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Sommario/riassunto

In *Educating Deaf Students: From Research to Practice*, Marc Marschark, Harry G. Lang, and John A. Albertini set aside the politics, rhetoric, and confusion that often accompany discussions of deaf education. Instead they offer an accessible evaluation of the research literature on the needs and strengths of deaf children and on the methods that have been used-successfully and unsuccessfully-to teach both deaf and hearing children. The authors lay out the common assumptions that have driven deaf education for many years, revealing some of them to be based on questionable methods, conclusions, or interpretations, while others have been lost in the cacophony of alternative educational philosophies. They accompany their historical consideration of how this came to pass with an evaluation of the legal and social conditions surrounding deaf education today.
