

Woodill, G. (1994). The social semiotics of disability. in M. Rioux and M. Bach, Eds., Disability is not measles: New research paradigms in disability. pp. 201-226 North York, Ontario, Canada: The Roeher Institute.

Woodill, G., Ravaud, J.-F., Ville, I., and Bredberg, E. (1992) The disabled body as text: A reading of handicaps as cultural metaphors. Paper presented at the International Conference on Language and Social Intervention, the University of Rouen, Rouen, France, 1992.

Woodill, G. (1989). History of disabilities and social problems [On-line]. Available: <http://codi.buffalo.edu>

Communications

The federal INTERAGENCY SUBCOMMITTEE ON DISABILITY STATISTICS meets on the second Wednesday of each month from 1:30pm - 3:00pm EST: May 14, June 11, July 9, August 13, September 10, October 8, November 12, December 10, 1997. Contact Sean Sweeney at OSERS/NIDRR, Switzer Building Room 3421, 400 Maryland Ave, SW, Washington, D.C. 20202-2646, 202-205-5449, fax 202-205-8515, email <SEAN_SWEENEY@ED.GOV>; OR Paul Placek, NCHS/CDC, Presidential Building, Room 1100, 6525 Belcrest Rd, Hyattsville, MD 20782, 301-436-7104 x 152, FAX 301-436-4233, EMAIL <PJP2@NCH11A.EM.CDC.GOV>. It meets at seven locations:

1. Hubert H. Humphrey Building, Room 727E, 200 Independence Avenue, SW in D.C. and the nearest Metro Stop is Federal Center SW.
2. Baltimore SSA meets in room 1-28b-Link (between Operations & Altmeyer). SSA Anchor Persons are Paula Franklin, 410-965-8152, and Erma Barron, 410-965-1123.
3. Atlanta/CDC meets now in Chamblee 101. Shirley Holmes-Envision Coordinator at 770-488-7665.
4. Hyattsville/NCHS will meet in the Presidential Bldg. Room 10-66.
5. Research Triangle Park, NC, 12 Davis Drive, Building B Room 212, Coordinator C. Frank Rawls, 919-541-4402.
6. University of California at San Francisco/Mitch LaPlante.
7. Washington University, St. Louis, MO; contact Samer at 314-286-1633.

NOTE: Access to the first five Federal Buildings listed above is very restricted so if you do not have a Federal ID and wish to attend, contact a Federal Employee in that building to escort you in.

NICAN, an Australian organisation funded to provide information on recreation, tourism, sport and the arts for people with disabilities, held its first bi-annual conference entitled 'Citizenship.....beyond disability - the power and potential of recreation', in October of 1996. The conference was held in Brisbane, Australia attracting people with a variety of interests from throughout the country.

Conference organisers were keen to develop themes for the conference to surpass traditional views of recreation for people with disabilities. They wanted to not only look at the practical delivery of recreation, but also the reasons and benefits for participation for the

individual and the community. NICAN sought to extend discussion beyond recreation as a single aspect of life, and looking at the impact that participation has under the overall framework of equal citizenship.

The Keynote speaker was Professor Peggy Hutchison from Brock University, Canada, whose address was 'Citizenship - Setting the Scene.' The diversity of the organisation was reflected in the diversity of the program. People with disabilities, families, carers, service providers, government officers, and academics gathered at the conference and a conscious effort was made to present the experiences and perspectives of all. The conference used a broad definition of recreation. The proceedings included research in tourism, sport and the arts.

Proceedings for the conference are available from NICAN at a cost of \$A40.00 + postage and include names and contact details for all participants. For an order form or further information please contact: Heidi White, Ph/TTY 61 06 285 3713, Fax 61 06 285 3714, email <nican@spirit.com.au>.

Topical Book Reviews

Baynton, Douglas C. Forbidden Signs: American Culture and the Campaign Against Sign Language. Chicago, IL: University of Chicago Press, 1996, 228 pages, \$27.50 hardcover.

As the subtitle of this important book suggests, it is a study of American culture rather than a history of Deafness. Baynton uses the history of sign language and Deafness in America from the mid-19th century to the early 20th century to explore the shifts in practices, assumptions, dogma, and national mission during this volatile period of American cultural formation. By focusing on the shift from manualism to oralism in Deaf education, Baynton is able to clarify significant yet complex changes during America's most intense period of reform. Because the idea of reform is so fundamental to America's sense of itself not only during the period this study covers, but throughout its entire history, Forbidden Signs is a useful commentary on the larger American project of nation building. Such a strategy of employing the particular to reveal the general makes this book of interest to scholars of Deaf culture as well as to the general historian. Moreover, because Baynton thoroughly lays out in accessible language the argument that deafness is a cultural construction, this study could be used as a text with which to integrate disability studies into an American studies or history course.

Forbidden Signs is primarily a history of hearing, not Deaf people, of the attitudes and actions with which the dominant group controls the subordinate group. As such, it is an extended and sharp critique of paternalism. Because deafness has historically been imagined as a lack, an emptiness, hearing culture has projected its anxieties and aspirations onto the fantasized territory of the Deaf. Baynton exposes the workings of this larger dynamic between the privileged and the marginalized by focusing on the narrow issue of why sign language was a popular, esteemed method of Deaf education until the end of the 19th century when a campaign began to eradicate it in favor of oral communication.

Baynton's argument is that antebellum reformers supported manualism because it seemed to correspond with their romantic, evangelical notions of Christian progress. In contrast, postbellum reformers aimed toward a nationalism that distrusted particularity and emphasized unity. Notions of evolutionary progress, fears about immigration, and the anxiety of reintegration

rendered equality synonymous with sameness after the Civil War. From this perspective, the difference of sign language appeared as threatening deviance rather than the earlier, antebellum conduit to conversion. Baynton includes race, gender, and ethnicity in his analysis of this struggle between manualists and oralists. Perhaps most important, he links this conflict to the ascendance of the idea of normality, the concept that governs the 20th century's interpretations of human variation.

(Rosemarie Garland Thomson, Department of English, Howard University, Washington, DC)

Christiansen, John B., and Barnartt, Sharon N. Deaf President Now! The 1988 Revolution at Gallaudet University. Washington, DC: Gallaudet University Press, 1995, 240 pages, \$24.95 hardcover.

In early March 1988 the nation watched as Gallaudet University students rose in apparently spontaneous protest forcing the university's board of directors to reverse its decision and appoint a deaf president for the first time in 124 years. The story is more complex, however, according to John B. Christiansen and Sharon N. Barnartt's account of the Deaf President Now (DPN) movement. The authors, Gallaudet University sociologists, interviewed more than fifty participants to reconstruct the events surrounding the protest.

The book is divided into a narrative segment and a shorter analytic segment. The first five chapters present a detailed chronicle which also deftly conveys the drama and suspense of the events. An important contribution is the authors' contention that the protest, although usually portrayed as entirely a "student protest," was in large part engineered by a small group of alumni.

They convincingly show that this, like most successful protests, was not a spontaneous uprising, but rather the result of meticulous behind-the-scenes planning and coordination. Gallaudet students were largely apathetic until a carefully planned rally inspired them to action. On the other hand, the account also makes it clear that DPN tapped into deep feelings of pride, frustration, and anger within the deaf community. The hearing majority on the board of directors had little knowledge or understanding of the deaf community and were entirely unprepared for the intensity of the feelings that surfaced.

The final two chapters use sociological theories of collective action to explain the success of the protest and to discuss the effects of the protest on Gallaudet University, the deaf community, and the disability rights movement. There are occasional lapses here. The authors claim that the protest had a "profound impact" on the passage of the ADA, but they offer scant evidence (p. 217). Similarly, their explanation for the divergent interests of the deaf and the larger disabled community, an important and difficult issue, is cursory and unconvincing.

Nevertheless, the analysis will be useful to both sociologists and social activists interested in how and why protests succeed. The narrative portion of the book, in addition to the new information it offers, is an engaging read as well.

(Douglas C. Baynton, Visiting Assistant Professor, History and American Sign Language, University of Iowa)

Fischer, Renate, and Lane, Harlan, eds. Looking Back: A Reader on the History of Deaf Communities and Their Sign Languages. Hamburg, Germany: Signum Press (Distributed in the U.S. and Canada by Gallaudet University Press), 1993, 558 pages, \$59.95 softcover.

This collection of essays is definitely a resource worth having for reference purposes. Although not likely to be read from front to back in a week, or even a month, each essay has its own merits and contributes to the overall field of history and the Deaf community.

Although the book intends to be a collection on the history of Deaf communities and their sign languages, it actually spends more time on the education of the Deaf, or miseducation of the Deaf, than on adult Deaf communities. While certainly several essays include biographical information on Deaf leaders or even common Deaf people from specific countries or historical times, the meaning, context, and content of the essays revolve around school. This is certainly not inappropriate or surprising given that Deaf culture is primarily transmitted through Deaf peers and teachers in schools for the Deaf. Documentation is also more readily available from private or government schools and the collective memory of the Deaf community often originates from school records, photos, and yearbooks. Beginning in the 1600s and eventually winding up in the 20th century, the wide range of historical documentation describes the education of individual Deaf students, successful Deaf teachers, and the restrictions placed on Deaf adults despite their literacy. Arguments around oralism and manual communication are linked directly to the philosophy and educational theories of the time and country described. In this way many of the historical accounts are far more integrated with other fields of study than some history seems to be. The context of hearing/regular education at the time and the socioeconomic status of the pupils are discussed and explained as part of the historical process of educating Deaf children.

Adult Deaf communities and the development of their sign languages are reported on by several different authors using a social-cultural model to demonstrate how self-confidence and autonomy is linked to the linguistic heritage of communicating in sign. It was pleasant to discover that the prominent American researchers in this field do not dominate this section since they are well known for analysis and self-promotion of ASL as a standard. The countries represented - Israel, France, Germany, Russia, Britain, Italy, Norway, Greece, and Ireland - provide a truly international perspective on the issues, but the American (even North American) view is entirely absent.

In each of the last three sections, on education, medicalization, and methodology, there is an American author among several foreign authors on diverse topics. The entire volume presents a strong argument for the social construction of disability in the Deaf experience; and Harlan Lane, co-editor and author of one of the articles, demonstrates how cochlear implants are the "audist establishment's" attempt to treat/cure deafness medically when, indeed, it is a cultural state, not a biological one. Throughout the text this is supported by narratives of "friends of the Deaf, children of Deaf adults, and even some teachers of the Deaf" who were welcomed as culturally Deaf into the Deaf community because of their values and ability to sign fluently (notwithstanding their audiological abilities).

Regardless of one's current opinion on the educational options for Deaf children today, the history of Deaf people, and their education as documented in this volume, demonstrate how Deaf people have successfully educated each other and have become literate and cultured through the use of native sign languages. This collection reveals how many countries, independently and in

cooperation, have attempted to impose spoken language on children and students in order to achieve a standard of normality they valued as essential to integrating the Deaf into hearing society.

In addition to the essays the editors have included over one hundred photographic plates or "optical allusions" representing Deaf history and Deaf education. They include both actual drawings and photographs and illustrations of the "treatment" of deaf children. Deaf history is often as invisible as Deaf people in a crowd of hearing people, yet Deaf people are visual people. The plates are a welcome contribution to Deaf culture and history.

The editors have also included, to the distinct advantage of researchers, the original text in the source language for the pieces that were translated into English. Many of the authors have conducted primary research using personal correspondence and obscure religious text as their base. Material that might never have been read or analyzed by historians now has a place in the record. As a fluent French reader and a novice at Spanish, I found this inclusion invaluable for looking at context and vocabulary used within the original dialogues. I will make no comment on the validity of the translations as such, but will offer that the presentation of original language allows for further text analysis by ambitious researchers.

While the translations provide access to the source language for unilingual readers, there is a significant absence of descriptive history to which readers have no access - women. While they are certainly mentioned, as having been teachers of sewing or drawing and as not being present in Deaf club celebrations, their history is second to the history of education and Deaf men. Authors admit, on occasion, that the issues of Deaf women have been neglected and that this needs to be addressed in current and future work.

For the most part, however, Deaf women are not gendered, but included as Deaf people or the Deaf. Men, too, are Deaf, not Deaf men.

This is not perhaps so much a reflection on the authors, both Deaf and hearing, or the editors, but on the lack of information available to be collected and the actual exclusion of Deaf women from the construction of history in both hearing and Deaf communities.

Likewise, a closing comment that the collection is very broad and amazingly inclusive of time (1600 to the present) and perspective (oralist to manualist), but not so of region. Almost all the contributors are European or North American and there is without question an entire history of Deaf communities and sign languages in Latin, Central, and South America, Asia and Africa, and the Middle East left unrecorded and unmentioned in this volume. For researchers or teachers in the field of Deaf culture or Deaf education, this text is an invaluable resource for projects, theory, method, and historical fact. However, it should be supplemented by whatever material can be found on Deaf women and Deaf people from the southern hemisphere as this text has not related their histories.

(Tanis Doe, Pearson College, Victoria, Canada)

Lang, Harry G. Silence of the Spheres: The Deaf Experience in the History of Science. Westport, CT, and London, England: Bergin and Garvey, 1994, 187 pages, \$49.95 hardcover.

The meticulously-researched Silence of the Spheres brings dozens of deaf and hearing-impaired scientists out of obscurity. Lang, a Professor of Educational Research and Development who is deaf himself, sets out to write about neither Deaf culture nor the history of science, but

rather about the intersection between science and deaf people. Lang's main goals are to present the accomplishments of deaf people in science and to help break down the attitudinal barriers that remain against the participation of deaf people in the scientific community. The former goal is met. The application of Disability Studies, particularly Disability History, would have served Lang well in meeting his second goal.

The book is organized chronologically into five chapters, from the Enlightenment through the Modern Era. Lang provides synopses of the careers of a wide range of deaf scientists ranging in prominence from the "Silent Angels," deaf nurses in the early 20th century, to such household names as Thomas Edison.

Lang acknowledges deaf people as a minority group that faces discrimination, but little is done with this reality as a historical entity. The cultural construction of deafness is never addressed and so Lang's work is historical only in that it deals with the past. If attitudinal barriers are to be broken down, showing the accomplishments of people with disabilities is not enough. Scholars must acknowledge not only the history of deaf individuals, but also of deafness itself. At the heart of Disability History is the principle that deafness - and all disability - is not a static, inherent phenomenon, but rather a concept shaped by its cultural context. Lang laments the dearth of a record of deaf people before the 16th century, but this very dearth, because it suggests a lack of categorization and definition of deafness, might have provided an excellent point of entry into the convergence of deafness and science.

Lang skillfully reached his main goal, to bring deaf scientists out of obscurity. I hope that this responsible and well-researched piece of scholarship is not the final word on the confluence of deafness and science, but rather that it will be used as a base from which to launch an investigation from the perspective of Disability History.

(Martha L. Edwards, Assistant Professor of History, Truman State University, Kirksville, MO)

Maher, Jane. Seeing Language in Sign: The Work of William C. Stokoe. Washington, DC: Gallaudet University Press, 1996, 195 pages, \$24.95 hardcover.

Life stories can be riveting especially when the subject is an eccentric academic troublemaker. Jane Maher introduces us to William Stokoe whose work analyzing the phonological structure of ASL signs set in motion the ultimate trouble for the mid-century deaf education establishment. Stokoe described what he saw in deaf people's signing and declared it evidence of language and culture. His work, although mysterious, even ridiculous to deaf and hearing colleagues at Gallaudet University, shed light on the linguistic reality of deaf Americans, a reality that had been officially obscured since the late 19th century by received professional wisdom about the many pathologies suffered by the deaf. In Maher's analysis the work of Stokoe and the generations of sign language researchers and advocates that followed created conditions for the biggest irritation that deaf education professionals could imagine - the autonomy of their client group - which culminated in the "Deaf President Now" action at Gallaudet in 1988. (The result of DPN was the appointment of the university's first deaf president, I. King Jordan.)

Maher's narrative takes the reader rapidly through the history of sign language in U.S. deaf education as well as the ideology of pathology that dominated the field through the 1960s and is still very present. Maher introduces Stokoe in his youth and takes him through his long career at

Gallaudet into his active retirement. We meet a persistent and very humanistic Stokoe who locks horns with stubborn deaf and hearing educators whose careers and status have been built upon their English fluency, their denigration of "the sign language," and their professionalized knowledge of the personality, training, and adjustment problems of the deaf.

While it is not an exaggeration to call Stokoe a hero, it is important to place his story in context. In her effort to portray Stokoe with sympathy, Maher subtly expects the reader to overlook a couple of critical facts. First, many "pre-Stokoe" native signing deaf people, who like native speakers of any language could not have analyzed their language, knew that they belonged to a tightly knit community with a language and history. Stokoe, rather than discovering sign language, named some of its features in an elegant way contributing a new way to describe what many deaf people already knew. Additionally, Maher presents the university's administrative decision to close Stokoe's research lab upon his retirement as the almost completely personal action of an administration that had finally had it with a professor whose work caused trouble. But it is critical to recognize the nature of academic institutions. The luxuries of inquiry and teaching carry a high price - expectations of productivity and external funding as well as collegial scrutiny and criticism. Universities are institutions and decisions are made for a variety of reasons. Often those which seem coldly personal are merely coldly institutional.

Nonetheless, this book provides an accurate vision of a critical moment in the history of deaf Americans as the medicalized view of deaf people ("damaged hearing people") began its transformation into a view of deaf people as an able-bodied ethnolinguistic group. This, along with the pleasure to be found in a good story about bad and good guys and gals, makes the book well worth reading.

(Claire L. Ramsey, Research Program in Language and Literacy, University of California, San Diego)

Martin, Reed. Extraordinary Children, Ordinary Lives: Stories Behind Special Education Case Law. Champaign, IL: Research Press (2612 North Mattis Avenue, Champaign, IL 61821), 1991, 136 pages, \$12.95 softcover.

Extraordinary Children, Ordinary Lives tells the human side of the first fifteen years of litigation under the Education for All Handicapped Children Act, the precursor to today's Individuals with Disabilities Education Act (IDEA). Reed Martin, one of the nation's leading attorneys in special education litigation, details the stories that underlie the cases that laid the foundation for the procedures, definitions, and standards utilized in making special education determinations today. Told from the perspective of the lawyers representing the remarkable children and parents who had the tenacity to endure years of litigation, this book makes obvious why such persistence was necessary. It also points out in no uncertain terms the tactics and obfuscation that were, and unfortunately sometimes still are, used by school systems to avoid providing children with disabilities a free appropriate public education and related services in the least restrictive environment.

The book is organized by chapters titled with the child's name and the topic covered. The chapter topics are terms and phrases commonly litigated, ones which are central to a working understanding of the IDEA. The explanations, found throughout the book, of Congress' rationale for including particular provisions and for amending the IDEA at various times are also

informative. I believe this book would make an excellent tool for instructors who wish to illustrate the core concepts of the IDEA from a practical and realistic perspective. Parents of children with disabilities, no doubt, would enjoy reading of the frustrations that others have faced, would be encouraged by the successes, and would benefit from the greater understanding of the law that would result from reading Extraordinary Children.

An appendix of definitions used in the text might have been a helpful addition to the narrative as there was some legalese throughout. Although Extraordinary Children was immensely readable and enjoyable, it may produce a false sense of optimism as the courts, since those first fifteen years of the Act, have moved in what appears to be an increasingly conservative direction. Perhaps reading this book will inspire parents and lawyers alike to fight the good fight on behalf of those wonderful and extraordinary kids with disabilities.

(Sondra B. Kaska, Attorney and Mediator, Iowa City, IA)

Noll, Steven. Feeble-Minded in Our Midst: Institutions for the Mentally Retarded in the South, 1900-1940. Chapel Hill, NC: The University of North Carolina Press, 1995, 254 pages, \$39.95 hardcover, \$16.95 softcover.

In years prior to World War II, an era when institutionalization became the centerpiece of policy toward people with mental retardation, social workers, doctors, and administrators in the South sought to model their programs on the policies of richer northern and midwestern states. Steven Noll explores how national models shaped the thoughts of Southerners and how specifically regional conditions defeated attempts to recreate northern programs in southern states. This is Noll's major contribution to the study of policy development: he seeks to differentiate the South through its peculiar environment conditioned by poverty, racism, and a history of weak government.

At the beginning of the Progressive era, when northern states vigorously expanded their institutional programs, southern states had few or no programs for people with mental retardation. Northern organizations, such as the Rockefeller Foundation and the Russell Sage Foundation, funded surveys encouraging southern state governments to follow the lead of northern states which social workers and administrators deeply wished to be able to do. Progressive social philosophy conflated poverty and social deviancy with mental limitation; thus, programs to address feeble-mindedness promised to cure most social ills. On this basis several southern states initiated the construction of state training schools with the intent of both protecting society from deviancy (unwelcome behavior as well as hereditary mental defect) and protecting people with mental retardation from hardships, including predatory individuals who might focus on vulnerable individuals. Noll is particularly insightful when he describes the history of Virginia's Buck v. Bell, the Supreme Court's response and the growing commitment to sterilization of institutional residents.

The dual functions (protection of society and protection of the individual) rarely were compatible and the exigencies of the Great Depression heightened economic limitations on program implementation. States sought to reduce costs while families, burdened by the need to put all members to work, sought havens for their relatives who were otherwise left without supervision and often without financial support. At the same time, southern states ignored their

African American citizens who were particularly oppressed by poverty, lack of opportunity, and poor education. The results were neglect of some and warehousing of others.

Noll is particularly interesting when addressing the treatment (or lack of it) of women and African Americans. In these passages he comes closest to providing readers with glimpses of actual people and their lives within the confines of Southern policies.

(Linda Moore, Eastern New Mexico University)

Norden, Martin F. The Cinema of Isolation: A History of Physical Disability in the Movies. New Brunswick, NJ: Rutgers University Press, 1994, 397 pages, \$16.95 softcover.

In The Cinema of Isolation Martin Norden presents, as promised in the book's subtitle, A History of Physical Disability in the Movies. Included in this comprehensive work are portrayals of disabilities in over 500 films (primarily from the U.S.) ranging from Thomas Edison's 1898 50-second-long nickelodeon offering "Fake Beggar" to Neal Jimenez's 1992 full-length feature film "The Waterdance." In each instance Norden provides a clear synopsis of the movie script as well as ample background on the genesis of the film (the historical setting, the origin of the script, and information on any adjustments made to the story line - e.g., characters added to or altered from a borrowed script). These two attentions to detail enable Norden's readers to get an insider's view of the research material he has selected for analysis.

Norden sorts these media images into the all-too-familiar categories of portrayals of people with disabilities: Obsessive Avengers, Comic Misadventures, Tragic Victims, Noble Warriors, Sainly Sages, Elderly Dupes, and Sweet Innocents. However, he also reshuffles these images to demonstrate trends in media portrayals that correlate roughly (albeit with a time lag) to historical events that necessitate, or at least propel, these images. (I found his paralleling of media portrayals and attitudes toward war and returning veterans to be particularly thought-provoking.)

Throughout the book, Norden focuses on significant disabling and enabling images whether or not the disabilities and/or the characters exhibiting them were a primary focus of the film. As a result he allows us to see the influence of these portrayals on the movie-going public as a whole, not just on people drawn to "disability" films per se. For example, he shows the potential impact of the prosthetic-handed slasher Herman Scoby, a secondary character in "Charade" (1963), on audiences who might have shunned "Dr. No" (1962) in which the disabled (but similarly "armed") Obsessive Avenger is a more obvious presence.

Norden uses his training in speech and dramatic arts well to enhance the reader's understanding of social and historical pressures on changes within the movie industry. He points out, for example, the historical impetus provided by the disability rights movement to portray more accurately the economic status of the majority of people with disabilities in "Inside Moves."

However, in relation to the same film he also highlights competing social pressures to replace the younger secondary characters specified in the original script with older disabled people (since younger people might be seen as less accommodated to and less accepting of their disabilities).

In my opinion Norden fares less well in pursuing a psychological analysis of disability portrayals. His emphasis on the role of the Oedipal conflict in structuring both social attitudes toward persons with disabilities and media portrayals of disabled people seems forced, unnecessary, distracting at best, and misleading at worst. From my perspective (as a psychologist, albeit a female one) this particular Freudian concept is both passe and extremely annoying.

The above criticism notwithstanding, I consider The Cinema of Isolation to be a wonderful book. It is a "good read" intact and a valuable reference resource for anyone interested in the media as a reflection of both historical events and social attitudes toward people with disabilities.

(Elaine Makas, Adjunct Associate Professor of Psychology, Lewiston-Auburn College of the University of Southern Maine)

Rothman, Sheila M. Living in the Shadow of Death: Tuberculosis and the Social Experience of Illness in American History. Baltimore, MD: The Johns Hopkins University Press, 1994, 319 pages, \$15.95 softcover.

Living in the Shadow of Death is a fascinating investigation of societal reactions to chronic illness. In this case the book focuses on tuberculosis (formerly known as consumption) although the specific illness selected for investigation is only marginally relevant to the author's intentions. The book's significance rests in part on its research method - a focus on medicine and on social attitudes toward chronic illness from the points of view of those experiencing illness. In what is, perhaps, an even greater deviation from the norm the book presents a very unique perspective - in which history/culture is defined by attitudes toward illness and toward those who are ill, rather than the reverse in which illness/disability is socially defined. Rothman's collection of personal narratives by men and women in 19th century New England, for example, tells us more about 19th century gender-based views in the Northeastern U.S. than they do about the experience of having consumption.

The book is divided into four sections: 1) the experiences of a number of New England men who had consumption during the first half of the 19th century; 2) the notably different account of one New England woman with consumption during the same time period; 3) the personal narratives from 1840-1890 of numerous men and a few women who moved to the Western U.S. as health seekers; and 4) the very different experiences of people with this illness during the period 1892-1940 when consumptive illness was transformed from a more or less genteel "affliction" to the threatening tubercular disease of the masses and when "health seekers" became "patients."

The first three sections present some uniformity in that the focus is on women and men of some means who, because of their social status and because the illness was seen to be, at worst, the result of hereditary predisposition, were gently guided by their physicians toward a "cure." Although members of both sexes were given a socially-sanctioned leave of absence from their customary obligations, the recommended, but self-determined self-treatment differed by gender. Men, for the most part, were encouraged to travel to more healthful climates and to restore their strength by participation in "back to nature" activities such as sea-faring, hunting, or farming. Women, on the other hand, were offered a return to their basic nature via the home and hearth. It is important to reiterate, as the author does throughout the book, that "the cure" was a self-selected and self-administered course of action (or, in the case of women, relative inaction) recommended, rather than mandated, by a physician.

Attitudes changed rather abruptly in the late 19th century specifically with the discovery of the tubercle bacillus in 1882 and, more generally, with the emergence of a more scientific basis for the medical profession. Illnesses, such as tuberculosis, became microscopically-detectable diseases thus allowing physicians to assume a more active role as experts in the science of

medicine and people with physical evidence of these symptoms to assume a more passive role as patients. In response, a concern for individuals unfortunate enough to be "afflicted" with the illness was replaced by a concern for protection of the general public from a group of people carrying an infectious disease. A more scientifically-based view emerged of what was now identified as tuberculosis (in deference to its organic status) to supplant what had been called consumption (in consideration of the illness' effect on individuals). Since these factors corresponded historically with a dramatic increase in immigrants to the U.S., it was predictable that this unwanted disease became associated with unwanted groups and scientifically -based medical concerns were used as a justification for isolation and deindividuation of the immigrant population. The earlier focus on suggested treatment based on gender was replaced with a concentration on mandated control based on social class and/or ethnic origins.

It is this latter focus which makes Rothman's analysis most applicable to today's culture. What was perceived in earlier times to be an unfortunate happenstance among individual "victims" is now seen as a scientifically-demonstrable disease among group members who threaten to victimize the general population. The most notable example, of course, as Rothman points out, is HIV/AIDS although other diseases, including tuberculosis, still command similar social attention.

As a result of both its historical perspective and its present day relevance, In the Shadow of Death is an extremely valuable addition to the literature. It provides a vivid example of how chronic illness can be used as a prism to investigate historic and cultural values. It does so by enabling us to look at society and societal attitudes through the eyes of those experiencing illness rather than through the eyes of those investigating illness. Rothman has made a significant contribution to the field of Disability Studies.

(Elaine Makas, Adjunct Associate Professor of Psychology, Lewiston-Auburn College of the University of Southern Maine)

Safford, Philip L., and Safford, Elizabeth J. A History of Childhood and Disability. New York, NY: Teachers College Press, 1996, 342 pages, \$36.00 hardcover.

A History of Childhood and Disability offers to inform the concerns of the present through the long and wide view of the past. Safford and Safford have amassed a great number of facts, but this book lacks the interpretative or synthetic cogency necessary to clarify important issues or to advance current debate - historical or otherwise. If they had provided an encyclopedic series of biographical and institutional sections, as can be found in Scheerenberger's works on mental retardation, then a reader might properly accept a lack of interpretative skill and thank them for a quick, reliable reference. Instead, Safford and Safford hold themselves to a higher standard when they readily use and frame chapters with words such as "enlightenment," "social control," "independence," "democracy," "identity," "worth," "progressivism," "laissez-faire," "mind, body, and spirit," etc. These are concepts from social, cultural, and political studies and our authors do not appear, from this text, to have mastered them sufficiently. They situate the writing of The Wild Boy of Aveyron by saying the "France of Citizen Itard was marked by belief in the rights of the individual and the responsibility - of capable men, of the state, and of science - to honor those rights" (p. 51). Yet, the ideological relationships hinted at here are left unclear and unexplored are the contradictions between liberty and the hierarchy of "capable men." Issues of power are examined as a human failing outside of, rather than inherent to, the authority and methods of

science. Thus, when the authors describe the close coincidence between nativism and intelligence testing the former is attributed to "old superstitions" so that the latter remains unsullied (p. 153). There is also a general failure to keep current with literature even though they are heavily dependent upon secondary works - as when they rely on a twenty-five year old essay and make the erroneous claim that no significant child labor reform occurred in the United States until 1933 (p. 60). Safford and Safford rarely differentiate the voices of present scholars from past actors. Finally, at the beginning and at the end of the book they say that children with disabilities have been the "victims rather than the beneficiaries of scientific 'progress'" (p. 20, p. 287). They add quotes around the word "progress" to mock and disassociate themselves from it, yet, on the whole, the book rests upon realism and demonstrates progress (p. 21, p. 26, p. 47, p. 69, p. 122, p. 153). These combined failings greatly inhibit the utility of this book for seminars and limit its contribution to child and disability policy advocacy.

(Patrick J. Ryan, Ph.D. Candidate, Department of History, Case Western Reserve University, Cleveland, OH)

Shaw, Barrett, ed. The Ragged Edge: The Disability Experience from the Pages of the First Fifteen Years of the Disability Rag. Louisville, KY: The Advocado Press, 1994, 238 pages, \$18.95 softcover.

This book is as much a transcribed oral history of the disability movement over the past fifteen years as it is a collection of writings on the disability experience. The authors have evolved into storytellers of an era and the input of their commentary is powerful even when, in some cases, best talents lie in areas other than writing. They give the reader observations and first-hand accounts of major milestones of the disability movement: efforts to implement Section 504 of the Rehabilitation Act, the roots of ADAPT, ADAPT's advocacy for accessible transportation and home attendant services, the protest of Jerry's Orphans and their supporters against Lewis and the MDA Telethon, and strategies for utilizing the protections of the Americans with Disabilities Act. In the fifteen years spanning across these pages many issues have crystallized for action. Arguments put forth in this volume include right to sexual expression and procreation and freedom from medical experimentation and hate crimes. There is also dialogue within the movement: Who gets to be called disabled? Can advocacy be too demanding or too much? And, in this volume, the proposed right to physician-assisted suicide is alternatively affirmed and condemned. This is currently an issue on the very "ragged edge." (Miriam Hertz, Institute on Disability and Human Development, University of Illinois at Chicago)

Skrtic, Thomas M., ed. Disability and Democracy: Reconstructing (Special) Education for Postmodernity. New York, NY: Teachers College, 1995, 290 pages, \$52.00 hardcover, \$25.95 softcover.

Disability and Democracy: Reconstructing (Special) Education for Postmodernity is a complex, ambitious book in which the author, with contributions from several highly regarded scholars, offers a broad theoretical and historical analysis of special education and public education in the United States in the 20th century. Using four paradigms of modern social scientific thought - functionalism (micro-objective), interpretivism (micro-subjective), radical humanism (macro-subjective), and radical structuralism (macro-objective) - as mutually exclusive

contexts for analysis, Skrtic first deconstructs special education and public education and then offers reconstructivist ideas grounded in Dewey's philosophy of progressive education and based on the need for education that is both excellent and equitable for all children.

The reader must be cautioned that this book is as much a discourse on the uses of social scientific meta-theoretical analysis as it is a description of how public schools can become more democratic institutions in which "education is the principal means of preparing citizens for democratic life . . . and must be concerned with moral transactions and social relations" (p. 197). The book is very clearly organized, with each of the three sections contributing a specific element to the author's argument, that in thinking about special education practice from a variety of meta-theoretical perspectives we can understand basic problems and begin to consider alternative structures for all students, including students with disabilities.

In Part I, Chapters 1 and 2, Skrtic explains the shift from objectivism to subjectivism in social sciences in the later half of the 20th century and how this shift undermines the professional claims to objective criteria for standards within the teaching profession. In Chapter 2 he introduces the four paradigms of modern social science mentioned above characterizing their meaning for special education within the objectivist to subjectivist paradigm shift.

Each chapter in Part II presents an analysis by a different author of special education and disability from the perspective of one of the four modern paradigms. Skrtic suggests that functionalism, the belief that knowledge is grounded in scientific objectivity, has led to four destructive assumptions which ground special education: (1) school failure is a pathological condition that students have; (2) differential diagnosis is an objective and useful practice; (3) special programming is a rationally conceived and coordinated system of services that benefits diagnosed students; and (4) progress in education is a rational-technical process of incremental improvements in conventional diagnostic and instructional practices (p. 69).

Ferguson and Ferguson describe the interpretivist view as having many variations that can all be traced to four basic tenets: reality is constructed and intentional; subject and object occur together as do facts and values; and the goal of research is understanding. Sally Tomlinson explains the radical structuralist view of special education as reflective of the belief that society is characterized by social, political, and economic conflict; and Dwight Kiel explains the humanist paradigm in which pluralism, self-expression, and freedom are valued.

In Part III optional theories of special education are offered including an excellent chapter on the history and theoretical context for organizational change in schools; and Skrtic brings his argument to its conclusion, which is that "Regardless of its cause or extent, student diversity is not a liability in a problem-solving organization; it is an asset, an enduring source of uncertainty and thus the driving force behind innovation, progress, and growth of knowledge" (p. 249).

Disability and Democracy is a fascinating and demanding book that can be read on several levels. For the graduate student of special education and education policy and research, the author has presented a challenging lesson in theoretical inquiry and analysis, including explanations of the basic paradigms of modern social science. In reframing special education within the broader discussions about education reform, inclusion, and the meaning of public education for democracy, Skrtic has created a complex lens through which his audience can view the special education debate. This is not a book for all readers, but a rewarding one for those

who either have a background in social science theory and education or wish to learn and participate in future discussions.

(Doris Landau Fine, Education Development Center, Inc., Newton, MA)

Van Cleve, John Vickery, ed. Deaf History Unveiled: Interpretations from the New Scholarship. Washington, DC: Gallaudet University Press, 1993, 301 pages, \$39.95 hardcover.

Deaf History Unveiled is a landmark contribution to scholarship and formal study of the history and experiences of deaf people in the Western World from the 16th century to the present. The book is a collection of insightful essays based on research by sixteen prominent scholars whose work cuts across national boundaries, time periods, and historical contexts. The quality of scholarly inquiry and analysis throughout the book is exceptional.

The authors attempt to illustrate how social, economic, and political change in the "larger world" have influenced the lives of deaf people over the past four centuries. These contextual and environmental forces provide windows for the authors to explain and highlight what may be the most significant message in the book - that the historical progression of the lives of deaf people can best be understood by framing it within the ebb and flow of progress and setbacks or through victories as well as losses.

The authors take the reader on an exhilarating journey through history and touch on times, places, and events such as a monastery in 16th century Spain where the earliest recorded history of teaching deaf students using a combination of signs, fingerspelling, and speech took place; premier social events in 19th century France, planned by and for deaf people, which illustrate the presence of a strong sense of self-determination, cultural pride, and socioeconomic stature; Hungary during the early 20th century where the author documents how the lives of deaf people were intertwined with the fate of an entire nation after the emergence of Communism which subsequently led to a rejection of sign language and a shift to speech and speechreading in the schools; and, finally, the United States near the end of the 20th century where the reader encounters one of the more pervasive arguments of the day - Is deafness a cultural condition in which deaf people can be treated as part of a community and a minority culture or a disability to be "fixed" and "ameliorated" through medical advances such as cochlear implants?

This is a book that will be of great interest to individuals who are deaf. It will also be a valuable resource for students and professionals involved with persons who are deaf or with other people who have disabilities. Readers will find themselves fascinated with the insights garnered from this book because one of the more powerful themes emanating throughout the book is the struggle of deaf people for self-determination in the face of paternalism from those who hear and do not have disabilities. The book also helps rectify many myths about the history of deaf people and the roles they played in the making of their own history. Most significantly, Deaf History Unveiled makes it clear that deaf people played a much larger role in their own history than has traditionally been realized and appreciated.

This is a very cogent and well-written book. It is also an ambitious book. The authors have attempted to blaze new trails in the study of deaf history by examining provocative areas of inquiry and proposing new hypotheses to guide future research. Readers may find Chapter 6 to be of particular interest. A comparative method of analysis is used to identify similarities between deaf people and other ethnic minority groups, particularly African Americans. The author

attempts to explicate the kinds of arguments and expectations used by society to justify placement of disproportionate numbers of students from both groups into vocational training rather than academically-oriented programs. This overemphasis on vocational training - while it may have some good intentions and benefits - also limits opportunities for employment in professional, as well as higher-paying and higher status jobs. The consequence is that deaf people as a social group, similar to African-Americans, continue to face economic disparities between themselves and the larger society of ablebodied, non-minority persons.

Deaf History Unveiled is a welcome and much needed addition to the growing body of literature about people with disabilities and their history. It belongs on the book shelves of students and professionals alike. It is a book I, most definitely, will encourage my students and professional colleagues to read.

(Glenn B. Anderson, Ph.D., University of Arkansas Rehabilitation Research and Training Center for Persons Who Are Deaf or Hard of Hearing, Little Rock, AR)

Trent, James W., Jr. Inventing the Feeble Mind: A History of Mental Retardation in the United States. Berkeley, CA: University of California Press, 1994, 346 pages, \$30.00 hardcover, \$14.95 softcover.

James Trent's Inventing the Feeble Mind revises the history of mental retardation in several ways. "Feeble-mindedness," or whatever term was in vogue in any given era, did not identify an objective clinical entity, he argues, but instead reflected ever-changing social constructions derived from professional interests, economic conditions, and cultural values. From the emergence of their field in the 1840s and throughout the next 120 years, professionals sought to sustain their power by asserting their expertise, controlling people labeled feeble-minded, and resisting the intrusion of outsiders (e.g., other professionals, parents) into their sphere. In any given moment whether the emphasis was on education, custodialism, "menace" to society, eugenic sterilization, regulated "parole," or renewed institutionalization, whether their charges were juvenile offenders categorized as "moral imbeciles" and "defective delinquents" or individuals with multiple developmental disabilities, leading professionals skillfully adapted to contemporaneous developments in order to perpetuate their dominant position.

Trent also demonstrates that recurrent economic depressions, rather than inherent incapacities, generated assertions of feeble-minded persons' social and vocational incompetency. For example, disagreeing with previous historians, he contends that the shift from education to custodialism began not in the 1870s, but more than a decade earlier and that it occurred not because professionals discovered that many of their pupils were incapable of functioning in the community, but because Civil War-era economic dislocations produced community resistance to their presence. He also differs from other scholars who asserted that, in the 1920s and 1930s, superintendents chose between sterilization and segregation. Instead, he finds that they linked sterilization to parole and used both to make room for new institutional inmates. Finally, he shows how general cultural imperatives, such as early 20th-century ideals of individual autonomy and striving or post-World War II ideals of middle-class family life, shaped perceptions of "feebleminds."

(Paul K. Longmore, Department of History, San Francisco State University)

Van Cleve, John Vickery, and Crouch, Barry A. A Place of Their Own: Creating the Deaf Community in America. Washington, DC: Gallaudet University Press, 1989, 212 pages, \$16.95 softcover.

A Place of Their Own traces the history of the deaf community as it emerged from schools for the deaf. Two preliminary chapters summarize the history of attitudes toward deafness since ancient times through the first documented attempts, in 16th century Spain, at education for deaf people. In the third chapter the account shifts to the first attempts at schools for deaf children in the early 19th century United States. Most of the book, Chapters Four through Thirteen, recounts the institutional history of the education and employment of deaf people through the early 20th century in the United States. The epilogue narrates the 1988 Deaf President Now movement at Gallaudet University, where both authors serve as professors of history.

A Place of Their Own is the first coherent account of deaf American history. The authors rely heavily on primary documents arranging them logically and discussing them well. The book's weaknesses have to do with its age: published in 1989 (and in its third printing in 1995) it shows few signs of the progress in the scholarship on deaf history that has emerged in the 1990s. On the whole, this work includes little analysis of the intersection of race, class, or gender with deaf history. For example, the authors document typical jobs for deaf men and deaf women at the turn of the century. But, frustratingly, this gendered employment is not analyzed in contemporary theoretical terms. It could be argued that this is a history not of the entire deaf community, but of the deaf, urban, white, male elite.

In summary, the book is a dated, but nicely-structured narrative of the history of deaf Americans. A Place of Their Own would be an appropriate text for an introductory high school or college course - or course component - on deaf history in America, as long as it was supplemented with current scholarship.

(Martha L. Edwards, Assistant Professor of History, Truman State University, Kirksville, MO)

Winefield, Richard. Never the Twain Shall Meet: The Communications Debate. Washington, DC: Gallaudet University Press, 1996, 129 pages, \$19.95 softcover.

Winefield presents an important historical document that should be read by anyone involved, indirectly or directly, with the education of persons with hearing losses. Never the Twain Shall Meet: The Communications Debate assisted this reviewer, who has a severe bilateral hearing loss, in comprehending how the communication debate between Alexander Graham Bell and Edward Miner Gallaudet created such a decisive rift over the "best" communication approach. As a result of the core debate and difference between these two powerful leaders, a philosophy emerged along with staunch followers of the "best" communication approach. Parents were forced to pick one philosophy over the other with no consideration for what we now refer to as the total communication approach.

This book examines the influences on these two men in the shaping of their philosophy and, ultimately, on how we educate deaf students today. The influence of each respective father is considered to be a well-known fact, but the major influence in these two men's pursuit of educational services for the deaf came from particular women in their lives who were deaf. For A.G. Bell this was his mother, Eliza Grace Symonds Bell, and wife, Mabel Hubbard Bell. For

Edward Miner Gallaudet it was his mother, Sophia Fowler Gallaudet. Dr. Winefield unearths an interesting revelation about Mabel Hubbard Bell's onset of deafness. It had always been assumed that Mabel lost her hearing and all her speech and language skills as a very young child. It turns out that she actually lost her hearing at age five and had never lost her ability to speak. All of this unraveled some forty years later after A.J. Bell had fought so vigilantly for the oral method being the "best" method for children born deaf based on the success of his wife. Winefield raises the question of how Bell's philosophy might have been modified had he known more about his wife's onset of hearing loss.

In conclusion, the book is entertaining and a must read for those who profess to know the philosophy of these two great leaders. One might be surprised at how they shared remarkably similar backgrounds and viewpoints on certain issues. For example, they shared equal views of deaf people not marrying deaf people. There are many other interesting findings such as this that you will find packed in this short book.

(Owen J. Logue, Ed.D., Director of Special Services, School Union #98, Mt. Desert, ME)

Winzer, Margret A. The History of Special Education: From Isolation to Integration. Washington, DC: Gallaudet University Press, 1993, 463 pages, \$55.95 hardcover.

This textbook is certainly reader friendly. The text is divided into four parts covering education for disabled people from before the 18th century to the passage of P.L. 94-142. Interspersed with dates and facts are interesting highlights of each period's political thinking giving the reader a frame of reference in which to place the educational policies for children considered to have disabilities. An extremely important and quite unique factor is the author's handling of her philosophical position about the quality of special education: she integrates her position as she interprets the reasoning behind each period's educational policy and she does this honestly, never representing her ideology as fact. Perhaps most valuable is the author's demonstration of how educational policy is based not on pedagogy, but rather on the politics of the time. As a professor who teaches special education courses, I believe that this perspective is critical to understanding how children with disabilities are segregated in special education classes not because something special or magical occurs in these classes, but because stereotypes and ableist thinking is at the foundation of educational thinking.

The book is quite well designed. Tables are clearly and interestingly presented and information about programs in various geographical regions (the United States, Canada, and several western European countries) is easily readable: year established, races (whether facility was segregated or not), number of students by gender and discrete disability groups, and nature of educational program.

The only major problem with this text is that the title is misleading in that it implies that it focuses primarily on children who are deaf. In fact, the book also covers children who are blind, those considered to be mentally retarded or mentally disabled, and, to a significantly lesser degree, children with orthopedic disabilities. The book's primary emphasis on deafness does, however, limit its usefulness for courses that aim to present an overview of the history of special education; however, much of its readability and unique frame of reference recommend it. For such courses, I would suggest using this book as a secondary text with assigned readings.

(Phyllis Rubinfeld, Ed.D., Hunter College of The City University of New York)

Other Books of Interest

Black, Kathryn. In the Shadow of Polio: A Personal and Social History. Reading, MA: Addison-Wesley Publishing Co., 1996, 320 pages, \$23.00 softcover.

In the Shadow of Polio is subtitled "a personal and social history," but it is more personal story than disability study. Author Kathryn Black was a four-year old, living in Phoenix in 1954, when her mother was infected with spinobulbar polio. Her mother was isolated from her children, both by hospital rules and then by distance, when her mother was sent to Seattle for rehabilitation. Years later the author decided to find out what happened to her mother and to her family. Much of her history was hidden by her family's shame and by society's denial of disability identity. She relates her losses, fears, and grief, interwoven with an historical perspective of the polio epidemics of the 20th century.

The result is an unrelenting, negative portrayal of her mother's post-infection life, interspersed with an interesting and informative history of efforts to find a cure and to provide for the infected. Very occasionally a passage will delineate the adaptability and perseverance of disabled people. Unfortunately, the author uses her mother's disabled identity as a vessel for her own childhood losses. The author projects her pain of being an abandoned four-year old girl onto her mother's shadowy life in polio wards and iron lungs. Although the author is still stricken and sad, it is only at the end of the book that she is somewhat understanding and reconciled to her own loss. Predominantly, she sees her mother's polio as the ultimate betrayal and tragedy.

Missing from the narrative and history is any mention of civil rights, laws, or social policy affecting disabled people. There are few references to the social context of disability or to how polio survivors fit into a larger disability context. Ultimately and unfortunately, the author remains an outsider to the disability experience maintaining the common societal stereotypes and prejudices - that disability is only tragic and horrific.

(Anthony Tusler, Sonoma State University)

Clark, Catherine, Dyson, Alan, and Millward, Alan, eds. Towards Inclusive Schools? New York, NY: Teachers College Press, 1995, 208 pages, \$22.95 softcover.

This book is the product of a seminar on inclusive education. The majority of the contributors are from the United Kingdom with representation from the United States, Australia, New Zealand, and Europe. The editors point out that there is no international consensus on what constitutes an inclusive educational setting; and, at the same time, one is reminded that there are important social, political, and economic differences among the nations represented in the current volume. These differences affect the perception and implementation of the philosophy of inclusive education. The editors point out as well that inclusive education is a complex issue in that it engages questions of social values, classroom practices, changing views of human rights, social development processes, and national and local policies, just to name a few. The editors have done a good job of connecting very disparate views on the constituents of inclusive education. Their final chapter is a gem.

The editors have tried to organize the book along the themes of social change relevant to special education with a focus on inclusive education and its impact on curriculum, teacher training, and school administration. The chapters include: action research with an emphasis on

inclusion as a civil rights concern, mention of a disability culture perspective, core educational practices and adaptive strategies, the benefits of site-based management for inclusive education, opinions surrounding the academic and social effectiveness of inclusive practices, school effectiveness research, and whole school change as well as discussion of the resources considered necessary to provide effective inclusive education.

The authors in this edited volume demonstrate an awareness of the process of adaptation to change. The chapter by Jeffrey Bailey, for example, targets change from an educator's perspective. Roger Slee effectively synthesizes perspectives within a policy framework and addresses organizational implications of inclusive education while Lise Vislie approaches the topic of inclusion as a system of beliefs against a backdrop of social change in Western societies.

This is an excellent volume and is highly recommended to those interested in or teaching courses related to inclusive education. I would suggest that good companions for Towards Inclusive Schools? are Is There a Desk with My Name on It? The Politics of Integration, edited by Roger Slee (The Falmer Press, 1993), and The Illusion of Full Inclusion, edited by James Kauffman and Daniel Hallahan (Pro-Ed, 1995). Readers interested in the international comparisons made in the reviewed volume may wish to refer to Comparative Studies in Special Education, edited by Kas Mazurek and Margaret Winzer (Gallaudet University Press, 1994).

(Venta Kabzems, Education and Disability Consultant, Edmonton, Alberta, Canada)

Clark, Janie, ed. Exercise Programming for Older Adults. New York, NY: Haworth Press, 1996, 85 pages, \$14.95 hardcover.

Exercise Programming for Older Adults is a small book packed full of user-friendly information about the importance of exercise in preventing, slowing, and repairing disability associated with aging. Dr. Maria Fiatarone is quoted as saying that "only a moderate amount of muscle dysfunction is actually due to aging" (p. 28). The seven short chapters in this book begin with an overview of exercises for elderly persons. The physiology of aging and the physiological benefits of aerobic exercise are presented in the second chapter. Exercise training guidelines from different organizations are compared and suggestions are offered for easing an older adult into an exercise program. A useful glossary of terms is included at the end of the second chapter. Subsequent chapters cover various types of exercises appropriate for older adults, including aerobic exercise, strength training, stretching, breathing, and posture. The final two chapters address caring for someone who has had a CVA (stroke) and the report of a research study on the functional benefits of a structured hot water group exercise program.

Strength training is important for older adults because the majority of lost strength occurs because older adults do nothing to maintain their strength. The author points out that 28% of men and 66% of women over the age of 75 years are unable to lift 10 pounds of weight. This chapter provides specific recommendations for getting an older adult started on a strength training program. Flexibility is critical to maintaining posture, balance, gait, and independence in activities of daily living. Directions for flexibility exercises for the upper body include simple diagrams. The fifth chapter provides step by step directions for breathing and posture exercises for individuals who use wheelchairs.

The sixth chapter reviews some basic information about CVA and an overview of the deficits that may result from a stroke. The chapter continues with practical suggestions on

positioning and on activities and exercise techniques appropriate for someone who has had a stroke. This chapter ends with an appendix of abbreviations commonly used in physical therapy.

The final chapter reviews a research study on the benefits of hot water exercise. Fifty-six people completed a 12-week program that focused on flexibility and strength conditioning. The researchers concluded that there were significant increases and improvements in range of motion, strength, and walking speed. There were also significant reductions in reported pain, and improvements in social function. The hot water exercise program had no effect on physical function, physical role, emotional role, mental health, energy, or general health perception as measured by the SF-26 Health Survey.

I would highly recommend this book for anyone involved in the care of older adults. The book is written in language appropriate for lay audiences and many of the directions for doing exercises could easily be followed by an older adult without much editing. Reprints of the articles in this book are available for a very reasonable cost through Haworth Document Delivery Service by calling 1-800-342-9678.

(Marci Catanzaro, R.N., C.S., Ph.D., Gerontological Nurse Practitioner, Primary Health Care Associates, Seattle, WA)

The French-American Foundation. Parallel Views: Education and Access for Deaf People in France and the United States. Washington, DC: Gallaudet University, 1994, 262 pages, \$45.00 hardcover.

The articles in Parallel Views originated as papers presented at a French-American colloquium, "Deaf People in Society: Education and Access," held in Paris in October of 1991. The colloquium was sponsored by the French-American Foundation, U.S.A., and the Foundation Franco-Americaine, France. The volume itself is more the effort of the American side of the collaboration - with the French-American Foundation as the author and one of its distinguished members, Harlan Lane, being instrumental in bringing the project to fruition. Published completely in English, the target audiences for the volume also seem to be American since there is no "parallel" version of this volume in French.

The contributions are organized in seven sections covering topics related to the politics of deafness, interpreting for deaf and hearing people, education for deaf children, postsecondary education for the deaf, access and integration, the use of technology, and the late-deafened person. The topics covered are broad and are most interesting as reflections from the practical side. In the introductory piece, which is more theoretical and interpretive, Harlan Lane's effort to sketch the construction of deafness in France and in the United States sets the tone as more an American perspective on French developments than a result of collaboration. The conclusion offsets this approach and looks at the further development of the collaboration.

The appeal of this book is the continuing dialogue about French and American developments in the area of deafness. Both parties have much in common and both are invested in continuing the dialogue. But in many ways it remains a dialogue without the commitment of also infusing each other with ideas and/or common projects. This reviewer found the most interesting and new topics to be those relating to interpreting and an exploration of the mediation between the deaf and hearing communities. In one instance, the scope is beyond the French-American collaboration in two significant ways. Lindsay Moeletsi Dunn asks sharp questions

about the reasons for non-involvement of minority groups in the United States in Deaf leadership and, more in general, about the absence of the United States in deafness work in developing countries. Her vision is to find a way out of both.

The relevance of this book for Deaf studies and the broader emerging field of disability studies is obvious. To study and celebrate the history and culture of persons with disabilities, without forgetting a commitment to participate in the recognition of the uniqueness and difference that people with disabilities constitute, can be done by initiating and developing the type of dialogue that is reflected in this book. International collaboration should be a two-way street and may be, therefore, a tight rope to walk. This book illustrates some of these challenges. Usual American writing conventions are made somewhat flexible both in style and length allowing French practitioners and French thinking to come through, something for which the editors need to be applauded. More unevenness is evident in an exploration of the ethnographic assumptions that must come to the forefront in a collaboration of this nature. French ethnocentric assumptions are readily recognized both by American and French scholars. Toward the very end of the article Harlan Lane also recognizes some of the ethnographic assumptions and limitations. However, the reader must do a lot of reading between the lines and know of the American situation to "see" its own limitations. Work that recognizes these assumptions and that can illustrate the very fabric of society in the construction of deafness is only implicit in this book. We learn too much of the parallel views without learning about their deeper cultural roots. The dialogue must be continued, but it also needs to be followed by an examination of what is behind the differences and the similarities. While this book does not immediately offer such an analysis, it does offer the building blocks and background in the areas of education, postsecondary education, and access and integration to begin such an analysis.

There are various uses for this book. It offers a good background of players and directions in the field of deafness in both countries. Practically, the book offers an identification of issues and a means of possible collaboration that could be followed up. A few articles would also be useful for classroom use, especially those that allow comparative reflections on practical experiences in program development and policy. The DSQ readership will find many of the issues of deaf culture and history inspiring and backed by practical reflections on their development and implementation in different, yet connected societies.

(Patrick J. Devlieger, Assistant Professor of Human Development, Institute on Disability and Human Development, University of Illinois at Chicago)

Hoffman, Mary Ann. Counseling Clients with HIV Disease: Assessment, Intervention, and Prevention. New York: The Guilford Press, 1996, 324 pages, \$35.00 hardcover.

Offering a useful conceptual model for HIV clinical assessment and intervention this comprehensive guide brings together empirical findings on the psychosocial dimensions of HIV with extensive case analyses. Professor Hoffman describes a framework for assessing patients' psychosocial issues and providing interventions to improve adjustment, discusses medical and neurocognitive aspects of HIV disease progression, investigates the psychotherapeutic environment of HIV clinical work, and explores strategies for risk reduction and prevention.

Section One leads clinicians through assessing the needs and the resources of clients with HIV. Assessment is aided by the conceptual model that accounts for the defining psychosocial

parameters of HIV disease and the special life situation of individuals with HIV, and it demonstrates how social support, client personality, and demographic variables influence clients' psychosocial issues. Focusing on the necessity of addressing delicate topics such as sexuality, sexual behavior, and substance abuse, Professor Hoffman provides practical approaches for dealing with barriers of social stigmatization and guilt.

Treatments to improve adaptation and to relieve psychological distress are provided in Section Two. Quantitative investigations and qualitative clinical studies are reviewed and their therapeutic implications are discussed. Topic areas covered include: emotional reactions and coping, changes in life roles (including employment), risk reduction, spirituality, and death and dying. While the synthesis is informative, the author does not demonstrate a clear understanding of how quantitative and qualitative research can compliment each other to provide deeper meaning; rather, she states her bias in favor of qualitative research (see page 280).

Section Three explores the particular psychotherapeutic environment of HIV clinical work suggesting the necessity of questioning accepted views about disease and rethinking the usual goals and expected results of therapy. Unfortunately, there is no discussion of the new drug therapies (protease inhibitors used in combination with AZT and other drugs) that, at least in the short run, and hopefully forever, are transforming the medication and psychosocial experience of persons with HIV who are fortunate enough to access them and to be able to tolerate their side effects. Specific chapters discuss problems in the counseling relationship, ethical and multicultural issues, and the training and support requirements of therapists.

Various points of view on prevention at both the individual and community level are examined in Section Four. Overall, Professor Hoffman provides an extensive, wide-ranging synthesis of clinical information and empirical data. Counseling Clients with HIV Disease should be very useful for psychologists, counselors, social workers, psychiatrists, nurses, and other professionals providing mental health services to persons with HIV.

(J. Gary Linn, Associate Professor of Nursing, Tennessee State University)

Leitner, Michael J., Leitner, Sara F. Leisure in Later Life (Second Edition). New York, NY: Haworth Press, 1996, 448 pages, \$49.95 hardcover, \$24.95 softcover.

This comprehensive text on leisure programming would be useful primarily for college students in a leisure and aging course or as a reference text for individuals working in the field of recreation with older adults. The book is well organized with each chapter clearly stating the purpose and the learning objectives, presenting the background issues and theoretical information relevant to practical applications, and covering specific details thoroughly. Chapters are grouped into four sections. Part I focuses on identifying the considerations in planning recreational activities in different settings that include senior centers, adult day care centers, nursing homes, and retirement housing. Part II emphasizes the skills or competencies necessary for providing recreational activities including chapters on leadership, program planning, evaluation, and leisure counseling. Part III provides information on resources for recreational programming and techniques for adapting activities such as exercise and dance for elders with disabilities. Part IV examines a variety of leisure activity issues, including the role of recreation in hospice care, sexuality, and leisure activities among elders in future years.

The limitations of this book for DSQ readers are threefold. First is the paternalism evidenced in language that informs recreational therapists that "elders need to be made to feel that programs are meaningful and important" (p. 12). The authors assume that recreational therapists know which activities should be encouraged among elders (i.e., those that improve mental or physical health). Although recreational therapists are cautioned to take into account the leisure preferences of elders, the settings discussed limit the range of choices for leisure activities that are available.

Second, little attention is given to assisting individuals in maintaining or adapting their desired leisure activities as they age and face functional limitations. Yet, research studies on the assistive device needs of older persons indicate that elders often value the ability to participate in preferred leisure activities more than maintaining their ability to perform activities of daily living (ADLs) and instrumental activities of daily living (IADLs). Overall, the orientation of this book suggests that the predominant value underlying the provision of leisure activities remains functional goals rather than the identification of how elders can be assisted to continue participating in the leisure activities on which they place most value.

Third, the leisure activities considered are often surprisingly narrow in scope. For example, the chapter on intergenerational activities aims to foster relations between children ("eleven- and 12-year-old children are excellent candidates" [p. 176]) and elders in structured activities. Ways in which elders could be integrated into more naturally occurring interest-based activities (i.e., cooking classes, chess clubs, writers' groups), which are often intergenerational, are not considered.

In summary, this text provides a comprehensive overview of recreational programming for older adults; however, the perspective of the book reflects a traditional aging model for delivering services and does not draw on disability approaches to enhance empowerment and self-direction in planning leisure activities.

(Debra J. Sheets, Andrus Gerontology Center, University of Southern California, Los Angeles, CA)

Levine, Suzanne C., ed. Volver a Vivir--Return to Life. Berkeley, CA: Chardon Press (distributed by Wide Vision Productions, P.O. Box 22115, San Francisco, CA 94122-0155), 1996, 56 pages, \$16.00 softcover (volume discounts available).

Return to Life is about a community-based, self-help rehabilitation center called PROJIMO in Ajoya, a rural village in the western state of Sinaloa, Mexico. The book, through photographs and anecdotes from persons with disabilities, takes us on a journey to PROJIMO and leads us into intimate conversations with the individuals who are part and parcel of this institution.

There are six individuals whose success stories capture the universality of human emotion and the will to survive. All these individuals have had a depressing start immediately after the onset of their disability. PROJIMO opened economic and social opportunities for them. And today these individuals enhance the spirit of the center by giving back their services to the PROJIMO community.

PROJIMO is a self-help rehabilitation center primarily intended to help persons with physical disabilities. The consumer-controlled project helps in making wheelchairs and mobility devices customized for the individual and the developing world's environment. A common thread

in all the stories is how much these individuals enjoy being independent and how they help other people achieve independence. It is obvious they do not have access to a lot of modern amenities or technology. Yet, they have accomplished much by providing themselves with the basic tools that will enable them to live their daily lives independently. Their stories convey the lesson of self-help to persons with disabilities in other developing nations and to those in developed nations as well.

The book has simultaneous Spanish and English text to accommodate readers in both languages. The editor has done a remarkable job of capturing the essence of PROJIMO through her camera lens and by having the participants select their pictures as well as create their own narratives. This book is bound to "inspire and encourage the rest of the society."

(R.C. Saravanabhavan, Howard University Research and Training Center)

Noffke, Susan E., and Stevenson, Robert B., eds. Educational Action Research: Becoming Practically Critical. New York, NY: Teachers College Press, 1995, 228 pages, \$46.00 hardcover, \$21.95 softcover.

Educational Action Research: Becoming Practically Critical by Susan Noffke and Robert Stevenson is a collection of thoughtful and innovative studies demonstrating the infinite ways in which action research can be applied to enhance teacher and school practices. As numerous reports alert us to the failings of our educational system, this book provides a refreshing change and a needed voice by which to redress our individual and collective concerns.

Action research, based on the belief that teaching involves an ongoing interplay of understandings and actions, is a process of identifying a theme of concern and its relation to the educator, developing a plan to resolve the concern, acting, observing, and finally reflecting on the outcomes. It can also serve as a means for understanding and improving the school system. Noffke describes action research as "a technology - that is, a set of things one can do, a set of political commitments that acknowledges, however tacitly, that educational (and others) lives are filled with injustices - and a moral and ethical stance that recognizes the improvement of human life as a goal" (p. 4).

Divided into three parts, the book presents a variety of interesting case studies. Part I focuses on pre-service and in-service teacher education including such themes as reflectivity in student teachers, student diversity, and the promotion of a more democratic classroom. In Part II, teachers and administrators describe diverse projects within the school, e.g., how to make a high school government course more participatory. Educators, in Part III, examine types of support needed to continue the use of this methodology within schools and universities.

Teachers claim action research has "transformed" their classroom practice. "This process taught me to trust my thinking and my ideas more . . . not in an arrogant way, but in a professional way" (p. 89).

Action research can also assist teachers in adjusting to various school changes, in particular the current movement toward including students with disabilities in the general education classroom. Typically, the circumstances of innovations, such as inclusion, go unexplained and teachers' personal reactions and attitudes go unexamined. At my university, for example, some undergraduate and graduate students in education express concerns and fixed ideas about working with children who have disabilities. Action research generated by the

teacher-researcher, and often in collaboration with others, can be invaluable in changing attitudes and raising consciousness through a combination of self-analysis, action, and self-reflection. Educators, then, have the opportunity to not only let their feelings "out," but to plan ways of resolving their difficulties. This very process becomes self-affirming and empowering.

This stimulating book challenges educators to confront our methods and to seriously question if the current system is treating all of our students equitably and fairly. Perhaps if educators were asked to confront these kinds of issues on a regular brick by brick basis, we would redesign a grand house that includes all of our children.

(Laurie R. Lehman, Department of Education, Long Island University, Brooklyn, NY)

Pilling, Doria, and Watson, Graham, eds. Evaluating Quality in Services for Disabled and Older People. London, England: Jessica Kingsley Publishers, 1995, 229 pages, \$29.95 softcover.

Evaluating services for disabled people is a concern for many administrators, service providers, and service users and this book has merit for those interested in evaluation.

The book is based on contributions to a conference on "Evaluating Quality" in services for disabled and older people that was held at City University, London. Selected objectives of the conference were to present findings from an evaluation of a method of assessing service quality - PASS and its updated version, PASSING (quality criteria derived from the normalisation/social role valorisation theory and aimed at revaluing people who are devalued in society); to provide a forum for debate in determining what quality in services is, who should define it, whether a consensus on quality is possible, and whose interests should be taken into account; and to present service users' perspectives on what quality is and how it should be assessed.

Doria Pilling, one of the editors, contributes an introduction in which she states that a key issue throughout the conference was the role of service users in defining quality. Significant questions regarding that are whether service users should be the final arbiters and whether quality should encompass correcting the devalued position of disabled people in society.

Pilling's introduction outlines the structure and content of the book which was the same structure as the conference. Part 1 focuses on PASS and PASSING, the ideas behind them, and the main aspects of the evaluation of these methods. Part 2 comprises the first set of workshops which focused on whether there can be a consensus on quality standards. Part 3 presents a number of different methods of evaluating service quality and the views of service users on what quality is and how it should be assessed. Part 4 comprises the second set of workshops which focused on for whom and for what evaluations are. In Part 5 the conference chair, David Felce, sums up the issues and examines the role of the three concepts: normalisation/social role valorisation, user empowerment, and quality of life in safeguarding quality standards. Discussion is included after the presentation at which it took place.

Wolfensberger's normalisation/social valorisation theory is the book's foundation. While there has been some misunderstanding of normalisation/social valorisation theory, there is some legitimate criticism regarding Wolfensberger's insensitivity to ethnic, cultural, disability, and gender identities of service users. The theory's emphasis is on normalizing relationships between disabled and nondisabled people by enabling disabled people to attain/maintain valued roles in society. These valued roles do not adequately incorporate disabled people's perspectives/identities and the theory advocates presenting disabled people as less different and

more acceptable. Even with that flaw, however, the book is important for discussing issues in services and evaluation of services that may not have been addressed otherwise. It is valuable to those of us concerned with service development, delivery, and evaluation.

(Sue Kroeger, Director of Disability Services and Adjunct Faculty in Educational Psychology at the University of Minnesota)

Rubin, Herbert J., and Rubin, Irene S. Qualitative Interviewing: The Art of Hearing Data. Thousand Oaks, CA: Sage Publications, 1995, 302 pages, \$22.95 softcover.

Herbert and Irene Rubin have written a solid introductory text on qualitative interviewing. The authors draw heavily on their own field experience to add color and to illustrate the issues about which they are writing. They cover the fundamentals of qualitative interviewing, interview design, how to choose interviewees, building trust, structuring the interview, how to listen carefully in an interview, topical interviewing, analyzing the data, and how to present the research results.

One gets the impression that the authors are sensitive, cautious, and thoughtful. They clearly state early in the book that they lean towards an interpretive and feminist model in interviewing; they seek to capture the complexity of human life and make the interview as much a space for the interviewee as possible (pp. 34-36). Throughout, there is an emphasis on the care with which the interviewer-interviewee relationship must be handled: "In qualitative interviewing, the researcher is not neutral, distant, or emotionally uninvolved. He or she forms a relationship with the interviewee, and that relationship is likely to be involving. The researcher's empathy, sensitivity, humor, and sincerity are important tools for the research" (p. 12). In addition, examples drawn from their field experience - including working with community non-profit housing developers, rural Thai officials, and city budget officials - adds much vividness to the topic of interviewing.

Qualitative Interviewing, unfortunately, does not have a glossary, which would be very useful, as many new terms are introduced. This work succeeds as a general introduction to qualitative interviewing and would be useful reading in a research design course. I would recommend it as a refresher or to anyone just starting interviewing.

(Raffi Aftandelian, Project Assistant, RTC-Personal Assistance Services, World Institute on Disability)

Film Clips

Learning Disabilities Association of Massachusetts. Einstein and Me: Talking about Learning Disabilities [videotape]. Boston, MA: Fanlight Productions (47 Halifax Street, Boston, MA 02130), 1996, 30 minutes, \$99 purchase, \$50/day rental.

The videotape Einstein and Me is a straightforward look at what it is like to have a hidden disability from the vantage point of children and young adults with learning disabilities. Presented as a dialogue among a diverse group of children and a clinical psychologist, the video discusses educational interventions for aiding students with learning disabilities. Video participants discuss the importance of ensuring that individuals understand their particular learning disabilities in a developmentally-appropriate way, so that they can both develop compensatory and advocacy skills, and dispute any negative labeling dispensed by teachers or peers. Participants also point

out the importance of having teachers who care and who understand how to work with students with learning disabilities.

Since the video is aimed at parents and teachers of students in elementary, middle, and secondary schools, clues for identifying which children might have learning disabilities and the process for documenting the presence of learning disabilities are described. The lack of uniform, national standards for the diagnosis of specific learning disabilities, however, is not brought up perhaps leaving some viewers to assume that documentation of learning disabilities is a straightforward process. Participants also emphasize the importance of developing Individualized Education Plans and of providing individualized assistance via small classes staffed by teachers who use appropriate instructional methods. The emphasis on special education is understandable here since the video is endorsed by the Learning Disabilities Association, a critic of total mainstreaming.

One of the best features about the video is that it illustrates that persons with learning disabilities have strengths as well as weaknesses. Certain academic skills may be difficult for these individuals, but they typically excel in particular academic arenas or in artistic, social, or physical endeavors. As in the case of Albert Einstein, who is assumed to have had learning disabilities, the potential of these individuals is not limited. This is useful information for parent, teacher, and student viewers alike.

(Debra Swoboda, Student Disability Services, Oklahoma State University, Stillwater, OK)

Learning Disabilities Association of Massachusetts. Einstein and Me: Talking about Learning Disabilities [videotape]. Boston, MA: Fanlight Productions (47 Halifax Street, Boston, MA 02130), 1996, 30 minutes, \$99 purchase, \$50/day rental.

Einstein and Me is a film about learning disabilities (LD). Jerome J. Schultz, Ph.D., interviews twelve young people, ages 11 to 23, about their experiences in school before and after they were diagnosed with LD. The questions address a variety of topics concerning LD. The group is asked when and how they discovered they had LD, what LD means to them, what their strengths are, and what is helpful to them in a classroom environment. Interspersed with the group dialogue are segments in which Dr. Schultz speaks briefly about the neurological bases of LD, the responsibility of the public school system, and the nature of testing for LD.

Einstein and Me addresses learning disabilities primarily from the perspectives of the students. The young people in the group are given the opportunity to speak about how the challenge of LD has specifically affected their lives. The critical needs expressed by the group members are the importance of having an understanding of the nature of their LD and receiving the appropriate help to continue to develop their talents.

Dr. Schultz's segments are very helpful. He emphasizes the importance of early diagnoses and the child's need to understand the nature of his or her LD as soon as possible. He discusses the difference between mental retardation, behavior disorders, and LD, although he is very clear that several disabilities may co-exist. Dr. Schultz describes LD as a neurological disorder that may have a basis in visual and/or auditory processing or in motor control.

This film is recommended for educators, students, and parents. Parents could view this film to obtain a deeper understanding of the problems their children face in the school system. Students could benefit from this film by having the opportunity to identify with the young people

being interviewed. Educators could benefit from having an insider's perspective. Hopefully, by gaining insight into the needs of the student who has LD the educator can adapt the curriculum to the student.

Dr. Schultz's message to us about learning disabilities is a positive one. He speaks to the ability of the LD student to be successful in any ambition she/he chooses. Schultz describes successful people with LD as having an understanding of their specific challenges, support from family, friends, and educators, and the attitude that LD is not an excuse, but an explanation.

A lot of valuable information is packed into this film. The film should be viewed several times to grasp the knowledge presented. It is recommended that the format of this film could benefit from one addition. Perhaps highlighting the critical points in writing after each of Dr. Schultz's segments would help those learners who may need visual prompting to reinforce comprehension.

(Ann Longley, Elizabeth Tracy, Anne Davis, and Carol Fienhage, Students, Masters in Occupational Therapy Program, Lewiston-Auburn College of the University of Southern Maine)

Moore, Dennis, and Johnson, Eric. J.R.'s Story: The Disability of Chemical Dependency [videotape]. Boston, MA: Fanlight Productions (47 Halifax Street, Boston, MA 02130), 1991, 28 minutes, \$195 purchase, \$50/day rental.

J.R.'s Story presents viewers with a sensitive and thought-provoking portrait of the real life journey of a young man with a severe physical disability who is struggling to come to terms with his chemical dependency. The film was produced and directed by Dr. Dennis Moore, a clinical researcher at Wright State University studying the problems associated with substance abuse among persons with severe physical disabilities. Through a series of in-depth personal interviews recorded by Moore between 1990 and 1991 with J.R. and his family, friends, therapists, and probation officer, viewers learn how J.R.'s previous history of drug and alcohol abuse led to his acquisition of a severe physical disability and his involvement with the criminal justice system on charges of drug dealing.

During the course of the clinical interviews, J.R. gives Dr. Moore a detailed description of several life-threatening episodes brought on by his abuse of drugs and alcohol that caused him to be hospitalized. The interviews also describe the negative impact that J.R.'s substance abuse has had on his social functioning in school and on his relationships with family and friends.

With the assistance of Dr. Moore, J.R. enters a special substance abuse treatment intervention recovery program for persons with severe physical disabilities. Within the supportive environment of this specialized treatment program J.R. confronts his chemical dependency head on and learns how to deal with the emotions that caused him to seek refuge in the abuse of drugs and alcohol. Dr. Moore reinterviews J.R. six months after he completes the special treatment program and finds that the treatment experience has enabled J.R. to gain a better understanding of himself and has given him the necessary emotional resources to stop using drugs and alcohol and to deal with his life circumstances in a more constructive and positive way.

J.R.'s Story is a film that provides audiences with a clear, concise, and informative understanding of the little-known special problems encountered by persons with severe physical disabilities when they abuse drugs and alcohol. The film should be included in the curriculum of social scientists developing undergraduate and graduate level courses on psychosocial aspects of

physical disability and chemical dependency. The film would also make an excellent training resource for clinicians working in community-based agencies that provide psychotherapeutic and other types of rehabilitation services to persons with severe physical disabilities and their families.

(Mitchell A. Kaplan, Ph.D., C.S.R.S., Evaluation Consultant, Mayor's Office on AIDS Policy Coordination, Brooklyn, NY)

Moore, Dennis, and Johnson, Eric. J.R.'s Story: The Disability of Chemical Dependency [videotape]. Boston, MA: Fanlight Productions (47 Halifax Street, Boston, MA 02130), 1991, 28 minutes, \$195 purchase, \$50/day rental.

This is the story of a young, handsome man who, like many others of his age, becomes involved with drugs and alcohol. Unlike his friends, J.R. becomes a tetraplegic following an attack by several of his high school football teammates following a night of drinking and drugging. J.R.'s story chronicles his life after this spinal cord injury through a series of candid interviews conducted by researcher Dennis Moore, Ed.D., with J.R., his friends, and his service providers. The journey starts with J.R. reporting his life as a substance abusing person with a spinal cord injury. Much of the dialogue is similar to that of anyone with drug and alcohol problems. J.R. details a number of examples of drug- and alcohol-related accidents that resulted in hearing loss, burns, and hypertensive crises. He rationalizes these experiences as "the acceptable risk" one assumes when using drugs and alcohol. His friends, like the friends of other substance abusers, assist him in getting high and would not think of denying him access to the drugs and alcohol they could not see themselves doing without. J.R. sells and barter drugs for rides and help. "They would rather have a joint than gas money," he states. He gets busted for selling cocaine and enters into a relationship with Dr. Moore as part of the community service hours he is required to do by the courts in place of going to jail. As the story progresses, J.R. drops out of school and has many hospital admissions that are a result of his drug-related accidents. Not once does anyone in the hospital ask him about substance abuse. The medical professionals are too focused on his spinal cord injury to see the whole of J.R. In the medical environment J.R. is viewed as a spinal cord injured patient and his problems are seen as related to this injury. The medical professionals do not look at the total person and neglect to identify the causes of his multiple medical crises. Because of this, J.R. is able to get by without being confronted about his substance abuse. This is not a new issue and the film depicts how serious the neglect of the whole person can be. People with disabilities, just like anyone else, can be plagued by substance abuse. If J.R.'s story were presented without the medical details, the problem of substance abuse would be obvious. But, somehow, we compartmentalize people with disabilities, such as J.R.'s, into categories that ignore problems with which "regular people" must deal. This movie demonstrates the importance of understanding and treating people with disabilities as people with the same social problems experienced by everyone else. By neglecting the whole person or categorizing people with disabilities in a particular stereotypical way, we often fail to see the real issues that concern them.

This film is a valuable learning tool, both for people with disabilities and for health care professionals, because it clearly illustrates the importance of holistically viewing people with multiple disabilities. The film portrays the pitfalls of compartmentalizing the mind and the body.

(Lynn Gitlow, C.A.S., M.Ed., OTR/L, Assistant Professor of Occupational Therapy, Lewiston-Auburn College, Lewiston, ME)

Journal Entries

Health Care on the Internet. Binghamton, NY: Haworth Press, \$85/year institution and library rate, \$38/year individual rate.

You have heard that the Internet is the fount of all knowledge, but how do you find and evaluate that knowledge? Two librarians at Penn State and The Milton S. Hersey Medical Center come to our rescue with a new journal to help health professionals and health care consumers use the Internet effectively to promote and understand health.

All health care professionals are learning that we must become computer literate. As we do, the vast resources of the Internet beckon to us. We remember the first time we walked into a large university library with its many floors chock full of books and journals. Where could we begin to find what we wanted, and how would we know if what we found had any value? The education process taught us to use the card catalog and the various indexes. Now we all need help learning how to use a new resource. With that help, resources beyond our wildest dreams await us.

Subtitled A Journal of Methods and Applications, Health Care on the Internet can offer the help we need. The first issue provides several valuable articles. The Healthtech column reviews software and hardware and provides useful instruction to better understand Netscape Navigator. Editor Wood offers help in finding and evaluating sources of information on the Web in her article, "Consumer Health on the World-Wide Web: Gold or Gilt?" Cleta M. Alix, in a column, "Alternative Medicine: Where Do We Start? Part I," gives some hints on sources of information for a course on Complementary Health Care Therapies. Dr. Fikar's article, "Childhood Asthma Resources on the Internet," could easily serve as an example of how to do research on the Internet. Fikar, now a librarian, moves from a Veronica search to a Webcrawler search showing how truncation and Boolean operators can enhance a basic search. The article on NetWellness, a project of the University of Connecticut, is interesting in its history of an academic, community, and corporate partnership to provide health information via Internet connections on computers in pharmacies, libraries, and clinics to meet the goal of overcoming barriers to the "information poor."

If the editors can continue to offer up-to-date articles and columns, Health Care on the Internet will provide an effective resource. We suggest that the journal be displayed prominently near the Internet terminals in libraries and in community institutions and clinics. We laud the editors for producing a timely and affordable publication which will assist us in getting full value from this new information tool.

(Sallie C. Nealand, R.N., Ed.D., Assistant Professor, Nursing, and Evelyn Greenlaw, M.S.L.S., Campus Librarian, Lewiston-Auburn College, Lewiston, ME)

Coming (and Past) Events

The Midwest Intensive Bioethics Course will be held June 22-26, 1997, at the Sheraton Metrodome, Minneapolis, MN. Contact Center for Bioethics, University of Minnesota, Suite 110, 2221 University Avenue SE, Minneapolis, MN 55414.

October 12-16, 1997, is the date for the World Federation of Public Health Associations 8th International Congress, Health Transition: Opportunities and Challenges, in Arusha, Tanzania. For more information contact WFPHA Secretariat c/o APHA, 1015 15th Street, NW, Suite 300, Washington, D.C. 20005; FAX 202-789-5681.

The Third Global Conference on Aging will be held October 19-24, 1997, in Durban, South Africa. Contact SCA Eckley, Secretary, International Federation on Aging, African Office, P.O. Box 2335, Cape Town, 8000, South Africa.

The 1997 annual meeting of the American Evaluation Association will be held from Wednesday, November 5, through Saturday, November 8, at the Sheraton Harbor Island Hotel in San Diego, CA. Contact AEA Annual Meeting Office, 401 East Jefferson Street, Suite 205, Rockville, MD 20850.

The 4th Annual Conference of the International Society for Quality of Life Research will be held November 5-9, 1997, in Vienna, Austria. Contact Scientific and Administrative Secretariat ISOQOL'97, The Vienna Academy of Postgraduate Medical Education and Research, Alser Strasse 4, A-1090 Vienna, Austria.

Call for Manuscripts

The Summer 1997 issue of DSQ will be on Children and Parents with Barbara Altman as the special editor. The Fall 1997 issue will be on Disability and Literature with David T. Mitchell and Sharon Snyder as special editors. The Winter 1998 issue will be a generic issue under the editorship of David Pfeiffer. The Spring 1998 issue will be on deafness with Sue Foster as special editor. The Summer 1998 issue will be on Disabling Heterosexism: Disability Studies Meets Queer Theory with Shelley Tremain as special editor. The Fall 1998 issue will be on Oral History with Karen Hirsch as special editor. Contributions and suggestions should be sent to the special editors. Instructions for special editors, contributors, and book reviews are found at the end of this volume.

The Society for Disability Studies

The Society for Disability Studies is a nonprofit scientific and educational organization. It is a multidisciplinary and international organization composed of social scientists, scholars in the humanities, and disability rights advocates concerned with the problems of disabled people in society. The purpose of the Society is to bring together people from diverse backgrounds to share ideas and to engage in dialogues that cut across disciplinary backgrounds and substantive concerns. The Society is committed to developing theoretical and practical knowledge about disability and to promoting the full and equal participation of persons with disabilities in society.

The Society for Disability Studies annual meeting will be held May 22-25, 1997, at the Hyatt Regency in Minneapolis. Likely themes for disability studies papers or panels are topics such as

policy, history, sexuality, law, culture, methods, politics, media, literature, pedagogy, gender, self image, cross cultural studies, family, advocacy, activism, and related topics.

Further information on membership and the 1997 annual meeting can be obtained by mail. The mailing address is: Society for Disability Studies, c/o Professor Richard Scotch, School of Social Sciences, University of Texas at Dallas, Box 830688, Mail Station GR3.1, Richardson, TX 75083-0688, USA.

Dues for membership in the Society are based on income and are as follows:

Less than \$15,000	\$15.00
\$15,000 - \$30,000	\$25.00
\$30,001 - \$45,000	\$35.00
Over \$45,000	\$45.00

The Disability Studies Quarterly is published by the Society for Disability Studies. The Quarterly is a multidisciplinary and international journal of interest to social scientists, scholars in the humanities, disability rights advocates, and others concerned with the problems of people with disabilities. The purpose of the Quarterly is to provide a place where people from diverse backgrounds can share ideas and to engage in dialogues that cut across disciplinary backgrounds and substantive concerns. The Quarterly is committed to developing theoretical and practical knowledge about disability and to promoting the full and equal participation of persons with disabilities in society.

Subscription Information

Disability Studies Quarterly comes out four times a year. Each volume is the same as a calendar year. Although the Quarterly is a publication of the Society for Disability Studies, the subscription price for the Quarterly is not included in the dues for the Society. However, members of the Society are entitled to a reduced rate. The prices for a one year subscription are as follows.

Individual	\$35.00
Institution	\$45.00
SDS member	\$30.00
Student	\$20.00
Low Income	what you can afford

Additional postage:

Canadian subscribers by air	\$12.00
Other international (not air)	\$ 6.00
Other international by air	\$16.00

International subscriptions can be obtained by the exchange of newsletters and/or publications relating to disability.

Please specify if you wish to receive the Quarterly by email or on diskette (IBM compatible ASCII, 3 1/2", high density). There is no additional cost for an alternative format.

Checks for subscriptions should be made out to the Disability Studies Quarterly and sent to David Pfeiffer, Center on Disability Studies, Hawai'i University Affiliated Program, University of Hawai'i at Manoa, 1776 University Ave UA 4-6, Honolulu, HI 96822, USA.

The Samuel Gridley Howe Library in Waltham, Massachusetts, is the repository for past issues of Disability Studies Quarterly. The papers and books of Irving Kenneth Zola as well as the books, papers, and manuscripts of Rosemary and Gunnar Dybwad are also deposited there. Bonnie Stecher is the librarian at the Howe Library. The Library is available for research into all aspects of disability.

Past issues of Disability Studies Quarterly are available for \$7.00 each. Please specify the theme of the issue and the volume and issue number. Your request with a check made out to Friends of the Howe Library should be mailed to Howie Baker, MS #044, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110. The Winter issue of each volume is on general disability issues. Past issues with a special focus: Technology (October 1984); Developmental Disabilities (January 1985); Aging and Disability (April 1985); Work and Related Disability Policies (Summer 1985); Women, Disability, and Gender-Related Issues (Spring 1986); Media Depictions (Summer 1986); Psychological Issues (Fall 1986); Baby Doe and Other Neonatal Issues (Spring 1987); International Comparative Issues in Disability (Summer 1987); Teaching Disability Studies (Fall 1987); Self-Help and Independent Living (Spring 1988); Historical Aspects of Disability (Summer 1988); School-Age Children and Disability (Fall 1988); The Experience of Illness and Disability (Spring 1989); Gender and Disability: Sexuality Reproduction Issues (Summer 1989); Communications Technology & Hearing Impairment Issues (Fall 1989); Cross-Cultural - Comparative II (Spring 1990); Disability Demographics (Summer 1990); Media Depictions (Fall 1990); Bioethics (Spring 1991); Disability Policy (Summer 1991); Caregiving and Personal Assistance (Fall 1991); The Body (Spring 1992); Politics of Disability (Summer 1992); Assistive Technology (Fall 1992); Rethinking Mental Illness from the Inside (Spring 1993); Genetics (Summer 1993); Young Children (Fall 1993); Disability Studies Revisited (Spring 1994); National Health Care Reform (Summer 1994); AIDS (Fall 1994); Media III (Spring 1995); Religion, Spirituality, and Disability (Summer 1995); Disability Culture (Fall 1995); Disability and Ethnicity (Spring 1996); Developmental Disabilities (Summer 1996); Disability, Economic Value, and Cultural Values (Fall 1996). Howie Baker <baker@binah.cc.brandeis.edu> can answer questions.

Instructions to Special Editors and Contributors

Every article published in the Quarterly is invited and reviewed by the editor, the special editor, and/or the book review editor. Although not technically a refereed publication, scholarly and professional standards are expected from the authors.

Please submit all material in IBM compatible format in ASCII either on a 5 1/4" or a 3 1/2" disk. Do not use footnotes on the page or any imbedded notes because they will not print correctly. All notes (if used) must be endnotes. If "References" are provided, all citations in the list must be included in the notes or the text. Any citation not included will be deleted. If a "Bibliography" is provided (which includes all references), it can contain material not cited in the text or the notes. Any appropriate and clear form of citation can be used. However, it must be consistent throughout the material.

Gender specific pronouns should be avoided unless appropriate. The form "people with disabilities" or something similar must be used. Do not use contractions or slang unless it is in the

original text which is being quoted. Corrections of grammar and syntax will be done, but every effort will be made to keep the original wording.

Work previously published must be so noted with a complete citation. If a copyright was obtained on the previously published work, written permission from the copyright holder must be included. Previously published work is not encouraged.

While there is no page limitation on individual contributions, authors should discuss the number of pages with the issue editor. The overall issue length is dependent upon funding. Contributors who are not subscribers are encouraged to subscribe. The editor will provide a copy of an issue in which a non-subscriber's material appeared. Authors are responsible for meeting these guidelines.

Special editors are responsible for enforcing these guidelines. The editor's decision in these matters is final, but the editor is very grateful to all contributors and special editors for their hard work.

Reviews, Indexing, and Advertisements

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