

toward educating students labelled as severely or profoundly handicapped in regular neighbourhood schools. Of those surveyed, 34 per cent were uncertain of their attitude, 15.5 per cent held negative views, and 50.5 per cent had positive views.

**Tanguay, S. (1985). *Mainstreaming: Some issues for school boards*. Toronto: Canadian Education Association.**

Based on a cross-Canada survey, this paper discusses many of the issues facing school boards in developing and maintaining integrated programs. Respondents noted trends toward services based on specific needs rather than on category of handicap, and toward full rather than partial integration. Major concerns about integration centred around issues of teacher preparation, teacher confidence, and the provision of adequate support services to teachers.

**Wilson, William C. (1989). Administrative strategies for integration. In Gaylord-Ross, R. (Ed.). *Integration Strategies for Students with Handicaps*. Baltimore, MD: Paul H. Brookes Publishing Co., pp. 299-319.**

This author describes a new integration, namely, the integration of the special education service system into a new, total education service system. He summarizes the legal basis for school integration in the United States and makes a distinction between following the spirit and following the letter of the law. Eight key administrative strategies are outlined for facilitating a high quality education system for all students, regardless of the presence or severity of handicap.