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On the Green—A publication for Gallaudet faculty, teachers, and staff
Gallaudet University • 800 Florida Avenue NE, Washington, DC 20002-3695

October 14, 1998

Vol. 29, No. 2

The beginning of a beautiful relationship

By Tyrone Giordano and
Roz Prickett

Parents are a valuable yet often overlooked constituency of the higher education community.

Parental involvement in a son or daughter's college career increases the student's chances of making it to graduation. Also, parents often want to know more about the university where their children are enrolled and they welcome ways to become more involved. Because a parent's program is a win-win situation for everyone involved, Gallaudet

hosted its first Parents Weekend September 25-27.

It is sure to become an annual event.

Seventy-four families traveled to Gallaudet for the event. The majority of the attendees--close to 75 percent--were the parents, families, and friends of freshman students. The parents and brother of freshman Marianne Larsen came the farthest--from Hals, Sweden. Florence and George Brawley surprised their daughter, Deborah, by showing up unexpectedly from Newfoundland,



It's a family affair: Joseph Brandon and Brenda Brown, parents of freshman Alycia Brown, enjoy a bite to eat and good conversation with Cathy Sweet-Windham, director of major and annual giving in the Development Office, and her son, Max Windham.

Enrichment Day explores diversity among learners, rights of deaf and disabled people to higher education

Enrichment Day '98, which was held September 29 in the Gallaudet University Kellogg Conference Center, explored different issues relating to the theme of diverse learning styles. The day was filled with presentations, workshops, and panel discussions

showed a brief clip from the classic 1980s teenage rebellion movie, *Ferris Buellers Day Off*, depicting a high school classroom filled with utterly bored students, staring zombie like as their droning teacher spewed out factoids about U.S. economic history.

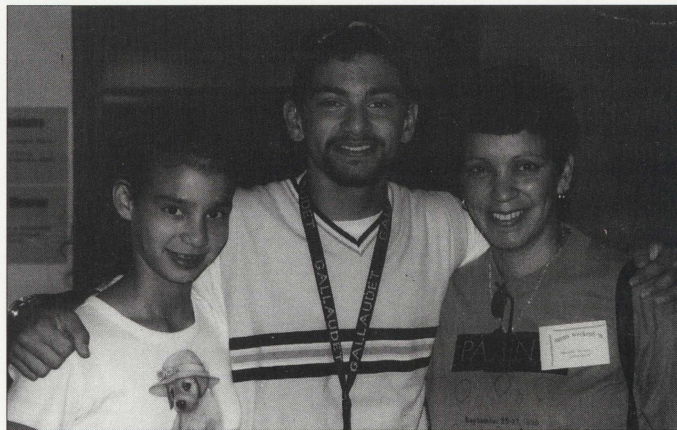
For students to truly learn a subject, the classroom must be transformed into a vibrant learning center that employs a variety of learning styles. Catering to student's individual learning styles is a challenge, but it need to be overwhelming.

Dr. O'Connor based her lecture on Native American culture's belief in the Medicine Wheel. The theory behind the wheel is that all people are born with common traits--both positive and negative--that align with either north, south, east, or west, and that as they mature, well-balanced individuals acquire qualities from all points on the compass.

The trick, said O'Connor, is for teachers to adapt their lessons to meet these four basic personality types.

For example, people who are north on the wheel like to be in charge, they love new ideas and

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Freshman John Serrano (center) of Windsor, Conn., sister Crystal, and mother Nanette, take time out of the busy Parents Weekend schedule to have their picture taken.

Canada. Two other families also came from Canada. The remaining families in attendance represented 28 American states.

Scheduled events for the guests included tours of the campus, one-on-one meetings with academic advisors and representatives from the Financial Aid and Student Accounts offices, a reception hosted by Institutional Advancement, a panel of young alumni, a performance by members of the Gallaudet University Dance Company, and various panels and presentations.

Studies show that in addition to seeing their son or daughter

and meeting his or her friends, parents want to meet the individuals who have the most impact on their son or daughter's academic performance, the faculty. To that end, a variety of events were scheduled so that parents could meet with faculty members. For example, faculty attended a reception for parents, a Greek-style dinner in the cafeteria, and a breakfast and department tours.

On the feedback and evaluation forms that parents were asked to fill out, it was no surprise that meeting faculty and talking to advisors topped the list of most popular events. Another activity

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The Faculty and Staff Campaign is shaking up Gallaudet

By Marcie Robertson

The Campaign for Gallaudet will be officially launched next year, but faculty and staff can help now with their contributions to the Faculty and Staff Campaign that officially began October 1 with an appreciation donor breakfast campaign kickoff.

This year's campaign, which has the goal of raising \$165,000 and a 50 percent participation rate, will run until October 31. Last year's campaign exceeded its goal of approximately \$145,000 by raising over \$161,000 and achieving a 45 percent participation rate.

Gift contributions can be made by payroll deduction, an annual pledge, or an outright contribution. Contributions can also be made thru e-mail by contacting marcie.robertson@gallaudet.edu.

Designations for Faculty/Staff Campaign funds include many worthwhile projects, such as: Deaf Way II, departmental support, endowed chairs, faculty fellowships, the Gallaudet Fund, new student building, presidential scholars, scholarships (direct or endowed), and The Shared Reading Project at KDES. 



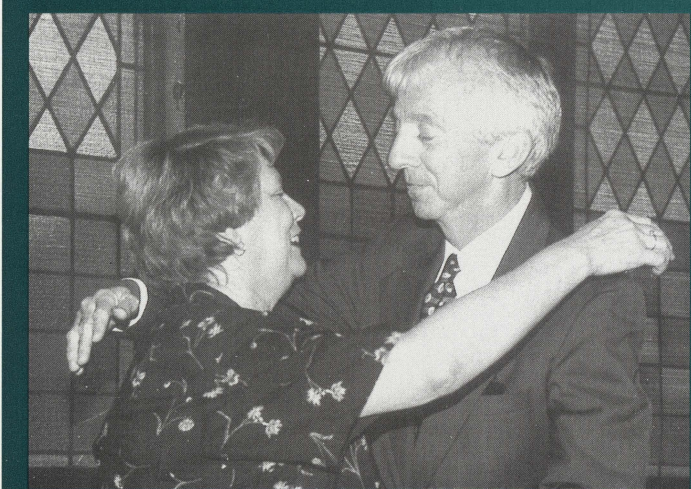
Dr. Carol O'Connor talks about personality type and its impact on teaching.

that offered insights on ways to enhance the learning experience. Other presenters also addressed the issue of the rights of deaf and disabled people to higher education.

Educational Consultant Carol O'Connor began her Enrichment Day keynote presentation on personality type and its impact on teaching with an example of how not to conduct a class- she

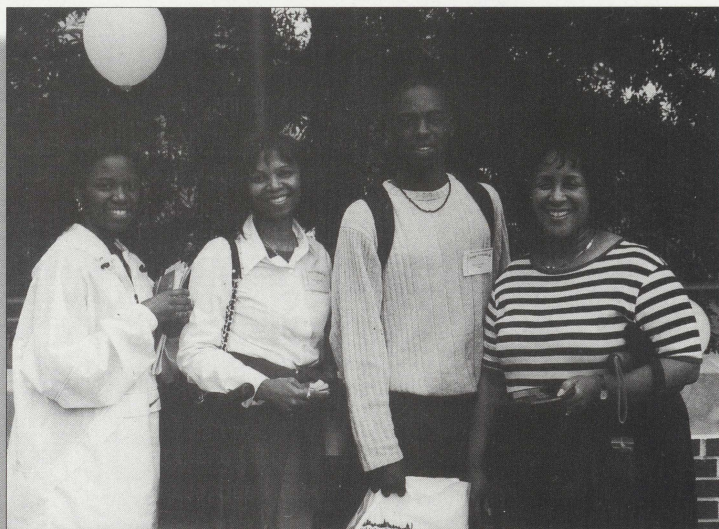


FROM LEFT: Stephanie Walden, Cassie Wilson, Dr. Carol Traxler, and Jack Dunn enjoy conversation at the October 1 appreciation donor breakfast that kicked-off the 1998 Faculty and Staff Campaign.



President I. King Jordan gives a farewell hug to Sue Ellis, director of congressional relations and a 28-year employee of Gallaudet, at her September 29 retirement party.

FROM RIGHT: Dr. Ann Davidson-Powell, a professor in the Biology Department, poses for a photo with freshman Carlos Stennett, his mother Cristina, and sister Charnnette.

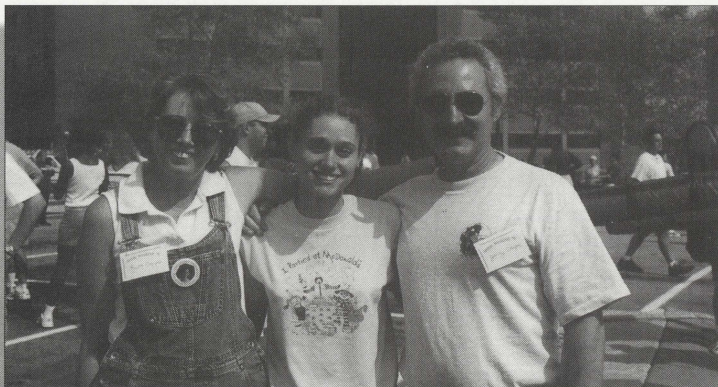


Parents Weekend

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that got an enthusiastic response was the Campus Life Festival, a fun and games event that took place on Saturday afternoon.

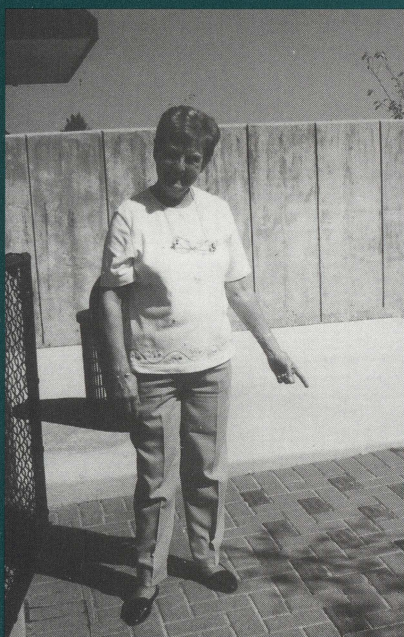
Some other comments parents made were:



Ruth (left) and Jerry Carpe and their daughter Sandra, of Moorpark, Calif., joined the crowds of students and other families at the Campus Life Festival.



A hit during the weekend was the specially offered shuttle bus service to and from Union Station. "The drivers all said it was nice being able to help the parents," said Darnese Nicholson, manager of Transportation Services.



Jan Kemper, a registered nurse for KDES and a member of the KDES Playground Committee, points to the first engraved bricks that have been inserted into the pathway to the school's playground. Purchasing the bricks, which cost \$50 each and are inscribed with a message of the donor's choice, is the focus of a fund raising campaign for the playground that began last year. Future funds from brick purchases will be used to buy benches, landscaping, and storage sheds. To place an order, call Gail Solit in the Child Development Center, x5130.

"The people here are so sweet," said Nancy Donnelly of Middletown, Del., the mother of freshman Mary Donnelly. "I feel real comfortable here."

"We enjoyed everything that we attended," said the Brawleys of Newfoundland. "As parents, we are leaving the campus with our daughter in good hands, knowing there is so much available here for her."

"We can see this institution is preparing [our son] educationally, socially, and spiritually so far with what we see, talking to advisors and faculty," said Robert and Arceli Young, of Evans, Ga. "Our son has expressed confidence and a strong will to succeed."

"It's been great. The seminars gave us such useful information, how to help students when they're homesick or having trouble in their school work ... and registration was great, very together," said Richard and Bonnalyn Briggs of Florida, whose daughter, Maria Elena, is a freshman. Mandy Ziegler's mom, Joan Adams of Texas said, "I really enjoyed the open house at the dorm. They showed a short video of recent graduates of Gallaudet and it was inspiring to learn what great things they are accomplishing. ... I also enjoyed meeting with the faculty members. They answered many of my questions."

Bob Smith of Colorado said, "My daughter, who's a senior this year, wouldn't let me come to Gallaudet. She said it was 'her space.' But with Parents Weekend, I had a legitimate reason to visit here and even my daughter says it's been a lot of fun for her. I know it has been for her mother and me."



A highlight for some of the families was meeting President and Mrs. Jordan after the closing brunch on Sunday morning. Pictured here are (from left): Dr. I. King Jordan, Joan Adams, her daughter Mandy Ziegler, and Linda Jordan.

"I think the weekend was wonderful. My daughter is a freshman and I was looking forward to getting a better idea how she is doing here at Gallaudet," said Mary Buechner of Wisconsin. "Now I know."

These and other comments will be used to plan for next year's Parents Weekend, which is being tentatively scheduled for Homecoming weekend as a result of suggestions by parents.

The Parents Weekend planning committee included Dr. Catherine Andersen and Maria Waters, School of Undergraduate Studies; Mary Lott and Cliff Geffen, Student Life; Sue Russell, President's Office; Debra Lawson, Enrollment Services; Dr. Margery Miller, faculty member; and Sherry Duhon and Roz Prickett, Public Relations Office. **G**

Check out 'On the Green's' Web version

All of the articles and photographs that appear in each week's issue of *On the Green* can also be read in *On the Green's* Web version, the on-line version of Gallaudet's faculty/staff newsletter. And because space limitations are not an issue in cyberspace like they are in newsprint, some articles in the Web version may contain additional information. *On the Green's* Web version can be accessed through the University's homepage.



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A small group of parents and family members sporting the teal and black Parents Weekend T-shirts got together for a group photo. The popularity of this event makes it an almost sure thing for next year.

PCNMP HAPPENINGS

Family Math Workshops make math fun

By Susan M. Flanigan

For some people, MATH is a four-letter word--in the most negative connotation of the phrase.

These individuals grudgingly acknowledge math's pervasive use in their daily lives, but approach it with trepidation. And children often adopt the attitudes of the adults around them. But math skills are one of the keys to success. How can adults who have negative feelings about math help children develop the confidence they will need to use math successfully all their lives?

At Kendall Demonstration Elementary School (KDES), the solution to the problem is the Family Math program.

The KDES Family Math program is based on a successful national program developed to change the attitudes, anxieties, and feelings towards math of both parents and students. Research on Family Math with hearing students and their families has

shown that parents who participated in Family Math tend to play more math games with their children, talk to their child's teacher about mathematics progress, and are better able to help their children with math.

Leslie Page, Pre-College National Mission Program's (PCNMP) coordinator for family education, and Arsena Strange and Sandy Paradis, both math teacher/researchers for MSSD, helped adapt the program for use with KDES families. PCNMP's adaptations to the Family Math program include incorporation of a math story read aloud at each workshop and the development of videotapes demonstrating math signs.

The success of the Family Math program is built on a core of volunteers who work with the families. Page recently organized a two-day training session for 17 teachers from KDES and the Model Secondary School for the

Deaf (MSSD) who volunteered to participate as facilitators in this year's Family Math workshops.


The program serves children at three levels--kindergarten to second grade, third to fifth grade, and sixth to eighth grade. The program's goal is to build on the success of the national program while adapting it to the needs of deaf and hard of hearing students.

According to the National Council of Teachers of Math standards, deaf and hard of hearing students who have traditionally succeeded with computation need to focus on application and problem solving. PCNMP has been exploring ways for students to be more successful academically and for ways to involve parents in their child's education. The Family Math Program meets both of these goals.

Families attend six weekly workshops, where they experience hands-on activities that

make math fun and accessible. The workshops are free of charge to the families, said Page.

Families receive workshop materials and dinner at each workshop. Workshops are open to extended families and siblings, grandparents, aunts, uncles, and caregivers. At the end of each workshop, families are given a Family Math bag. Each bag contains copies of the games and activities used during the session, along with the needed materials for families to do the activities independently. Families can borrow copies of sign language videotapes and read aloud stories used during workshops.

Bristol-Meyers Squibb has given PCNMP a grant to fund the production of materials and videotapes. Last year, PCNMP expanded the Family Math program to two satellite sites: Saint Joseph School for the Deaf in New York City and Worcester Public Schools, Worcester, Mass. 

Try your hand at a typical Family Math puzzle:

It is a three-digit whole number.
It is an odd number.
It is a multiple of 7.
It is divisible by 5.
Its 10s digit is even.
It is divisible by nine.
Each of its digits is different.
It is greater than 700.
It is a multiple of 27.
Its 100s digit is 9.

Solution: 945

Enrichment Day

continued from page 1

challenges, and they motivate others. On the other hand, they are impatient, have trouble delegating responsibilities, and they are confrontational. Their polar opposites are people on the south, who are best described as nurturers and diplomats. South's are team players, they are dedicated and trusting, and they focus on relationships and want to see everyone get along harmoniously. The downside is that they can't say 'no,' they avoid conflict, and assume the blame for everything.

People with east qualities are visionaries who are creative, spiritual, shun supervision, and see details as stumbling blocks on the road to the 'big picture.' They are also unorganized and overly emotional. Their opposites are the wests, who base their lives on logic and facts. They are critical, analytical, and don't show much emotion. When they are under stress, however, they are indecisive and hypercritical of others.

There are ways to meet the very different learning styles of each of these individuals, O'Connor said. North oriented people need to have clear objectives set and to be given hard facts. They need to be given time lines to complete a project and they need to feel challenged. South oriented people need a lot of feedback, they need to feel secure, they thrive on working in groups, and learn by sharing



Jo Anne Simon addresses the rights of deaf and disabled people to access to higher education.

ideas. People of the east persuasion learn best through variety, such as role playing, to keep their creative energy at a peak. Wests need logic and data and research for a comfortable learning environment.

To meet these divergent needs, said O'Connor, "I need to stretch my own learning style and I need to provide variety." The four components of an effective learning atmosphere, she said are: active, meaningful learning; accurate, timely feedback; stimulating, varied input; and a safe, non-threatening environment. She urged teachers to make their lessons interactive. And she added that all students learn best by having an opportunity to stop and talk about the topic that is being discussed.

The rights of deaf and disabled to full access in higher education is the bread and butter of attorney Jo Anne Simon, an adjunct clinical professor at

Fordham University School of law and founding member of the Association on Higher Education and Disability (AHEAD).

Simon is no stranger to Gallaudet. A certified sign language interpreter who received her master's degree in deaf education from Gallaudet, she was once the University's director of Disabled Student Services before moving to New York.

"It became very clear to me that deaf people can do everything that other people can do, but that they need to do it a little bit differently," she said during Enrichment Day's afternoon keynote address. For Simon, doing things differently often requires legal intervention when institutions fail to accommodate students.

Such failures are often the result of misunderstanding, stereotypical thinking, and flawed research, said Simon, who also debunked the myth that students seeking accommodations--especially those who are learning disabled--are "draft dodgers" looking for an easy way through school.

"The law only protects people who are qualified," Simon emphasized. "They have to be able to do the job of being students." She pointed to a recent case in which a doctor with muscular sclerosis was denied a psychiatric residency when the hospital's hiring board decided the work would be too difficult.

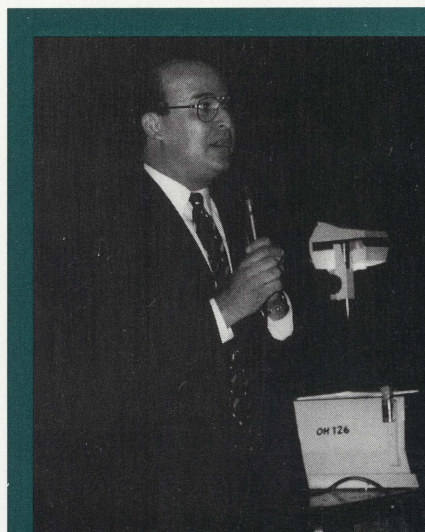
"The decision was based on the fears and stereotypes of people doing the interview and had nothing to do with this person's

qualifications," said Simon. It did not matter whether the board felt that the plaintiff would be overburdened, she added. "One of the things that this case tells us is that even though your actions may be rational, it is still discrimination."

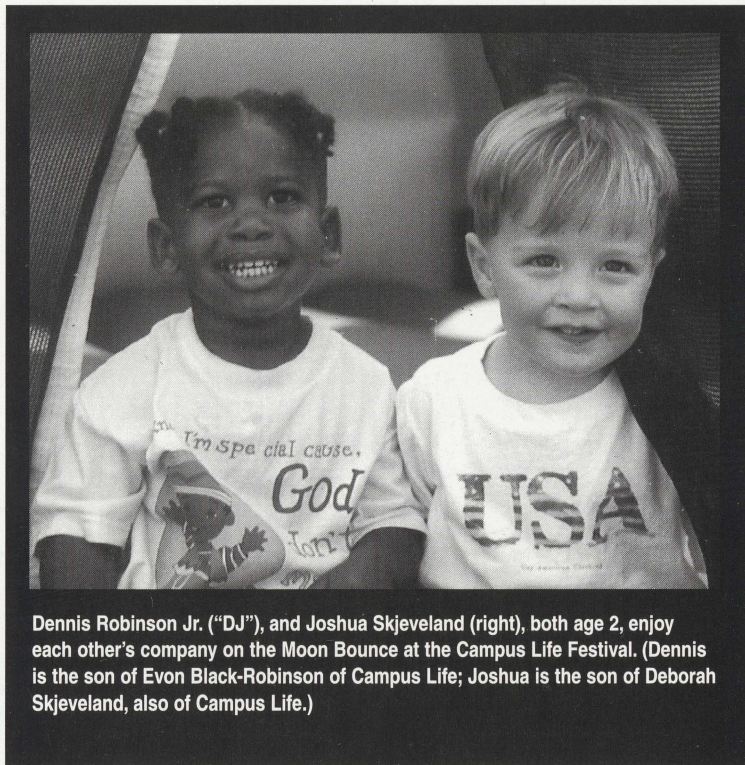
Moreover, determining what constitutes a disability is something both courts and institutions must be prepared to address with flexibility. "The trend today in law is to keep questioning" what 'disability' means, Simon said. "You need to ask the right questions, or you will not get the answers you need to comply" she concluded.

Asking questions is the job of Dr. Jane Jarrow, president of Disability Access Information and Support (DAIS), who serves as executive director of AHEAD. In her keynote presentation, she detailed experiences from her

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Author and seminar leader Fred Soto presented a lecture to members of the campus community on leadership, personal growth, and diversity on September 23 in Ely Center. Soto is the author of *Diversity: Straight Talk from the Trenches and Managing Diversity in the New Reality*. His visit was sponsored by the Office of Diversity and Community Relations.



Dennis Robinson Jr. ("DJ"), and Joshua Skjeveland (right), both age 2, enjoy each other's company on the Moon Bounce at the Campus Life Festival. (Dennis is the son of Evon Black-Robinson of Campus Life; Joshua is the son of Deborah Skjeveland, also of Campus Life.)



Panelists in an afternoon Enrichment Day session are (from left): Dr. Robert Harrison, Communication Arts; Dr. Carol O'Connor, keynote presenter; Dr. Jane Jarrow, keynote presenter; Dr. William Kachman, Mental Health Center; Jo Anne Simon, keynote presenter; and Patricia Tesar, Office of Students with Disabilities.

Enrichment Day

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"call 'em as I see 'em" approach to both sides of the access coin.

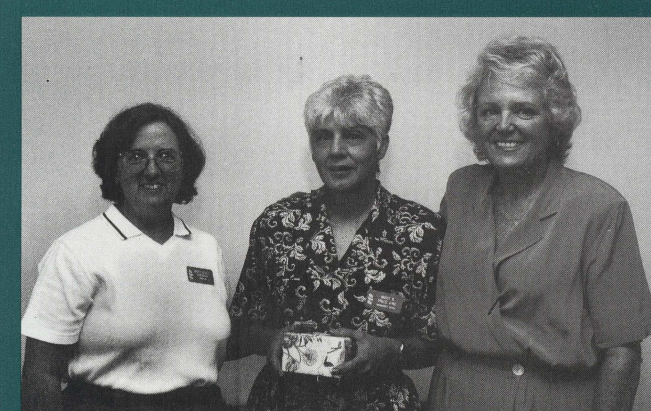
Like Simon, Jarrow agrees that the purpose of accessibility is to level the field. "You are required to provide reasonable accommodation to an otherwise qualified student. This is not about asking less of the student," she stated.

But what is reasonable?, asked Jarrow. It is often easier to define what isn't reasonable than to pinpoint what is, she argued. As an example, an agoraphobic person majoring in parks and recreation who seeks to have field experience replaced with classroom work is an unreasonable accommodation, Jarrow argued,

because it requires "substantial alteration of an essential element of the curriculum."

A case-by-case consideration of each person's accessibility needs, is necessary, Jarrow contends.

Jarrow sees the victory of Casey Martin, the disabled golfer whose much publicized lawsuit brought accessibility issues to the non-disabled public, as an example of how the law can be interpreted successfully. Did Martin's request of a golf cart mean a "fundamental alteration" of the game?, she asked. The courts said 'no.' It was, according to Jarrow, "a legitimate need and appropriate use of the law." **G**



Mary Price (center), registered nurse with Student Health Services, is congratulated for 25 years of service to the University by Mary Grace Brennan (left), SHS manager, and Margaret Cunningham, nursing supervisor.



ASK AUNT SOPHIE

Dear Aunt Sophie,
Regarding the "coffin door" matter-- Dr. Ron Sutcliffe, dean of the School of Management, has more information. Your readers may be interested in what he has to say.

FYI in HMB

Dear FYI,
Thank you so much for sending Dr. Sutcliffe's comments about the coffin door. We'll get to the bottom of this mystery yet! Dr. Sutcliffe says: "One of the convocation speakers warned the freshmen against walking through the coffin door because, according to Gallaudet legend, they would never graduate. This brought back memories of my freshman hazing days when we were given 10 commandments. These included study hours, sleeping times, respect for upperclassmen, etc. Some of the commandments were patronizing, such as forbidding us to go through the coffin door. The reason for this, we were

told, was that back when E.M. Gallaudet was president, U.S. President Garfield visited campus. Just as his horse-drawn carriage rolled onto Kendall Green, a group of wild freshmen were jostling one another at what was then a rectangular door in Chapel Hall. They wanted to get a glimpse of President Garfield. However, there was so much forceful pushing and shoving going on that the doorway changed into the shape it's in today--a coffin.

President E.M. Gallaudet was so embarrassed by the immature behavior the students displayed in front of the President of the United States, that they were expelled without any due process or second chance. And that's why they did not graduate."

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



WHAT'S HAPPENING... AND WHEN

(Note: for more information about University athletic events, call the Athletics Department at x5603; for MSSD athletic events, call x5361.)

October 15-16--Mid-term Exams

October 14--Women's Soccer at Prince George's Community College, Time: TBA (Away); Men's Soccer vs. Mary Washington, 4 p.m. (Home)

October 15--Closing performance for Hispanic Heritage Month, featuring Iris and Fidel Martinez dance team, 12-1 p.m., Ely Auditorium

October 16-17--Volleyball at Western Maryland College Tournament, 4 p.m. (Away)

October 17--Cross Country at Goucher, 10 a.m. (Away); Men's Soccer at Lincoln, 1 p.m. (Away); Football at Valley Forge, 1:30 p.m. (Away)

October 18--Men's Soccer at Columbia Union, 1 p.m. (Away)

October 19--All mid-term grades due from faculty no later than 4:30 p.m.

October 20--Lecture: "Faith and Survival: One Woman's Story," 7-9 p.m., Ely Auditorium; Women's Soccer at Trinity, 3:30 p.m. (Away); Swimming at Catholic, 7 p.m. (Away)

October 21--Volleyball vs. Marymount, 7 p.m. (Home)

October 22-24--The First World Congress on Mental Health and Deafness: "Coming Together for a Better Tomorrow," Cost: \$405 for entire conference and \$215 for one day.

October 23-24--Volleyball at Juniata Tournament, Time: TBA (Away)

October 24--Football vs. Appalachian State Club, 1 p.m. (Home); Men's Soccer at Marymount, Time: TBA (Away); Swimming at CAC Relays at Salisbury State, 1 p.m. (Away); Women's Soccer at Dundalk Community College, 11 a.m. (Away)

Community Events:

October 21-23--Publick Playhouse: Aguila Real, sign-interpreted performances at 10:30 a.m., 5445 Landover Road, Cheverly, Md., (301) 277-1710 or (301) 277-0312 (TTY)