

October 2019

## Book Review

None None  
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### Recommended Citation

None, N. (2019). Book Review. *JADARA*, 12(3). Retrieved from <https://repository.wcsu.edu/jadara/vol12/iss3/8>

## BOOK REVIEWS

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### EDUCATING THE DEAF: PSYCHOLOGY, PRINCIPLES, AND PRACTICES

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Donald F. Moores, Ph.D.

Boston: Houghton Mifflin Company, 1978. 347 pp., \$13.95 (hard-bound).

It has been some little time since a volume of such scope as this has been published. Old ground is gone over and recent trends, developments, and concerns in the area of education for deaf persons are discussed. The book is well-organized and, for the most part, controversy is handled with objectivity.

Chapters are organized in a topical manner presenting the reader with a general overview in the first chapter. Chapter Two and Three review the history of education; Chapter Four summarizes the major causes of deafness and includes discussions of early investigative attempts and issues (e.g., marriage between deaf persons).

The fifth chapter represents somewhat of a departure from earlier texts, discussing problems the family may face when a deaf child is a member; "Periods of Stress" the deaf child may be subject to; and some rather good discussion of professional responsibilities.

The review of knowledge (Chapter Six) relating to language acquisition in-

cludes modern-day scientific knowledge and its applications to the field. Similarly, Chapter Seven reviews the progression of thinking related to intellectual functioning of deaf persons. The author considers the progression to be from Level I-Inferior through Level II-Concrete to the current Level III-Normal. That is, where once deafness was thought to occasion inferior levels of intelligence and, later, to result in a special kind of intellectual capability (concrete), the thinking has evolved to the position that deafness, *per se*, has no effect on the intellectual potential of an individual.

The author goes on to present chapters (8-10, 12-14) dealing with the more recent areas of emphasis and pointed concern, i.e., Mental Health; American Sign Language and Manual Communication; Early Intervention; Elementary and Secondary Programs; Postsecondary Education; and Multihandicapped Deaf Individuals. Each of these chapters is, again, handled well.

Chapter Eleven deals with a summary of techniques in teaching Speech,

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Speechreading, Language, and Auditory Training. Unfortunately, according to the author, we do not have the necessary knowledge or techniques to do an effective job with the majority of deaf children in most of these areas. This lack is the result of serious attention, especially in terms of research and attention to developmental factors, by the field.

In summary, the work should be of value to professionals in the field of deafness, regardless of discipline, as well as to persons preparing for entry into the field. There is, in short, something for everyone interested in deafness and in the likely or potential consequences one may anticipate for the child and/or his family and/or for others in the society.

In the event this review is construed as recommending the text for parents, let this reviewer add that it does *not* appear to have that advantage, in general. It does have the potential of being informative and, perhaps, helpful for some parents. However, the text is not apparently intended for parental consumption and should be considered a work of scholarship and not a handbook for parents or, for that matter, for practitioners.

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