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On the Green Vol. 19 No. 18 March 6, 1989

Gallaudet University

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The Week the World Heard Gallaudet now available on campus

A year ago this month, eight special days changed the course of history for deaf people. The Deaf President Now movement of March 6-13, 1988, resulted in the selection of Gallaudet's first deaf president and was the beginning of other far-reaching changes affecting the lives of deaf people.

Now, the long-awaited book *The Week the World Heard Gallaudet*, which chronicles that week in both photos and text, has been published.

Author Jack Gannon, director of the Office of Alumni Relations and Advancement at Gallaudet, presented the first copy of the book to President King Jordan on March 4 at the first anniversary celebration of the DPN movement. During the evening, he autographed copies of the book that were sold at the celebration.

Gannon, who is also executive secretary of the Gallaudet University Alumni Association, previously authored another book, *Deaf Heritage, A Narrative History of Deaf America*. Copies of *The Week the World Heard Gallaudet* should be available this week at the Gallaudet Bookstore and also can be purchased through the Gallaudet University Press, the book's publisher.

"For the Gallaudet community it's going to be an important book, one they will look back on many times in their lives," said Pat Hurt-Ritenburg, marketing specialist with the Press.

The Week the World Heard Gallaudet, dedicated "to a new generation of deaf people," contains a foreword by Rep. David Bonior (D-Mich.) and a perspective by Mervin Garretson, special assistant to the president.

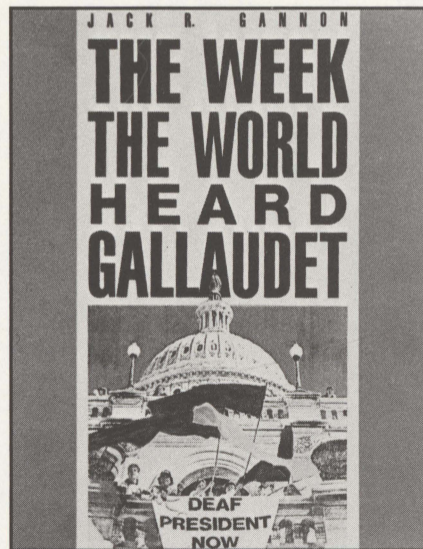
The 176-page book contains 192 photographs, plus some cartoons printed in newspapers during the week. Color photographs in the book were taken by Chun Louie, a Gallaudet graduate and head of photographic services in the Department of Publica-

tions and Production. Jeff Beatty, a Gallaudet student, took the black and white photos in the book. Several color photographs by Beatty, Patsy Lynch, and Sherman Williams also are featured.

Hurt-Ritenburg said she expects the book will be carried by some area bookstores in the future.

"It feels so right that the Press has done this book," Hurt-Ritenburg said. "It's our contribution to something of importance to Gallaudet and the community at large. We feel very proud and pleased that we were able to do that."

The Week the World Heard Gallaudet is available in two editions: paperback for \$19.95 and hardcover for \$29.95. Initially, 5,000 copies of the book have been printed. Special promotional posters of the book cover were distributed free at the March 4 celebration. A limited number of framed copies of the poster are available for \$40 through the Press.



Task force looks at why deaf teachers fail state tests

Hearing impaired educators throughout the country are losing their jobs because they are failing state-mandated teacher competency tests required to set or maintain teacher certifications.

The problem, according to Dr. David Martin, dean of the School of Education and Human Services (SEHS), is not that hearing impaired educators lack knowledge of their subject matter or are incompetent in their teaching abilities, but that the tests themselves are "fraught with pitfalls."

Martin said that an estimated 25 to 50 hearing impaired teachers have not been re-hired in their jobs in the past two years as a result of scoring too low

on the widely-used National Teachers Exam (NTE) and other tests required for teachers to be certified in 46 states and the District of Columbia. He pointed out that teachers from other minority groups, particularly blind teachers, are also experiencing high rates of test failure.

"These are well-established, successful teachers who are being denied the ability to continue in the teaching profession solely because of the test results," said Martin.

In the case of the hearing impaired teachers, the root of the problem is that the tests are slanted toward hearing teachers in their approach to cultur-



Carol Erting, Robert Johnson, and Scott Liddell authored "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education," discussed at a Feb. 21 seminar.

Paper on use of ASL in teaching draws wide response at seminar

The age-old communication controversy has erupted once again, only this time it's not "oral vs. manual" but "ASL vs. simultaneous communication"—or, to use the newest phrase, "ASL vs. "Sign Supported Speech" (SSS).

The resurgence of interest is largely a result of a scholarly paper published recently by the Gallaudet Research Institute called "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education."

The authors are Dr. Robert E. Johnson, Dr. Scott Liddell, and Dr. Carol Erting of the Department of Linguistics and Interpreting (Erting is also director of the GRI's Culture and Communication Studies Program). They maintain that low academic achievement levels

attained by most deaf students are consequences of the communication practices of those who teach these students.

On Feb. 21, more than 400 people filled the MSSD Auditorium to witness a seminar that included presentation of the paper and responses by five panelists from varying perspectives. The seminar was sponsored by the GRI and hosted by Dr. Michael Karchmer, dean of Graduate Studies and Research.

Liddell outlined the basic premise of "Unlocking the Curriculum": that traditional communication practices used to teach deaf children in the United States fail to educate because they are based on spoken English, a language deaf children cannot hear.

He described all simultaneous communication systems as "sign supported speech" (SSS) and demonstrated how the effort to speak and sign at the same time contributes to a breakdown in the intelligibility of the signed message, making it fail to represent English, American Sign Language, or any language.

Liddell added that the low average achievement levels attained by deaf students have led to low expectations among educators and observed that in spite of their humane intentions, teachers just emerging from U.S. deaf education programs with training in SSS and little familiarity with ASL are "unqualified to teach deaf children."

Johnson, chairman of the Department of Linguistics and Interpreting, presented the 12 principles the authors think should guide deaf education.

According to the principles, the least restrictive environment is one in which deaf children can acquire a natural sign language and, through that language,

See page 3 for a condensed version of President King Jordan's "State of the University" address.

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Small research grants approved

The Office of the Dean of Graduate Studies and Research has approved 22 small grant proposals for faculty, staff, and graduate students for the current academic year. The proposals came from all segments of the Gallaudet community, including Pre-College Programs and a regional center.

The proposals, which range from \$200 to \$2,000, total \$20,000 in funds that are available this year to promote small research projects.

"A lot of these people are new researchers, and without this money to help them, their projects would not be funded and probably wouldn't be done," said Sally Dunn, who is administrator of the Small Grants Program.

This year a record 32 proposals were submitted to the seven-member faculty/staff review committee. Dunn said that the unusually large number of applications may have stemmed partly from the fact that there was no Presidential Awards program available this year.

This year's grant recipients, their departments, and their projects are: Angela Bednarczyk, KDES, Story Grammar Instruction for Students with Comprehension Problems; Dr. Anne Butler, History, Roman Catholic Sisters on the American Frontier; Dr. Hoy Booker, Mathematics, Analysis of the Jacobi Method for the Calculation of Singular Value Decomposition; Diane Brentari, English, Conceptual Structure and Verb Agreement Systems in ASL and LSQ (Quebec's sign language);

Dr. Jimmy Calloway, Physical Education and Recreation, A Survey of Recreation Programs Serving Hearing Impaired Recreation Consumers; Drs. John Christiansen, Sharon Barnartt, and Richard Meisegeier, and Barbara White, Sociology and Social Work, Deaf President Now Research (continuation); Dr. Marita Danek, Counseling, Helping Preferences of Deaf and Hearing College Students;

Jeffrey Davis, Linguistics and Inter-

preting, A Linguistic Description of ASL Interpreting; Joseph Grigely, English, Semiotic Boundaries of Texts in Art; Susan Hager, Gallaudet Regional Center at Ohlone College, Master's Thesis in Gerontology; Dr. Rachel Hartig, Foreign Languages, Androgyny in the Novels of Guy de Maupassant; Vicki Kemp, Math/Computer Science, The Van Hiele Levels of Geometric Thought and Achievement in Euclidean Geometry Among Deaf Undergraduate Students;

Mary Ann LaBue, Linguistics and Interpreting, Early Acquisition of Syntax in Deaf Children of Hearing Parents in Eastern Kentucky; Drs. Harry Markowicz and Steve Lombardo, English, Development of Writing Skills of Gallaudet Students in a VAX Notes Conference; Gina Oliva, Physical Education and Recreation, Impact of Integration of Hearing Impaired Participants on Program Adherence of Hearing Participants in Aerobic Exercise Classes;

Carol Patrie, Linguistics and Interpreting, Cognitive Tasks Associated with Receptive Fingerspelling in Hearing Adults; Dr. Donna Ryan, History, Women in Food Riots and Street Demonstrations in Vichy, France, 1940-1944; Kurt Schneidmiller, Institutional Research, Planning, and Evaluation, The Fate of Planned Change Efforts at Three Mid-Sized Universities;

James Searls, Student Affairs, Parental Deafness as a Factor in the Development of Self-Concept in Samples of Deaf and Hearing College Students; Gail Solit, Child Development Center, Project Interact—Social Interactions of Hearing Impaired and Hearing Preschoolers; Vicki Vitullo, Rehabilitation Counseling, Visual Alerting System for Use in Circuit Weight Training Systems in Health Spas; and Susan Walker, Linguistics and Interpreting, The Nature and Structure of Fingerspelling in British Sign Language Context.

Later in the year, some of the project leaders will give presentations to the Gallaudet community on the results of their findings.

Senate receives salary comparisons

Gallaudet faculty salaries range from \$809 to \$3,227 per year below the average salaries of faculty from eight other Washington, D.C. area universities, according to a study made early last month by Committee E (Compensation) of the Faculty Senate.

The figures, which were shared with the senate at a Feb. 20 meeting by Committee E Chairman Dr. Frank Zieziula, show that the average professor's salary, using data from the other universities, is \$54,353, compared with a \$51,126 average for Gallaudet professors.

Committee E's calculations also show that associate professors at Gallaudet average \$38,933, compared with a \$39,742 average at the other institutions; assistant professors' earnings average \$31,858 here, versus \$32,816; and instructors make \$24,622 as opposed to \$26,878 elsewhere.

According to senate Chairman Neil Reynolds, Committee E compiled the information on salaries to use in its discussions with the University's Central Administration "in its attempt to achieve equity for faculty in comparison with area institutions."

Committee E has scheduled a March 23 meeting to give Gallaudet President King Jordan its recommendations on faculty salary raises for fiscal year 1990.

In another issue, Dr. David Pancost, chairman of Committee A (Faculty

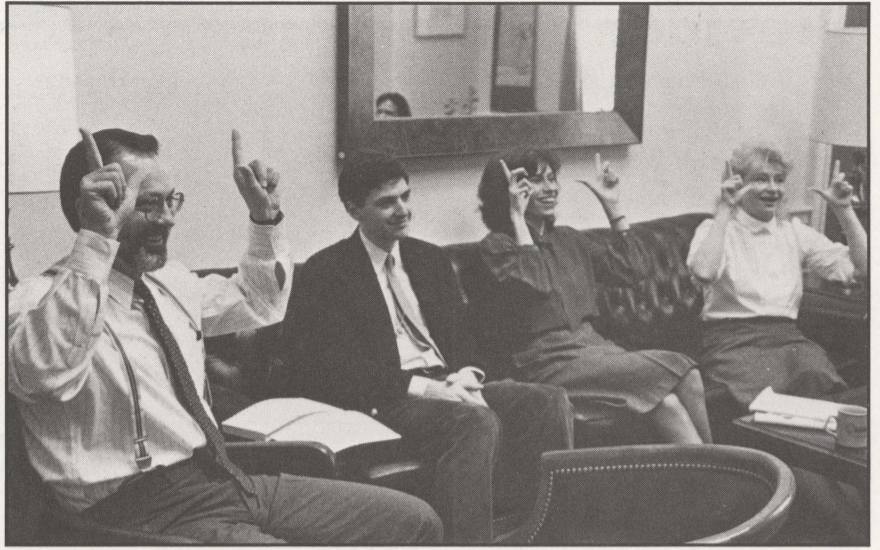
Welfare), presented the senate with recommendations that the committee feels will improve Gallaudet's tenure policy.

Pancost said that if the University maintains its present tenure caps of 65 percent of the total faculty and 85 percent of any one department, it will "create a ghetto of second-class faculty: tenure-ineligible 'contract' faculty who differ from their tenured colleagues in only one particular—they are denied the protections of tenure."

Committee A has sent recommendations on changing the tenure policy to department chairpeople and to Central Administration.

The senate supported distributing to the University faculty a draft of Committee A's proposed revisions to the faculty evaluation guidelines. The faculty is being asked to give its input on the revisions.

Committee A and a four-member task force have worked several years to revise the guidelines. Some of the latest proposals are: sharpened definitions of faculty competencies; requirements that departments develop specific criteria; evaluation of the teaching and scholarly/creative activity of administrators who have academic appointments; professional portfolios; an appeals process; no evaluations for temporary faculty; triennial evaluation for tenured faculty; and annual evaluation for other faculty.



Sign language has come to Capitol Hill. Above, Rep. David Bonior (D-Mich., left) and his staff practice signs taught by Agnes Sutcliffe. Below, teacher Rosalyn Gannon (left) instructs Rep. Steve Gunderson (R-Wisc., right) and his staff.



Group tries to change test policies

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responsible for administering teacher tests, and representatives from the Educational Testing Service (ETS), the developer of the NTE and other tests.

The reasons for some hearing impaired teachers' lower test scores include the fact that there are no sign language versions of the tests and that many of the questions are written in idioms and metaphors that generally are more familiar to hearing people.

But the ultimate downfall of most of the hearing impaired teachers is the listening section of the test.

"Obviously, a deaf teacher can't take a listening test," Martin said.

Some states have agreed to waive the listening section but penalize the taker by knocking off points.

Other states administer a videotaped test of hearing impaired teachers' communication skills, but Martin said that the test takers' constant shifting of attention from the screen to the answer sheet often results in fatigue, missed sections of the test, and therefore, lower scores.

Still another alternative that some states have opted for is to lower the overall cut-off score for a passing grade for deaf teachers. Martin said that this method is flawed "because it portrays the deaf teacher as defective and it lowers the standards of the teaching profession."

Dr. Marjorie Ragosta, a senior research psychologist with the ETS and a member of the task force, is not only sympathetic with the test dilemmas that hearing impaired people face, but she wants to see changes made in the tests, Martin said. Ragosta is recom-

mending that states have deaf teachers on the panels that review the test items.

Other steps that the task force plans to pursue are to develop strategies to prepare hearing impaired teachers for certain areas of the test with which they are having trouble, to conduct research to further pinpoint problem spots, and to propose a fairer means to present the tests to hearing impaired teachers.

on the
GREEN

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Editor

Vickie Walter

Editorial Staff

Todd Byrd
Lynne McConnell

Contributor

Robert Johnson

Photography Staff

Chun Louie
Kelly Butterworth
Joan Kaminski

Typesetting

Julius Donovan



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President King Jordan's State of the University address

Note: The following excerpts are taken from President King Jordan's State of the University address, given on campus March 1:

Today, I want to talk to you about where we have been, where we are now, and where we are going. . . .

In my inaugural speech I offered a canvas on which the design of my own vision of Gallaudet would be painted, and now I want to fill in some of the specifics. When I was interviewed by the search committee for the presidency more than a year ago, I defined . . . three distinct roles for the president. He must provide vision and direction, must manage the University, and must work with those people who have impact on the University from outside.

But the circumstances of my appointment as president defined a different role beyond my original expectations. I became the first deaf president of Gallaudet in a very public way and with incredible external support. . . . I have considerable responsibility for answering that need for expanded advocacy. . . .

In our time today, I want to focus on these four roles: vision, management, external relations, and advocacy. . . .

Because we are a university, our vision must include academic excellence. . . . Academic excellence has to do especially with the classroom and the teacher. . . . To recognize the importance of instruction, I am pleased to announce that the provost . . . will be establishing seed money to support the establishment of a Center for Excellence in Learning and Teaching. The center will begin at the start of academic year '89-90 and will bring together a number of academic support units. It will also be the home of a coordinated faculty and professional development program. . . .

"I demand that in this bilingual and bicultural community, each person's language and culture be treated with respect."

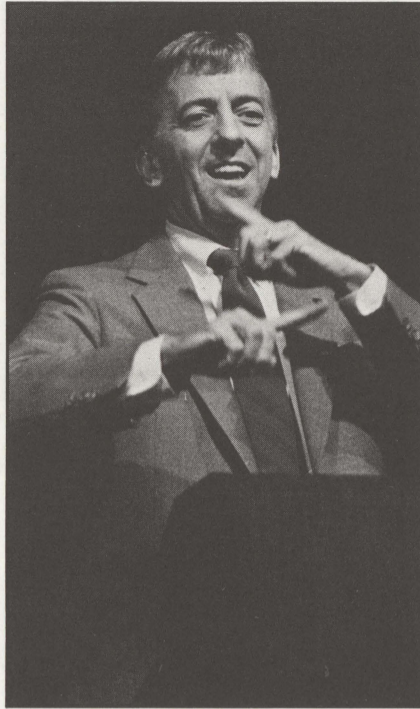
The provost and members of the Academic Affairs Management Team are working with faculty to determine academic standards and devise ways of assessing student learning in a comprehensive way. This effort will begin in earnest during the summer. . . .

The faculty has already approved three programs: the master's degree in social work, the Ph.D. in the education of hearing impaired students, and an A.A. in medical records technology. These programs will be funded beginning in the fall. Additionally, I look forward to the Ph.D. program in clinical psychology, currently under consideration by the faculty, with an anticipated start up in the fall, 1990.

Pre-College Programs has committed to upgrading and expanding its outreach and dissemination efforts. A recent reorganization will allow more of a centralized focus on outreach. . . .

In my inaugural speech I spoke not only about excellence, but I said that Gallaudet must become a working model. . . . We must become a place where people of all kinds and ages, deaf people, hearing people, and hard of hearing people live, work, and learn together. I want to focus on three areas within the model where we need to

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President Jordan delivers his address March 1.

concentrate: communication, accessibility, and affirmative action.

Regarding communication . . . two things are clear. First, deaf education remains deficient in many respects. . . . The second thing which should be clear is that deaf children have the right to complete access to information—the same right that is available to every other member of American society. For deaf children, language is at the heart of both of these issues. . . .

Gallaudet University is and always has been bilingual and bicultural. Interestingly, this reality has not always been recognized inside or outside the University. . . . These terms indicate an equality, both languages [American Sign Language and English] and both cultures demanding equal recognition and equal respect. . . .

First, we must ensure the right of each individual to access to . . . all of the material that is presented in the classroom. We must ensure the right of every individual to freedom of expression. We must respect the language and the individual who is using that language, whether deaf or hearing.

We must respect the value of English and the ability to read English and to write it. English has become the language of power in the modern world. To have access to that power our students and graduates must be fluent in English. . . .

Of course there is another side to this issue. We cannot express the intricacies of an idea, the nuance of a thought, the newness of a discovery in a second language as freely as we can in our first. . . . I respect those who sign as I do and those who use ASL. I am talking about two languages, English and ASL. . . .

Last week many of us attended a symposium that brought together professionals who are intensely committed to the education of the deaf child, but who had very different perspectives. I want this discussion to continue and for responsible programs and research to emerge from it. At the same time, I expect, I insist, that every person on this campus sign and that each person make every effort to communicate as clearly as he or she can at all times. Further, I demand that in this bilingual and bicultural community, each person's language and culture be

treated with respect. . . .

I do not want to separate deaf and hearing people. I do not want to threaten hearing people. I want us all to encourage hearing people who are skilled and who are committed and who have made and will continue to make contributions to our community. . . .

Our Gallaudet houses two cultures, and the diversity that is brought to our campus by experienced, hearing faculty and staff is appropriate to a university community. . . . I expect that many of the people who have come to us as adults, who are hearing people, will never be able to sign ASL fluently. But they can be expected to make every effort to communicate clearly and to improve and to adopt an attitude of respect for ASL. . . .

A second important part of our working model must always be accessibility. That means access for wheelchair users to all buildings, for students and staff and faculty who use an audio loop to be sure the system is operating correctly, and for the continued captioning of all television programs. . . .

Another piece of the working model will be an Affirmative Action plan that gives us a blueprint so that deaf and minority people have the encouragement and real opportunity for advancement within Gallaudet. . . .

We in the disability community know better than anyone that access has many applications—access to buildings, access to information, access to jobs. Affirmative action is its own kind of access. . . .

It is clear to me that the right direction at Gallaudet is for us to take every in our diversity. . . . I insist that every member of the Gallaudet community be a full and equal member. . . . I emphasize that discrimination in any form, whether deliberate or incidental, will not be tolerated on this campus. . . .

I promised you last semester that we would establish priorities through a careful process, that you would have participation, and that I would have advice. As of Feb. 1, my office has received 81 thoughtful, written responses to the priorities questionnaire. [Note: See Feb. 27 issue of OTG.] . . . An analysis of your responses yielded four major categories of interest: programmatic changes, facilities improvements, broad mission-related issues, and personnel. . . .

I have done a very careful analysis of our temporary [employee] situation, and am going to address the issue with a two-pronged solution. First . . . I will immediately convert 17 temporary positions in Academic Affairs to contract positions and ask the provost to work with the Academic Affairs Management Team to determine where the need for them is most critical. I will also convert two positions in Pre-College Programs and ask the vice president to determine where they can best be used. . . . I will immediately name a task force to do a detailed study of staffing on campus and report to me by Oct. 15 with recommendations. . . .

Hiring of deaf professionals will relate directly to the findings of the Affirmative Action Task Force. Careful consideration will be given to the writing of job announcements for new positions and will address the hiring of deaf professionals directly. . . .

To address the idea of training and leadership and the professional development of both deaf and hearing

professionals . . . I will be establishing a program called GUIDE. GUIDE is an acronym for Gallaudet University-Innovation, Direction, and Empowerment. GUIDE is a leadership training institute for shared empowerment of young deaf and hearing people who have professional experience at Gallaudet or in related places. They will be participating in regular seminars on leadership and skills development. . . .

Compensation is, of course, tied closely to the level of our federal appropriation. Next week I will testify before the House Subcommittee on Appropriation for Labor, Health and Human Services, Education, and related agencies on our FY 1990 budget. Although we are very early in the process, indications so far are positive. . . . The Department of Education has recommended a funding level of \$68.85 million, which includes a 3.69 percent increase for operations of \$2,340,000. I intend to use that increase for compensation.

"I emphasize that discrimination in any form, whether deliberate or incidental, will not be tolerated on this campus."

Shortly after I became president, I announced that I was examining the administrative structure with an eye to reorganization. . . . I have already collected data from the Central Administration and deans and directors. Recently, I interviewed several outside educational consultants who are experts in university structures and chose one to work with me. . . . For the next three months we will be working to plan for an organizational structure. . . .

Our regular external work continues. During the past fiscal year, in addition to a number of meetings with members of Congress, we have also met with representatives of the Department of Education and the National Technical Institute for the Deaf in order to establish a new agreement on tuition charges. . . .

Another area of external contact is speaking. I had thought that the requests for me to meet with and speak to groups across the country would reduce significantly after a few months. Instead they have increased. . . . I have as a goal shared empowerment. I have received a great deal of attention because of my new, unique role as the first deaf president of Gallaudet University. However, I believe deaf people will be best served if I can deflect as much as possible of this spotlight to the deaf community at large. To that end, I will be asking for others to appear with me, speak for me, or be interviewed in my place at any time that is possible and practical. . . .

It is now our responsibility to see that deafness is not a trend or vogue, an interest that can be outgrown or worn out. It is our responsibility to stay before the American people. . . .

All the actions we add to the list of accomplishments of the Gallaudet community will give DPN week a living force. We are not immortalizing a time past; we are creating a living legacy as we come together to celebrate and renew our spirit of commitment to excellence.

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Among Ourselves

Dr. David Martin, dean of the School of Education and Human Services, recently published a new book, *Curriculum Leadership: Case Studies for Program Practitioners*, through the Association for Supervision and Curriculum Development.

Gina Oliva, director of the Aerobics and Fitness Training Institute of the Deaf at Gallaudet, recently earned International Dance Exercise Association (IDEA) certification as an aerobics instructor by passing its exam.

Audiologist Susanne Scott, the Gallaudet Workout's newest instructor, is teaching the 5:15 p.m. workout on Mondays in Hughes Gym. Scott completed graduate work at Gallaudet, worked at MSSD from 1980-87, and now works at KDES part time.

Dr. Valerie Janesick, chairwoman of the Department of Educational Foundations and Research, recently worked with 27 Latin American research professionals through her three-day workshop "Qualitative Research Methods: Issues, Uses and Abuses" at the University of Costa Rica (UCR). UCR Professor Soledad Chavarria, who received her doctorate in educational administration from Gallaudet in 1987, organized the workshop.

Assistant Art Professor Harry Boone's recent art exhibit at the University of Alabama-Huntsville was reviewed by Roy Gary of the State University of New York-Stony Brook Art Department in the January/February issue of *Art Papers*, a nationally distributed magazine that covers art in the Southeast.

Announcements

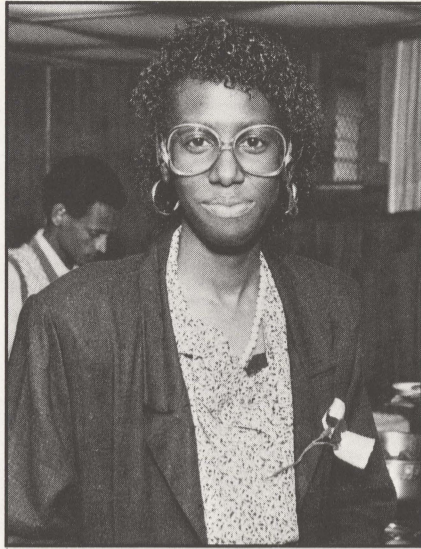
The Jewish Students Association (JSA) invites the campus community to examine intermarriage with Rabbi Fred Friedman on Tuesday, March 7, from 7 to 8:30 p.m. in the Ely Center Workshop Room. The JSA's next Israeli dances will occur on March 6 and 20 from 7:30-8:30 p.m. in the Field House Adaptive Room. For information, call Terry Bittker at x5102.

The March 8 Sign Language Lecture featuring Barbara Riggs, KDES communication specialist, has been cancelled and will be rescheduled. For more information, call the Department of Sign Communication at x5200.

The Student Body Government (SBG) invites the campus community to view its departments on March 8, SBG Awareness Day, from noon to 5 p.m. in the Ely Center Atrium. For information, call David Martin or Kevin Clark at x5390.

The Management Institute is offering a series of short courses in microcomputer applications in business. Courses include "Business Applications of Personal Computers" on March 11 (repeated on March 18); two-day seminars, "Introduction to dBASE III Plus" and "Intermediate Word-Perfect 5.0," on March 11 and 18; and "Introduction to Electronic Communication" on March 25. For information on these and other courses, call the Management Institute at x5900.

4 On the Green



Joyce McPherson with the Accounting Department is honored at a reception recognizing her selection as "Secretary of the Year" by the local chapter of Professional Secretaries International. Sandra Edwards (right) is a new payroll clerk in the Payroll Office.



Board approves service awards

The Board of Trustees recently approved a new Employee Service Award program that applies to all regular and extended temporary faculty and staff employees at the University.

The program recognizes an employee's continuous service to the university after five years of employment and at all subsequent five-year intervals.

A variety of awards, including a Gallaudet pin, Cross pen, and a Gallaudet emblem ring, are available. Eligible employees will be sent a form so they can indicate their choice of award commensurate with their years of service.

The new program is administered by the Office of Administrative and Community Services. For more information, call Kayt Lewis at x5263.

Panelists give varying responses to paper at seminar

continued from page 1

achieve access to a spoken language and curriculum content.

The first language of deaf children should be a natural sign language (ASL), said the authors, and the acquisition of that language should begin as early as possible. Proficient deaf signers are the best models for natural sign language acquisition, and the natural sign language acquired by a deaf child provides the best access to educational content.

The first of the five panelists to respond to the paper was Dr. David Denton, superintendent of the Maryland School for the Deaf and one of the first to implement and advocate the philosophy of Total Communication.

Denton said that although he was willing to accept that the paper outlines the "next logical, rational move" for educators of deaf students, he believed that the fragmentation of deaf education brought about by P.L. 94-142 and the mainstreaming movement is more to blame than SSS for deaf children's current lack of access to ASL and the heritage of deaf people.

He added that although he could "embrace the concept that ASL should be the first language of deaf students," he wondered if it was asking too much to urge hearing mothers to abandon their own language, English, for ASL.

Dr. Gerilee Gustason, a professor in Gallaudet's Department of Education and one of the creators and advocates of Signed Exact English, said she agreed with the authors that many teachers need to improve their communication skills. She did not agree, however, that simultaneous communication cannot be effective. She added that poor signing skills are one of many problems—including poor curriculum design—contributing to deaf students' low academic achievement levels.

It is unrealistic to expect hearing parents of deaf children to become fluent users of ASL during the children's early years, said Gustason. She was also bothered by the concept of allowing deaf adults to act as "surrogate parents."

Dr. Carol Padden, an associate professor in the Department of Communication at the University of California, San Diego, objected to Gustason's assumption that "Unlocking the Curriculum" advocates breaking the parent-child bond. She said the paper only recommended that hearing parents take full advantage of the support available

from deaf adults. She supported the concept of having deaf daycare providers play an important role in deaf children's early development.

Padden in particular applauded the paper's concept of doubling class sizes to offset the added expense of team-teaching with both hearing and deaf teachers. Although she understood the paper's concern with academic achievement, said Padden, she felt that one of the main benefits of the recommended changes would be to make deaf people feel more connected to their own culture and to the world at large.

Dr. David Martin, dean of Gallaudet's School of Education and Human Services, one of America's largest preparation programs for teachers of deaf students, urged that the paper be disseminated widely so parents, educators, and policymakers nationwide can enter into the debate concerning its proposals.

Martin agreed that poor communication skills are a problem in deaf education and said he believed individuals in training to teach deaf children should learn as much ASL as possible. But he

added that the authors may be going too far in attributing the failure of deaf education programs simply to teachers' ignorance of ASL.

He cited studies showing that experiential and socioeconomic factors are also highly correlated with deaf students' success or failure. Martin added that the paper discounts all other models and leaves no room for parents to choose the educational approach they prefer.

The final speaker was Roberta Thomas, a long-standing activist in organizations for parents of deaf children. Thomas applauded the fact that through the paper and seminar "bilingualism at last has found a formal platform at Gallaudet."

She added that one of her few reservations about the paper was that it describes ASL primarily as a vehicle for communicating curricular material and downplays its crucial role as the centerpiece of deaf culture and purveyor of "deaf identity."

Interested individuals can obtain copies of "Unlocking the Curriculum" at Fay House.

Classified Ads

CLASSIFIED ADS are printed free as a service to Gallaudet faculty and staff. They must be submitted in writing only to *On the Green*, MSSD, Room G-37. Ads received by Friday, March 10, will appear in the March 20 issue.

FOR SALE: '85 Ford EXP, 5 speed, no AC, 67K mi., fine body, runs well, inspection guaranteed, \$1,995/BO over \$1,500. Call x3116 or 249-2675 (V/TDD) after 7 p.m.

FOR SALE: 5-piece sectional couch, \$150; 9' x 10'8" rug, \$85; 1 marble and 1 wood end table, \$15 each; guitar, \$75; full-sized futon, \$50; fan, \$15; SONY walkman speakers, \$50; vacuum cleaner, \$20; beach chair, \$5. Call Sara, x5523 or 332-3363 (V) eves.

FOR SALE: 4-BR spacious Williamsburg split-level on wooded cul-de-sac lot in Olde Crofton, Md.; 3 full baths; family, dining, and living rooms; eat-in kitchen; hardwood floors. Call Bill Darnell, x5375 or (301) 721-3136 (TDD) eves.

FOR RENT: Renovated 3-BR, 2 1/2 bath townhouse 1 block from Gallaudet, spacious living room w/fireplace, spacious dining room and kitchen, rent reasonable. Call x5458 (TDD).

FOR RENT: Share townhouse at Woodstream development in Seabrook, Md., 2 1/2 baths, W/D, CAC, fireplace, backyard brick patio, free pool, tennis court, and park privileges, near bus stop. Call Tina, x5657 (TDD) or 794-6712 eves.

FOR SALE: Full-sized mattress, box spring, and metal frame, \$80; 2-drawer filing cabi-

net, \$30; 2 folding chairs, \$10; small color TV, \$50; bookshelves, \$20; plants, \$5; all prices neg. Call Kathleen x5090 or 546-3048 (V) eves.

WANTED: 1 or 2 people for master bedroom and to share semi-furnished 2-BR apt. in Silver Spring, Md., w/23-yr.-old deaf woman, CAC, full kitchen w/microwave, storage and laundry rooms, 10-min. bus ride to Silver Spring Metro, prefer non-smoking deaf professional(s), graduate student(s), or hearing person(s) w/sign skills, rent depends on number of tenants, total is \$726/mo. inc. utilities. Call Will Verbits, x5375 or 537-3050 (V/TDD) eves.

Job Openings

Some of the advertised positions may already be filled. The list below includes only new staff and faculty openings and does not represent all jobs available. To get a recorded message describing the complete list, call x5358 or x5359 (TDD).

LOGISTICS SPECIALIST: College for Continuing Education
FESTIVAL EXHIBIT COORDINATOR:

The Deaf Way
COMMUNICATION CENTER AIDE: MSSD
ASSISTANT SUPERVISOR: Custodial Services

ASSISTANT/ASSOCIATE PROFESSOR: Sociology and Social Work

March 6, 1989