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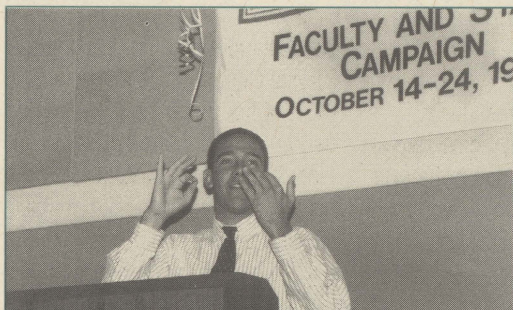
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On the Green—A publication for Gallaudet faculty, teachers, and staff
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October 29, 1997
Vol. 28, No. 5



SBG President David Kurs expresses his appreciation for the financial support he has received from the Joe Mattivi Scholarship Fund at an October 14 reception for supporters of last year's Faculty and Staff Campaign. This year's campaign ran October 14 to 24. This important fund raising effort, spearheaded by the Development Office, gives University employees an opportunity to support Gallaudet programs and students. The Mattivi Scholarship Fund is one of many scholarships that the fund supports.

Faculty and staff who helped last year's campaign raise \$146,000—exceeding its goal by more than \$30,000—enjoy themselves at the reception.



Lecture, new publication explore mainstreaming debate

By Katherine DeLorenzo
Educational trends in the mainstreaming of deaf children and the conflicts between access and placement in public school settings was the topic of an October 18 presentation by Dr. Claire L. Ramsey, author of *Deaf Children in Public Schools: Placement, Context, and Consequences*.

Ramsey's talk in Ely Auditorium and a book signing that followed were sponsored by the Department of ASL, Linguistics, and Interpretation and Gallaudet University Press.

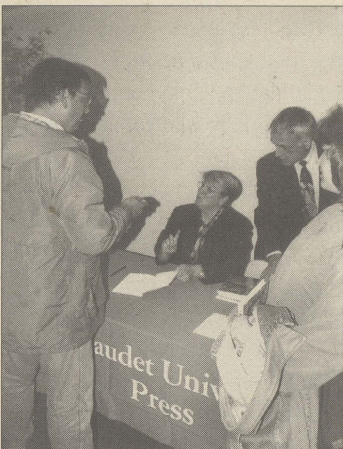
Published as the third volume in *Sociolinguistics in Deaf Communities*, the work breaks new ground in understanding the roles that language and interaction play in the development of deaf children. Her findings provide material for a renewed debate on the reality of mainstreaming in an era marked by an emphasis on monetary goals and a decline in residential school funding.

Ramsey, who is director of the Deaf Education Program at the University of Nebraska, spent a year as a participant/observer at a suburban elementary school following the academic and social development of three deaf second-grade boys in both self-contained classrooms for deaf students and a mainstream classroom with hearing students.

What Ramsey found through

her study, which utilized videotaped classroom interaction as well as field notes, was the success of the self-contained classroom, compared with the general population class. This difference was in what Ramsey calls "intelligible context" for understanding, a difference achieved largely by the interaction afforded by teachers fluent in American Sign Language.

"Since the deaf children could participate fully in all the activities



Dr. Claire Ramsey signs copies of her new book following her presentation.

in this setting," Ramsey writes, "they were busier, more engaged, more conversational, and more argumentative than they could be in the mainstreaming classroom, and they were able to employ a wide range of language uses." This is in stark contrast to mainstreaming, which Ramsey said is done to

comply with accessibility laws and offers little in the way of true interactive learning. "What is happening," Ramsey said, "is 'good enough' mainstreaming. ... The most important goal is not to break the law."

Ramsey emphasized the need for more research on how deaf children learn and to see schools as places where education comes first and foremost. In response to a student's question on the closings of deaf residential schools, Ramsey maintained that the empty space left by such closings will have a negative impact on the future of deaf education, which she said cannot thrive in the "social vacuum" of current mainstreaming practices.

Ramsey is especially critical of the "illusion" of accessibility in mainstream settings, even where interpreters are used. "It is impossible to achieve full mainstreaming. Impossible," she asserted. Her book reflects this harsh look at the reality of the current mainstream situation in most public schools: "The mere placement of deaf and hearing children in the same room is a waste of deaf children's developmental time and a thoughtless burden to place on them," she writes in her conclusion.

Deaf Children in Public Schools is available through Gallaudet University Press, c/o Chicago Distribution Center, 11030 South Langley Avenue, Chicago, IL 50528.

Hunchback of Notre Dame

The Model Secondary School for the Deaf opens its 1997-98 theater season with the Victor Hugo classic, *The Hunchback of Notre Dame*. The one-act play will be presented on November 6, 7, and 8 at 8 p.m. in MSSD's Theatre Malz.

Everyone in the Gallaudet community is invited to attend one or more performances of this exciting play about Quasimodo, who is born with a deformity and abandoned by his family. Raised in isolation by Frolo, a priest, in the Cathedral of Notre Dame, Quasimodo's greatest joy is ringing its huge bells, which causes his deafness.

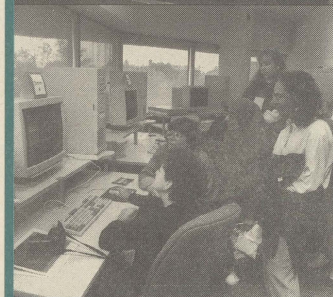


Another unforgettable character is the beautiful gypsy dancer Esmeralda, who captures the hearts of Quasimodo, Frolo, and a young captain. Their struggles with love, hate, fear, and jealousy are communicated through movement, gesture, and dance.

Tickets for the show, are \$2 for students and senior citizens and \$3 for all others.

Other MSSD theater events this season are the Winter Dance Concert February 26-28 at 8 p.m. and the spring play May 14 to 16 at 8 p.m.

Tickets for *The Hunchback of Notre Dame* can be mailed to patrons or held at the door. Send reservations by mail to Marcia Freeman, MSSD, Box 59. Checks or money orders should be made



Top: Cutting the ribbon at an open house celebrating the newly expanded Center for ASL Literacy, located in the Merrill Learning Center, are President Jordan, VPAA Roslyn Rosen, and Susan Karchmer, the center's outgoing interim director. Bottom: Visitors to the open house try out the center's computer software.

Advancements in technology push Gallaudet to the forefront

By Katherine DeLorenzo
Imagine a classroom where students are given dynamic assignments on their laptop computers. With a point and click, they can have access to the course syllabus, participate in real-time conversations with participants hundreds of miles away, take quizzes that are corrected and returned within seconds, watch videos, access library resources, and upload essays.

A virtual classroom environment like this may seem like the stuff of science fiction novels, but, in fact, Gallaudet already has several "smart" classrooms where

faculty and students can do all these things, and more.

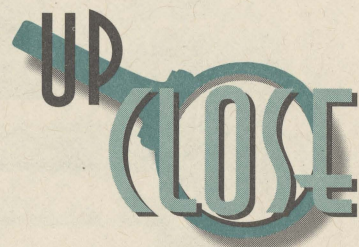
Over the next three years, Gallaudet's information technology plan will affect every aspect of campus life, from the e-mail software used by campus personnel, faculty, and students to the development of electronic presentation systems for use in classrooms and meetings. "We will be jumping from 1983 software and e-mail to 1997 applications," said Dr. Trent Batson, director of Academic Technology.

According to Batson, the enhanced capabilities permitted by new server hardware and soft-

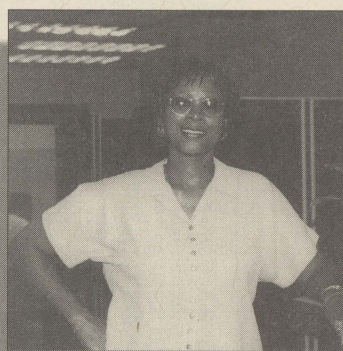
ware will allow the campus community to use standard formatting in all documents, photos, graphics, and other types of documents that current software does not support.

The most obvious aspect of this major step forward is in Gallaudet's membership in the Internet2, a collaboration of 112 universities across the country in what has been termed a "next generation Internet" project designed to provide faster access on a noncommercial network for major research universities. Begun only a year ago under the auspices of the National Science Foundation,

continued on page 2



By Mike Kaika



Jackie Blount

To be, or not to be (Insured) . . .

Jackie Blount, administrative secretary in the Tutorial Center, remembers when she began working at Gallaudet 13 years ago:

"I was a secretary in the Office of Student Affairs and didn't know any sign language," said Jackie. In an office where students are always coming by with questions, Jackie knew she had to learn sign language—and fast. Like all new employees, she attended sign language classes but what helped her learn it quickly was the personal interaction with students. "You can learn only so much from class," said Jackie, "and the best teachers are the students themselves."

In 1989, she moved to the Tutorial Center (TC) as an admin-

istrative secretary. Virtually all of her contact in the TC is with students—not only those seeking tutorial assistance but the student tutors as well.

"If you are married and have children, then you need to be insured to protect your family if something should happen."

—Jackie Blount

Several years ago, Jackie decided that she wanted to do something with her spare time on evenings and weekends. So she teamed up with her husband to sell life insurance. She is now working part time for Primerica Financial Services, which offers a

wide range of insurance and investment services.


Jackie had to go through an extensive training session before she could receive her license to sell life insurance. "Most people today are not informed about insurance, why they need it, why they should review their policy as their lifestyles change, and why some people don't even need to have life insurance," said Jackie.

Most insurance agents prefer to sell whole life policies—that is where the biggest commissions come in. But Jackie prefers to sell what is best for her clients. She spends hours just talking with clients to determine what would be best for them.

She said a single person, for example, probably does not need to have a large life insurance policy

and it would be better for the individual to invest money into a mutual fund. "If you are married and have children, then you need to be insured to protect your family if something should happen," she said.

Some of Jackie's clients are from the Gallaudet community. In the Tutorial Center, some students who know of her part-time work in the insurance field often ask her questions. "I like talking to students about this and I feel that since I am able to communicate with them easily, this will help them be better prepared when they leave Gallaudet and face the real world," said Jackie.

"After all," Jackie added, "this is the Tutorial Center, a place for students to get one-on-one help in math, science, history, or other subjects, so I like to think that I am also helping them with something as well." 

Long-term employees who have recently reached a milestone

Associate Professor Vicki Shank (left) (20 years), Assistant Professor Lenore Brooks (25 years), and Professor Fat Lam (20 years), faculty members in the Department of Mathematics and Computer Science, display their service awards.



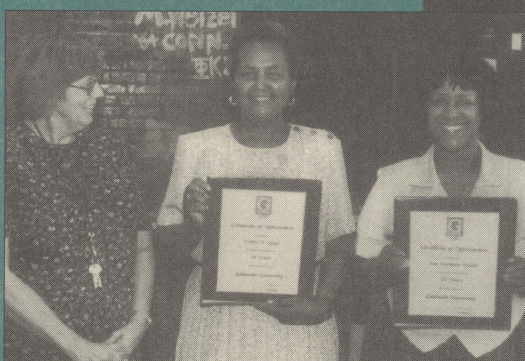
◀ Catherine Fischer, senior information specialist for the National Information Center on Deafness, receives her 25-year service award from NICD Director Loraine DiPietro.

Norma Buemi, coordinator of orientation programs in the Office of Freshman Studies, accepts her 20-year service award from School of Undergraduate Studies Dean Stephen Weiner.



◀ Professor Carol Erting (right) of the Department of Education is presented her 20-year service award by department Chair Barbara Bodner-Johnson.

Jane Kuzoian, PCNMP social studies teacher/researcher for Grade 9, is congratulated for 25 years of service to Gallaudet by Lead Teacher Fred Mangrubang.



◀ Biology Department Professors Eveline Lloyd (center) (30 years) and Ann Davidson-Powell (right) (20 years), pose with their service awards while department Chair Carole Bateman looks on.

Technology pushes Gallaudet forward

continued from page 1

Internet2 will use high-speed networking provided by MCI Communications Corporation.

The universities that make up Internet2 have recently formed a corporate partnership called the University Corporation for Advanced Internet Development (UCAID). Along with increased speed, Internet2's most promising use for Gallaudet is in its video capabilities, said Batson. "For us, the I-2 will provide the ability to present real-time video conferencing," he explained. "A person at Gallaudet can communicate in sign language with someone on the West Coast."

Currently in testing, some Internet2 functions could be accessible as early as next summer, and more universities are expected to join. Besides Batson, members of the project team include Director of Computer Services Roger Doty, University Librarian John Day, Educational Foundations and Research Chair Cynthia King, and Director of Media Relations Mike Kaika.

Some faculty and students are not waiting until next year to join the technological revolution. For many, technology in the classroom is already an everyday reality. This fall, Academic Technology is coordinating a pilot laptop project for several classes taught by Department of Education Professors Jay Innes and Richard Lytle. This project was modeled on a successful Wake Forest University program, which resulted in a 100 percent laptop environment at the university. Thirty-two students are currently involved in the program, which is expected to expand next year as more faculty become involved.

Academic Technology also participated in several projects with the Academic Affairs Technology Advisory Committee, a collaboration designed to promote interactive learning using technology both in and outside of the classroom. The program, called "LEARN97," provided computers for student organizations

and upgraded campus servers, along with the installation of electronic presentation systems in several classrooms.

Academic Technology also provides classes and training for faculty, staff, and students, ranging from simple Web page design to the use of sophisticated audiovisual equipment such as digital cameras. Faculty no longer have to create their own Web pages: Academic Technology now offers Web applications—many developed by Dr. King—for faculty use.

Plans are also underway to create a centralized technology "help desk" where standard Gallaudet software user support will be available. The help desk will also allow departments and individuals to track orders of new hardware and software.

Detailed information about classes and submitting course Web pages can be found in the department's *Academic Technology Newsletter*, or at its Web site:

<<http://acadtech.gallaudet.edu/>>

Some professors at Gallaudet
continued on page 4



Kendall Green
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695

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Editor

Todd Byrd

Photo Editor

Sherry Duhan

Staff Writer


Katherine DeLorenzo

Photography

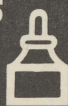
Chun Louie

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Coping with writer's block



From time to time, everyone experiences some degree of writer's block—the inability to put ideas on paper. Confusion, stress, anxiety, poor time management, and the inability to break a large task into manageable parts are some of the most common causes of this condition.

"Overcoming Writer's Block" is the title of a mini-workshop that will be held by English Works on November 6 from noon to 1 p.m. in the Ely Multipurpose Room. Panelists VPAA Roslyn Rosen, Powrie Doctor Chair of Deaf Studies Judith Mounty, and several faculty members will share their experiences with writer's block and some of the ways—some successful, some not—in dealing with it.

Everyone in the campus community is invited to attend the workshop and to bring a lunch.

Stu·dent·sau·rus

(stoo • dant • soar • us) n. 1. a special breed of inquisitive men and women who Gallaudet recruits, retains, and educates. 2. pizza-eaters.

They came, they saw ... they loved us!

They came from Massachusetts, Wisconsin, Tennessee, and Newfoundland, Canada.

A total of 42 visitors attended the October 17 Undergraduate Student Open House, with the largest number of prospective students who traveled to Gallaudet to learn more about the University hailing from Newton North High School in Massachusetts (20, plus four staff members).

President I. King Jordan gave the welcoming remarks at the first Open House of the 1997-98 academic year. He also joined the Open House visitors for a late afternoon pizza party.

Edward Mulligan, director of the Education District Collaborative Program for Deaf and Hard of Hearing students at Newton North, said he was impressed with the Open House program and with the people at Gallaudet. He felt that Gallaudet had rolled out the red carpet for the students. "There were warm and caring feelings about our students that conveyed that they were important," said Mulligan. He added that the opportunity to eat lunch with faculty and staff was, "A terrific idea."

Lisa DeWindt Sommers, Newton North's school counselor, added, "We all had a wonderful time. It really made an impact on a lot of the students, and some of them even thought about going to Gallaudet after they graduate. They were also impressed with the deaf history going on at Gallaudet."

Nothing was more evident of the campus' enthusiastic involvement and collaboration in the Open House program than the 28 departments that set up exhibition booths at the Ely Center Multipurpose Room for the benefit of the Open House visitors. It was interesting to note that not only undergraduate and graduate prospective students visited the booths—even Gallaudet alumni, staff, and students stopped by to learn more about services provided by the various departments on campus.

Faculty who helped with "It's Academic!" sessions were Dr. David Penna, Dr. William Moses, Dr. Marshall Wick, and Tracey Salaway.

Faculty, staff, and students who helped make the lunch with the visitors a big success were

Tammy Weiner, Robert Weinstein, Elizabeth Creamer, Arthur Lee, Melba Goodwin, Thelma Schroeder, Norma Buemi, Nancy Cowan, Debby DeStefano, Deb Lawson, Jim DeStefano, Rich Pelletier, and the Office of Enrollment Services/Admissions staff.

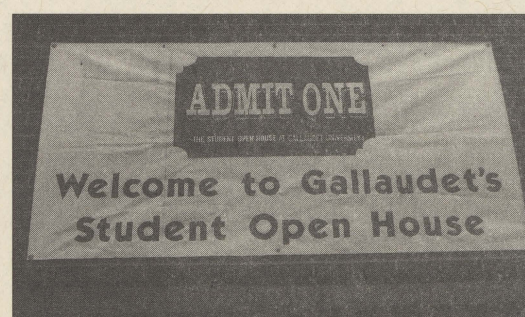
Assisting with the Information Sessions were Debby DeStefano, Dr. Nancy Pollock, Janel Lindner, Dwight Benedict, and Cliff Geffen.

Thanks, too, to all the many others who participated. More and more people on campus are getting on the Open House bandwagon, which is good news! The bad news is there are too many to thank individually here, but acknowledgment must be made to Abbey Roin, an SBG liaison recruitment representative who helped identify and recruit Gallaudet students to sit with the Open House visitors during lunch, and thanks also has to go out to the Kappa Gamma Fraternity, which asked how the fraternity brothers could help with the Open House. They volunteered to interact with the Open House visitors during lunch as well.

The next Open House is set for Nov. 21. 



By Teresa Ezzell



PCNMP

HAPPENINGS

Reggio Emilia at KDES a work in progress

By Susan M. Flanigan

Nancy Sayre, professor of early childhood education at Clarion University in Pennsylvania, recently returned to Kendall School for a follow-up visit with the preschool team. Sayre had come to Kendall this past summer for two weeks to introduce the concepts of the Reggio Emilia method that she uses at the Lab School at Clarion.

The Reggio Emilia method is an internationally acclaimed early childhood program that began in Italy. Some of the concepts that have generated interest among American educators include the idea of teachers as learners, the importance that is attributed to the internal and external environments, and the use of long-term projects with small groups of children. The method also places emphasis on children using multiple means of expressions, or "symbolic languages," such as drawing, sculpture, movement, dramatic play, and writing.

Lynne Erting, lead teacher for the preschool team, explained that "this is the first time the Reggio Emilia method has been used with deaf and hard of hearing children. We're adapting slowly and seeing what kind of results we get." The organization of the environment is an important facet of the program.

Over the course of a week, Sayre met with teachers to assess their

progress in implementing the Reggio Emilia program and to assist them in setting up a "piazza"—a community square—and an "atelier"—a creative work area.

In creating a piazza, the teachers set up a bistro (eating area), a living room, kitchen, and dramatic play area for all the students to use. Nursery teacher Nancy Topolosky showed the beginnings of the new bistro area. "We found our kids had a hard time eating lunch in the big Kendall cafeteria. They were distracted by the older students. What we've done here is started to create a small bistro to make lunch more of an enjoyable experience."

The new atelier area will serve as a central place for creative interaction that will include visually-based projects.


In the classrooms, teachers are learning how to become more skilled observers of the children and to explore ways of expanding children's spontaneous activities. From observing the children, teachers can develop projects. The goal of a successful project is to create enough interest to challenge children's thinking and problem-solving skills and open up new ways to explore.

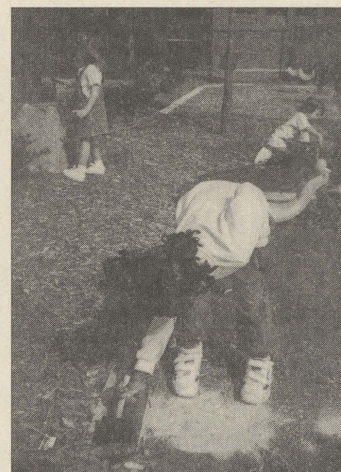
Topolosky described a current project in the nursery classroom based on Reggio Emilia concepts. She and classroom aide Helen Sweetney observed how the chil-

dren were becoming curious about lines and patterns in Play Dough. Topolosky also noticed that most children covered an entire sheet of paper with blobs of color in creating art. Using the children's interest as a base, she created a project based on lines. Topolosky, Sweetney, and the children set out for the KDES playground armed with buckets of water and paintbrushes to find lines in the outside environment. The children were instructed to "paint" lines wherever they saw them—on the ground or on playground equipment.

After exploring lines in the outside environment, Topolosky started to see a change in the chil-

dren's artwork. "It was so exciting! Lines began to appear in all their drawings," she said, pointing to a gallery of pictures in the classroom. She described how understanding the concepts of lines and patterns will form the foundation for making letters and writing. Like other projects based on the Reggio Emilia method, Topolosky explained that the lines and patterns project is open-ended and based on the children's continued interest.

"During the rest of the school year, we want to concentrate on developing projects," said Erting. "We also would like an opportunity to visit Nancy Sayre's program and see it in action." 



KDES preschool students Ifedimma NwanKwo (foreground), Audrey Robinson (left), and Ivana Genievski "paint" lines on the playground in a Reggio Emilia project.

Photo by Nancy Topolosky

WHAT'S HAPPENING ... AND WHEN

October-November

29-30 Class of 2001 Bake Sale, Ely Center

29 MSSD JV Football vs. Sidwell Friends, 4 p.m., MSSD Football Field; Volleyball vs. Mary Washington College, CAC Match-up, 6 p.m., Field House

30 MSSD Volleyball vs. Riverdale Baptist, JV at 4 p.m. and Varsity at 5 p.m., MSSD Gymnasium; Men's Soccer vs. Bowie State University, 3:30 p.m., Soccer Field

31 ASL Interaction Lunch, 12-1 p.m., Merrill Learning Center upper level; MSSD JV Volleyball at G.T. Day Hopper, time TBA; MSSD Varsity Football at Colonial Beach, 7:30 p.m.

1 For Faculty and Staff: Fall Meeting of the Oral History in the Mid-Atlantic Region, 9 a.m. - 4 p.m., Peikoff Alumni House, contact Stan Schuchman (x5474) for more information; MSSD JV Volleyball at G.T. Day Hopper, time TBA; Men's Soccer vs. Savannah College of Art and Design, 11 a.m.; Football vs. Stevens State Tech, 1 p.m., Hotchkiss Field; Women's Soccer vs. Savannah College of Art and Design, 2 p.m., Soccer Field

3-4 Kappa Sigma Fraternity Bake Sale, Ely Center

3 MSSD Volleyball vs. Stone Ridge, JV at 4:30 p.m. and Varsity at 5 p.m., MSSD Gymnasium; Men's Soccer CAC Tournament First Round, time

and location: TBA

4 Graduation application deadline for December and May graduates; Volleyball CAC Tournament First Round, time and location: TBA

Community Events

30 and 2 Arena Stage: Eugene O'Neill's *A Touch of the Poet*, sign-interpreted performance at 8 p.m. on the 30th and at 7:30 p.m. on the 2nd, (202) 484-0247 (TTY), (202) 554-9066 (V)

31 and 1 Publick Playhouse: *The Lion, the Witch, and the Wardrobe* by Theatreworks/USA, sign-interpreted performance at 10 a.m. on the 31st and at 11 a.m. on the 1st, (301) 277-1710 (V), (301) 277-0312 (TTY)



Ruby (Miller) Samples '47

ALUMNI CONNECTION

Around the Campus, 1942-47

(The following is an excerpt taken from Ruby (Miller) Samples', '47, notebook that she kept as a Gallaudet student.)

Now that the time for graduation is nearing, the ordinary, everyday things are starting to look extraordinary. No doubt we will miss our beautiful campus, the statue of Gallaudet, the Tower Clock.


"But more than that we will miss the grouping around the bulletin board and how everyone reads *The Buff and Blue* at dinner time when it is distributed. We will miss the garlic smell on Hotchkiss Field and the Library on rainy afternoons. We recall the spring times when we sat under the trees on campus for informal socials, the arguments at the breakfast table about oralism vs. the combined system. Those were heated arguments.

"On Sunday nights after a lecture in the Chapel, usually something for our enlightenment, students would gather under the clock in the main hallway to compare opinions. 'He sounds cracked,' some would say, while others would think the speaker was very good.

"There was the jeering that greeted crew cuts, the formal dance where couples danced in lights soft and dim, there was the sun coming out after a rain, making the campus look bright and new.

Lilacs would bloom in the spring-time along the tennis court by Florida Avenue. Students would play a fast game of tennis there and whiff the blooming beauties.

"Croquet games on campus, snow fights, after-midnight sessions in the hall, the smell of the Christmas tree in the reading room, 'Calvert Bridge via Florida' street-cars coming from Eighth Street and turning on Florida Avenue, toast plates hoisted high in the air the minute breakfast begins, sophomore exams and Sunday School concerts, Little Tavern hamburgers, the swarms of starlings that made short work of Kendall Green grubs, the lumpy mashed potatoes, the cold winter mornings when it was dark in the Chapel and we would run to find a warm spot near the radiators, the boys pushing each other off the arcade and remarking about the skirts that go past, the O.W.L.S. and the Kappa Gamma's good-natured feud, the constant gripe about food, or the curriculum, or the social life, the basketball games.

"Aye, more than the campus, the statue, or the Tower Clock, these will be missed. These have been the five best years of our lives, and ahead of us is the beginning of new and different things." 

Technology pushes Gallaudet forward

continued from page 2

have gone beyond the mere implementation of class Web pages. In addition to a dynamic syllabus, Technology Fellow Dr. Janet Pray, chair of the Department of Social Work, has begun using HyperNews for class discussions and projects. With its user-friendly interface, password-protected Web access, and flexibility, HyperNews has rapidly become a popular teaching tool. Student discussion areas are marked by icons which represent pro and con views, rebuttals, new assignments, and those which have pressing deadlines.

Programs like HyperNews and laptops do require training, however. "It takes time to train students, but as we progress, it becomes more and more enjoyable," said Pray.


Last year, Pray co-taught a social work course with Dr. Martha Sheridan, who was then at the University of Ohio. The class was conducted using video and Internet relay chat discussions. Sheridan, who is the first deaf person to receive a doctorate in social work, has since joined the faculty at Gallaudet.

Not only does technology use benefit instruction, Pray believes, it also gives students a competitive edge in an increasingly technology-oriented workforce. Because training is so expensive at the professional level, companies and organizations are eager to hire graduates who already possess such skills. Other uses of technology include a software practice ver-

sion of the social work licensing board test, which offers immediate feedback on students' answers.

Moreover, Pray believes that contributions to the HyperNews forum show that students are motivated to continue thinking about issues raised and discussed in class outside the classroom. Another positive aspect is its effect on more passive students. "My students who are quiet in class are very vocal on the computer," said Pray. "There's more opportunity to get involved, and less passivity," she said. Presently in use at the graduate level, Pray will soon incorporate HyperNews forums at the undergraduate level as well.

Last month, Pray presented two lectures on educational technology, the first with Dr. Sheridan and Academic Technology Specialist Deirdre McGlynn at an Information Technology conference sponsored by the University of Southern California College of Social Work, and more recently at an Educational Testing Service conference at the Gallaudet University Kellogg Conference Center titled "Educating Social Workers for the 21st Century."

Not long ago, Pray received a query from a prospective graduate student who specifically requested information on what kind of technology was used in the social work curriculum. Such requests, Pray believes, show the importance of technology in student recruitment as well as their preparation for careers. "We need to be ready," she said. 



ASK AUNT SOPHIE

Dear Aunt Sophie,

Did you go to the basketball game between the Democrats and the Republicans? This is the third time I've seen the two teams play and the Republicans always win. What's wrong with those Democrats, anyway?

Sports Lover

Dear Sporty,

Aunt Sophie did indeed watch the Democrats get slaughtered for the third consecutive time in eight years. In truth, I don't think the debacle is in any way related to their political persuasion. Rather, I am of the opinion that those terrible triplets—Size, Stamina and Age—deserve most of the blame.

However, there was something about the game that bothered Aunt Sophie, and that was the over-zealousness of a number of players. I mean, gentle readers, this was not an NBA championship game! It was a fund-raising event that just so happened to include basketball. Those men could as easily have been playing ping-pong or croquet, though one shudders to think of what would have transpired if they were allowed to wield croquet mallets at one another.

As it was, there was entirely too much pushing and shoving—altogether unbecoming of those who hold such important offices. Aunt Sophie was horrified when one fellow pushed a player down as he was making a mad dash for the basket, and didn't even bother to help the downed player to his feet! What is this world coming to?

Of course, it wasn't all rough-house. Aunt Sophie chuckled

when the only female member of Congress on either team took to the floor. Carolyn McCarthy (D-NY) looked like

Tinkerbell next to the other Democrats, not to mention the members of the Republican team.

McCarthy received a pass and had just begun her version of dribbling when the ball was rudely swiped from her by an avenging Republican. At that moment, the crowd roared a mighty BOOOO at the ball stealer, whose comical facial expression said it all: "What? What'd I do wrong?" After that, Ms. McCarthy dribbled up and down the floor unscathed, though she never quite managed to get the ball into the basket.

Perhaps Aunt Sophie will meet with the captains of the teams when next they play here and give them a little lecture of court etiquette.

Dear Aunt Sophie,

Do you know why Gallaudet dyes the water in the water fountains blue? I think it really looks ugly, sort of like those Disneyland water park rides. If you look around D.C., there are lots of water fountains that are bubbling, spraying, sprinkling, CLEAR water, so there must be a way to "treat" the water for algae or whatever without turning it blue. Besides being ugly, I feel for the ducks that find their way to the pools and find themselves teaching their babies to swim in "fake" blue water. Alright, the ducks don't really seem to mind, but I do. It just looks so unnatural. Is there anything we can do about this.

Clear Water Advocate

Dear CWA,

Aunt Sophie is amazed at the passionate concern you seem to harbor for this matter. I mean, we're talking about non-toxic water coloring here, not terminal pollution of the world's oceans and rivers!

Be that as it may, my duty is not to pass judgment on anyone's particular concern. Rather, my role is to dig deep into the vast reservoir of wisdom with which I have been so utterly blessed and find therein answers to a wide spectrum of cosmic matters—including, it would seem, blue water in campus fountains.

The water is blue because of a chemical used to keep the various campus ponds and fountains free of pond scum. Pond scum is not pleasant, though I recently met a fellow who is convinced that it's a cure for baldness. He says he

slathers it on his head each night before retiring and that his hair has actually started growing back. I

asked him if

he realized that the new hair was of a greenish hue and looked not unlike dried pond scum, to which he replied huffily: "Scum is better than none."

So, despite your claim that this is an aesthetic tragedy of monumental proportions, it appears that our fountains and ponds will continue to be awash in what most certainly looks like Kool Aid's "Very Berry" flavor—at least until we run out of the stuff.

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at **PUBLICREL**. Be sure you say your question is for Aunt Sophie.

NOTES FROM PERSONNEL

Service awards for September

Five years:

Alex Archie, Physical Plant; **James Tabron**, Business Services

Ten years:

Todd Byrd, Public Relations; **Marcie Christy**, Registrar's Office; **Dr. Peter Fitzgibbons**, Audiology; **Krista Leitch Walker**, College for Continuing Education

Fifteen years:

Dr. Linda Delk, Office of the Director, PCNMP; **Jeffrey Finkel**, Curriculum Enhancement, PCNMP; **Esther Lewis**, Safety and Security; **Joan Schlub**, Publications and Production; **Frank Turk**, Co-Curricular Activities, PCNMP

Twenty years:

Dr. Roger Beach, Counseling; **Gary Grant**, Physical Plant; **James Hynes**, Residence Education, PCNMP; **Gertrude Lewis**, Human Resources; **Russell Perkins**, Gallaudet Research Institute

Thirty years:

Pearl Hawkins, Library, PCNMP

Forty years:

Johnnie Bowden, Physical Plant

New employees hired in September:

Makur Aciek, Internal Audit; **M. Angeles Borrego**, Mental Health Center; **Bonnie Boswell**, Admissions; **Katherine DeLorenzo**, Public Relations; **Maribel Garate**, ASL/Deaf Culture/Multicultural, PCNMP; **Anna Hall**, Office of Assistant Director, PCNMP; **Marlene Matthews**, Office of Assistant Director, PCNMP; **Michelle Matthews**, Child Development Center; **Theresa Moreno**, Registrar's Office; **Lynne Murray**, Development Office; **Jennifer Novak**, Student Health Services; **Rosanne Prickett**, Enrollment Services; **Deborah Skjeveland**, Campus Life; **Kellie Valdez**, Parent Infant/Pre-School PCNMP; **James Van Manen**, ASL/Deaf Culture/Multicultural, PCNMP; **Jenifer Weiss**, Child Development Center

Promotions in September

Robert Crowe, Grounds Services; **Nebiyu Nega**, Grounds Services; **Stephanie Tomardy**, Campus Life; **Erlinda Cooper**, School of Communication; **Catherine Sweet-Windham**, Development Office; **Sharrell McCaskill**, Career Center

