

A World Perspective on Deaf People

Moore, D., & Miller, M. (Eds.). (2009). *Deaf People Around the World: Educational and Social Perspectives*. Washington, DC: Gallaudet University Press. 427 pages. Hardcover. \$85.00.

Almost any conversation or discussion about the present status of Deaf Education involves how various nations in the world compare with the United States and other countries with respect to educational and social issues. The ability to compare and contrast these perspectives on a global basis has been limited up to now because there has not existed a “centralized” baseline of information on these issues until this book.

Moore and Miller have compiled a comprehensive summary from more than 50 professional colleagues and scholars on critical issues that currently impact Deaf Education around the world. Their book provides an overview of social and educational issues in 30 nations organized into five major sections: Asian/Pacific, the Middle East and Africa, Europe, North America and South America, and International Developments, including the International Committee on Sports for the Deaf and the World Federation of the Deaf. Each contributor reviewed the following topics: history, current academic placement, communication modes at school, sign languages, curriculum, status of deaf adults including those teaching, special laws, secondary and postsecondary education, preparation of special personnel, and current developments and trends.

The editors sought to include the three most populous nations (China, India, and the United States) as well as other nations with high rates of ethnic and social diversity. The target audience for this book is practicing professionals as well as deaf and hearing students in colleges considering careers working with deaf individuals.

Each contributor included concise summaries of social and educational issues as a means of providing a “snapshot” of Deaf Education early in the 21st century. Imagine being faced with the challenge of summarizing the history of Deaf Education within the United States as well as current trends with 15 pages

and you will immediately comprehend the challenge each contributor faced in trying to provide a concise but comprehensive perspective on their respective nation. The final section focuses on international developments with chapters on “Globaleze”: A Partnership Between the Nippon Foundation and National Technical Institute for the Deaf, Inclusion in any International Context, International Committee on Sports for the Deaf and Deaf Olympics, and the World Federation of the Deaf. Each of these chapters provides an excellent summary of international trends and issues facing deaf citizens of the world in the 21st century.

The editors conclude the book by reminding readers of the tremendous progress that has occurred internationally over the past few decades as deaf individuals have benefited from educational advancement and become increasingly empowered within their nations throughout the world. Deaf Education advocates should be mindful of the significant advancements that have been achieved while vigilant as to the challenges that lay ahead. Although we ought not to be satisfied with the current state of affairs internationally within Deaf Education, it is important to remind ourselves of the advancements that have occurred.

One component that would have further strengthened this book would have been a short biography of each contributing author. A number of the writers have strong ties to the nations they reported on, and knowing more information about their connections in the countries would have enhanced the overall reading experience. The editors and contributors are to be commended for their efforts.

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