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Book Review

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BOOK REVIEW

Deaf Students in Local Public High Schools by Thomas N. Kluwin & Michael St. Stinson, (Charles C. Thomas, Publisher, Springfield, IL, 1993).

When first opening this book it will seem to be another attempt, albeit weak, to support placement of deaf and hard of hearing students into regular classes. However, the reader will quickly sense that the authors have truly achieved an unbiased view of regular class placement for deaf and hard of hearing students in the public high schools. At the same time, the authors do not presume to pass any type of judgement upon regular class placement at the high school level; they let the facts speak for themselves.

The first three chapters deal with the issues prompting this book: shift from placement in center schools for the deaf to regular class placement and establishments of self-contained classes; the insistence by the public for overall educational excellence; and the preparation of students to meet the increased demands of employers who are dissatisfied with the overall products of the educational system. The discussions of the issues are well presented and concise. The reader will appreciate the bare bone discussion of the history of educational structure for deaf and hard of hearing students which points out salient facts without elaboration. The case studies of students in public high schools are, to this reviewer, quite accurate in its description of the students encountered in the deaf education classes in the local school districts.

The book delves into the various facets of the students' lifestyles and socio-economic and communication backgrounds. It was interesting and pleasing to see the inclusion of social activities and athletics (Chapter 6) as an integral part of placement in the regular public high schools. And

extracurricular activities are crucial and critical to the student whether deaf, hard of hearing, or able-bodied.

Also, of special interest to parents and administrators are the fourth and eighth chapters. The fourth chapter deals with the substance of educational placement: classes taken and placement of deaf and hard of hearing students into the curriculum. The quality of education then can be surmised from these data.

The concluding chapter provided many interesting insights into the public high school program offerings for deaf and hard of hearing students. However, the chapter did focus on the facts and attempted to guide the reader into thoughtful considerations for educational placement in a non-deaf education program. The last sentence of the book seemed to sum it all up in supporting the value of incidental learning and development of positive self-esteem.

Even though the book is based on case studies and research methodologies, it is also presented in a readable manner for teacher candidates, administrators, and other interested individuals. In other words, it is a book recommended for insertion in a course of study discussing rationale for self-contained programs versus regular class placement. The publishing of this book is timely in that many state boards of education are attempting to make a policy the concept of "inclusion." *Deaf Students in Local Public High Schools* would certainly offer a factual basis for those kinds of decisions as well as placement decisions by the IEP team.

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