DSQ disability studies quarterly

ISSN 1041-5718

Fall 1989

Vol 9 No 3

Editor: Irving Kenneth Zola
Special Co-Editor for this issue on Deafness and Hard of Hearing: Katherine D. Seelman. Former Director of Communication Access Training and Technological Services, Mass. Commission for the Deaf and Hard of Hearing, currently Research Specialist National Council on Disability.

Dear Reader,

1990 marks our first decade. DSQ has grown from an annual of about twenty pages to a quarterly averaging over fifty pages per issue. Printing and mailing costs proceed apace so you will note that we are now experiencing our first major price increase. PLEASE FILL OUT THE FRONT SHEET. ONLY NEW SUBSCRIBERS WHO SIGNED ON SINCE JULY HAVE PAID FOR 1990. If you recently sent in a check it was probably for 1989. In the next year we hope to create a more efficient billing system.

This fall 1989 issue, edited with the cooperation of Kate Seelman focuses on Deafness and Hard of Hearing. Winter 1990 (deadline Dec. 1, 1989) will be our regular generic one. Spring 1990 (deadline March 1) will return to the theme of Comparative and Crosscultural Matters. Dr. Nora Groce (43 Free St., Hingham, MA 02043) will again be the co-editor. Summer 1990 (deadline June 1, 1990) will be entitled Disability Demographics. Dr. Corrine Kirchner (American Federation For Blind, 15 West 16th St, 45-301, New York, N.Y. 10011) will be the co-editor. Fall 1990 (deadline September 1, 1990) will mark a return of concern to The Media. Sandra Gordon (National Easter Seal Society, 70 East Lake St. Chicago, Ill. 60601) will be the co-editor.

Amongst requests for future emphases include 'aging' and general issues of technology. As always we await your suggestions, criticisms and support.

Irv Zola

FOCUS

by Katherine D. Seelman, Research Specialist National Council on Disability

Research, education and advocacy for and by deaf and hard-of-hearing people is emerging as an important element in the disability movement and in disability policy. This issue of Disability Studies Quarterly document some of the activity of

and about this very large and diverse group of people.

There are approximately 18 million deaf and hard of hearing people in the United States. Approximately 2 million are deaf, many of whom have a strong deaf cultural and linguistic identity. The remaining 16 million hard of hearing persons are a diverse group. Age is the major predicter of hard of hearing people. (Approximately 40 percent of people over 75 are hard of hearing.) Deaf and hard of hearing people, like many minority and disability groups, have been the focus of considerable prejudice. The deaf, for example, were often barred from using sign language in their own schools. Today deaf and hard of hearing people continue to be subject to attitudinal and communication barriers. However, the last decades have seen a surge in research and advocacy around language, technology, education and work.

In addition to the Gallaudet uprising of students in support of a deaf president, there has been an extraordinary flowering of deaf culture and an unprecedented number of disability related laws passed by Congress in the last two years. Deaf people from the four corners of the earth poured into Gallaudet in the summer of 1989 for Deafway, a celebration of deaf culture. The following week, Self Help for Hard of Hearing people held a tenth anniversary conference with workshops, seminars and exhibits of the most advanced information and technology in the field. The SHHH Board of Trustees, perhaps acknowledging that civil rights and technology were integrating forces for disabled and minority groups, adopted a definition and strategy for communication accessibility. Communication accessibility was defined as follows: "...the right of deaf and hard of hearing people to information presented directly or over public alerting, public address or public telecommunication systems." Communication access, seen as an extension of the concept of architectural access, includes environmental modifications, access to sign language and oral interpreters, and to assistive technology.

The legislative arena paralleled the cultural arena in productivity. The U.S. Commission on Education of the Deaf, led by Frank Bowe, reported that the status of deaf education was highly unsatisfactory and recommended many changes. (Senate Hearings 100-666, 3/21/88). Several of the Commission's recommendations have been enacted into law, including the establishment of the National Institute of Deafness and Other Communication Disorders (P.L. 100-553) within the National Institutes of Health. Technology for disabled people has finally moved toward center stage. The U.S. General Services Administration has issued "Guidelines for Electronic Equipment Accessibility" pursuant to Section 508 of the Rehabilitation Act (P.L. 99-506). Congress passed the Technology-Related Assistance for Individuals with Disabilities Act in 1988 (P.L. 100-407). This law authorizes

the Department of Education to establish a program of grants to states to develop programs of technology-related assistance.

Traditionally deaf and hard of hearing people have had difficulty accessing information directly by spoken word and by audible signals such as fire alarms, and indirectly by telephone and television. Congressional response to this problem has been minimal in an information age characterized by deregulation, technological innovation and intense competition in the marketplace. However, Congress did pass the Telecommunication Accessibility Enhancement Act (P.L. 100-542) which requires that all essential telephones and telephones sold in the U.S. be hearing-aid compatible. On the state level, states such as California and Massachusetts have enacted legislation to recognize American sign language as a course of study to satisfy the foreign language requirement in secondary education. Florida has passed legislation to require assistive listening systems (ASL) in places of public assembly and California has adjusted building fire codes to require ASLs and visual safety alarms. Most states have special telephone rates for TDD users and many states fund TDD Relay Systems and TDD distribution programs.

While research, education and legislation proliferate, so do the barriers. Increasingly telephone systems, for example, carry automatic voice answering messages and voice mail, which are not accessible to deaf and severely hard of hearing people. To meet the challenge of an accessible information age, researchers, educators and advocates must design systems with features which will serve those who cannot hear, those who cannot speak and those who cannot see as well as those who cannot afford to pay the cost of advanced telecommunication services. At this writing, the Senate has passed the American With Disabilities Act and it awaits action by the House. The Act includes a very narrow section on communications and therefore further legislation will be required to establish communications access as a civil right.

This DSQ then documents both the promise of ongoing research and education and the challenges for deaf and hard of hearing people and other individuals and groups who are interested in equal access to information.

The views represented in this issue of DSQ do not necessarily represent those of the National Council on Disability of the Massachusetts Commission for the Deaf and Hard of Hearing.

It has been a real pleasure for me to coedit this edition of DSQ and I want to thank all the many contributors, and especially I. King Jordan, Frank Bowe, Roeky Stone and Ralph Guertin whose commentaries on the Gallaudet protest comprise a fitting series of End Notes to this edition of DSQ.

COMING EVENTS

November 5-9, XIII Latin American Congress of Rehabilitation Medicine (AMLAR), Lima, Peru. Contact: A.M.L.A.R., calle 22 No. 254, San Borja, Lima 21, Peru.

November 6-9, First International Symposium on 'Universalism, Mental Health and Coexistence'. Contact: Prof. Holyst, Chairman, Polish Society of Mental Health, Zarzad Glowny, 03-729 Warszawa, U. Targowa 59M.16, Warsaw, Poland 0807620.

November 9-11, International Congress on Development, Handicap and Rehabilitation: Techniques and Epistemology, Florence, Italy. Contact: OIC, Via G Modena 19, I-50121 Florence, Italy.

November 17-21, 42nd Annual Scientific Meeting of the Gerontological Society of America, Minneapolis, MN. Theme: "Aging Differently." Contact: Society Office, 1275 K Street NW, Suite 350, Washington, DC 20005-4006.

November 19-22, Conference and Exhibition on Contemporary Applications of High and Low Technology, Practical Research, Innovative Inventions and Training Programs in all Areas of Disability on theme 'Paper Clips to Silicon Chips', Hobart, Tasmania, Australia. Contact: Paper Clips to Silicon Chips 1989 Conference, c/o Dine & Associates, 351 B Liverpool St., Hobart, Tasmania, Australia 7000.

November 27-December 1, Third World Congress of Disabled Peoples International, Bogota, Colombia. Contact: Association Colombiana de Personas Impedidas, Carlos Alberto Botero Toro, Cra 54 Nol 129A-25 Apto 113 A.A., 1575 Bogota, Colombia or Diane Driedger, Congress Coordinator, DPI III World Congress, 134 Plaza Drive, Winnipeg, Manitoba R3T 5K9 Canada, (204) 261-6381.

December 7-9, 16th Annual Tash Conference, Theme: "Regular Lives Now!" This conference will re-examine policy issues and technical and functional strategies for full integration of children and adults with severe disabilities in school and the community. Contact: Hiroko Roe, TASH Conference Coordinator, TASH: The Association for Persons with Severe Handicaps, 7010 Roosevelt Way N.E., Seattle, WA 98115, (206) 523-8446.

March 21-24, 1990, CSUN's Fifth Annual Conference, "Technology and Persons with Disabilities." The Conference site will be the Los Angeles Airport Marriott Hotel. Scholarships are available for parents and persons with disabilities. For further information contact: Dr. Harry Murphy, Office of Disabled Student Services-DVSS, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330.

March 21-24, 1990, The National Task Force on Deaf-Blind Persons and Technology will meet at the Fifth Annual

Conference, "Technology and Persons With Disabilities." The Task Force is responsible for presenting the latest information on technology for deaf-blind individuals. Pacific Telesis Foundation and Lutheran Brotherhood Insurance Company have awarded grants to CSUN for scholarships (waivers of $150 registration fee) for parents and persons with disabilities. For further information, please contact: Dr. Harry J. Murphy, Office of Disabled Student Services-DVSS, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330, (818) 885- 2578.

May 14-19, 1990, The International Academy of Pediatric Transdisciplinary Education presents an International Conference for the Child and Family, Beijing, China. For further information write: Dr. Judith Cohen, I.A.H.D. 3625 Bainbridge Ave. Bronx, N.Y. 10467, USA or call Judith Cohen (212) 231-7000 or (718) 634-0686, Dr. Chen: (718) 604-5000.

CALL FOR PAPERS

Third International Conference on Traditional Asian Medicine. Bombay, January 4-7, 1990 to present papers or organize sessions, please write to the chairman of the Scientific Programme Committee: Prof. Charles Leslie, University of Delaware, Center for Science & Culture, 28 West Delaware Avenue, Newark DE 1971-6, U.S.A. Registration: The Secretary, III ICTAM 1990, IASTAM-INDIA, c/o Zandu Pharmaceutical Works Ltd, Gokhale Road South, Dadar, Bombay 400 025. INDIA, Tel: 430 70 21 Gram: ZANDU, Telex: (011) 76072 ZNDU, Fax: 91 22 4375491 ZNDU.

Journal of Contemporary Ethnography invites submissions for a special issue devoted to "Stigma and Social Interaction." Papers should report findings using ethnographic, field research, or other qualitative methodology or deal with theoretical issues in the qualitative analysis of stigma. For this issue, stigma should be defined in the relatively broad terms in which Goffman originally conceptualized it, that is, as some mark or sign, either external internal, that would spoil the individual's identity were it known to certain others. The following sorts of articles are appropriate: (1) Articles that consider how one particular stigma, such as physical disability, minority race, or mental illness, affects the individual in everyday life, (2) Articles that find common threads in the ways in which different stigmata effect performance in everyday life. (3) Articles that deal with other aspects of the situation of the stigmatized, such as the necessity for passing or for dealing with medical personnel or caretakers. (4) Articles that examine ethnographically one particular residence or treatment site. (5) Articles that examine theoretical conceptualizations in the study of stigma, especially those from a Goffmanian or from a modified labeling perspective.

The deadline for submissions is July 1, 1990. Send four (4) copies of each submission (and all inquiries) along with a $10 submission fee (payable to the JOURNAL OF CONTEMPORARY ETHNOGRAPHY) to the guest editor: Carol Brooks Gardner, Department of Sociology, Indiana University, 425 Agnes Street, Indianapolis, IN 46202.

Health Education Quarterly is planning a theme issue on combining quantitative and qualitative methods in the diagnosis, planning, implementation, and evaluation of health education/health promotion programs. It is anticipated that the issue will be published in 1991. Authors with ideas for papers, or those who would like further information should contact: Allan Steckler, Dr. P.H., Associate Professor, Department of Health Behavior and Health Education, School of Public Health, University of North Carolina, Chapel Hill, NC 27599-7400, phone: (919) 966-3761.

The Journal of Disability Policy Studies will address a broad range of topics on disability policy from the perspectives of a variety of academic disciplines. The Journal will publish articles pertaining to both macro-policy issues (such as the social constructions which direct and constrain policymakers) and micro-policy issues (such as legislative remedies and regulatory matters). Authors should submit five high-quality copies of the manuscript along with a cover letter slanting the type of article being submitted and verifying that the manuscript has not been published or submitted elsewhere. Please include a complete mailing address and telephone number. Send the manuscript copies and cover letter to the Editor at the following address: Kay Fletcher Schriner, Ph.D., Editor, Journal of Disability Policy Studies, University of Arkansas, Department of Rehabilitation Education and Research, 346 N. West Ave., Fayetteville, AR 72701, (501) 575-3656.

XII World Congress of Sociology, Madrid-Spain, July 9-13, 1990. "The Sociology of Health Promotion, Chronic Disease Disability." Gary Albrecht, Gary, Professor of Health Re-sources Management, University of Illinois at Chicago, School of Public Health, Box 6998, Chicago, IL 606080.

Birth: Issues in Perinatal Care and Education invites original research and commentary that examine women's and parents' social, psychological, and educational needs and perceptions in pregnancy, childbirth , and during the postpartum period. For further information and author guidelines, please write: Diony Young, Associate Editor, Birth, 43 Oak Street, Geneseo, NY 14454.

Independent Living Conference 1990: May 12-15, 1990. Hyatt Bethesda Hotel, Bethesda, MD. Topics for lectures,

workshops or focus groups: personal assistance, self-advocacy & systems advocacy, housing, assistive technology, IL skills training, Title VII, Part A, Reauthorization of Rehabilitation Act, Disabled Parents/Nondisabled Children, ILC Management Issues, Transportation.

Deadline: Nov. 1, 1989. For more info contact: Susan Elkins, Conference Coordinator. Independent Living Conference, Research and Training Center on IL, 3111 Haworth-BCR, University of Kansas, Lawrence, KS 66045.
913-864-4095 (voice/TDD)

Journal of Family Issues will have a special number on the "The Impact of Workplace Family Policies." Papers based on studies of the consequences of such policies for families and/or businesses rather than descriptive reports are the focus. Papers should be no longer than 30 pages, double-spaced, and are due by November 30, 1989. Send manuscripts to: Joan Aldous, Department of Sociology, University of Notre Dame, Notre Dame, IN 46556.

Minority Women and Health: Gender and the Experience of Illness' editors seek original essays for this multidisciplinary anthology. Historical, literary, sociological, and autobiographical perspectives encouraged. Submit proposals or completed essays to: Susan E. Cayleff and Barbara Bair, Editors, c/o Department of Women's Studies, SDSU, San Diego, CA 92182.

Current Research on Occupations and Professions: invites submission of abstracts concerned with human service occupations and professions for Volume V. Theoretically informed empirical studies as well as conceptual analyses are sought. Please send abstracts to: Gale Miller, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI 53233.

Perspectives on Social Problems: invites submissions of theoretically grounded studies of social problems. This publication is part of the JAI Press Research Annual Series. Manuscripts may be conceptual, empirical or methodological and should be developed within a clearly articulated theoretical framework. Please submit three copies to the editors: Gale Miller or James A. Holstein, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI 53233.

RETROSPECTIVE

"Papers Presented at the Forum on Marketplace Problems in Communication Technology for Disabled People." Sponsored by the Washington Program of the Annenberg School of Communication and the Gallaudet Research Institute. J.W. Marriott Hotel, Washington, D.C. Feb. 20-21, 1986.

These position papers were organized around the theme of marketplace problems of assistive technology manufacturers and disabled consumers. The papers were presented by representatives of large and small businesses,

a disabled consumer organization, the federal and state regulatory agencies and various third party payment and taxation interests.

These papers continue to have relevance because they address the seemingly intractable problems involved with moving assistive technology from the development stage to a marketplace of low income consumers. On the one hand, AT&T argued that the marketplace can do the job. On the other, a small business representative illustrated problems of insufficient venture capital, small profit margins, fragmented, small markets and low income consumers. Papers by the Veteran's Administration, the U.S. Congress of Technology Assessment, the National Council on disability and by a tax expert address some of these problems. Experts argue that the public regula-tory systems and public finance tools provide both assistance and barriers to accessing assistive technology. The paper by the National Center for Law and the Deaf, speaking for the consumer, indicates that consumers know that but are tired of waiting! (Reported by Kathrine D. Seelman)

OPPORTUNITIES, AWARDS, FUNDING

The Electronic Industries Foundation Rehabilitation Engineering Center (EIF/REC) announces the availability of a paper entitled Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products By Persons With Disabilities. Written for planners and administrators within service organizations, assistive device companies, and government agencies, the paper examines the loan guarantee or "assistive financing" concept as applied to markets for products designed for persons wit disabilities. The paper introduces and analyzes a number of model programs that are pioneering the assistive financing concept in assistive devices markets. A limited number of copies are available free of charge. Address copy requests to: Librarian, Electronic Industries Foundation, 1901 Pennsylvania Avenue, NW, Suite 700, Washington, D.C. 20006.

National Cancer Institute Cancer Prevention Fellowship program. The purpose of this program is to attract individuals from a multiplicity of health science disciplines into the field of cancer prevention and control. Funding permitting, ten fel-lows will be accepted for up to three years of training beginning July 1, 1990. For de-tails and application packet send a postcard with your name and home address to: Douglas L. Weed, Cancer Prevention Fellowsip Program, Division of Cancer Prevention and Control, National Cancer Institute, Executive Plaza South, T-41, Bethesda, MD 20892; (301) 496-8640.

The Stanford Humanities Center will be offering eight external fellowships for 1990-91 intended for postdoctoral scholars and teachers in the humanities, or those in other

fields working on related projects, who would be interested in spending the academic year at Stanford. The fellowships are primarily intended to enable fellows to pursue their own research and writing; however, recipients are also expected to devote about one-sixth of their time to teaching or in some other way contributing to intellectual life at Stanford. The deadline for application is December 1, 1989. Application materials and information regarding eligibility, and selection criteria may be obtained by writing: Morton Sosna, Associate Director, Stanford Humannities Center, Mariposa House, Stanford University, Stanford, CA 94305-8630.

Radcliffe College anounces a program of small grants to support post-doctoral research drawing on the data resources of the Henry A. Murray Research Center. The Radcliffe Research Support Program offers grants of up to $5,000. The Center is a national repository for social science data on human development and social change, particularly the changing life experiences of American women. For complete program information and application guidelines, please write to: The Radcliffe Research Support Program, Murray Research Center, 10 Garden Street, Cambridge, MA 02138.

The International Disability Exchanges and Studies (IDEAS) Projects funds U.S. Disability Specialists and advocates to explore exemplary foreign programs, policies and practices in Western and Eastern Europe, Canada, the Carribean and Central and South America. The IDEAS projects is jointly administered by the World Institute on Disability and Rehabilitation International. Deadlines for applications: October 15, 1989 and January 15, 1990. All travel must be completed before July 1990.

To apply contact:
World Institute on Disability
1720 Oregon Street
Suite 4
Berkeley, California 94703
Telephone/TDD: (415)486-8314
Telex: 446871
Modem: Western Union Easylink
Mailbox #: 62116910
Fax: (212)505-0871

The World Rehabilitation Fund administers a similar project, the International Exchange of Experts and Information in Rehabilitation (IEEIR), which funds U.S. disability specialists and advocates to study in Asia and the Pacific, Africa and the Middle East.

Deadlines for applications: October 15, 1989 and January 15, 1990. All travel must be completed before July 1990.

To apply, contact:
Diane Woods
International Exchange of Experts and Information in Rehabilitation
World Rehabilitation Fund
400 E. 34th Street
New York, New York 10016.

FILM CLIPS

By Nora Groce (Harvard Univer-

sity Medical School) and Gary Kiger (Sociology, Utah State University)

The Challenge of Independence
Producer: John Weiler, Color. 29 minutes. 1988. The Center for Business and Economic Research, University of Dayton, 300 College Park Ave., Dayton, OH. 45469-0001. VHS: $95; 3/4":$120.

The premise of this film is that disabled individuals can and should take control of their own lives. An upbeat narrator, (himself disabled), introduces us to four individuals: Claude, blinded as a young man, is now retired; Becky, a deaf single mother now attends college; Johnny, who continues in the music business despite a disabling car accident; and Vicki a mentally retarded young woman now living in a group home and becoming increasingly independent. All these individuals are successful- meeting or surpassing the goals they had set for themselves. Stress is placed on the fact that these are not "superheroes," only normal folks trying to get the best out of life. The underlying premise of this film appears to be that by showing how four people cope with various aspects of their disabilities, other disabled individuals will be inspired to do the same. The message is obviously well-intentioned, and although the film itself covers little new ground, there may be some viewers who will find ideas and perhaps even inspiration here. There is an underlying assumption however which proves troublesome-at least to this reviewer. Throughout the film, the full responsibility for success is placed on the disabled individual. If disabled individuals do not succeed, we are told bluntly, perhaps they are not trying hard enough. Never mentioned are the social, political or economic factors with which disabled individuals must cope. Issues of political activism or public advocacy are never raised. A perky outlook on life and a "yes I can" spirit goes only so far. (Nora Groce)

The World at His Fingertips, 28 minutes, color, 1987. Produced by: Jane Milliken, Roberts Productions, & the Helen Keller National Center. Directed by: Dick Roberts. Distributed by: Filmakers Library, 124 East 40th Street, New York, NY 10016. Sale: $500 (16mm), $300 (video). Rent: $55 (16mm).

Mike Van Orman was diagnosed with nephritis and drugs were prescribed. A side effect of the drug treatment was Mr. Van Orman's loss of hearing. Shortly thereafter, he lost his sight as well. Faced with the significant demands of adaptation, he enrolls at the Helen Keller National Center for Deaf and Blind Adults and Youth. Mike Van Orman learns a form of sign language in which particular hand positions are used to correspond to letters of the alphabet. A blind and deaf person can use this system to communicate.

The film is interesting for two reasons. First, we learn about the program at the

Helen Keller National Center for Deaf and Blind Adults and Youth. Remarkable work is being done there to teach participants to communicate and to become independent in their daily living. Second, the film deals head-on with personal problems that emerged when Mike Van Orman lost his sight and hearing. His friends and family had difficulty adjusting to the changes. Ultimately, he divorced his wife; they had two children.

The film, from a public education standpoint, is uninteresting for a variety of reasons. The film is shot in a quasi-documentary fashion; that is, there are long periods of time during which the camera is facing a person straight-on while they talk and talk and talk. Second, the film does not break any new ground. There are any number of films about disability out there; some better than others. This film could be any of the other films in terms of its public education value. From film to film the type of disability may be different, but the films themselves seem to run together unless there is a distinctive feature about the production.

Nora Groce, Harvard University.

<u>In Der Nacht- Vision of Deaf Survivors of Nazi Oppression</u>, A photo-narrative exhibition, Produced by: Marla A. Petal and Michelle Baron, Written by: Marla A. Petal, In cooperation with: Rose Rosman, Prof. Horst Biesold, and David Bloch.

"In Der Nacht" is a documentary photo-narrative exhibition that explores the falsehood that some people are inherently less worthy than others. The central story belongs to Rose Steinberg Feld, who reconstructs her life from the photograph album left by her husband Max. The photographs, and Rose's own words reveal the radiant future that once belonged to a generation of young deaf Jews. Max's photos show their schooldays at the Israelite School for the Deaf in Berlin (until its destruction in 1942, one of the finest schools for the deaf in Europe) and their temporary escape to Paris.

Alongside Rose's story, "In Der Nacht" traces the progression from the early eugenics movement in the U.S. and Europe, to the practice of eugenic sterilization of disabled people culminating in the Naze program of genocide. This is explained by photographs, documents, and research largely gathered by Professor Horst Biesold, of the University of Bremen in West Germany. The exhibit ends in tribute to the Jewish deaf community today, to the people around the world struggling to rebuild and to reestablish their dignity.

"In Der Nacht" previewed during the XV World Games for the Deaf and premiered at the Martyr's Memorial and Museum of the Holocaust in Los Angeles in 1985. The exhibit is available for touring internationally. For more information please contact: All the People, 543 N. Fairfax Ave., Los Angeles, SA 90036

(edited from a publicity release).

It Happens at Home...A Guide for Language Enrichment A Video Presentation from the New York League for the Hard of Hearing. It is available exclusively from the New York League for the Hard of Hearing, 71 West 23rd Street, New York, NY 10010-4162, 212/741-7650 (VOICE) 212/255-1932 (TDD). The cost of each tape is $19.95 plus $5.00 for shipping for 1/2" VHS or 3/4". The tape comes with a printed text as a guide.

This ten-minute videotape features lively action and verbal exchange between adults and four toddlers with severe and profound hearing losses: in the home, at the park and in the yard. Daily routines such as picking up toys, washing, diapering, setting the table, dressing to go outside, raking and breaking twigs give clear examples of well-inflected speech and brief sentences used by adults in modelling and expanding the children's spontaneous one - word approximations. Objects, actions and people are routinely labelled in short sentences related to a child's activity at the moment. The techniques demonstrate to viewers the ease with which multiple meanings of a concept can gradually become apparent to toddlers who are at the stage of situational comprehension in the development of receptive language.
Active listening is an integral part of the children's language experience. The adults expect these children to listen without looking; they talk to the child although he is not looking and the techniques used are clearly observable.
The comments of an offscreen narrator are ponderous at times and distracting. In the reviewer's judgment, the use of questions directed to a child in one brief segment is not appropriate for one in the early stages of receptive language development and verbal self-expression.
I recommend this videotape for parents and others who are "just getting started" in gaining confidence and satisfaction during the natural times of adult/young child interaction on an average day. That applies to adults relating to infants and toddlers with normal hearing, too.
Winifred H. Northcott, Phd. Consultant and Lecturer: Educational Programming for the Hearing Impaired, Minneapolis, MN.

Assistive Listening Devices may be purchased @ $75.00 per tape (1/2" VHS & 3/4") + $5.00 shipping and handling from the New York League for the Hard of Hearing, 71 West 23rd Street, New York, NY 10010-4162, 212/741-7650 (VOICE) 212/255-1932 (TDD).

The New York League for the Hard of Hearing has prepared an excellent 17-minute videotape which reviews the major types of assistive listening devices. The video shows devices which may be used in the home or in the office for alarms, warning and communication. The video also demonstrates devices which may be used for communication in

recreational settings. The tape would probably be useful for professionals (including especially physicians), hearing impaired persons and their families, and business executives who have hearing impaired persons on their staffs or are hearing impaired themselves. The captioning would probably be insufficient for a person who had to rely on that alone to understand the contents of the film, but it provides useful notation for those with mild-moderate hearing losses. The tape does not profess to include all such devices but it does give a clear overview of the major types of assistive listening devices. It provides some contrasting information to allow the uninitiated to choose among devices designed for the same purpose. The tape would probably be of most help to family members of hearing impaired (or the hearing impaired themselves) and least help to the hearing professional. It could also serve as an introduction to students in aural rehabilitation or amplification classes.

Laura Ann Wilber, Ph.D.
Professor of Audiology, Northwestern University.

Videotape Series on Hearing Aid Orientation

A videotape series, "You and Your Hearing Aid: Sound Advice," designed to help hearing aid users has recently been produced by the New York League for the Hard of Hearing, the country's oldest and largest not-for-profit out of hospital hearing rehabilitation agncy. There are three video-tapes in the series.

Tape I, entitled "Hearing Loss and Hearing Aids," focuses on how the ear works, and examines the variety of hearing aids available today, and the training and counselling available to maximize their efficacy.

Tape II, "Caring For Your Hearing Aid," deals with the basic care and operation of hearing aids and problem areas.

Tape III, "Hints For Hearing-Impaired People and Their Families," examines problems faced by hearing impaired people and offers solutions in learning how to cope with them in an assertive and realistic manner.

Narrated by Ed Herlihy, well-known radio-tv personality, the tapes feature members of the professional staff of the League: Jane R. Madell, Ph.D. Director of Audilogy; Ellen Pfeffer, M.S., Senior Audiologist; and Joshua Gendel, B.E.E., Director of Technical Services.

The series can be purchased from the New York League for the Hard of Hearing, 71 West 23rd Street, New York, NY 10010, for $79.95, plus $10 shipping/handling cost for all three tapes are also avilable at $29.95 each, plus $5 shipping/handling cost for each tape.

Reviews of each follow:

TAPE I- You and Your Hearing Aid: Sound Advice - Part I

This is a professionally produced videotape which presents a discussion of the nature of hearing loss and an introduction to amplification. The tape provides a good basic overview of the anatomy of the

ear, sound transmission through the ear, and etiology of hearing loss. There is a good brief description of the clinical assessment of hearing loss, including a look at audiograms and how different types and degrees of hearing loss are displayed on them. An introduction to amplification enables the viewer to get a close look at different types of hearing aids.

The entire tape is presented in clear, "everyday" language, yet there is no feeling of the presenters "talking down" to the viewer. There is verbatim captioning throughout which is beneficial for use with groups of hearing-impaired individuals, but also benefits the normally hearing listening in recognizing any nonfamiliar vocabulary.

The tape would be quite appropriate as an introductory portion of an adult aural rehabilitation group. It would also serve well to enhance a lecture to service organizations interested in hearing loss, inservice training to nonprofessionals, or as part of an introductory course in communication disorders.

Antonia Brancia Maxon, Ph.D. Associate Professor of Audiology, University of Connecticut.

TAPE II- Caring For Your Hearing Aid

This video is an excellent presentation of the way in which the hearing aid user should go about caring and protecting his hearing aid. The format of Mr. Josh Gendel discussing the typical problems relating to hearing aids with a group of adult hearing aid users enhances the presentation of the material and simulates areal class in the rehabilitation process. Questions emerging from the group resulted in a problem-solving format, which generated interaction between members of the group and Mr. Gendel. Troubleshooting the hearing aid by the hearing aid user was presented in a clear, concise and informative manner which would enhance our understanding of the things that should and should not be done. There was a lot of good information persented, which could have been reinforced by a summary of the main points listed on the screen and repeated. All in all a very informative and well done video.
Reviewed by: Irving Hochberg, Brenda Lasky-Broeker, Orna Eran, Larry Medwetsky, and Liat Kishon-Rabin. City University of New York Graduate School, Ph.D. Program in Speech and Hearing Sciences.

TAPE III- Hints for Hearing Impaired People and Their Families

The need for such a videotape is significant. Not only does it address the many problems that a new hearing aid user is likely to encounter, it clearly illustrates strategies for dealing with these problems.

The videotape takes the form of an interview with an audiologist which is conducted by Ed Herlihy. All of the dialogue is captioned to allow the hearing-impaired viewer the opportinity to follow the videotape with ease. Information concerning hearing loss and reasonable expectations

for hearing aid use are discussed. Difficult listening situations, such as those encountered in restaurants, theaters and other public places as well as problems encountered in the home are not only discussed by the audiologist but are illustrated by a series of vignettes in which hearing-impaired individuals, and in some cases, their family members, change the listening environment in order to aid in the communication process. The tape stresses that the hearing-impaired individual should be assertive and let others know the ways in which communication can be facilitated.

Different assistive listening devices are explained and demonstrated. These devices offer many options to the hearing-impaired individual who finds that a hearing aid does not always provide optimal benefit in every listening situation.

The videotape ends with a musical rendition of a song entitled "Don't Shout - I can Hear You." While some viewers may find this too theatrical for such a serious subject, it reminds us that along with all of our strategies and technology, a sense of humor can't hurt.

Claire F. Taub, D.A., CCC-A
Assistant Professor, William Paterson College.

CURRENT RESEARCH

Commentary

Older Persons with Hearing Loss: A Neglected Minority by Janet L. Pray, Sociology and Social Work, Gallaudet University.

Although approximately 30% of persons sixty-five and older experience hearing loss, scant attention has been given to the needs of this population. Perhaps its high incidence is a factor in the all too common view among professionals and among older persons themselves, that hearing loss in aging is to be expected and that not much can be done about it. This misconception is unfortunate because it presents a major obstacle to identification and utilization of resources which are available to enhance communication and reduce the isolation so frequently associated with with late onset hearing loss.

A person of any age with hearing loss will tell you that communication in group situations is difficult to nearly impossible. Thus, older persons who have a hearing loss report virtual isolation at family gatherings; inability to understand the excited chatter of their grandchildren; difficulty enjoying the theater, concerts, movies; stress and conflict in relationships with spouse and family; and ultimately for many, withdrawal from social situations. Two additional phenomena compound the problem: 1)the devalued status of older persons in our society; 2) the stigma which is still associated with hearing loss, despite the recent truism articulated by Dr. I. King Jordan, Gallaudet University's first deaf president, that "deaf people can do anything but hear."

The picture portrayed above appears bleak, but an equally important perspective is that withdrawal and social isolation do not have to be the inevitable consequences of aging and hearing loss. There is a great deal of new technology available for persons of all ages who have hearing loss, but much needs to be done to make this technology available to people. For example, audiologists providing care to older persons with sensorineural hearing loss still face the task of dispelling the notion among many professionals as well as consumers, that they cannot benefit from hearing aids. In addition, there are numerous types of assistive listening, telecommunication and alerting devices which can facilitate hearing and understanding among persons of all ages. At the same time, with sophisticated technology comes cost, and one of many concerns is that Medicare and most private insurance companies will not pay for the cost of hearing aids and the devices discussed here.

Joint publications of the National Information Center on Deafness at Gallaudet University and the American Speech, Language, Hearing Association provide excellent information on aging and hearing loss and assistive devices (see for example, Aging and Hearing Loss: Some Commonly Asked Questions by William McFarland, Ph.D. and B. Patrick Cox, Ph.D. and Alerting and Communication Devices for Hearing Impaired People: What's Available Now by Loraine DiPietro, M.A.; Peggy Williams, Ph.D.; Harriet Kaplan, Ph.D.). In 1986, the Office of Technology Assessment of the U.S. Congress published a background paper, Hearing Impairment and Elderly People, which is avilable from the U.S. Government Printing Office and provides a good over-view of the problem and services.

For all of the value of technology however, it would be a mistake to think that adaptation to hearing loss and reduction of withdrawal and social isolation is only a matter of technology. Providers of service; older persons with hearing loss, their families and members of their support system; and our whole society must consider, and be prepared to respond to, the combined impact of psychological factors (such as feelings of decreased competence because of difficulties the hearing loss imposes on communication) and social factors (such as devalued status and stigma identified above).

It is important to recognize too that there is significant difference between those who develop a hearing impairment as they age, and those who are deaf since birth or very early in life, communicate in American Sign Language, and who consider themselves culturally deaf and not disabled. As Gaylene Becker points out in her book, Growing Old in Silence (Univ. of California Press, 1980), the latter are valued as transmitters of deaf culture and tradition to the younger members of the deaf community. Furthermore, they have aged and sustained relationships

within the deaf community and do not experience the isolation of persons who acquire a hearing loss late in life and who may withdraw because of difficulties with communication. They, therefore, do not experience the grief and mourning common to persons who have, in fact, "lost" hearing.

A. National Research to Develop Network for Public School Programs for the Hearing Impaired,

Thomas N. Kluwin,
Gallaudet Research Institute
Gallaudet University
(202) 651-5205

The purpose of this research is to generate new knowledge about public school programs, to obtain relevant data about a large sample of programs over a relatively long period of time, and to provide direct services to these programs in the form of educational innovations.

The process of developing educational innovations centers around regular and systematic contact with the school personnel. In the cooperative research to development model used in this system, the school personnel define and prioritize their needs, the university research team develops possible solutions, and both sides establish the feasibility of the proposed project. At this point the school districts often support pilot work related to the project while the university research team seeks external funding to support a national level implementation and evaluation. Such a process has already resulted in the implementation a nationwide project to improve the writing skills of hearing impaired high school students.

The network consists of sixteen public school programs for the hearing impaired in the United States and Canada. While some of the programs have infant or pre-school through high school educational programs, the network is concerned primarily with secondary school students.

This system has been in operation for three years. The core of the system is a longitudinal study of three classes of hearing impaired students. The oldest group will graduate in 1989. The purpose of longitudinal study is to provide information about the process of educating hearing impaired children in public school programs. The longitudinal study will produce an overview of the experiences of hearing impaired students as they progress through a public high school. The study is tracking three cohorts of students through their high school experience. Currently there are 335 students active in the study.

Data has been collected on the students' educational backgrounds, family situations, basic aptitudes, ninth grade achievement levels, social and emotional adjustment, and coping strategies. Additional data collections are planned on the students' vocational plans and communication ability.

Application for a process-ori-

ented writing program for hearing paired students in public schools

Thomas N. Kluwin
Gallaudet Research Institute
Gallaudet University (202)-651-5205

This is a two and one half year quasi-experimental study of the implementation of a writing program involving 325 students in 10 public school districts around the United States. During each of the first two years of the project, there is a training objective for the teachers, an observation phase to ensure that training was effective, and a data collection to assess short term effects of the intervention. At the end of the second year there will be a pre-post model assessment of the effectiveness of the program using the age cohort before implementation as the baseline.

The training for the first year consisted of a general orientation to several topics including developing a rationale for writing, considering writing as a process, not a project, and the promotion of written production through a non-judgmental approach to journal writing.

Dialogue journals shared weekly between hearing impaired and hearing partners were done during the second half of this year. This "dual diary" system encourages verbal production, offers a Standard English language model, and begins to encourage a sense of audience in the young hearing impaired writer. At present the dual diaries are being coded using a discourse analysis approach. Several types of relationships appear to develop between the hearing impaired and the hearing writers. The most common type is the development of a new friendship between the students which frequently culminates in group social events or individual contact between writers. A less common type of experience is a parallel relationship where both writers are sufficiently self-absorbed that no relationship develops. Another interesting but less common relationship results in the discovery of new insights about the writer as a result of corresponding to someone else. Apparently language changes do take place in the writing of the hearing impaired students, but those have not been systematically investigated yet.

Some important parameters appear to be the presence of about 30 to 50 hearing impaired students at the same site, good formal and informal relations with the regular class teachers, and physical proximity to the corresponding class. The "language gap" between the hearing and hearing impaired students was handled in several ways. In some settings, it was not at all noted; in others, the more linguistically able students happened to be very tolerant; and where necessary, some of the teachers helped out.

At the end of 1989, post-test writing samples will be collected to evaluate the overall effectiveness of the approach to teaching writing.

B.Interaction and Support: Mothers and Deaf Infants-by Kathryn P. Meadow-Orlans (Gallaudet University).
This research in progress is designed to investigate the impact of early deafness on the interaction of deaf infants and their normally hearing mothers during the first eighteen months of the child's life. Specifically the study focuses on the relationships between the face-to-face interaction of these mothers and infants and the infants' motivation to master the physical environment, their ability to cope with interactive stress, and their developing communicative competence. These developmental areas will be viewed within the context of family stress in response to the diagnosis of deafness and available support from internal and external sources.
A research team at Gallaudet (K. Meadow-Orlans, P.S. Day, L.S. Koester and R.H. MacTurk) is currently completing the second year of a three-year project. (Collaborating investigators are based at Georgia State University, University of Texas in Dallas, University of Massachusetts in Amherst, and University of Pittsburgh. With a grant from the Division of Maternal and Child Health, Bureau of Health Care Delivery and Assistance, researchers are recruiting forty mother-infant dyads: 20 normally-hearing mothers with hearing-impaired infants and 20 with normally hearing infants. Through internal Gallaudet funding, comparable data are being collected from deaf mothers with deaf and with hearing infants. It is expected that findings from this project will be useful to behavioral scientists interested in infant development and also provide a knowledge base for early intervention with deaf infants and their parents. Expected completion date is May, 1991.

C.At the Research and Training Center on Deafness and Hearing Impairment (4601 West Markham St, Little Rock. Ar. 72205), Afaf El-Khiami is conducting a survey on the Work History of Hearing Impaired Postsecondary Alumni. Most studies related to the employment of hearing-impaired persons are cross-sectional and focus on the type of occupation these individuals have at the time the information is collected. This may occur at the conclusion of the delivery of specific services such as: education, training, rehabilitation, etc. Their objective is to document the effectiveness of these services, various placement strategies, and/or agencies and institutions involved in the identification and provision of occupational opportunities for hearing-impaired persons.
The present research differs in that it is a longitudinal study. It explores the jobs obtained by a national sample of 1983, 1984, and 1985 alumni of sixty-two postsecondary programs for the hearing-impaired during the five years following their graduation. It also addresses their labor force behavior and the factors that affect their vocational patterns such as their perception of their abilities, of

the labor market of the job characteristics they would consider in looking for a job. Their geographic as well as their career mobility, the sources of information as well as the support they have received in finding these jobs, their satisfaction and their earnings will also beexamined. Unemployment exceeding a one-month period is documented and any assistance sought in this respect from vocational rehabilitation and/or state employment agencies recorded. In addition to the basic sociodemographic variables collected on the respondents and their exposure to public service agencies and programs, two additudinal scales have been added to abtain information about their perceptions of these programs and evaluate their needs for services.

Afaf El-Khiami is completing a study of Transition from School to work or to post-secondary education of a national sample of a 1987 hearing-impaired graduates from residential and day programs for the deaf as well as those mainstreamed in public highschools. It is funded by the National Institute on Di-sability and Rehabilitation Research. Data for this study is collected on state, school and individual levels. In addition to the information obtained from the respondents upon graduation from high school and one year later, relevant data was also sought from their parents and their vocational rehabilitation councelors. Subsequently, a comprehensive file was developed using the hearing-impaired graduates as its basic unit. The design of this file, though complex in its implementation, presents definite practical and methodological advantages well worth the effort. From a practical point of view, the scope of information collected on the transition of every hearing-impaired graduate in the sample would have been difficult to obtain from one source. Seeking the information from the target group most likely to have the answers does not only divide the burden of providing the data but also increases the reliability of the response. Methodologically the availability of such a file allows for more powerful analyses to be performed at the individual level rather than at the group level. The final report for this project is expected by the end of the current year.

D.<u>Research in Progress</u> compiled by Dennis Gjendingen, President, Clarke School for the Deaf, Northampton, MA. Communication accessibility via the telephone has long been denied deaf and hard-of-hearing people. Technology has alleviated the problem with TDDs and particularly with easily available microcomputers providing equal access to both deaf and hearing users. Limiting the use of this powerful technology has been the historic enigma of teaching English language competencies to deaf children, sufficient to maximize available telecommunications. Several research projects are currently underway looking specifically toward enhancing English language acquisition skills in deaf students.

a.The Center for English Language Acquisition, operated jointly between CLARKE- School for the Deaf/Center for Oral Education and Smith College professors Drs. Jill and Peter deVilliers has just completed a three-year study funded with private foundation and individual gifts. The project had three phases: 1. Develop a base of descriptive data on the acquisition of oral English in deaf children; 2. Devise new tools with which to assess expressive English language skills; and 3. Develop pedagogical tools for the classroom teacher.
A language acquisition curriculum is in preparation and a book will be forthcoming. Further information is available from Dr. Peter deVilliers, Director, Center for English Language Acquisition, CLARKE, Round Hill Road, Northampton, MA 01060.

b.The Corliss Center in Rhode Island is administering a joint federal study of language acquisition by deaf individuals with a cooperative endeavour between: the Rhode Island School for the Deaf, directed by Dr. Peter Blackwell; the Center for English Language Acquisition at CLARKE, directed by Dr. Peter deVilliers; and Boston University, directed by Dr. Robert Hoffmeister.

The four components of the overall design consist of:
1. Developmental psycholinguistic study of 120 students in representative residential and day programs for the deaf at three different ages --8,12, and 15 years.;
2.Study of the methods and techniques used in English language instruction in the classrooms of these students and of the classroom language environment in which language acquisition is taking place;
3.Based on the data acquired in 2., look at specific issues in teacher-training programs that relate to teach English to deaf students;
4. Analysis of the language acquisition literature and its relevance for instruction in English for the Deaf.

Further information is available from Dr. Peter Blackwell, Corliss Center, Providence, Rhode Island.

c. Several projects looking more at student's utilization of telecommunications than at specific language acquisition have been underway at the Jenks Center at CLARKE. For further information about these projects contact Robert Storm, Director, Jenks Center, CLARKE, Round Hill Road, Northampton, MA 01060.

E. <u>National Institute on Disability and Rehabilitation Research</u>, a selection of sponsored research:

1. CENTER FOR THE ADVANCE OF DEAF CHILDREN
1044 Los Alamitos Blvd. Los Alamitos, CA 90720. (213)-430-1467. David Zawolkow, Project Director.
To establish validity and reliability of processes and materials to evaluate expressive signing skills of teachers and educational interpreters for deaf children in public schools - the purpose of this project is to

establish the validity and reliability of evaluation processes to assess the expressive signing skills of teachers and educational interpreters for hearing impaired children.

2. GALLAUDET UNIVERSITY RESEARCH INSTITUTE
Technology Assessment Programs, 800 Florida Ave., N.E., Washington D.C. 20002. (202) 651-5257. Judith Harkins, Ph.D., Project Director.
Robotic fingerspelling hand for communication and access to text by Deaf-blind persons.

3. UNIVERSITY OF MIAMI
Mailman Ctr. for Child Development. P.O. Box 016820. Miami, FL 33101. (301) 547-6350.
Development and use of sensory aids for the deaf- This project will provide key information about communication of speech sounds to the deaf through artificial hearing delivered via another sensory modality, the sense of touch.

4. NORTHEASTERN UNIVERSITY
360 Huntington Avenue, Boston, MA 02115. (617) 437-2492. Adele Proctor, SC.D., Project Director.
3-5 Year old deaf children: Comparison with/without tacticle devices- This project will evaluate with deaf children ages 3-5 years the overall effects of a wearable, vibrotacticle aid on speech production, and identify which specific speech features are most affected by tactile aid usage.

5. UNIVERSITY OF PITTSBURG
Office of Research, Box #350, Pittsburgh, PA 15260. (412) 624-2964. Harold W. Gordon, Project Director.
Cognitive function and achievement in deaf persons- the theoretical objective of this project is to extend previous results to determine if performance of specialized brain function and laterality differ between hearing and deaf individuals.

6. LEXINGTON CENTER, INC.
RESEARCH AND TRAINING DIV.
30th Avenue and 75th Street, Jackson Heights, NY 11370. (718) 899-8800 x230. Harry Levitt, Project Director.
Rehabilitation engineering Center on Technological Aids for Deaf and Hearing Impaired Individuals- The center's objectives are: 1) two state-of-the-art studies--one on hearing aid technology and another on alternative technologies for deaf persons; 2) development of performance standards and evaluation protocols. Special emphasis will be given to development of measurement and calibration that can be used with new generation digital hearing aids; 3) design and development of new hearing aid systems; 4) development of new tests of compression and noise reduction of hearing aids, particularly for fitting on profoundly hearing impaired persons; 5) design and develop new technologies to improve recognition and reproduction sounds from various sources, using alternate sensory signals such as light, vibration, or tactile stimuli; 6) design and develop new, reliable alerting systems to

provide deaf and hearing impaired individuals with warning of emergencies or hazardous conditions; 7) dissemination activities will include development of information and training materials in various media and will provide training disabled individuals and families in the selection and use of optimum technology for "hearing".

7. UNIVERSITY OF ARKANSAS
Fayetteville, AR 72701. (501) 371-1654. Douglas Watson, Ph.D., Project Director.
Transition from school to work for deaf youth- conduct a national study to examine the variations that exist in cooperative transitional programs involving state vocational rehabilitation agencies and special education programs serving deaf and hard-of-hearing students. Particularly how the potentials for interdisciplinary and interorganization collaboration are structured and implemented and to assess the extent to which deaf students and their families are full participants in the process.

8. OREGON STATE SYSTEM OF HIGHER EDUCATION
Teaching Research Division, 345 N Monmouth Ave., Monmouth, OR 97361. (503) 838-1220. Michael Bullis, Ph.D., Project Director.
Transition study of persons who are hard of hearing, deaf or hearing impaired with secondary handicapping conditions - an intensive, longitudinal follow-up study of cohorts of students who have left the school system will be coupled with a follow-along study of cohorts of students as they leave the schools: A national survey of transition planning mechanisms for the target population will be conducted and a profile of this service mechanism will be established; an investigation will be conducted to identify weaknesses in existing transition services; and variables that are associated with successful transition mechanisms will be identified with a review of the literature and analysis of exemplary transition linkages.

9. UNIVERSITY OF ARKANSAS
120 Ozark Hall, Fayetteville, AR 72701. (501) 371-1654. Douglas Watson, Ph.D., Project Director.
RTC on Vocational Rehabilitation of Individuals with Deafness/hearing impairments- Both research and training core areas involve the use of a programmatic approach for the identification, development, demonstration, and dissemination interventions to enhance employment and psychosocial adjustment. Each core area includes material development and training projects to enhance the dissemination and utilization of new techniques for the improvement of rehabilitation outcomes of deaf persons through the use of employment and psychosocial adjustment interventions.

10. OVAL WINDOW AUDIO
4 Collins Road, Yarmouth, ME 04096. (207) 846-62250. Norman Lederman, M.S., Project Director.
Development of an improved assistive listening system for educational, occupational and

recreational settings- this phase II project will concentrate on the further development and pilot testing of new concepts that address the limitations of current designs in the field of assistive listening systems for the hearing impaired and related service delivery methods.

11. NEWINGTON CHILDREN'S HOSPITAL
181 East Cedar Street, Newington, CT 06111. (202) 732-1143. Marian Hall, Project Director. Abledata database program- The goals in this project are to expand Abledata, to develop information and referral services that are responsive to the special technology needs of consumers and professionals and to provide the data to major dissemination points to ensure wide distribution and availability of the information to all who need it.

BOOK NOTES

COMMENTARY

Disability Studies or Minority Rights adapted by Judith Treesberg from an article by MJ Bienvenu (editor of TBC news and co-director of The Bicultural Center, respectively).

Allow me to set up a scenario. On a very nice spring day, two important meetings are being held in a downtown hotel in a large city. In one conference room a group of disabled people have gathered to try to find ways to work together to get more government funding and better protection of their rights. In addition to people with mobility impairments , blind people, amputees, people with "hidden" disabilities, and representatives from an association for retarded citizens as well as some mentally retarded people representing themselves, there are hard-of-hearing people, people who lost their hearing in accidents, and people who became deafened late in life. These hearing impaired people believe they are just like hearing people except that they cannot hear. To aid communications in this meeting, there is an audio loop and both oral and signed English "interpreters".

Meanwhile, across the hall, another group has gathered to organize themselves in order to lobby for financial support and protection of their rights, including accessible public communications. The people in this meeting represent many different language minorities in the United States. They use interpreters and various technologies to communicate with one another so they work for the goals they have in common without sacrificing their heritage or cultures.

Now suppose you and I and an American sign language interpreter enter the hotel and start down the hall. Which meeting do you suppose we belong in?

The meaning of Deaf is not "cannot hear". Instead, Deaf people have traditionally considered themselves to be a distinct minority group with a separate language and culture that has generally been

overlooked and/or oppressed by the hearing majority, abled and disabled alike.

The Gallaudet uprising focused much attention on deaf people. When disability rights activists began to identify themselves with that struggle, they tended to blur the distinction between Deaf and deaf/hearing impaired. Now some organizations for the deaf have also started to adopt the disability label in order to have more political "clout". Many Deaf activists and their hearing supporters are questioning that strategy. They are asking themselves who really benefits when Deaf people attempt to work in coalition with disability groups? Do these groups acknowledge the unique identity of the deaf community? Do we really have the same priorities in education and other areas? More and more deaf people have organized to win formal credit for ASL as a foreign language. How can we fight for official recognition of ASL and allow deaf people to be defined as "communications disabled" at the same time?

These and other questions remain unanswered. For more information on Deaf language and culture in addition to the book and resources listed elsewhere in this issue of DSQ, the following are recommended:

Bienvenu, MJ and Colonomos, Betty. American Deaf Culture. A series of fine one-hour videotapes. Available from TJ Publishers in Silver Spring, MD. 1987.

Lane, Harlan. When the Mind Hears. New York: Random House, 1984.

Lane, Harlan, ed. The Deaf Experience. Translated by Franklin Philip. Cambridge, MA: Harvard University Press, 1984.

Wilcox, Sherman, ed. American Deaf Culture. Silver Spring, MD, 1989.

TBC news. The newsletter of the Bicultural Center provides a forum for Deaf activists and their supporters. $12/yr. Inquiries to the Bicultural Center, 5506 Kenilworth Avenue., Suite 105. Lower Level, Riverdale, Maryland 20737.

Association for the Advancement of Rehabilitation Technology, RESNA. Rehabilitation Technology Service Delivery: A Practical Guide. RESNA, Suite 700, 1101 Connecticut Avenue, N.W., Washington, D.C. 20036.

Rehabilitation engineering and technology has entered a new age. The new age is an age of service delivery and a life cycle concept of assistive technology. Rehabilitation Technology Service Delivery is an excellent practical introduction into a new age rehab. The guide describes existing models of service delivery, such as Durable Medical Equipment Supplier and the state agency-based program and comments on limitations and issues related to these models. Marketing, funding, program development and implementation are thoroughly explored. There is a case study of "Business Practices in Seating Service Delivery". A final chapter is a veritable resource lode of

references to agencies, organizations and statistics. There is also a description of the components of a "Holistic" Delivery System.

This guide is the result of demands by many prominent people in the rehabilitation field that the rehabilitation engineering centers be directed toward developing a service delivery system that meets the day-to-day needs of people with disabilities. The National Institute of Disability and Rehabilitation Research funded the Electronics Industries Foundations as lead agency in a consortium that includes RESNA. The guide is one outcome of this effort and indeed a primer for those in the rehab field. (Katherine D. Seelman)

Baker, C. and R.Battison, eds. Sign Language and the Deaf Community: Essays in Honor of William C. Stokoe. Silver Spring, Md.: National Association of the Deaf, 1980.

Sign Language and Deaf Community is a classic. The book is a unique collection of readable articles written by specialists in linguistics, education, psychology, sociology, anthropology, drama, interpreting and second language teaching. Beginning with a summary of research findings on American Sign Language, the book describes how this new information has dramatically altered society's understanding of deaf people and their culture. Sign Language in the Deaf Community is dedicated to Dr. William C. Stokoe, a pioneer in the field of sign language research. It is basic reading in deaf education. (Katherine D. Seelman)

Bernard Bragg (as signed to Eugene Bergman), Lessons in Laughter, The Autobiography of a Deaf Actor. Washington, D.C.: Gallaudet University Press, 1989, 219 pp., $17.95 hardcover.

Bernard Bragg is a remarkable individual. Long before the advent of the National Theater of the Deaf (NTD) in 1967, the deaf community considered Bragg to be its premier talent. Denied many of the opportunities available to deaf actors today, Bragg, a non-speaking artist, realized that sign language was a "beautiful and powerful language in which to illuminate poetry and perform theater." Unlike his father, Wolf, who acted in deaf community theater groups, Bragg determined to share his art with both hearing and deaf audiences. Honing his skills with Marcel Marceau, he performed professionally in San Francisco nightclubs and a weekly one-man television show throughout the 1960's. When David Hays proposed the formation of the NTD, it was natural that such a company could not be created without the presence of Bragg.

Lessons in Laughter then is the story of Bragg's evolution as an artist. As such, readers will find much background and "insider" information about the National Theater of the Deaf and his

career as a playwright and television coach. Equally important is the story of Bragg and his family. There are very few accounts of a deaf man, born of deaf parents. As such, Bragg shares powerful insights into sign language as his natural language as well as the deaf community and the frustration and discrimination routinely experienced by its members. One of many is the story Bragg tells when his mother is hospitalized shortly before her death.

Although an autobiography, Bragg did not write this work in the usual sense. Utilizing sign language, he signed his stories to his deaf colleague, Eugene Bergman who then wrote the text. For readers who are interested in the differences that sign language bring to a story, this autobiography provides a rare opportunity for comparison because Bragg's story has been told before. In 1972, Helen Powers wrote Signs of Silence, Bernard Bragg and the National Theatre of the Deaf. Much of the basic information in Bragg's autobiography repeats Powers' earlier work; however, Bragg's own story is much richer in detail and in several respects, more personal particularly when Bragg talks about his parents. The text is richly illustrated by more that thirty photographs from Bragg's family and career. Given a choice between the two texts, Lessons in Laughter is this reader's recommendation.

(John S. Schuchman, Dept. of History, Gallaudet University)

Brown, C. et al. (1989) Computer Access in Higher Education for Students with Disabilities: A Practical Guide to the Selection and Use of Adapted Computer Technology. 2nd edition. The High-Tech Center for the Disabled of California Community Colleges Chancellors Office, 1109 Ninth Street, Sacramento, CA 95814.

This elegant, cross disability guide was funded through a grant from the Fund for the Improvement of Post- Secondary Education , U.S. Department of Education. THe purpose of Computer Access in Higher Education, and indeed the High-Tech Center is to provide guidance to educators, advocates and students so that disabled students have access to technologies which allow for full participation in post secondary education and employment settings.

The High-Tech Center's training unit in Sacramento is a support unit for a state-wide network of High-Tech Center. The network provides adaptive computer services to persons with orthopedic, visual, hearing, or learning disabilities. The Guide is a highly readable publication which provides a description of the history of the Center, the conceptual approach to design the Center, guidelines for choosing equipment and disability adaptations. A chapter of the Guide is devoted to each disability area. The High-Tech Center itself was designed as a

training facility, not a cloister. Students come to the Center to learn how to use adaptations appropriate to their disability. When a functional level of competence had been attained, disabled students make the transition to mainstream courses, where, if computers were used, adapted computer technology would be available at the various computer facilities on campus.

Computer Access in Higher Education should be cloned for college campuses throughout the United States. (Katherine D. Seelman)

Combs, Alec. Hearing Loss Help. Santa Maria, CA: Alpenglow Press, 1986.

Hearing Loss Help is a practical, how-to-do-it guide for hard of hearing consumers. Author Alec Combs set out to educate and succeeds admirably by presenting a range of necessary information. The topics he covers include: medical causes of hearing loss, communication needs, how to improve environmental listening conditions and the availability and use of assistive devices. Since Combs is hard of hearing, his examples are accurate and believable. Hearing Loss Help ends with a resource list of organizations, a bibliography and a glossary. The book does not address the option of learning sign language or the use of oral or sign language interpreters, perhaps because the target audience seems to be moderately hard of hearing people. However, the book is a highly readable practical tool for hard of hearing people who need information about how to maximize the quality of their communication experience. (Katherine D. Steelman)

Commission on Education of the Deaf, "Toward Equality: Education of the Deaf". A report to the President and the Congress of the United States by the Commission on Education of the Deaf. Washington, D.C.; Superintendent Documents U.S. Government Printing Office, March, 1988.

"Toward Equality: Education of the Deaf" is a landmark report of recommendations by the Commission on Education of the Deaf Act (COED). Established by the Education of the Deaf Act of 1988, the COED was directed to study infant, early childhood, elementary, secondary, post secondary, adult and continuing education programs for persons who are deaf. COED was also charged with studying federally assisted programs relating to instructional media and captioning services. The final report makes recommendations, many of which have generated lively debate. For example, the report recommends that the Department of Education "refocus" the least restrictive environment concept by emphasizing appropriateness over least restrictive environment. The report recommends that research project funding become much more competitive

rather than the current practice of concentrating research funding at Gallaudet University of National Technical Institute for the Deaf. The COED report should be required reading for education professionals in deafness. The report is limited to deaf people and does not address the educational needs of hard of hearing persons, although the recommendations have some applications for this population. (Katherine D. Seelman)

Davis, J.ed. Our Forgotten Children" Hard of Hearing Pupils in the School. Minneapolis, MN.: AudioVisual Library Service University of Minnesota, 1977. 58 pp. NP.

Our Forgotten Children is a classic study of the problems and needs of hard of hearing children in a school setting. It was written to stimulate special education training centers and school officials to provide adequately trained school personnel for and to provide awareness about the problems of serving hard of hearing children in accord with the mandate of P.L. 94-142. The book is a series of articles by specialists about the meaning of "hard of hearing child", the educational environment, personnel and services, training for specialists and the need for further research. Special education professionals in the area of hearing impairment are only now beginning to distinguish between the very special needs of deaf and hard of hearing youngsters. Unlike the controversy surrounding mainstreaming deaf youngsters, hard of hearing youngsters are usually mainstreamed without question about their special needs. This book is an early attempt to get at that problem. (Katherine D. Seelman)

Evans, Donald and William W. Falk. Learning to Be Deaf. Berlin, New York, Amsterdam: Mouton de Gruyter, 1986. 228 pages; $34.95.

This book begins with the potentially interesting theoretical question of whether it is possible to become socialized - to learn to apprehend the social world-without language. It uses participant observation to apply the question to a sociologically understudied group, that of deaf students in a residential school. Although the question may be important, it is misapplied. This and many other flaws in the book have convinced this reviewer that this is a very bad and potentially dangerous book which in any case does not supply an answer to the question that is posed.

The question is misapplied because it assumes that the students in fact have no language at all. While substantial evidence indicates that many deaf students have language deficits, and while in the worst scenario a deaf child can begin school with almost no language skills, it cannot be assumed (and is not at all clear from the data

presented here) that these students have no language. What they do have is little or no spoken language, substantial English deficits, and skill in an iconic language, American Sign Language (ASL). Both the art of signing and the use of ASL do not qualify as language to these authors, a position in contradistinction to that taken by linguists and others in recent years. If we were to rephrase the authors' guiding question to represent more accurately what they are investigating, it would read "Can non-English understanding and speaking children come to apprehend an English-speaking society." Actually, if we were to expand the question to include a more complete understanding of the background of many of the children, it would read, "Can non-English speaking and understanding children, who have little communication with their parents, who live in an isolated and bureaucratic environment with little exposure to the outside culture, come to apprehend American society." Both of these are very different questions than the authors'.

The methodology used here is participant observation of one residential school in the South. As such, it shares the problems of participant observation and case studies, namely analysing the data without bias and knowing if the conclusions can be generalized. Problems in their data analysis and conclusion are severe. Other interpretations of their data could posit causal factors other than the language deficit to which they attribute all findings. Among salient causal factors which they ignore are the social structure of the total institution which the students inhabit, their relationships with their families, the families' ability or inability to communicate with the students, and the students' relative lack of exposure to American culture.

The generalizeability of their results is also in question, as it is in all case studies. Although the authors initially deny any desire to generalize, their language usage frequently belies this expressed intention. In statements such as "...It is a rigid mode of thinking typical of deaf people generally. The deaf are used to concrete, specific concepts and their application" (p.172).

Thus both theoretically and methodologically the book suffers from severe problems. In addition, its biased tone makes it offensive to both deaf and hearing readers. The depth of their dislike for ASL is a bias which permeates their theory, methodology and conclusions. Additionally, the use of phrases such as 'the deaf', as in the quotation above, is itself offensive to many people with hearing impairments. The writing style of the book is one in which one paragraph is as likely to contradict a preceding one as to support it, and even its inadequate proofreading, which has produced a book with as many grammar, punctuation and typographical mistakes as I have ever seen, add to the overall impression of a book which should not have been

published. If that seems to be too strong a statement, I would even strengthen it by adding that, because there are so few sociological analyses of deafness to date, the publication of this book is particularly dangerous to deaf people as well as being bad sociology.

Finally, I would add that the book is mistitled. It is not about learning to be deaf, but rather about the students' inability to learn to become hearing Americans. A good book about learning to be deaf is in fact needed and would be an important addition to the socialization literature. However, this is not a good book, and it is not about learning to be deaf. (Sharon N. Barnartt, Gallaudet University).

Fletcher, Lorraine. Ben's Story: A Deaf Child's Right to Sign. Washington, D.C.: Gallaudet University Press, 1987.
Spradley, Thomas and James P. Deaf Like Me. New York: Random House, 1987.
West, Paul. Words for a Deaf Daughter. New York: Harper & Row, 1968.

In a touching book , Lorraine Fletcher relates experiences she and her family had when they were propelled into the world of special education with its confusing philosophies, pedagogies and technologies. Nearly 20 years ago, my wife and I had similar experiences when we discovered that the infant we had just adopted was deaf. Names, places, details of medical systems and classrooms differ, but much of Ben's Story resonates with our recollections.

The idea of hearing parents signing to their deaf infant was novel and experimental for us. Fletcher demanded it, still her experiences paralleled ours. In exceptional prose, she relates the details of her struggle to give her son "the right to sign." Through her, we learn about the English system and, perhaps most compassionately, the noble efforts of family members, friends and teachers to "deal with Ben and his problem," a problem which, according to Fletcher, transforms into a workable maturation process within the context of sign language.

Ben's Story, taken with others of its ilk, can tell us a great deal about the range of meanings associated with deafness in families. To ascertain that range, I pair it with Paul West's Words for a Deaf Daughter and Thomas and James Spradley's Deaf Like Me.

West, also English, is a professional writer, a man who values the artful mastery of language. In near poetry, he communicates with his daughter in a future, or even imagined time, when she can at least appreciate his love for the sounds, shapes and inner life of language. Words for a Deaf Daughter is an eloquent expression of the dreams a parent can have for a deaf offspring. It stands as an ignored declaration for the acceptance of "special children"-- a beautiful sentimental affirmation of human communicative spirit. But West, writing in the

1960's, doesn't even consider signs as a part of the formula, and this is significant since signs rarely approach, for hearing people, the stature of the spoken word.

In Deaf Like Me, the Spradleys write, more contemporarily, of the struggle to communicate with a deaf child in a hearing family. This book is as human as West's but moves the reader into a broader appreciation of the social and cultural worlds of deaf people. It is a manifesto to the understanding of communicative diversity. West's book embodies both the sadness and joy hearing parents can experience with a deaf offspring. The Spradleys underscore the practical impact of signing and communication. While Fletcher pays more attention to educational settings and less to the emotions of family than the Spradleys, she, too, portrays human potential in terms of capacity to communicate and places sign language at the heart of this drama. Ben's Story stands out for its documentary approach, tracing Ben's development through connections with the deaf world and through key personalities.

Personal accounts of hearing parents dealing with deafness are often moving and inspirational, but more than this, they contain the conflict and tension that is instrinsic to the situation itself. On the one hand, West captures the emotional ambiguity parents feel in their child's attempts to speak, and on the other, Fletcher resolves that ambiguity by opting for signing. I am aware that many professionals believe that the battle over signing and speaking is history. Some even suggest that a victory belongs to signers. Others operate from a philosophical stance which they believe incorporates all that is good and useful from both approaches. But, at least, at the level of human experience, the tension is still very real, and Fletcher's book relates it.

The stories told by Fletcher, West, and the Spradleys add human dimensions to sign and words, and while successive generations of parents deal with issues of language choice in a fundamental way, the struggle is still over the social identity of children, something that is hardly unique to parenting a deaf child. The dilemma faced by all parents is between imparting identity to their children and dealing with the identity that their children achieve. Unfortunately, by focusing on young children, we may not see that the struggle over "what kind of person" an offspring becomes is lifelong, and the choice of "signs or words" is but a part of a larger picture of cultural and social selections to be made by both parent and child.

Fletcher offers a hopeful vision for a pluralistic society which can accommodate and tolerate diversity of all kinds. Its view of people is humanistic and caring and it compels us to extend rights into a full range of activities, including language choice. West's book is an in-

dividualistic appreciation of communication and human potential. His own literary account, a testimony to what might be. And the Spradleys tell an appealing story that thrusts signs into the middle of the lives of hearing people.

Books such as these have appeal because it is easier to see choices and consequences at the start of things. Enjoy these stories now, because the plot thickens and complicates as deaf children grow. Options faced may still be couched in signs or words, but there are many other social forces operating through and in the communicative process. Perhaps these books of beginnings will someday be supplemented with books of becoming. (Jeffrey E. Nash, Sociology, Macalester College, St. Paul)

Gannon, Jack R. The Week the World Heard Gallaudet. Washington D.C.: Gallaudet University Press 1989, 175 pp. $19.95, paper.

This book chronicles the student protests which shut down Gallaudet University and which resulted in the selection of the first deaf president in this country's premier university for deaf students. Combining text with an extensive collection of photographs, the book covers events leading up to the strike, the week of the strike itself (March 6-13, 1988), and a few of the events directly following the resignation of President Zinser and the appointment of President Jordan.

This is not a pretentious book. It does not attempt to summarize deaf culture (the author has already done that in his book Deaf Heritage), nor does it systematically attempt to frame the revolt at Gallaudet in some broader political, social or cultural context. Both the tone and physical layout of the book follow more in the genre of coffeetable reading than say a treatise on social movements. As such, this book should be admired for what it is and not criticized for something it does not pretend to be. Nonetheless, through its intertwining of text and pictures, this book does provide readers with a level of intimacy about the events at Gallaudet that would have been impossible to achieve had the author approached this topic in a more traditional academic fashion.

For those who closely followed the Gallaudet uprising as it unfolded on national television and in the print media, much of what is contained in this book will already be quite familiar. In spite of the fact that the author is a Gallaudet administrator and thus could be expected to have access to some of the more "behind the scenes" events of the strike, there is little startling in such information; indeed, most "new revelations" appear rather benign. Nonetheless, there is much contained in this book that should be of interest to those studying social protest movements and campus unrest. As one small example, there is a photograph on page 85 of two police cars running a gauntlet of student protesters. The cars appear to be carting off students. In

the accompanying text, however, we discover that rather than being arrested, these students are being transported by Gallaudet security to an off-campus meeting with (then) President of Gallaudet, Elizabeth Zinser (the hearing president against whose tenure the students were protesting). Where else but at Gallaudet? On that same page is a political cartoon by Washington Times' Bill Garner. The cartoon depicts a mob of unattractive and hippie-ish refugees from the 60s about to burn a very attractive and Joan-of-Ark-ish President Zinser at the stake. Contrast this image with any of the students captured in the myriad of photographs populating this book: the contrast is marked. These are not the SDS students of the '60s. These are not even the children of Woodstock. These are largely white, middle-class, well-dressed, clean and friendly-looking young people. There are decided differences between the Gallaudet strike, and for example, the student strike at Howard University almost exactly one year ago that need to be further explored.

As a final point, future readers of this book should remember that this is a chronology of a student protest put together by sympathetic insiders. It is authored by the director of Gallaudet's Office of Alumni Relations and advancement and published by Gallaudet University Press. The photographs were taken by Jeff Beatty, an undergraduate student at Gallaudet, and Chun Louie, the head of photographic services at Gallaudet. It should not be surprising, therefore, to find that this book contains a highly partisan account of something (social conflict) which by its very nature is considerably more complicated and multifaceted than advocates of one side or the other would like us to believe. In the context of this warning, however, I would still recommend that this book be read by anyone seriously interested in either student unrest or disability as a social movement.

In closing, I would like to add that as Gallaudet has faded from the public consciousness over the past nineteen months, this easily readable book with its plethora of photographs continues to serve me as a very important and personal reminder of a time when Gallaudet became my own Mecca and deafness the seal of my own emotional identity. (Frederic Hafferty, Behavioral Sciences, School of Medicine, University of Minnesota Duluth).

Jones, Lesley, Kyle, Jim and Wood, Peter L. Words Apart: Losing Your Hearing as Adult. London: Tavistock Publications, 1987, 267 pp., nlp.

In the past twenty-five years scholars have begun to examine seriously the lives and experiences of those who are deaf from an early age and communicate through sign language. Yet, as Lesley Jones and his colleagues remind us, most people who experience a hearing loss do

so as adults and do not sign. Through in-depth interviews with more than 100 people who became hearing impaired as adults and with their spouses, close relatives or others in their homes, Jones and his colleagues explore how those involved live with an acquired hearing loss.

Words Apart complements the growing social constructionist view of disability. It indicates that the social consequences of hearing impairments do not exist independent of what those involved make of the impairments. While responses varied, adults with acquired hearing impairments often became an "invisible group." By pretending to follow conversations when they did not; by mutually limiting interaction with significant others to short, essential exchanges; through being left out of their children's activities; and through many other responses; adults with acquired hearing impairments often became isolated.

Words Apart also complements growing realization that the experience disability is not static. Through the use of a model of four phases of a hearing impairment (and through follow-up interviews), Jones and his colleagues examine how living with an acquired hearing loss may change over time. Often experiences became worse. Recognizing that hearing impairments are social, interactional matters, Jones and his colleagues offer some suggestions for intervention that go beyond individual, technological fixes. Their work may assist those who are words apart to come together. (Paul C. Higgins, Department of Sociology, University of South Carolina)

La More, Gregory S. Now I Understand. Washington, DC: Gallaudet College Press, 1986, 48 pp.

Now I Understand explains hearing impairment to young children. In it, a hearing impaired boy named Jeff enters a hearing classroom. The book describes the problems Jeff has, and the childrens' and teacher's responses. When at first Jeff appears to ignore the helpful advice of his peers about a soccer game, the children are confused, and approach their teacher for help. Jeff is new, and the children are not aware of his disability. The teacher explains the situation to the children, and spends the next two days describing various aspects of hearing impairment. By doing experiments in speechreading and distinguishing sounds, the children learn what it would be like to be hearing impaired. They learn the anatomy of the ear and possible reasons for hearing impairment, what it would be like to go to an audiologist, and what the different types of hearing aids are like. The teacher then presents sign language, oral and total communication as other means of interaction. Finally, the class discusses methods of accomodation it will use to help Jeff receive the most gain from his school

experience. The teacher's descriptions are accompanied by colorful diagrams that further clarify the material and make this book an excellent learning source.

This book presents a scenario of how, in the best of all possible worlds, the mainstreaming of a deaf child would be handled. It has been my experience, however, that children are not always as understanding as the children in this book, nor teachers as willing to devote so much time and energy to the issue. To the mainstreamed hearing impaired child who is teased, misunderstood and isolated at school, this book could prove confusing and unaffirming. This is an extremely important book, however, for hearing teachers and children to read, so that understanding and acceptance increase, and we will become one step closer to that best of all possible worlds. (Bonnie Gracer, Galllaudet University)

Larocca, Joseph and Turems, Jerry. The Application of Technological Developments to Physically Disabled People. 1978, 113 pp., $6.00.

The authors have an immodest goal. They intend to assess the impact of technological advances and rehabilitation technologies on disabled people, particularly blind, deaf and wheelchair disabled people. Generally they do a good job. Their report includes examples of the intended opportunities and unintended barriers presented to disabled people by some modern technologies. For example, the blind person may have benefitted from the introduction of the radio but for the deaf person it was a new source of communication isolation. However, the report has serious deficiencies. They include dated material and the absence of pertinent material covering events after the publication of the report in 1978. What really smacks one in the eye, however, is the lack of material on the use of microprocessing and personal computer. The personal computer became popular in the 1980's.

Nonetheless the report takes the reader through the research and development, marketing and diffusion stages of the technological process. This is useful. Using the case study method, the Optacon reading machine for the blind, for example, is walked through each stage of technological development and at each stage, problems are identified. The crucial finance role of the U.S. government is apparent at the R&D stage. Strangely, the need for financing the equipment so that it becomes affordable for the disabled consumer is not emphasized. The report also describes technological applications for disabled people in the areas of employment, housing and transportation. As with other sections the authors cite excellent examples of projects and bibliographic resources such as the Rehabilitation Engineering Centers, initiatives by disabled individuals and Housing and Urban Development

accessibility studies.

The report lacks hard numbers on disabled people who have access to technological wonders such as the Kurzweil Reading Machine, but these numbers simply do not seem to exist. Further the public policy section does not cite such post-1978 legislation as the Telecommunications for the Disabled Act of 1982 nor the studies conducted by the U.S. Congress Office of Technology Assessment on technology and the handicapped. Since the AT&T divestiture and the deregulation trend were post-1978 they are not mentioned. However studies focusing on technology and disabled beople are rare. This is a solid effort and I recommend it. (Katherine D. Seelman)

Orlans, Harold (Ed.). Adjustment to Adult Hearing Loss. San Diego, Calif.: College-Hill Press, 1985, viii + 204 pp., $25.00.

This volume contains twelve papers originating in a research seminar held at Gallaudet in 1983-84.

Peter Ries outlines the demography of the estimated 13.4 million persons with moderate and 840,000 with severe hearing losses in 1977. George Maddox discusses the social and economic condition of the large segment of this population aged 65 and over.

Empirical studies reviewed by Kathryn Meadow-Orlans show the importance of the degree of loss, residual hearing, age of onset, personal circumstances at work and home, and other factors to the individual's adjustment. A sense of control--the feeling that the individual can or cannot control his or her life-- is critical, Hilde Schlesinger argues, to the kind of adjustment that is made. Her analysis (based on clinical observations) is similar to that (based on surveys and interviews) of James Kyle and his associates of the importance of an ability to maintain and control communication to the satisfactory functioning of deafened adults.

An account of the trauma of, and triumph over, sudden total deafness is given by Jack Ashley who, elected to the British parliament in 1966, became totally deaf in 1967 after a "minor" ear operation. Pauline Ashley adds a view of that experience as seen by a wife and family members.

The effects of deafness on the family are explored further by Herbert and Jane Oyer. Harriet Kaplan discusses the benefits and limitations of hearing aids, assistive devices, and lipreading. Howard Stone, founder of Self-Help for Hard-of-Hearing People, tells the story of that organization's efforts to encourage deafened adults to help themselves.

Reviewing the conclusion reached by the seminar, Laurel Glass and Harold Orlans both note the marked differences between the relatively small, homogenous community of signing deaf people, and the large, heterogeneous population (not "community") of adults with varying kinds and

degrees of hearing loss. Nonetheless, they suggest that the former group offers lessons for the latter. Despite differences in their condition, outlook, modes of communication, and needs, the two groups can work together, to their mutual benefit, on many technical, educational, social, and political objectives. (Harold Orlans, Chevy Chase, Md.)

Padden, Carol and Tom Humphries. Deaf in America: Voices from a Culture. Cambridge, MA: Harvard Press, 1988. 134 pp. $17.95 hardcover.

Padden and Humphries give us a new look at deafness, beyond the usual treatment of deafness as an audiological condition of hearing loss. Rather, the authors argue that Deaf people constitute a culture which is made up of a large population, a language (American Sign Language-- ASL) and an established pattern of cultural transmission.

This work is a rich collection of information on Deaf culture. The authors use stories, interviews, videotape, literature and public performances as data from which to draw their analysis. Much time is devoted to looking at how Deaf people think and talk about ASL. The authors give us a glimpse at the texture of Deaf culture, rather than simply giving the reader a description of how deaf people function in a hearing-oriented world.

Padden and Humphries argue deaf people learn to be Deaf, part of the Deaf culture, and provide many examples of both children and adults discovering their membership to the culture. They argue for the importance of seeing ASL as the fully developed language it is, rather than inferior to speech. The authors explore some of the meanings of sound and silence, exposing the misconception that Deaf people are silent and discussing the inadequacy of the silence metaphor to describe Deaf culture. By shifting the focus away from the audiological condition of deafness to a cultural focus, Padden and Humphries give us a new way of thinking about what it means to be Deaf. While this excellent book gives us a view of Deaf culture and how this culture is shared and transmitted by Deaf people; more importantly, it allows us a look at the shared culture of all persons who are disabled. All those who are interested in understanding the experiences of persons with disabilities will find this book rewarding and enlightening. (Dawn O. Braithwaite, Communication Studies, New Mexico State University)

Rezen, S.V. and C. Hausman. (1985) Coping With Hearing Loss: A Guide For Adults and Their Families. New York: Dembner Books, 1985. 191 pp. N.P.

Coping With Hearing Loss is a classic guide for hard of hearing people and their families as they seek and

obtain help for hearing loss. Rezen, a professor of audiology at Worcester State College in Massachusetts is especially sensitive to the emotional and social problems confronting hard of hearing people and their families. Using case histories, she illustrates the emotional stages experienced by people who have lost hearing, including denial, projection, anger, depression and acceptance. Rezen and Hausman also cover the impact of hearing loss on relationships. They offer useful information on coping strategies, diagnostic process and assistive devices such as hearing aids, telephones, television and alerting equipment. The glossary includes definitions with phonetic pronunciation assistance. Coping With Hearing Loss is useful to the consumer and to the service provider. (Katherine D. Seelman)

Sacks Oliver. Seeing Voices --A Journey into the World of the Deaf. Berkeley and Los Angeles, CA: University of California Press, 1989, 180 pp., $15.95.

This is a book which is likely to generate considerable discussion and contoversy among those interested in deafness, deaf people and deaf education. Oliver Sacks, known for earlier works including The Man Who Mistook His Wife for a Hat and Migraine, in the preface to his newest book, informs the reader that until three years ago he knew nothing of the world of the deaf into which he recently journeyed. While claiming "no special knowledge or expertise" he also claims to have "no prejudices, no ax to grind, no animus in the matter." (p.xiii). Despite these disclaimers, Sacks adds his own "passionate opinions" to what he has identified as "a charged (at times embattled) area, where passionate opinions have contended for centuries." (pp. xii-xiii).

Seeing Voices is a captivating book which offers a great deal more than opinion. Sacks has investigated his subject carefully, although he clearly has been persuaded by those whose perspectives would be considered by some to be radical and by others to be innovative and even liberating.The reader will find insightful perspectives on deafness, language development in deaf children, the unremitting controversy surrounding communication methods in deaf education, Deaf culture and the role of American sign language (ASL), and the 1988 protest at Gallaudet University which led to the appointment of I. King Jordan as its first deaf president.

Two of the three parts of the book were published originally as essays in the New York Review of Books. Part One is a revised and enlarged version of Sacks' review (March 27, 1986) of Harlan Lane's history of the deaf, When the Mind Hears. Part Three is the revised and en-larged version of an essay (June 2, 1988) stimulated by the student protest at Gallaudet University in March 1988. Part Two was

written in the fall of 1988 and has not been published previously.

What has Sacks come to believe as a result of his journey into the world of the deaf? He cites the work of William Stokoe, Ursala Bellu-gi, Helen Neville and others, in making a case from both the standpoint of linguistics and brain research that ASL is a true language. He refers to the "seduction of compromise" in describing combined systems of communication (i.e. use of both sign and speech), and believes they deprive deaf people of their own native language, ASL, and in the case of children, limits their access to information and language during the period most critical to learning.

In tracing the history of education of the deaf, Sacks notes that "Deaf students of the 1850s who had been to the Hartford [CT] Asylum [where close to 50% of the teachers were deaf and where nearly all hearing as well as deaf teachers were fluent in signing], were highly literate and educated-fully the equal of their hearing counterparts. Today the reverse is true. Oralism and the supression of Sign have resulted in a dramatic deterioration in the educational achievement of deaf children and in the literacy of the deaf generally." (p.28). He argues that "Deaf children must first be exposed to fluent signers, , whether these be their parents or teachers or whoever. Once signing is learned--and it may be fluent by three years of age--then all else may follow, the acquisition of reading and writing and perhaps that of speech. Indeed the reverse is probably so." (p.32). This view echoes that of Johnson, Liddell, and Erting in their monograph Unlocking the curriculum: Principles for Achieving Access in Deaf Education (Gallaudet Research Institute Working Paper 89-3, 1989).

Sacks had visited Gallaudet in 1986 and 1987, and at the invitation of his friend Bob Johnson, Chairperson of the Department of Linguistics and Interpreting, visited again in the midst of the protest in March 1988, and in fact, participated in the march to the Capitol. While acknowledging the support of alumni, deaf organizations and deaf leaders accross the country and placing effort within a historical context, Sacks nonetheless portrays the protest as orchestrated primarily by the students, particularly the four student leaders who were in the forefront. He makes no reference to the growing evidence that other leadership was significantly involved. In an editorial in the Deaf Counseling, Advocacy and Referral Agency (DCARA) News, Jack Levesque, a Californian and leader in the deaf community expressed concern that "the history books" are not recording accurately the "power behind the movement". While crediting student efforts during the protest, he pointed out that three of the four student leaders "did not have their hearts in the movement as close as a week before the March 1988 protest." Levesque cites efforts of national and local deaf organizations as

the real force behind the protest. Research into the DPN (Deaf President Now) movement at Gallaudet conducted by colleagues in my department (Sharon Barnartt, John Christiansen, Richard Meisegeier, Barbara White) and by their colleague at the University of South Carolina (Paul Higgins), confirms the perspective that there was strong leadership in the deaf community both on and off campus which was critical to the success of the endeavour.

Although this is not a book without bias (for example, one wishes that Sacks had not subscribed to Bob Johnson's generalization that, "It's been my impression, after having been here for several years, that Gallaudet faculty and staff treat students as pets." p.151), it presents perspectives that need to be seen and heard. Sacks presents a point of view about deaf people which is respectful of their language, their culture and their abilities, providing a much needed balance to prevailing views of deafness as a pathological condition. Sacks reminds us of the stark facts about the generally poor educational achievement and literacy of deaf students, challenges the educational system to abandon approaches which have been shown to be minimally effective at best, and advocates teaching in the language which he and others maintain is indigenous to persons born deaf. I hope that very soon we will see experimental classrooms in which the results of teaching deaf children in ASL will be compared with other approaches currently in use. (Janet L. Pray, Sociology and Social Work, Gallaudet University)

Schein, J.D. and M.T. Delk, Jr. (1974). The Deaf Population of the United States. Silver Spring, MD.: National Association of the Deaf, 1974.

The Deaf Population of the United States is the widely acclaimed and widely used classic study of the numbers and characteristics of deaf people in the U.S. The study, a national census of the deaf population, came about because of a forty year gap in data about the deaf population which made planning for social, education, and rehabilitation services tenuous. In 1969, the U.S. Department of Health, Education and Welfare awarded a grant to the National Association of the Deaf (NAD) for the census. The Deafness Research and Training Center at New York University assumed responsibility for the technical aspects of the project in 1970. The book sets out the result of the census and is particularly valuable as a compendium of data on the deaf population. Information covers: education, occupation, income, communication, health and vocational rehabilitation. The Deaf Population of the United States is on the bookshelf of most researchers and service providers in the field of deafness. (Katherine D. Seelman)

Scott, Virginia M. Belonging. Washington, D.C.: Gallaudet University Press. 171 pp. $2.95 paperback.

Virginia M. Scott's Belonging is the story of fifteen-year-old Gustie Blaine who, as a result of meningitis, loses her hearing. The book is an excellent account of the personal and social changes incurred when one suddenly acquires a disability.

Before her disability, Gustie is a popular girl at school: a cheerleader, straight A student. As soon as the meningitis strikes, her life changes. Gustie's attitude toward each day changes. No longer is she challenged by each new day: instead, she rates the days when she awakens. A "good day" constitutes a day with good hearing: a "bad day" is one where she cannot hear as well. As time passes, Gustie's good days become fewer, overcome by the bad. Gustie also begins to worry about the days more. Before the meningitis, she was able to walk a straight line and even cheer for the varsity team. Now, her balance was not as good, and she had to chant to herself "right, left, right, left," just to walk. The hearing loss and the balance problems mainly bothers her where school is concerned. It takes two concerned teachers and two new friends to help Gustie adjust.

One of the most important parts of the book is Ms. Scott's ability to teach the reader. Under the guise of a fifteen-year-old, who is just learning about her disability and its influence on her life, she easily explains each new technical term in a comprehensive manner. Overall, Belonging is an excellent book for adolescents who are undergoing problems with their hearing as Gustie's fears and changes are realistic. (Francine N. Genn, Brandeis University)

U.S. Congress Office of Technology Assessment (1986). "Hearing Impairment and Elderly People: Background Paper." Washington, D.C.: U.S. Congress Office of Technology Assessment. May, 1986. OTA-BP-BA-30.

This background paper is part of the Office of Technology Assessment (OTA) report, Technology and Aging in America. As a part of that assessment OTA selected hearing as one of five chronic conditions for in-depth analysis because of prevalence and severe impact on elderly people and because of the potential role of technology in their treatment. In the case of hearing impairment, these technologies include hearing aids, assistive listening systems, telephone amplification aids, television decoders, signaling and alarm devices and environmental design and aural rehabilitation techniques. This report is highly recommended for professionals, consumers and families who work and live with hard of hearing elders. (Katherine D. Seelman)

U.S. General Services Administration (1988). "Managing End User Computing for Users With Disabilities." Washington, D.C. GSA Information Management Service.50 pp. NP. Write to Denise Gagnon Perdue, Inter-Agency Comm. for Computer Support of Handicapped Employees, Suite 7228, U.S.G.S.A., 18th and F St, N.W., Washington D.C. 20405.

Managing End Use Computing for Users With Disabilities is a handbook to guide managers and other personnel who are unfamiliar with the application of computer and related information technology to accommodate users with disabilities. The handbook represents a real breakthrough in planning for accessibility, in this case electronic accessibility in the workplace. Unlike many other technological systems, such as telephones, pre-planning for accessible computers has actually occurred.

In 1986, Congress added Section 508 to the Rehabilitation Act "...to ensure that handicapped individuals may use electronic office equipment with or without special peripheral." Managing End User Computing for Users With Disabilities is one example of implementation of Sec. 508. It was prepared by the Clearinghouse on Computer Accommodation (COCA) of the Information Resources Management Service of GSA. COCA brought a wealth of experience to electronic access and worked with the consultants who had written "Considerations in the Design of Computers and Operating Systems to Increase their Accessibility to Persons with Disabilities", a report widely circulated to industry and advocates, and which formed the basis for the electronic accessibility guidelines adopted by GSA.

The handbook provides guidelines for increasing the productivity of people with sight, hearing and mobility limitations by providing them with flexible tools such as keyboard enhancements, mouth or head stick or speech recognition. The handbook also addresses accommodations other than computer enhancements, such as provision of interpreters and amplification devices. The appendices offer a wealth of information about the regulatory framework, responsibilities of federal agencies for implementation of Sec. 508 and a computer-based product index.

While the regulations for Sec. 508 address procurement and electronic accessibility in the federal government workplace, the guidelines can be used by state governments and in the private sector. Advocates for accessible workplace will find them useful. (Katherine D. Seelman)

Walker, Lou Ann, A Loss for Words: The Story of Deafness in a Family. New York: Harper and Row, 1986, 208 pp., $6.95.

In this bittersweet tale of growing up with parents who are deaf, Ms. Walker helps us

understand the experiences of deafness- of those who are deaf and their children. Approximately 250,000 Americans are deaf from birth or became deaf before the age of three. Most of their children are or will be hearing. Many of these deaf people, educated in special schools or programs, typically uneasy with English because of the inability to learn it through hearing, routinely left out of ordinary social interaction, and stigmatized by many who do not understand them, are outsiders in a hearing world. Through sign language and with other deaf people, they create their own social worlds.

However, living in two worlds- deaf and hearing- some children of deaf parents may not be completely comfortable in either. Acting as interpreter and guide for her parents, the author was an "adult before she was a child." Yet she was an "unfaithful go-between" by not telling them of derogatory gestures patronizing inquiries.

However, life in the author's family was filled with ordinary happenings, sometimes made poignant, sometimes amusing, because of the parents' being deaf in a hearing world. After overhearing her grandfather tell her mother how much he loved her, the author was asked by her mother what the grandfather had said. In coming to term with her experiences, the author provides a telling account of deafness in a family, which could by used profitably in disability studies courses. (Paul Higgins, Department of Sociology, University of South Carolina, Columbia, SC 29208)

A Series of Brief Reviews

by Kathryn P. Meadow-Orlans (Gallaudet Uni-versity).

The range of subject matter and the number of publications on deafness seem to be increasing. I have selected a number of titles published in the past two years to note for readers of Disability Studies Quarterly. Together, they offer a wealth information about recent and historical events in the deaf community: personal accounts; ongoing research; assessment and clinical theory and methods; even a three-volume refernce encyclopedia.

Winefield, Richard. Never the Twain Shall Meet: Bell, Gallaudet, and the Communications Debate. Wahington, D.C.: Gallaudet University Press, 1987, 152 pp., $19.95, cloth.

Van Cleve, John V. and Crouch, Barry A. A Place of Their Own: Creating the Deaf Community in America. Washington, D.C.: Gallaudet University Press, 1989, 212 pp., $14.95, paper.

Two historical perspectives on deafness: Winefield examines the opposing views of Alexander Graham Bell and Edward Miner Gallaudet as an explanation for today's oral-manual debates in deaf education. Van Cleve and Crouch use historical sources to understand the development of the deaf community through the

lives of individuals attending residential schools for the deaf in the nineteenth century. In their epilogue, the authors suggest that the 1988 student protest for a deaf president of Gallaudet " was in the mainstream of the history American deaf activism" (p.173).

Schwartz, Sue (ed.) Choices in Deafness, A Parents' Guide. Kensington, MD: Woodbine House, 215 pp., $12.95, cloth. Sue Schwatrz has put together a useful parents' guide, but the meat of her book lies in the personal experiences of twelve hearing families who made different educational choices for their deaf children. The dramatic contrast between the issues of primary importance for hearing and deaf families is illustrated in these two volumes.

Rodda, Michael, and Grove, Carl. Language, Cognition and Deafness. Hillsdale, NJ: Lawrence Erlbaum Associates, 1987, 436 pp., $29.95, cloth.

Strong, Michael (ed.) Language Learning and Deafness. Cambridge: Cambridge University Press, 1988, 301 pp., $13.95, paper; $34.50, cloth.

Rodda and Grove's ambitious textbook contains an introductory chapter with basic definitions, plus material on the cultural and linguistic status of sign-language, short and long term memory, cognitive and physiological bases of communication, and social, emotional and educational issues related to deafness. Strong's volume is divided into two sections: One with five theoretical chapters on the history of sign language usage and instruction in the U.S., another with six sign language research reports.

Higgins, Paul C. and Nash, Jeffrey E. (eds.) Understanding Deafness Socially. Springfiled, IL: Charles C Thomas, 1987, 196 pp., $32.75, cloth.

Anderson, Glenn B. and Watson, Douglas (eds.) Innovations in the Habilitation of Deaf Adolescents. Little Rock, AR: University of Arkansas, Rehabilitation Research and Training Center on Deafness and Hearing Impairment, 1987, 361 pp., price not available, paper.

The first of these wide ranging collections of papers contains eight chapters by social scientists seeking to understand deafness by locating the lives of deaf people within the family, school and community. The second includes 24 papers presented at the 1986 national confenernce on the habilitation and rehabilitation of deaf adolescents. Papers are contributed by parents, researchers, educators, and practitioners in diverse clinical settings, including those for adolescents with drug, alcohol, and emotional problems.

Elliot, Holly, Glass, Laurel, and Evans, J. William (eds.) Mental Health Assessment of Deaf Clients: A Practical Manual. Boston/Toronto/-San Diego: A College-Hill Publication; Little, Brown and Co., 1987, 226 pp., $24.75,

paper.

Harvey, Michael A. Psychotherapy with Deaf and Hard-of-Hearing Persons: A Systemic Model. Hillsdale, NJ: Lawrence Erlbaum Associates, 1989, 268 pp., $39.95, cloth.

The Elliot, Glass, Evans monograph was prepared by clinical staff members at the University of California Center of Deafness in San Fransisco. Case studies with deaf clients are utilized to illustrate the process of treatment as well as mental health assessment. Issues addressed include the use of sign language and interpreters, deaf and hearing clinicians working with hearing and deaf family members, and record-keeping. Harvey's important addition to the literature presents a fresh view of deafness throughout the life-span, interesting case histories, and good chapters on several neglected populations: hard-of-hearing and deafened people and the hearing children of deaf parents.

Van Cleve, John V. (ed.) Gallaudet Encyclopedia of Deaf People and Deafness. NY: McGraw-Hill, 1987, 1400 pp., 3 volumes, $300.00.

This encyclopedia was an enormous undertaking: 300 authors wrote 271 entries, referenced in 800 ways covering every conceivable aspect of deafness, including sign languages and other methods of communication; hearing, audiology and auditory disorders; Deaf community organizations; rehabilitation; demographics; biographies of well-known deaf persons; educational programs; conditions of deaf people throughout the world.

COMMENTARY

Disability in the Media: The Evolution of a Deaf Detective Part II Part I appeared in Spring 1989 DSQ), By Frederic Hafferty, Behavioral Sciences, School of Medicine, University of Minnesota, Duluth.

As might be expected, Jack Livingston's Hell-Bent for Election (1989) utilizes many of the old standbys employed in A Piece of the Silence. In both novels we learn early, and frequently, that Joe cannot use a telephone. Similarly, we note that Joe is unable to hear characters who approach him from the rear. Joe's voice, the voice of one who cannot hear, is said to be "odd," "scarey," "unmusical" and "fearsome". We also frequently encounter Joe's unsurpassed lip-reading prowess.

One device more prominently featured in Hell-Bent For Election is the presence of "not-heard conversations." Although this strategy for depicting deafness is by no means absent in A Piece of the Silence, Livingston appears much more willing to draw upon Binney's inability to "see" some of what is being said around or to him in this latest novel. Not-heard conversations come in two

basic packages. There are the scenes in which Joe "misses" what is said without any subsequent reference to or acknowledgement of the missing "monologue". There are also the words or remarks not-heard but whose meaning is inferred by Binney based on other cues in the environment. In the latter case Binney has constructed meaning in an epistemological void. He has created order out of disorder. It is neither accidental nor incidental that virtually all of these latter renditions are conveyed to the reader as disability-in-action. Perhaps not surprisingly, not-heard conversations in which Binney makes no attempt to recapture that which he missed more frequently lack this contextualization element.

Pet Peeves

In spite of numerous references to Binney's deafness in Hell-Bent for Election, there remain some nagging gaps in Livingston's portrayal of deafness, particularly in respect as to how deafness functions in everyday life. While the following list is certainly not intended to be all-inclusive, it does represent some of the proclivities I find disconcerting.

Despite Binney's mention (note disability-in-dialogue) in Hell-Bent for Election that reading lips can be more problematic depending on what is being said (p. 48), I found myself reading this book and waiting for Binney to make a mistake with repercussions. Lip readers frequently "misread" what is said. Sometimes their "mistakes" are inconsequential. Often, however, they cause embarrassment or even a radical breakdown of the situation. Norms of reciprocity may by severely strained when a social greeting is not acknowledged or when a request for some service (e.g., the time, or directions) is ignored. Not only are certain settings more problematic, but certain conversations, types of words, idiosyncratic styles of speech and regional dialects constitute but a few of the many factors which render the reading of lips a problematic, and precarious venture at best. On a more concrete level, words that are infrequently used (and thus infrequently encountered) such as last names, the names of companies or towns, or any other formal labels are usually much more difficult to read than the words which comprise the bulk of everyday discourse. In Hell-Bent for Election, Binney travels to Caunotaucarius County (p. 3), and encounters characters with names like Schweinfurth (p. 98), Riskin, Thornwood, Pendragon, Polonski, and a male character with the first name Hooney. In each case Binney functions without any confusion or apparent difficulty.

In such respects, Hell-Bent for Election unrealistically depicts the reading of lips as social action. Actually, in this regard Livingston is more

realistic (if not absolutely so) in A Piece of the Silence. Early in this novel Joe is introduced to a police lieutenant named Probcziewski. As an aside, we are also told (via disability-in-dialogue) that the lieutenant's lip-formed name appeared to Joe as "pro-che-Skee" (p. 10). The reminder that some words may read differently than they sound is a nice touch on Livingston's part. Unfortunately, Livingston does not maintain this edge. The following day, we find Binney correctly spelling the name to his secretary (p.45) and, shortly thereafter (p.57), correctly pronouncing it to a one-eyed physician (disabled characters rarely appear alone). Although the following is pure speculation on my part, I wonder if readers would have been better served had Lieutenant Probcziewski's rather unusual name been introduced in some action sequence rather than in "dialogue." What if Joe, upon being introduced to the lieutenant, addressed him as "Prochaski," "Prochefski" (or whatever), stood corrected, and was subsequently forced to further grapple with a pronunciation even "hearers" would have found difficult? An element of realism would certainly have been introduced, and I suspect that the subsequent slips would not have happened.

I might not have found the above so grating if Livingston had not handled the issue so deftly in his first Joe Binney novel. Toward the end of A Piece of the Silence, Binney meets the female object of future affections. Her friends, she says, call her "Sitty." As can be seen in the following quote from page 170, a name does rest entirely in the eye of the beholder.

> The reading left me nowhere. "Now I'm in trouble," I admitted. "It doesn't always work. You mean like in'Sioux City Sue'?" She smiled. "Oh yes," she said. "Like in Sioux City Sue." Her smile got broader. "So you do know some songs."

The beauty of this exchange is not limited to the above text. From this point forward, Binney refers to this character as "City." This is as it should be, since Binney is the one telling the story.

What, then, am I asking for? Certainly not a story populated with characters who have two names. After all, if one were to write a novel, detective or otherwise, that faithfully rendered life through the eyes of a deaf character, one would create a text that was virtually impossible to read. However, I would like to see some consistent acknowledgement that certain types of words (or settings, or conversations, or facial features) are problematic, and that such problems have real life consequences for the hearing impaired.

A second problem I have with Livingston is the way in which he talks about eyes. This may be an idiosyncratic observation, but I find (as a lip reader) that eyes reside

in a different plane of attention than do lips. In other words, the distance between the eyes and the mouth involves something more than just physical space. For example, I am much more aware of people's mouths, the shape of their lips or the condition of their teeth than I am their eye color. When I am engaged in another person's eyes, not only am I less likely to "hear" what they are saying, I am also not really sure what "else" I would want them to say. It is my impression that lip readers are much less aware of the eyes as vehicles of expression than are "hearers," yet Binney has many things to tell us about the "eye-talk" of the people he meets. Similarly, Livingston, like any good novelist, takes pride in sharing with his readers details about the impressive decor (ceiling moldings, wall decorations, intricate relief work) or a castle-like residence. Now, I do not expect Joe to be blind as well as deaf, but one of the things that makes lip-reading so demanding, difficult and tiring is that you are constantly "on call." Lip readers cannot turn their attention on and off so that it exactly coincides with when people begin and stop talking. Conversations have to be anticipated. If I am in the presence of others who may speak to me or who may, worse yet, call upon me to speak to them, I soak in my physical surroundings only at great risk to any future conversation. If I allow my eyes to wander, I do so with the expectation that no one is going to speak to me, or that I am not particularly interested in what that person has to say anyway.

Perhaps the most irksome thing about Binney as deaf character is that, as noted several times previously, he never maks a mistake, misreads a lip or misinterprets a conversation. Thus, Joe never has to wrestle with one of the fundamental consequences of being deaf. To ask that a deaf character "not hear" and then have that missing conversation become consequential is certainly not all that far fetched. Even people with normal hearing do not hear everything that resonates around them. My fondest wish in this regard is to encounter a deaf detective plot in which some act of "mishearing" actually forms the solution to the mystery. Because the deaf do not "see" the same things as other people "hear," the hearing impaired must expend a considerable degree of effort contextualizing what they do see by tying together snippets of conversation (see pp. 24-25 in A Piece of the Silence). The hearing impaired thus process information differently than hearing people. Based upon this process of constantly testing words and ideas against contexts, an author could construct a solution to the mystery that was not as "obvious" to the other hearing characters (or to "hearing" readers) as it was to the deaf character in question. For example, we could have a character who has changed his or her name in order to escape

detection for some previous crime. The name change, however, has been kept similar to the "real" previous name to facilitate a "normal" response when addressed by that new name. What if our deaf detective, upon being introduced to this character, "misread" the new name as the old name and in checking out this person's background was able to uncover that person's true identity? In short, while I will settle for a deaf detective whose hearing loss functions in some reasonable relationship to how he or she goes about the work of detecting, what I would really like to see is a deaf detective whose hearing loss is the very basis upon which the crime or mystery is solved.

Dual Disabilities

There is one additional aspect to Joe's character-in-evolution that I would like to mention. Joe Binney has become an alcoholic. He drank in his earlier novels but not to the extent or in the manner that he does "today." Perhaps I have become sensitized to such an interpretation by just having finished Lawrence Block's When the Sacred Ginmill Closes (1987). In this book, Block resurrects the character of Matt Scudder, an alcoholic detective. Unlike Binney, Matt Scudder si a self-admitted alcoholic and an individual whose alcoholism is central to his character. Although Binney and Scudder seem to share a similar penchant for alcohol, Binney's drinking, in comparison, appears to be as inconsequential and non problematic as his deafness.

My point in mentioning Binney's drinking is not to demand that Livingston acknowledge this "problem" or that he more directly address this issue in a future Binney novel. Rather, I wonder whether Binney's emergent fondness for alcohool signals the launching of a new genre of "defective detective", the dually disabled detective? I ask this question with a modicum of sarcasm. As I encounter each new defective detective I cannot help but wonder whether the area of disabilities has become just another territory to be exploited for its availability of "interesting" and novel characters. We already have a plethora of detectives covering a broad range of disabilities. There are obese detectives, paraplegic detectives, blind detectives, dwarf detectives and, if run-of-the-mill disabilities are not to your liking, we have some more "esoteric" characterisitics including one detective whose sleep center has been destroyed. What would be a more logical (if perverse) "next step" than to start mixing traits? Why be limited to a major character with only one impairment? The possibilities, if not endless, certainly increase exponentially.

Closing Comments

Having said all of this, I would like to suspend my previous reservations and urge

you to read this book. Hell-Bent For Election is not only the best Binney novel since A Piece of Silence, it is also as engrossing a detective-mystery novel as I have read in a long time. The transformation of the "Ragged Stranger" from the tormented mind of an emotionally disturbed child-now-adult to the watery grave of an abandoned coal mine is spellbinding and horrifying. Hell-Bent For Election is a fascinating excursion into a small-town life with a detective-mystery plot which succeeds quite independently of the presence of a deaf detective. Herein, ironically, lies both the major strengh and weakness of this nove. It is a great story inhabited by someone who just happens to be deaf.

RESOURCES

COMMENTARY

Communication in the Workplace: Challenges Faced by Hearing-Impaired Persons
by Susan Foster and Sheryl Eisenberg. Rochester Institute of Technology, National Technical Institute for the Deaf.

They're not interested in me... they are not interested in being friends... forget it. They only would talk to me for business things... Or they might say "How're you doing?" But they don't go into real conversation at all. It is lonely there...

It's not fair... there are some things that everyone knows except me... That's why some of the people are ahead of me in some ways, because they know about... change or whatever, and I don't know anything about it.

[My supervisor] would talk with me after the meeting. We get together a few minutes. She said a lot in the meeting and in the office we talked about ten minutes! And then I say, "We had a meeting for one hour, and now you talk to me for ten minutes! This is it? Ten minutes! I want to know what people said, what people were laughing about!"

The people quoted above share one common experience; each is a hearing-impaired person who works in an employment setting in which most or all of the other employees are hearing (Foster 1987). They also share the experience of frustration, isolation, and career setbacks related to communication barriers faced by hearing-impaired workers, and suggest resources which may help overcome these barriers.

Barriers. Communication in the work place includes indirect communication (e.g., memos, telephone, and electronic mail), and face-to-face communication (one-to-one communication or group meetings). Not surprisingly, major barriers for hearing-impaired employees involve communication modes within which information is routinely transmitted through auditory channels. For example, while hearing-impaired persons can use the telephone with assistive devices or services (amplifiers, telecommunication devices for the deaf (TDDs), and relay services), employers are often

unaware of these options or unwilling to use them. As a result, hearing-impaired employees may be rejected for jobs involving telephone use or forced to rely on co-workers to make calls for them.

Face-to-face communication can also present challenges to both hearing and hearing impaired people at work. Interpreters and notetakers are rarely used for meetings, even though it may be very difficult for hearing-impaired employees to follow or contribute to discussions without such support. If there is no agenda, the meeting room is poorly lit, and people have mousta-ches, speak quickly and out of turn, or do not face their hearing-impaired colleague while speaking, a difficult situation can quickly become impossible. One-to-one conversations are sometimes more manageable than group meetings, since requests for repetition or writing can be made more easily and comfortably. However, if such efforts are unsuccessful, the interaction may become very frustrating and both parties may avoid further contact.

Perhaps most challenging is informal communication such as that which takes place over coffee or while waiting for the elevator. The person who is more than willing to write down directions for following a technical procedure may be unwilling to repeat a joke or write down a casual remark made while waiting for a meeting to begin. Being left out of such conversations socially isolates the hearing-impaired person; moreover, the lack of access to these informal social and political networks can damage one's professional career.

It is important to note that communication barriers can be technical and/or attitudinal. One can be aware that a TDD will enable a hearing-impaired employee to use the telephone, but be unwilling to commit the funds for its purchase. Similarly it cannot be assumed that people will take the time to prepare an agenda or clip a prized moustache in order to facilitate daily communication with a hearing-impaired colleague. The hearing-impaired employee may also exacerbate the situation by blowing up in frustration rather than offering solutions, or refusing to repeat or write a message. In short, people can know what to do, but still be unwilling to do it. The following resources are therefore offered with the caution that they are as dependent upon the attitude of those who would use them as they are upon the resources or policies of the organization.

Resources. There is range of resources which may be helpful in overcoming communication barriers in the workplace, most of which focus on the hearing manager of the hearing-impaired person. For example, people who supervise a hearing-impaired employee can attend a workshop at Rochester Institute of Technology's National Technical Institute for the Deaf (RIT's NTID). This workshop, called Working Together, includes information about understanding deafness, essentials of communication, and strategies for

integrating the hearing-impaired employee. There are also opportunities to learn about hearing impairment "first hand", through the use of maskers designed to simulate hearing loss and a panel in which supervisors and their deaf employee share their experiences with workshop participants.

There is less information which is designed for hearing-impaired people who wish to help themselves overcome communication barriers in the workplace. Often, hearing-impaired people devise strategies for use at work based on casual conversations with other hearing-impaired people. We think this information is invaluable and hope that more of the ideas which are currently informally circulated among hearing-impaired people can be collected and disseminated widely. Potential vehicles for such information include videotapes, workshops, professional journals and consumer oriented magazines such as Shhh, Silent News, The Deaf American, and the NAD Broadcaster.

RESOURCES:

Biehl, J. (1988) "Success in the Workpalce," Shhh, November/December, pp. 12-14.

Boone, M. (1988) "On-the-job hearing problems: making a personal chack list" Shhh, November/December, pp. 7-10.

Castle, D. (1988) Telephone Strategies: a technical and prectical guide for hard of hearing people, available from Self-Help for Hard of Hearing People, Inc., 7800 Wisconsin Avenue., Bethesda, MD, 20814.

Castle, D. (1984) "Signaling and assistive listening devices for hearing-impaired people," available from Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington D.C.20007.

Castle, D. (1984) "What You Should Know About TDDs," available from Rochester Institute of Technology (RIT), National Technical Institute for the Deaf (NTID), Division of Public Affaires, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623-0887.

Foster,S. (1987) Employment experiences of deaf RIT graduates: an interview study," Journal of Rehabilitation of the Deaf, 22 (2), pp. 27-35.

Fritz, G., and Smith, N. (1985) The Hearing-Impaired Employee: An Untapped Resource, Little Brown & Co., Waltham, MA.

A Good Investment: Meeting the Needs of Your Hard-of-Hearing Employees, Videotape available from RIT, NTID, Division of Public Affairs.

National Center on Employment of the Deaf: An Annotated Bibliography of Literature Related to the Employment of Deaf Persons, available from RIT, NTID, National Center on Employment of the Deaf.

National Technical Institute for the Deaf: a Catalog of Educational Print Materials (1989), available from RIT, NTID, Public Information Service.

Working Together, workshop through RIT, NTID, National Center on Employment of the Deaf.

TIPS for communicating with deaf employees, available from RIT, NTID, National Center on Employment for the Deaf.

American Deafness & Rehabilitation Association (ADRA), P.O. Box 55369, Little Rock, AR 72225, (501) 663-4617, Contact: Ms. Carol Pope, Offers forum for professionals, students, parents, consumer leaders, laypersons to develop a better understanding of the unique service delivery and rehabilitation needs of deaf individuals. Encourages and promotes research, recruitment and training of professionals skilled in working with deaf individuals. Sponsors publications and supports legislative interests of deaf community. Publishes quarterly JL Rehabilitation of the Deaf and bimonthly ADARA Newsletter.

AT&T and Easter Seals Create new Information Network for People With Hearing Impairments. Using AT&T's new 1310 Plus TDD (telecommunication device for the deaf), people with hearing impairments and home-based people with disabilities can now communicate directly with Easter Seal Computer Assisted Technology Sites (CATS). The AT&T 1310 Plus is a compatible communications terminal that enables people to access information through their television screens or a monitor. It helps people with hearing impairments or who are home-based because of a disability to use telephones as a source of basic information. The AT&T 1310 Plus TDD makes it possible for them to ask questions, get answers and to gather information, which prints out on home screens. Easter Seal Computer Assisted Technology Sites will make the new TDDs available in the next few months. Plans are to install these informational systems through CATS' nationwide network over the next year, as the Computer Assisted Technology Sites increase their capacity to tailor available technologies to the needs of individuals and their particular disabilities. These TDD terminals have made available to Easter Seals through AT&T's National Special Needs Center. Easter Seals makes a difference in the lives of disabled adults, children and their families by offering a wide range of quality services, research and programs. Easter Seals is in the forefront of advocacy efforts on behalf of people with disabilities. Through a nationwide network of 190 affiliates, more than a million people receive Easter Seal Services each year. For information on Easter Seal Computer Assisted Technology Sites locations and offerings, call Bill Salyers at Easter Seal Systems-- (312) 667-8625 voice or TDD.

The proceedings from last fall's conference at Gallaudet University on new communication technologies for people who are deaf or hearing impaired are now available. Entitled "Speech to Text: Today and Tomorrow", the proceedings can be obtained from Barbara Virvan, Technology Assessment Program, Gallaudet University, 800

Florida Ave., NE, Washington, D.C. 20002.

Legal Rights of Hearing Impaired People, By Sy DuBow, et al. Gallaudet College Press, Washington, DC 20002, $13.95. Prepared by the National Center For Law and the Deaf at Gallaudet College, this third edition of a book that first appeared in 1982 includes recent US Supreme Court decisions affecting disabled people in employment, education and access to services.

National Information Center on Deafness (NICD), Gallaudet University, 800 Florida Ave., NE, Washington, DC 20002, (202) 651-5051 V/TDD (800) 67206720. If you have a question about deafness whether it be services, facts, resources, etc., NICD is the place to contact. In 1987 they fielded 7,000 inquiries, from phone numbers to support groups. Publications: Growing Together: Information for Parents of Hearing Impaired Children; Communicating with Deaf People; Career Information Registry of Hearing Impaired Persons in Professional, Technical and Managerial Occupations (CIR/HI).

Stern, V.W. and M.R. Redden. "Technology and Handicapped People Background Paper #2: Selected Telecommunications Devices for Hearing-Impaired Persons." U.S. Congress Office of Technology Assessment. OTA-BP-H-16. December 1982. "Selected Telecommunication Devices for Hearing-Impaired People" is a background paper of a major study entitled Technology and Handicapped People (OTA 1982). Telephone services for deaf and hard of hearing people had not received very much attention prior to this case study. Authors Stern and Redden are well known for their efforts to bring technology services to disabled people during their years at the Project on the Handicapped in Science, American Association for the Advancement of Science. In this classic case study, they present the history, technology development and issues around telecommunication devices and telephone service for deaf persons. The case study should be of interest to persons interested in communication access problems and those afficionadoes of the history of technology.

Telephone Training for Hearing-Impaired Persons: Amplified Telephones, TDDs, Codes. Second Edition, By Diane L. Castle, Ph.D., Published by National Technical Institute for the Deaf, Rochester NY 1984, Distributed by AG Bell Association for the Deaf, 3417 Volta Place, NW., Washington, DC 20007. $25.95. This publication was written for use with post-secondary profoundly hearing-impaired students. It includes a text, student's materials and teacher's materials; they can

be adapted for other environments. This package provides information about talking and listening on the telephone as well as by teletypewriter (TDD/TTY). Each unit is complete and can be used in any order of presentation. There are 14 units: Introduction to the Course, Basic Telephone Signals, Telecommunication Equipment, Using Hearing Aids and Telephone Amplifiers, Strategies for Listening and Talking, Using Codes for Telephone Calls, Listening on the Telephone, Asking a Hearing Person to Make Your Telephone Call, Appointments, Emergency Telephone Calls, Directory Assistance, Long Distance Calls, Deciding on Your Telephone Equipment and Signaling and Assistive Listening Devices.

Telephone Strategies: A Technical and Practical Guide for Hard-of-Hearing People, 1988, By Diane L. Castle, Ph.D., published by SHHH Publications, 7800 Wisconsin Avenue,; Bethesda, MD 20814, $6.00, 54pp. Written for the adult hard-of-hearing person, this text combines technical knowledge with practical speaking and listening strategies. "Part I: Working with the Proper Equipment" deals with different kinds of telephone amplifying equipment and hearing aids. Use of the hearing aid telecoil ("T setting) on the telephone is explained. Telephone and hearing aid compatibility is discussed along with consumer awareness tips. "Part II: Strategies" offers practical communication strategies for speaking, listening and verifying information on the telephone. The final section, "Part III: Other Methods for Making Telephne Calls", includes emergency communication technologies, e.g., electronic mail and voice recognition. Four pages are devoted to "Resources for Information and Equipment".

New Papers, Monographs, and Books available from the Gallaudet Research Institute. Publication Series- Fay House 800 Florida, NE, Washington, D.C. 20002.

Devices for Deaf and Severely Hard-of-Hearing People: An Annotated Bibliography compiled the GRI's Technology Assessment Program (Working Paper 89-1)

This 36-page report contains over 500 citations of articles concerning devices designed to benefit deaf and severely hard-of-hearing persons that utilize a sense other than hearing. The listed articles were all published since 1975. Order No. WP89-1 Price: $2.00.

Beyond Stereotypes: The Evolution of a New Research Perspective on Personality Characteristics of Deaf People, by Palle Vestberg (Working Paper 89-2)

In this 29-page document, a Danish scholar describes the influence of stereotypes on psychological studies of deaf people. Vester focuses on implications of the persistent discovery that deaf children of deaf parents experience so-

cial, linguistic and educational advantages often missed by deaf children of hearing parents. He concludes with advice to parents of deaf children. Order No. WP89-2 Price: $2.00

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education by Robert E. Johnson, Scott K. Liddell, and Carol J. Erting (Working Paper 89-3)

Three Gallaudet researchers articulate the view that deaf students' low average academic achievement levels are not results of learning deficits inherently associated with deafness but of problems in the communication practices of the students' teachers. This 29-page working paper, which advocates that teachers of deaf students be competent users of ASL, has become the object of controversy in deaf education programs nationwide. Order No. WP89-3 Price: $2.00.

A National Survey of Senior Centers, Nutrition Sites, and Clubs for Elderly Persons in the United States by Israel Sela (Working Paper 89-4).

Based on information provided nearly 6,000 agencies from all over the United States, this report provides an overview of the locations and types of centers now offering services to America's growing elderly population. Order No. WP89-4 Price: $2.00.

The Hearing Impaired Elderly Population: Estimation, Projection and Assessment by David R. Hotchkiss (Monograph Series A, No.1).

This monograph presents estimates of today's hearing impaired elderly population and projections of the likely dimensions of this population in future years. These estimates and projections in this 36-page document are based on data from National Center for Health Statistics Health Interview Surveys. The Study emphasizes that the hearing impaired elderly population is growing, a fact that will inevitably affect all agencies serving elderly people.

Current and Future Needs of the Hearing Impaired Elderly By Scott Campbell Brown, David R. Hotchkiss, Thomas E. Allen, Jerome D. Schein, and David L. Adams (monograph Series B, No. 1)

A Companion to Monograph Series A, No. 1, this 22-page monograph outlines the public policy and service delivery implications of the statistics presented in the companion volume. It interprets various public laws concerning elderly and handicapped people in light of the special needs of the hearing-impaired lederly, and it makes recommendations concerning future public policy in this area. Order No. M-B1 Price: $5.00.

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University edited by Judith E. Harkins and Barbara Virvan (Monograph Series B, No. 2).

The proceedings from this landmark conference held at Gallaudet University in the fall of 1988 present up-to-date information on new tech-

nologies that are expanding communication possibilities for deaf and hard of hearing people. Focusing on the areas of telephone relay service, real-time captioning, and automatic speech recognition, the 224-page volume contains papers and presentations from the conference, as well as transcripts of question and answer sessions, panel discussions,a glossary of terms and photographs. Order No. M-B2 Price: $15.00

Deaf Students and the School to Work Transition by Thomas E. Allen, Brenda W. Rawlings, and Arthue N. Schildroth. Brookes Publishing Company: Baltimore, MD.

The first comprehensive study of young people with severe and profound hearing impairments as they make the transition from school to work. This 250-page paperback book includes discussion of laws related to provision of prevocational and vocational training for deaf students, examines available services, and provides first-person accounts of parents' perspectives on the transition process. Order No. BPC-1 Price $22.00.

National Programs and Services for Deaf-Blind Persons compiled by Elizabeth Spiers. Information Specialist, Massachusetts Commision for the Deaf and Hard-of-Hearing:

American Association of the Deaf-Blind (AADB). 814 Thayer Avenue, Silver Spring, MD, 20910. (301) 588-6545 VOICE (301) 523-1265 TDD. Director: Roderick MacDonald.

The American Association of the Deaf-Blind, formed in New Jersey in 1937, is a non-profit society of deaf-blind persons, their families, professionals in the field, and other interested individuals. Its purpose is to advance the educational, economic and social welfare of deaf-blind persons.

The AADB strives to assure that a comprehensive, coordinated system of services is available to all deaf-blind persons, provides training and technical assistance to service providers and families of deaf-blind persons, and disseminates information about deaf-blindness, communication tips, educational programs and other relevant subjects.

The AADB holds annual conventions where deaf-blind persons from all over the country can meet, share information and socialize. The conventions are usually held in the month of June to commemorate Helen Keller's birthday on June 27th. Interpreters, guides and support service people enable deaf-blind persons to be actively involved in the conventions.

The AADB also publishes The Deaf-Blind American, a magazine that is published four times year. Any interested person can become a member of AADB for $12.00 a year.

National Information Center On Deaf-Blindess (NICD-B). Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002. (202) 651-5289 TDD/Voice. Director: Jeanne Glidden Prickett, Ed.D.

The National Information

Center on Deaf-Blindness is a dissemination and information service authorized by Congress under the Education for All Handicapped Act. The Center is supported by a cooperative agreement with the office of Special Education and Rehabilitative Services under the U.S. Department of Education.

NICD-B identifies, coordinates and disseminates information on deaf-blindness, including its causes, services available, educational materials, technology and training. NICD-B works with educators, professional groups and parents to identify areas for material and program development, training and expansion of specific services. The Center also works with educators, professionals and parents to identify effective teaching approaches, materials and resources for deaf-blind children.

NICD-B publishes a newsletter three times a year. It also provides information sheets on deaf-blindness, methods of educating deaf-blind persons, bibliographies, and resource listings of national programs and services. The Center also maintains a computerized database on local, regional and national resources.

Helen Keller National Center (HKNC). 111 Middle Neck Road, Sands Point, NY, 11050. (516) 944-8900 TDD/Voice. Director: Stephen Barrett.

Helen Keller National Center, founded in 1967, is a comprehensive rehabilitation, research and training center located on Long Island, New York. It is the only such facility for deaf-blind persons in the country. Helen Keller National Center provides services specifically for deaf-blind individuals through the national office and ten regional offices located throughout the country.

The main offices and regional centers provides consultation and direct assistance to state and local agencies serving deaf-blind persons. Regional representatives locate, assist and refer deaf-blind persons to appropriate services and programs, provide vocational training and job preparation for deaf-blind clients, and advocate for improved services for deaf-blind clients.

Helen Keller National Center provides vocational assessment and training, and prepares deaf-blind persons to enter the work force. It also provides instruction in communication skills orientation and mobility, basic independent living skills, speech, auditory and low-vision training, and a unique leisure studies program. Clients can learn these skills through a residential program as well as in their homes or at their workplaces.

The Center also offers specialized services for elderly deaf-blind persons, including training in coping techniques, mobility education, and communication strategies. Also available is a technical services center. Staff persons at the technical services center provide information, training and technical assistance on technology for deaf-blind persons, such as large print and

versaBraille computer systems, Telebraillers that allow deaf-blind persons to communicate by telephone through TDDs, and Braille Telecaptioners that allow deaf-blind persons to read captions on TV shows.

The Helen Keller National Center publishes a newsletter, NAT-CENT NEWS, which is published three times a year and available without charge to interested subscribers.

Perkins School for the Blind. Deaf-Blind Unit, 175 North Beacon Street, Watertown, MA 02172. (617) 924-3434 Voice, (617) 924-5255 TDD. Director, Deaf-Blind Unit: Michael Collins.

The Perkins School for the Blind's Deaf-Blind Unit educates deaf-blind children from all over the world. The school serves children from preschool to high school levels. Many students receive instruction in regular academic subjects, as well as special areas such as computer training and vocational education. The school also provides special ungraded classes for students who aim to become more independent.

Perkins offers counselling, therapy and training to deaf-blind students and their families. Counseling services include family and group counseling, individual therapy, psychological testing, prevocational and vocational counseling and health counseling. The school offers physical, occupational, low-vision and speech therapy. Perkins provides general medical care to the students including psychiatric, audiological, optical and opthamological services, and hearing aid fittings.

Perkins provides training in independent living and communication skills, and mobility education. Communication skills instruction includes sign language, fingerspelling, typing, Braille, and reading with an Optacon, which is a machine that enlarges printed materials.

Perkins published a newsletter, The Lantern, which is published two times a year and offered free of charge to the public. Perkins also offers some alumni activities.

New England Center for Deaf-Blind Services. Perkins School for the Blind, 175 Beacon Street, Watertown, MA 02172. (617) 924-3434 Voice; (617) 924-5255 TDD. Director: Marianne Riggio.

The New England Center for Deaf-Blind Services is part of a federally funded project under the Department of Education, Office of Special Education and Rehabilitative Services. It is one of 37 regional and state level programs that serve deaf-blind children all over the country.

The Center provides direct services for deaf-blind infants and children up to age 3. Services include auditory and visual assessment, in-home visits, training and consultation to early intervention service providers, and specialized consultation provided by communication and mobility specialists.

The Center also provides consultation, information and referral, advice and assistance for deaf-blind children from age 3 to 22. The staff gives training and workshops

for families of deaf-blind children, service providers and educators of deaf-blind children. The staff also provide workshops and information on programs and resources available for deaf-blind children and their families.

Leading National Publications of and for the Deaf, published in the United States as compiled by National Information Center in Deafness:

AMERICAN ANNALS OF THE DEAF
P.O. Box 6796
Syracuse, New York 13217

Published 5 times a year; $40.00/yr U.S. and Canada, $45.00/ year elsewhere. Reference Issue $22.50 U.S., $25.00 other countries. Official publication of the Conference of Educational Administrators Serving the Deaf and the Convention of the American Instructors of the Deaf.

AMERICAN ATHLETIC ASSOCIATION OF THE DEAF BULLETIN
Cole Zulauf, Ed.
1313 Tanforan Drive
Lexington, KY 40502
(816) 765-5520 V/TDD

Published quarterly; $4.00/yr. Sports publication.

THE DEAF AMERICAN
Jeff M. Smith, Ed.
National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20901
(301) 587-1788 V/TDD

Published 4 times a year; $20.00/yr.; U.S. and elsewhere. Free to members of NAD. Devoted to the interest of the deaf community.

THE ENDEAVOR
Kathleen Straght, Ed.
American Society for Deaf Children
814 Thayer Avenue
Silver Spring, MD 20910
(301) 585-5400 V/TDD

Published bi-monthly; $25.00 yr. individual/family; $25.00/yr. library; $25.00/yr. educational organization. Fee includes membership. Organization newsletter for parents of deaf children.

THE FRAT
Robert L. Anderson, Ed.
National Fraternal Society of the Deaf
1300 W. Northwest Highway
Mt. Prospect, IL 60056
(3120 392-9282 V/TDD

Published bi-monthly; $5.00/yr. Fraternal insurance information and news about members.

GA-SK
Bert Shaposka, Ed.
Telecommunications for the Deaf, Inc.
814 Thayer Avenue
Silver Springs, MD 20910
(301) 589-3786 Voice
(301) 389-3006 TDD

Published quarterly; $10.00/yr.; $30.00/yr.; organization.

Publication for telecommunication users.

GALLAUDET ALUMNI NEWSLETTER
Jack R. Gannon, Ed.
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5030 V/TDD

Published every other month. October to June; free. Highlights campus news and Alumni programs.

GALLAUDET TODAY
Nancy Moore, Ed.
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-5671 V/TDD

Published quarterly; $7.00/yr. U.S.; $9.00/yr. elsewhere. A university publication with special issues on deafness related topics.

HEARING REHABILITATION QUARTERLY
New York League for the Hard of Hearing
71 W. 23 St.
N.Y., N.Y. 10010-4162

HRQ is published quarterly for members of New York League for Hard of Hearing

JOURNAL OF REHABILITATION OF THE DEAF
Glenn T. Lloyd, Ed.
American Deafness & Rehabilitation Association
P.O. Box 55369
Little Rock, AR 72226
(501) 663-4617 V/TDD

Published 4 times a year, newsletter every other month with membership; $36.00/yr. For professional working with deaf people.

NAD YOUTH PROGRAM
Junior National Association for the Deaf
814 Thayer Avenue
Silver Springs, MD 20910
(301) 587-1788 V/TDD

Published 9 times a year from September through May; $8.00. Organizational publicaton for young deaf people who are members of the Junior NAD.

NAD BROADCASTER
Gary Olsen, Acting Ed.
National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 V/TDD

Published 11 times a year; $10.00/yr.; free for NAD members. A deaf community national newspaper.

NTID FOCUS
Kathleen Smith, Ed.
National Technical Institute for the Deaf
One Lomb Memorial Drive
P.O. Box 9887
Rochester, N.Y. 14623
(716) 475-6753 V/TDD

Published quarterly. Focuses on technical and professional education programs of NTID. Free.

SHHH
Jeffrey Hughes, Ed.
Self Help for Hard of Hearing People, Inc.
7800 Wisconsin Avenue
Bethesda, MD 20814
(301) 657-2248 V/TDD

Published 6 times a year; $12.00/yr.; includes

membership fee. An educational journal about hearing loss for hard of hearing people.

SILENT NEWS, INC.
Williamsville Branch
Walter Schulman, Ed.
P.O. Box 830
Buffalo, NY 14221

Published monthly; $10.00/yr. Newspaper devoted to news related to the deaf community.

VOLTA REVIEW
Richard Stoker, Ph.D., Ed.
NEWSOUNDS
Kim Remond, Ed.
Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007
(202) 337-5220 V/TDD

Published 10 times (Volta Review 7 times) a year; $35.00/both (membership dues). Promotes the Association's goals of teaching speech and speech reading and the use of residual hearing.

THE WORLD AROUND YOU
Cathryn Carroll, Ed.
KDES Box 5N
Gallaudet University
800 Florida Avenue, N.E.
Washington, DC 20002
(202) 651-3361 V/TDD

Published 9 times a year from September to May; $6.50/yr.; $7.50 large print, U.S.; $7.00/yr. Canada; $4.50/yr. 10 or more subscriptions (receive free THE WORLD AROUND YOU TEACHERS GUIDE a magazine for deaf and hard of hearing youth). Teacher's edition: $7.00/yr., free with every 10 subscriptions mailed to the same address.

END NOTES - 4 COMMENTARIES ON THE GAULEDET UNIVERSITY PROTEST

What is the significance of the protest on deaf and hard of hearing people by Dr. I. King Jordan, President Gallaudet University.

The events which took place on the Gallaudet University campus during March 1988 have been especially important to deaf and hard of hearing people. We feel a renewed sense of pride,a heightened self-esteem and a general feeling of optimism. We realize now that deaf and hard of hearing people can effect change and we are confident that new and better opportunities will emerge in education, in employment and in virtually every area of our lives.

One of the most important outcomes from the events of March 6-13, and the months following, has been the new level of awareness. Deaf people and Gallaudet University have reached new heights. Any deaf person will be able to tell you a story about how the awareness and interest level is different now. Our students have been getting many invitations to give presentations. Faculty members atten-ding conferences report increased awareness of

Gallaudet. Wherever one goes there is a new level of interest. A colleague who has traveled extensively told me that in the past when he informed fellow travellers that he was deaf the question was always: "Can you lipread?" Now the reaction is different. "Oh, I'm sorry I don't know sign language," they often apologize!

Here on the Gallaudet campus the impact of that historic week has been especially strong. We feel a new and energetic sense of community,a community of deaf and hearing employees and students. Students, faculty and staff share a new pride. Teachers have higher expectations of them-selves. They display a growing sense of responsibility and believe that it is more of an honor than ever to be a Gallaudet student.

In my role as Gallaudet President I have spent a significant amount of time on Capitol Hill meeting with members of Congress and the Senate. While this has given me the opportunity to get to know many of them, they in turn, have had the opportunity to deal directly with a deaf person, many for the first time. The impact of this goes beyond deafness. It has given me the opportunity to become a strong proponent for all disabled Americans. Congress has res-ponded with more sensitivity to deafness and other disabilities. Both the House and the Senate now close-caption their proceedings and several members, including the two Congressmen who serve on Gallaudet's Board of Trustees, are now studying and using sign language.

Since becoming President, I have criss-crossed the United States and travelled to several other countries. I have spoken to thousands of people. I see a difference. People who before March 1988 knew little or nothing about deafness are now advocates for our rights. More people realize now that deafness is a difference, not a deficiency. There is an increased interest in learning sign language and learning more about our unique culture, and our cherished history.

I believe the impact on the Gallaudet Protest on the lives of deaf and hard of hearing people has been tremendous. It introduced the world to deafness. It has created a new awareness and a more healthy acceptance and has opened doors. It has given us an important thrust forward. The "ball" is now in our hands. We must keep it moving.

Dr. I King Jordan is the first deaf President of Gallaudet University. Gallaudet University, the world's first and only university devoted exclusively to the education of deaf persons, was established by Congress in 1864. Since its founding, the University has become a symbol of the abilities of hearing impaired people and has provided leadership, inspiration, and exemplary programs for the hearing impaired people of the world.

Myth and Meaning: An Experiment at Gallaudet.

By Frank G. Bowe,

Ph.D., LL.D., Hofstra University

What happened at Gallaudet is simply reported. In March, 1988, students took over the campus to protest the Board of Trustees' choice of a non-deaf president. After 124 years, the students said, it was time to turn to someone who, like themselves, was deaf. At week's end, the Board capitulated and named Irving King Jordan, Ph.D., as Gallaudet's first-ever deaf president.

What those events mean is not so readily explained. We may someday look back and say that March 1988 represented a turning point: from that point forward, deafness education a profession dominated since the 1500's by non-deaf people, was controlled by leaders who themselves were deaf. In this view, the events at Gallaudet signalled a new era in self-determination, in self-advocacy. However, we may instead look back and say that the events at Gallaudet were an aberration, a one-time occurrence that meant little or nothing outside of Gallaudet's campus.

Certainly, the view from 18 months out supports the latter interpretation more than the former: I am aware of only one institution for education of deaf people [the South Dakota School for the Deaf] that turned to a deaf leader after Jordan took over Gallaudet. Had the events at Gallaudet been truly historic, we would have seen much more. Yet that reading of history ignores the fact that meaning seldom is clear as early as one and one-half years following an event. It also overlooks the fact that Jordan has become an international hero, a mythic figure, larger than life, who inspires deaf people throughout the world. "If King made it," the message goes, "so can I!"

Someday, it may not matter so much. About a year after Jordan became Gallaudet's president, Robert Davila, Ph.D., also a deaf man, broke another barrier: he became the first person with a disability to be named Assistant Secretary for Special Education and Rehabilitation Services, in the U.S. Department of Education. That was an important advance: those of us who created that position had always hoped it would be filled by someone with a disability. Yet Bob's nomination by President Bush and confirmation by the Senate did not spur people to dance in the streets as had King's selection.

That is, I think, good. We as a group, people with disabilities, already are moving beyond symbols, beyond myths, and looking to long-term meaning. We are less concerned with "firsts" than we are with translating precedents into advances in our own lives. That is inherently a more mundane, a less newsworthy process, yet it is undoubtedly more important. That one person became president of Gallaudet

is good; that hundreds of thousands of others improved their everyday lives is broader, deeper, and ultimately more significant.

I hope it happens.

What is the Significance for Deaf and Hard of Hearing People of the Gallaudet Uprising? by Rocky Stone (Howard E. Stone, Sr., Executive Director, Self Help for Hard-of-Hearing People, Bethesda, MD 20814).

Ever since I started working with hearing impaired people (deaf and hard of hearing), I have heard the refrain, "Hearing people do not appreciate us." Somehow, no matter how hard we work, we do not receive the respect we think we deserve. The Gallaudet uprising went a long way toward changing that. It caught the attention of hearing people the world over and they responded with empathy and support. Ryszard Kapuscinski, a Polish student of revolution has described the process something like this.

Revolutions are never planned. Everyone is amazed at the spontaneity which suddenly appears. And, when people turn to revolution, it is only because long experience has taught them that there is no other solution. When authority has squandered all its credibility and has empty hands, the people lose their last scrap of patience and make a fist. That describes, at least partially, what was happening in March 1988 at Gallaudet.

When the revolution came, it was not one of assault but by siege. Here the process is different. The first strike is usually weak and it's hard to guess that it forebodes a cataclysm. But events soon gather speed and become dramatic. More and more people take part; the walls behind which authority has been sheltering crack and then burst. The success of revolution by siege depends on the determination of the rebels, on their will power and endurance and, importantly upon external sources of supply (psychological as well as material). One more day! One more push! In the end, the gates yield.

When authority's style of ruling finally becomes a provocation, when a feeling of impunity takes root among the elite --that they can do what they wish, an illusion is created, but it rests on a rational foundation. The people keep a detailed account of their wrongs which at some point in time are added up. The choice of that particular moment is a riddle, historically. At that moment, the group loses its fear and feels free. It has hope. Without that there would be no revolution.

In my view what buoyed hope was the vast outpouring of support from hearing people. Instant communications provided a quick and favorable response. The larger disabled community, from which Deaf people frequently dissociate themselves, gave deep and widespread support. And just in time, for the students alone could (perhaps would) not have endured much longer. Siege ultimately depends upon

external support for success. The students got that support largely from the hearing world.

The lesson: we need each other. Alone, we can accomplish little. Together, we can accomplish much. This is a lesson about which the deaf community needs to think deeply.

Some Questions by Ralph F. Guertin, Ph.D. Mitre Corporation, Bedford, MA.

The Gallaudet events certainly demonstrated the competence of hearing impaired people to be movers and shakers in their own subculture, but what did they say about our ability to compete in the mainstream?

What are the qualifications to be President of Gallaudet? Do the criteria include meeting the same standards as the President of a mainstream college or university? Did the person who got the job get it because he was the best hearing impaired candidate or because he was the best candidate?

Did a deaf man win the Nobel prize in Chemistry because his scientific contributions were extraordinary for a hearing impaired person or because he excelled among all researchers in his field? Did the people who voted for a deaf man to represent them on a city council do so because he was the best hearing impaired candidate or because they thought he was the best candi-date? Was a deaf woman made a partner in her law firm and a professor at a major main-stream university because she was the most qualified person?

Was an Academy Award given to a deaf woman because she had given the best performance among all hearing impaired actresses that year or because she had given the best performance among all actresses? Did a deaf man win an Olympic gold medal in competition against the best hearing impaired swimmers in the world or against the best swimmers in the world?

Did the hearing impaired people who are leaders in the business world get there by being more competent than most other hearing impaired people in business or by being more competent than most people in business?

Are the deaf and hard-of-hearing students who are winning academic honors and awards or excelling in athletics and other extracurricular activities in mainstream colleges and universities doing so because they stand out among their hearing impaired peers or because they stand out among all their peers?

When, as I hope to see happen in my lifetime, a profoundly deaf person is named President of a mainstream college or university, will it be because that person was the best qualified hearing impaired candidate or because that person was the best qualified candidate?