are of children performing skills more-or-less independently, though, throughout the book, it appears that those who are in helping roles, such as lending a very young child a steadying hand - are parents, not professional caregivers. There is even a picture of a father (or, at least, a man) helping out (p. 106). Admittedly, it is difficult to be certain that all those portrayed are parents, but the fact that the helpers appear to be in the role of parents rather than in the role of caregivers demonstrates the importance the author seems to place on parents. Help or other support shown being provided to infants and toddlers appears to be necessary and minimal at the same time - necessary, in that the child needs temporary (mostly) support or other training to learn a motor skill, but also minimal, in the sense that children seem to be encouraged to try their wings as soon as it is appropriate for them to do so, rather than to rely on unneeded external supports. I believe this sends a message that members of the Society for Disability Studies would like to see even more widespread; infants and toddlers with Down syndrome are often capable and are able to become independent in some areas of their lives with appropriate supports.

Patricia Winders deserves much support and appreciation for the tremendous amount of work that has clearly gone into the making of this book and for the careful advice she gives to parents and professionals. As always, parents and professionals should approach any new motor activity with caution, making sure that their children are ready and, if in doubt, being sure to consult a relevant professional - preferably one who, like Ms. Winders, seems to see them (the parents) as important to their children.

Books for Kids

The Brain Injury Association of Maryland. *Why Did It Happen on a School Day? My Family's Experience with Brain Injury*. Washington, DC: Brain Injury Association, Inc. (Distributed by HDI Publishers, 1-800/321-7037), 1995, 36 pages, \$10.00 softcover (quantity discounts available).

Reviewed by Phyllis Rubinfeld, Ed.D., Professor, Hunter College of the City University of New York.

This is a book for children about a boy whose father sustained a brain injury and how his father's disability affected him and the daily life of the family. The book is meant to be a helpful and informative guide for children and their parents, who are directed, through suggestions at the bottom of each page, towards activities intended to help children with brain-injured relatives to cope with that fact and all that it represents. Parents are encouraged to help children express their fears and concerns about brain injury, which is certainly desirable, and they are provided with factual information about the condition that is clear and helpful. The book also introduces children to the hospital personnel with whom they may come into contact in this situation, and it characterizes them as informative and reassuring.

The book's weakness is its presentation of brain injury as a "tragedy," a "calamity," and a "catastrophe." While the event itself may qualify as one or all of the above, it would have been helpful to draw a distinction between the injury itself and the person who is injured. The book winds up labeling brain-injured individuals as "tragic," which may or may not be the case, and it leaves the reader with the unfortunate impression that such a person is somehow less than whole. It is difficult to recommend a book that demeans people by portraying them as reduced by a disabling accident. How much better it would have been had the authors characterized brain-injured people as changed, rather than diminished, by such an event.

Huegel, Kelly. *Young People and Chronic Illness*. Minneapolis, MN: Free Spirit Publishing Inc., 1998, 198 pages, \$14.95 softcover.

Reviewed by Dr. Moira Hutchins-Fuhr, Adjunct Professor of Psychology, St. Michaels College and the University of Vermont.

Young People and Chronic Illness by Kelly Huegel is an outstanding book. What sets this book apart is its structure as well as its content. In the first half of the book, the reader is immediately exposed to the young person's experience with her/his chronic illness or disability.

The illnesses and disabilities include hemophilia, diabetes, epilepsy, asthma, cancer, inflammatory bowel disease, juvenile rheumatoid arthritis, congenital heart defect, and lupus. Each personal viewpoint is followed by a question and answer section giving succinct facts about the particular illness or disability. This, in turn, is followed by a resource list specific to the illness/disability that may include organizations, books, and web sites.

The second half of the book provides a detailed and structured way to deal with chronic illnesses/disabilities in general. A comprehensive look at home, school, doctors offices, and hospital environments is included, along with practical examples of how to become involved more constructively with your own health.

This book is refreshing in its balance of individual experience with "practical" information, resources, and instructions. It would be a resource and an inspiration to those who are chronically ill or disabled, as well as their families, friends, health care professionals, and other support people.

This book does not in any way gloss over these young peoples pain and difficulties in dealing with their illnesses and/or disabilities. Yet, it brings a spirit and a gift of hope, perseverance, and faith in overcoming life's difficulties. Kelly Huegel has created a book that offers a safe and informative environment to explore feelings and beliefs, and a more enlightened understanding of what it is to be a young person living with a chronic illness or disability.

Kent, Deborah. *The Only Way Out*. New York, NY: Scholastic Inc. (555 Broadway, New York, NY 10012), 1997, 192 pages, \$3.99 U.S./\$4.99 Canada softcover.

Reviewed by Dr. Moira Hutchins-Fuhr, Adjunct Professor of Psychology, St. Michaels College and the University of Vermont.

If you are interested in a book that focuses on illness in adolescence, this is not the book for you.

However, if you are interested in a book that sensitively explores adolescence, independence, personal spiritual growth, and courage, this is just what you have been looking for!

In her book *The Only Way Out*, Deborah Kent introduces us to Shannon Thomas, a 14 year old, who is learning at a very early age that life is not fair. She was diagnosed with Hodgkin's disease at age 11 and has just finished three difficult and compliant years of treatment. Now, just at a time when she feels she has "earned" her remission and the right to start high school with a new and "well" identity, she has been given the news that her disease is not in remission and that more treatments are necessary.

Shannon must come to terms with her own emotional and spiritual well-being as well as that of her physical body. This book does a wonderful job of presenting a 14 year old's perspective that is rebellious and yet responsible, resentful and yet respectful - in other words, a perspective that is as complex and rich as adolescence itself.

Shannon's journey takes her to places, experiences, and people who help her to see beyond her previous experience of the "unfair" world and into a world of hope. She comes to understand that, sometimes, the only way out is truly to go straight in and ultimately through. You will be glad you joined her through this journey.

Meyer, Donald, ed. *Views from Our Shoes: Growing Up with a Brother or Sister with Special Needs*. Bethesda, MD: Woodbine House, 1997, 114 pages, \$14.95 softcover.

Reviewed by Dr. Moira W. Hutchins-Fuhr, Adjunct Professor in Psychology, St. Michaels College, Vermont.

Views from Our Shoes presents the thoughts and feelings of siblings who are growing up with brothers or sisters who have special needs. The book includes the thoughts and feelings of 45 siblings who range in age from 4 to 18 and who live in 18 different states. Their brothers and sisters have a variety of special needs including autism, cerebral palsy, developmental delays, health problems, attention deficit disorder, hydrocephalus, mental retardation, visual and hearing impairments, and Down, Angelman, Mohr, Tourette, and Rett syndromes.

This book is overwhelmingly positive and inspirational in the way these kids express their love and acceptance of differences in their families. At the same time, many children are able to express their frustration and mourning over the amount of time, attention, and fiscal resources their families have left for them when a sibling's challenges seem to demand center stage at times.

I highly recommend this book to children who are three and up who have a sibling with special needs. It can reassure them that they are not alone in the multitude of feelings that they are experiencing as well as give words to emotions that some children may have had trouble verbalizing.

This book could also be very helpful to parents, teachers, and friends of families with multiple children, one or more of whom have special needs. This book could provide a wonderful and non-threatening starting point to discuss the feelings these children are experiencing and to help them to process these feelings.

Perhaps listening to the dear voices of the children is the most important education of all: "I think parents should make sure they spend time and do fun things with the brothers and sisters, and let them know they are just as special as the special needs siblings. In fact, everyone should treat every kid as if they were very special, whether they have special needs or not" (Ahsha Axman, age 11, p. 50).

Thompson, Mary. *Andy and His Yellow Frisbee*. Bethesda, MD: Woodbine House, 1996, 24 pages, \$14.95 hardcover.

Reviewed by Timothy Lillie, Assistant Professor of Counseling and Special Education, The University of Akron, Akron OH.

Mary Thompson introduces the reader to a student with autism in this book written with young readers in mind. Andy (who has autism) is a topic of curiosity to Sarah. She notices that Andy looks like other kids, but does not behave like them. He seems to spend all of his playground time spinning

a yellow frisbee on its edge (hence, the title). Being a new girl herself and, thereby, knowing something of the experience of loneliness, Sarah decides to play with Andy, so she brings a pink frisbee to spin with him, while he spins his yellow frisbee. Rosie, who is Andy's sister and protector at school, spends some time telling us what autism is, through a sort of interior monologue, describing the symptoms and behaviors in a clear, matter-of-fact, and non-clinical way that allows us, as readers, to begin to understand what being around Andy must be like for his sister and his schoolmates.

It is not prettified: Andy is described as withdrawn, compulsive, subject to screaming, and hard to predict at times; but it is not a picture of unalloyed tragedy or pathetic incompetence either, at least from the perspective of the students who are interacting with Andy. His behaviors are seen as part of who he is, part of what defines Andy as "Andy."

The author has succeeded remarkably well in defining a disabling condition by describing the context and the behaviors of the individual within that context, rather than by the more usual method of using a definition written for legal or diagnostic purposes. This enables the elementary school-aged reader to understand the context the student with a disability and his family experience and, therefore, to understand that student better. This is not a book that holds out hopes of cure or miraculous changes; yet, it does make clear that Andy is capable of progressing if his way of looking at the world is respected. Because she spins a frisbee herself, for instance, Andy lets Sarah get physically closer to him than Rosie thinks he otherwise would. The key, as Rosie and Andy tell the reader in their own ways, is that to begin to relate to Andy, we must do so on his terms, not by forcing him into our ways.

The reader is left with the very pleasant feeling of having learned something not only about autism in general, but about a person with autism: something realistic, yet allowing for optimism and a future for a person experiencing this disability. I believe this would be most suitable for elementary school-aged children, though it might also do as a gift for the school board member or building principal who does not know anything about children with disabilities and ought to learn.

Video Clips

American Foundation for the Blind (Producer). *Reaching Out: A Creative Access Guide for Designing Exhibits and Cultural Programs for Persons Who Are Blind or Visually Impaired* [video]. New York, NY: AFB Press (American Foundation for the Blind, 11 Penn Plaza, Suite 300, New York, NY 10001; 1-800/232-5463), 1997, 27 minutes, \$26.95 VHS/PAL purchase.

Reviewed by Beth Haller, Towson University.

Reaching Out should be a required purchase for every museum, school, university, basically anywhere there is a public display. It clearly explains in two parts how to make exhibits and displays accessible to people with visual impairments. It also includes a crucial training component that can guide staff not only in accessibility issues, but in the disability rights perspective. This will help them understand why putting up inaccessible exhibits is not acceptable in post-ADA America.

The only element missing from *Reaching Out* is a discussion of described video, which could make supporting materials, such as videos at exhibits, accessible. The video covers every element of making exhibits accessible to people with visual impairments from large print readers in libraries to tactile museum pieces. It also does an excellent job of explaining the diversity of visual abilities within the blind and visually impaired community, of which many staff may not be aware. They might try to make exhibits accessible in a monolithic way, but this part of the video reinforces that all blind people are not alike.

The video is well produced and will easily give many ideas to staff who want to enhance the accessibility of their public displays.

Ward, Irene M. (Executive Producer), and Wilkin, David (Director). *Ten Golden Rules for the Workplace*. Cicero, NY: Program Development Associates (5620 Business Avenue, Suite B, Cicero, NY 13039; 1-800/543-2119), 1998, 22 minutes, \$195.00 purchase.

Reviewed by Mary G. Klinger, Mentor/Assistant Professor, State University of New York, Empire State College.

One of the topics that continually emerges in discussions about employment for people with disabilities by employers, advocates, and counselors is the need for some training for people who have not previously been in the workforce. The socialization skills needed (i.e., personal hygiene, work ethic, communication) are lacking for some who have never considered employment before. This video attempts to fill that gap.

It begins with the introduction of an employee who displays many of the negative traits of an ineffective, insensitive co-worker. The video, then, through narrative and short scenarios, introduces the viewer to the better way, the "Ten Golden Rules of the Workplace," which are rules a worker can use to be "a pro." These rules are: Be on time, be neat and tidy, complete your work, be a good communicator, follow the rules of your specific workplace, be a team player, ask for help, diversity is good, be nice to others, and work hard and get ahead. These demonstrate many of the principles of organizational skills, time management, communication, and other skills. The video also comments on the usefulness of further education to achieve success.

Ten Golden Rules covers these principles in an understandable manner, using examples and suggesting techniques that can be practiced. It could be of invaluable assistance to many people with disabilities entering the workforce for the first time. However, this video should be used judiciously. It is very elementary in nature and presentation, and it may very well be considered condescending and patronizing to someone with a disability who already knows the basic rules of socialization in the workplace.