Deaf Learners is a wide-ranging collection of chapters about deaf learners and curriculum. The editors Donald F. Moores and David S. Martin introduce this collection with a very useful overview of curriculum in general education and in the education of deaf learners. The history is concise, but what appears to be missing here is significant mention of the language and communication contexts in which the curriculum is delivered. However, the stated purpose of this book is to address the “content” of the curriculum without getting hung up on “how” and especially whether the curriculum is delivered in spoken English, American Sign Language, in a dual-language model or a monolingual model. Content is indeed important and has been given far too little attention in deaf education, so the focus is justified. However, to deny by omission that the issues of language and communication in the classroom are inextricably related to the content of the curriculum would be at best naive.

There are other notable, and somewhat disconcerting, gaps in the area of curriculum. Chapters on current Language Arts or English curricula are noticeably lacking and would have been more germane and consistent with the volume’s theme than several of the existing chapters. And, although the chapter on Deaf culture in the curriculum presents a fascinating international perspective, it would have been well complemented by a chapter on curriculum adaptations for culturally diverse learners. Throughout the book there is very little recognition of the importance of parents and families, and chapters on family education curricula and early childhood educational curricula that meaningfully involve families, an area of critical importance, are nowhere to be found. There is one other notable omission in the book—voices from practitioners, those who bring curriculum to life in classrooms everyday in school. Contributions from teachers could have significantly enhanced this collection.

Moores and Martin have put together a well-respected team of contributors all of whom are very thoughtful people, and it shows through in their writing. However, because much of the collection consists of familiar topics contributed by Martin’s and Moore’s colleagues or former graduate students, it sometimes appears to be a new labeling of existing vintages.

Despite these reservations, this is a useful book. It may be short on discussions of language acquisition and classroom communication, but then again, who can argue against the need for a strong focus on the content of the curriculum. This book will have multiple uses: graduate courses, chapters that can be used for in-service training, and as a resource for teachers and administrators in all educational settings.

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