cussed the links—and differences—between people with disabilities and the Deaf community, stressing the problematic meanings of "voice" in the new cybernetic environment. Several workshops dealt with the implications of disability in the academy—from creating readable student-service publications to forming disability programs. In a number of papers, the connections between disability and other disciplines offered an opportunity to expand the concept of identity politics, as in Robert McRuer's discussion of queer and crip theories or in Simi Linton's, Michael Bérubé's, and Lennard Davis's plenary talks. The breakout sessions allowed participants to deal with curricular and pedagogical issues relating to incorporating disability into the literature classroom (Diane Price Herndl), to teaching life writing (G. Thomas Couser, Anne Finger, Georgina Kleege), and to forming a disability studies program (James Ferris, Susan Schweik, Sharon Snyder). As often happens, conversation spilled over after the sessions into the hallways and foyers of the conference center, prompting the participants to debate crucial questions. How does the disability community name itself and its central concerns? What is unique about these concerns, and how do they relate to those of other minority groups? How have people with disabilities been represented in the past, and how would they like to be represented in the future?

The papers collected in this *PMLA* conference report are meant to provide a glimpse of future directions in the ongoing and evolving collaboration between disability studies and the humanities. In fact, the conference has already sparked new activities in disability studies. Participants brought together by the event made plans for sharing resources among academic institutions in close proximity, and some of these plans are going forward. The conference was also the backdrop for at least one documentary film: Sharon Snyder's *Self-Presentation: The Art of Riva Lehrer*, now in distribution, richly visualizes the energy and feelings experienced by everyone at the event. May the spirit of the conference live on in this collection, serving as a call to the membership to emulate at their own institutions the pathbreaking efforts of the MLA to welcome disabled people and disability studies to the university and to make learning universally accessible. Then might all students and teachers dedicated to higher learning declare without exaggeration, "The whole earth is our university."

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