

**Lipsky, Dorothy K. and Alan Gartner. (1989). *Beyond Separate Education: Quality education for all*. Baltimore, MD: Paul H. Brookes Publishing Co.**

As the title implies, the chapters of this book are framed in the context of the broader school reform movement. The chapters address the question of how to create exemplary programs for all students. This starting point poses a basic challenge to the conception and design of education programs in general.

The models discussed here have two major factors in common: 1) the acceptance of responsibility by the classroom teacher for a diverse group of students; and 2) an understanding of such diversity as creating opportunity and not difficulty. Included are chapters on accommodating student diversity through the curriculum, peer relations in the classroom, teacher preparation, degrees of disability, and parental roles.

**New Brunswick Department of Education. (1987). *Integration Means All our Children Belong*. Fredericton, NB: New Brunswick Department of Education, Student Services Branch.**

This document begins with an unequivocal value position in favour of integrated education. It illustrates the positive experiences that resulted when a provincial Ministry of Education officially adopted a policy of full integration for all children in regular classrooms. Photographs are combined with the comments of teachers, students and parents.

**Sailor, W., J.L. Anderson, A.T. Halvorsen, K. Doering, J. Filler and L. Goetz. (1989). *The Comprehensive Local School: Regular education for all students with disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.**

This book focuses on the ability of the local neighbourhood school to educate children with severe handicaps. It is based on literature reviews and on research comparing integrated to