

programs to children with more diverse needs, this article points up possible training and certification implications based on the trend toward education integration in Canada.

Hummel, Jeffrey W., Donald Dworet and Mariam Walsh. (1986). Exceptional students in regular classrooms: Teacher attitudes and teacher in-service needs. *Canadian Journal for Exceptional Children*, 2(1), pp. 14-17.

Based on a survey of teachers in two southern Ontario school boards, as well as on the conclusions of other related research studies, this author calls for an increase in the variety and intensity of in-service education options for teachers. Quality in-service education can facilitate teacher confidence, sense of support, and knowledge regarding the classroom integration of exceptional students.

Lilly, Stephen M. (1989). Teacher preparation. In Lipsky, Dorothy K. and Alan Gartner. *Beyond Separate Education: Quality education for all*. Baltimore, MD: Paul H. Brookes Publishing Co., pp. 143-157.

American teacher preparation programs continue to be linked to specific handicaps and based on assumptions of student deficit rather than teacher ability. This chapter describes one vision for the future in which "special" teacher preparation programs will disappear and one system will prepare all teachers.

The author sees this structural change in teacher education as a difficult but inevitable and exciting development which has already begun and which will parallel the growth of student integration in the schools.

Powers, M.D. (1983). Mainstreaming and the in-service education of teachers. *Exceptional Children*, 49, pp. 432-439.