

## BOOK REVIEWS

by

**Jerome D. Schein, Ph.D.**

*Professor Emeritus of Sensory Rehabilitation, New York University, and David Peikoff Chair in Deafness Studies, University of Alberta, Edmonton, Canada*  
and

**Beryl M. Benjers, Ph.D.**

*Departments Editor, Journal of Rehabilitation Research and Development*

**The Challenge of Educating Together Deaf and Hearing Youth: Making Mainstreaming Work**, by Paul C. Higgins, Springfield, IL: Charles C. Thomas, 1990, 188 pp.

by *Beryl M. Benjers, Ph.D.*

The book is written primarily for those who are involved in the challenge of educating deaf and hearing students together; teachers, administrators, other professionals, parents, and concerned individuals. The book lists several examples of hypothetical situations encountered in mainstreaming to emphasize the point. The author discusses the pros and cons, challenges, and effective strategies in educating deaf and hearing youth together. Basic mainstreaming challenges in placement, enhancement, relations, and identity constitute the following chapters.

Chapter 1 discusses the historical background and controversial nature of mainstreaming. Critics often charge that it oppresses and isolates the deaf and does not educate them well, often retarding and restricting their developmental skills instead of improving them. The importance of proper placement is discussed in chapter 2, for without it, mainstreaming cannot succeed and may harm the hearing-impaired students. The challenge of enhancement in improving the success of mainstreaming is discussed in chapter 3. Because the students, teachers, and parents vary significantly in their relations with others in the mainstreaming programs, the need to develop positive and important relationships is discussed in chapter 4. Chapter 5 deals with the identity issue of the hearing-impaired. Emphasis on monitoring is discussed in chapter 6; it addresses the concerns of critics and involves the students, teachers, administrators, parents, and support staff. Monitoring appears to be extremely valuable for the deaf

students' comprehension in the technical fields, "For example a science teacher, realizing that science is a technical field and feeling that the interpreter may sometimes not convey to the deaf students what she is discussing, takes that 'translation problem' into account when grading the deaf student's results." References constitute the last segment of this book, however the index (page 189) mentioned in the Table of Contents is missing.

In conclusion, mainstreaming, although challenging, results in a just society and is deemed feasible when combined with courage, commitment, and work.

**Hungry Minds and Neglected Personalities**, by Derek Burton. London: Royal National Institute for the Deaf, 1990, 72 pp.

by *Jerome D. Schein, Ph.D.*

Among challenging combinations of disabilities confronting rehabilitators, deaf-blindness certainly ranks at or near the acme of difficulty. Burton's data, from interviews with 52 deaf-blind adults in the area of Greater Manchester, England, support that dour view. He emphasizes the disparity between their needs and the services made available to them. Service considerations aside, the report neatly summarizes the large quantity of information he gathered in easily comprehensible fashion. While Burton chose not to present case histories, nor to quote from the direct interviews (two techniques that can enliven statistical compilations), he writes in such a delightful, nonpleonastic manner that few readers will doze as they browse through the details of these usually overlooked lives.

Readers familiar with U.S. rehabilitation practices may be surprised to find that deaf-blind persons in Great Britain

are served by the Royal National Institute for the Deaf—not the Blind. Burton makes clear that the principal barrier inhibiting deaf-blind people is their deafness, not their blindness. Interference with communication interposes a high hurdle between these clients and the services they need. In the U.S., to the contrary, deaf-blind people in most states fall under the purview of commissions for the blind, agencies that frequently have few, if any, personnel able to communicate with, and understand the circumstances of, deaf people. Burton makes the British approach appear more responsive to the majority of deaf-blind clients. Readers in many nations will find Burton's recommendations for improving services—intended for British agencies—applicable to their own. His discussions of basic considerations, like definitions of the condition and statistical information about it, also have international applicability.

**The Nation's Health**, 3rd edition, edited by Philip R. Lee and Carroll L. Estes. Boston: Jones and Bartlett, 1990. 448 pp. Illustrated.  
by Jerome D. Schein, Ph.D.

The editors have collected 40 articles by 55 authors and arranged them in 10 sections and 39 subdivisions. Taken together, they intend this material to provide a contemporary picture of health and health care in the United States. Chapter 1 contains articles on health status and its determinants. "Shaping the Health Care System," is the heading of Chapter 2. The next chapter is titled, "The Politics of Health," and is followed by "The Critical Role of Nurses." Chapters 5, 6, and 7 discuss costs and related issues, while Chapter 8 takes up quality of health services. Chapters 9 and 10 cover aging and AIDS, respectively. From the wide range of topics, it becomes clear that the

editors' aim is to gather under one cover articles for a health-policy course. They add little commentary to each of the major subdivisions and provide no comprehensive summation of their "olla podrida." Even the claim to address the current situation of U.S. health is suspect when one finds articles originally published in 1972 and 1978. However, judged on its own terms, as a book of readings for a university course, this collection has merit. It does introduce students to a broad, multidisciplinary overview of material related to health policy. One gap in coverage may be particularly disappointing to readers of the *Journal of Rehabilitation Research and Development*: rehabilitation is not an indexed term.

**Specialized Audio, Visual, and Tactile Alerting Devices for Deaf and Hard of Hearing People**, by Carl J. Jensema. Washington, DC: Gallaudet Research Institute, Gallaudet University, 1990. 36 pp. Illustrated.  
by Jerome D. Schein, Ph.D.

Excellent choices are now available to persons with impaired hearing who want devices that will provide them with visual or tactual signals from doorbells, alarm clocks, telephones, fire alarms, and other alerting equipment. The difficulty is first locating these devices, and second, evaluating them. This document groups the devices under 10 headings containing clear descriptions of each, along with price ranges and evaluative comments. Names and addresses of some suppliers are appended. Rehabilitators will be pleased to have this document for their own use and for presentation to patients with impaired hearing at the point in their rehabilitation when they can profit from the extensive and encouraging information about technological assistance they can obtain.