


Prickwillow taken in 1890, on page 161. But because of the equipment used in early photography, and the aim of the survey in showing features, mostly buildings, which were likely to be lost, the photographs are static, and unless people appear in them, are to this reader, soulless. The notable exception to this is the photograph on page 205 of the cook in the kitchen of Ivy House, Willingham, who clearly enjoyed having her photograph taken.

Many of the sites shown in the book have disappeared and many of those who remembered them are no longer with us. So what does this book offer to residents or visitors to the city or shire today? Undoubtedly, both resident and visitor will recognise many of the sites in Cambridge, as a proportion of these have survived, albeit in an altered state; but in the shire recognition, except for a long term resident, may be more difficult. Should a third edition of this book be planned, how much more exciting and rewarding it would be if it could include photographs of the features as these are today, and a map of Cambridge and the shire pinpointing where these can be seen. This would demonstrate change or continuity over time, two of the chief concerns of historians.

The photographs come from a remarkable collection that deserves to be made accessible to a wider audience, in order to show what has disappeared, and to celebrate the intrepid photographers who set up their tripods to take these pictures. One of them appears on page 179 taking a photograph of the Anchor Inn at Stuntney. But what the photographer chose to record, and the editor chose to include are subjective selections, and this should be considered when looking at the book. However, I am sure that many readers will derive enjoyment from this selection, and perhaps be inspired to visit some of the sites recorded.

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 **Gifted Children. A Guide for Parents and Professionals**
Edited by Kate Distin, Jessica Kingsley Publishers, 2006,
ISBN -13: 978 1 84310 439 1, 10: 1 84310 439 3,
Paperback, 272pp, £14.99

This book has been written by a group of people who previously worked together as volunteer counsellors for the National Association for Gifted Children in the UK. Between them, they have a wide expertise in the area of giftedness in children. It has been written in a style that is immediately accessible for both parents and teachers. The information is straightforwardly set out and the reader is left with a clear understanding of what giftedness is, the range that it encompasses and how it affects families, children and their learning.

There are three parts to the book, which are outlined in the introduction by the authors. Part 1 is a collaborative piece where the authors identify the attributes of giftedness and the consequences giftedness can have upon a child's environment and social interactions. Part 2 is a collection of 'stand alone' chapters, which the reader can dip into. I found the Chapter on Gifted Children with Asperger's


Syndrome, particularly interesting and enlightening. Written by the father of a gifted child with Asperger's Syndrome, Peter Carter is also a Registered General Nurse and Registered Mental Nurse. In this chapter he encapsulates the difficulties experienced by a gifted Asperger's child and the problems parents have in dealing with the ensuing repercussions. Peter Carter's son did not have his condition diagnosed until he was thirteen. There is an informative brainstorm diagram in Figure 8.1 in which he attempts to summarise the person, who is his son. The recognition that for the Asperger's child there are no 'in-betweens, no grey areas or may-bes' and that change, even of infinitesimal things, in their environment can trigger an overwhelming emotional response.

As a teacher, there were areas within the book where I felt that what was being said applied to all children and not just to gifted children. All children perform better when parents and teachers have time to listen and give individual time to a specific need. Indeed, the book acknowledged this: 'good teachers try to find out each pupil's abilities, not with the aim of giving each a labelbut so that they know how best to help each child.' Terminology may be unimportant as long as each child's potential is met. Parents of gifted children, I am sure, will find this book reassuring and instructive, as it looks at 'giftedness' from so many different perspectives.

Kate Distin has successfully amassed a fund of information and ideas in this book to support and enlighten both parents and teachers.

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 **A Pocket History of Europe**
Vivian Durham, E & E Plumridge Ltd, 2004,
ISBN 0 9516563 8 4, Paperback, £10 including postage
and packing*

The handy size of this fact-filled guide book means it is true to its title. It is not an easy read, but is well worth exploring for the wealth of information contained within its pages. It introduces Europe by defining its physical features, including soils, rivers and climate, then outlines pre-history and the ancient civilizations of Mesopotamia, Egypt and the Aegean. Details follow of the Dark Ages with the decline of the Roman Empire and the start of the Holy Roman Empire with a chapter each on the Medieval World, the Middle Ages, Renaissance and Reformation; followed by chapters on the Industrial Revolution and finally the Twentieth Century.

After the introduction, the format is established with each of the next nine chapters starting with a chronology followed by more detailed subsections. Inevitably these sections differ in length and depth according to the most significant events of that era. However the use of different type faces in the list of dates to distinguish between 'important historical', 'art and architecture' and 'other' events is distracting.

There are over 40 delightful and varied sketches or