

THE WINSTON CHURCHILL MEMORIAL TRUST OF
AUSTRALIA

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To gather new ideas and educational material to establish
more solid links with deaf communities

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Signed Alan Kilborn

Dated 23rd July 2004

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Contents

	Page
1. Executive Summary	3
2. Acknowledgements	4
3. Programme	5
4. Introduction	6
5. Collective Information from visits	7
5.1 Churches, Deaf organizations and Societies	7
5.2 Schools, Colleges, and Gallaudet University	12
5.3 Sign Languages	16
5.4 Youth Ministry and Service	17
5.5 Deaf Population in USA	17
5.6 New Technological Devices for the Deaf	17
6. Conclusions and Recommendations	18
7. Bibliography	19

1. Execute Summary

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Fellowship objective:

To gather new ideas and educational material to establish more solid links with deaf communities

Highlights:

We see the excellent opportunities in providing for a higher quality of life for deaf people while preserving and promoting their language and culture. For their whole dedication various deaf organizations in overseas are working hard to improve communication and relationships between deaf and hearing in families and community and we also see their value and respect for the dignity and worth of all deaf people.

Goals:

Develop and disseminate educational programs and materials for the continuous improvement of continuing education and training.

For chaplaincy to the deaf, training programme should be introduced for the future which offers the objective in providing a course of training that allows the students, while working in deaf community, to have the knowledge of deafness and deaf people needed to minister effectively and using the situations and people they meet to provide the basis of theological expression.

Action:

My written/oral report has been brought to a small conference for Deaf Christian Fellowship of Australia in Adelaide on 18th June 2004 and as the state leaders had taken time in questioning my report over education system improvement as well as the latest technological equipments for screening.

2. Acknowledgements:

- I had a tremendous amount of help getting here from my gifted daughter Jodie Venegas who acted as my interpreter during my study tour. I am also indebted to Jodie who served an inexhaustible source of encouragement.
- I must also thank Rev. Morris Key, my Chaplain Supervisor, who made my Winston Churchill Memorial Trust application possible.
- My thanks go to Presbyterian Social Services, Deaf Christian fellowship of Australia, and Deaf Christian Fellowship of NSW for their financial support to pay Jodie's expenses.
- I am grateful to chaplains, teachers, and leaders of different organizations who have graciously contributed information to my report.
- I would like to acknowledge with grateful thanks the financial assistance of Winston Churchill Memorial Trust.

3. Programme:

London England 18 – 24 April

- Deaf Bible Fellowship in Metropolitan Tabernacle Baptist Church
- Royal Association Deaf
- Church Office (Church of England)

Belfast Northern Ireland and Dublin Ireland 24 April – 1 May

- Christian Fellowship Church for the Deaf
- Royal Association Deaf
- Kinghan Church (Presbyterian)
- St. Vincent's for Deaf Centre
- BBC Studio
- Jordanstown School for the Deaf
- Home: Assembly of God Trainee-missionary for the Deaf

Toronto Canada 1 May – 8 May

- Canadian Hearing Society
- Ontario for Deaf People
- Bob Rumball Centre for the Deaf
- Ernest C. Drury School for the Deaf Milton

Maryland/Washington D.C. 8 May – 18 May

- Gallaudet University
- Deaf Reformed Ministries

Dallas Texas 18 – 29 May

- Berean Baptist Church (Silent Class)
- Joe Lawrence Elementary School for the Deaf
- Jean Massieu Academy
- Collins County Community College District

Unexpectedly some regional schools for the deaf in Dallas Texas closed due to early school vacation.

4. Introduction

Education System Improvements for the Deaf:

A broad range of internationally established researchers, community workers, programme developers, teachers, church leaders, have been so helpful in providing information which focuses in the themes of the role of linguistics in promoting recognition of signed languages, signed language interpreting, signed language teaching (including religious education), living and learning bilingually, and deaf culture, community and identity.

Deaf people communicate in different ways depending on their method of communication preference:

- Native sign language
- Finger Spelling
- Speech
- Writing
- Body Language (Gestural/facial Expressions).

Their choice depends on several aspects: age at which deafness began, degree of deafness, language skills, speech abilities, personality, levels of intelligence, family environment, and educational.

Deafness is most simply defined as a disadvantage to hear. I believe that deaf people rely on the eyes more than hearing people; they are better able to use them as a tool. Hearing people take two senses **sound** and **speech** for granted. The Deaf uses **sight** (visual) and **signs** for granted.

Here is a following list of visits on the whole Winston Churchill Memorial Trust study tour:

- 13 churches
- 9 Deaf organizations and Societies
- 7 Schools (some are regional)
- High School and College
- Gallaudet University (the only deaf university in the world)
- BBC Studio where T.V. subtitles are editing

5. Collective Information from Visits:

5. 1 Churches, Deaf organizations and Societies:

On 18th April we arrived safely at Heathrow Airport a bit late due to hazy weather.

In the following afternoon there were two deaf people (Greg McAndrews from England and other; Jeremy from Nigeria) who were waiting for us at the hotel where we booked and gave up went for a walk. We crossed paths, as I had saw them signing as we were walking back to our hotel and they were leaving our hotel! They came back to our hotel where we had a good chat, in spite of slight different sign language, over Religious Instructions (Scripture Class in schools) among the deaf. Greg has a strong expression by saying nope – English expression, and further explaining unavailability of Scripture Class to the deaf students in London area.

We had a good discussion with Greg and Jeremy and with their big surprise to see my business card mentioning “Rev.” and so they asked many questions about my advantage in Australia; they felt their frustration over the hearing community in the church and they also received poor support. They called for our help from Australia to awake the hearing community to focus their attention on the Deaf community. They were considering starting to open their open deaf church. I was able to bring my suggestion to raise the need of our own international link. Jeremy is keen in teaching Scriptures the black deaf people. Greg and Jeremy attend the Deaf Bible Fellowship (Metropolitan Tabernacle Baptist Church at Elephant and Castle).

On 19th April we attended Deaf Bible fellowship at Metropolitan Tabernacle, there was a special room especially for the deaf with the closed circuit television with a computer showing Rev. Peter Masters’ sermon which was the week sermon before that was edited by a hearing man named Andy Owens; he was determining to edit basic words for the deaf because the deaf would not understand sermons. Andy is a BSL (British Sign Language) interpreter. They met together with about 10 deaf Nigerian refugees, singing some hymns, reading Bible passages, and leading a prayer.

I had an opportunity of meeting Rev. Peter Masters in his study room and then he showed us around the original pulpit used by Charles Spurgeon in the 19th Century. I had been greatly shocked to receive a gift worthy 200 pounds (about \$A500 dollars) to select books from Metropolitan Tabernacle bookshop. These books were to be shipped.

Afterwards they had lunchtime together with the deaf and the hearing.

At 3.00pm there was a Sunday School for the deaf. Greg McAndrews led a Biblical message: “The Words of Eternal Life.” The topic words are “Have,” “Believe,” and “Know.” Greg does not desire to be a pastor for the Deaf but rather a Bible teacher. Again he expressed disappointment over the lack of direct communication and support from MTBC.

On 20th April at Shepherds’ Bush the deaf organization called RAD (Royal Association Deaf), met some deaf people and we were ushered upwards to the church (1st floor), unfortunately the hearing chaplain was absent due to

nervous breakdown and left the church vacated for two years. I was handed some information from the office mentioning Pastoral Care working and worshipping – in partnership. RAD chaplains, based in the dioceses of London, Chelmsford, Guildford and Rochester, collaborate closely with diocesan authorities in providing comprehensive and caring ministry for Deaf and deaf/blind people. Normal services are conducted in sign language, and Deaf congregations take an active and responsible part. Often there is a Signing Choir, whereby spiritual and musical joys are shared.

When necessary, volunteers use fingerspelling to ensure that deaf/blind people can join in the worship, and balloons may be used to help feel the vibration of the music.

Apart from formal worship, RAD chaplains are dedicated, and highly trained, to provide a listening eye and a helping hand, for Deaf and deaf/blind people in times of stress: guidance, in spiritual and other intimate, personal difficulties; comfort in sickness, whether in solitude or in hospital; consolation in grief. They visit elderly and household people. And of course, they enable Deaf people to understand, and celebrate the great sacraments of life, if they so wish; marriage and baptism, of the reverence of a Christian funeral.

Although the RAD Chaplaincy is Anglican based, our ministry often extends to contact with people who are Deaf or deaf/blind from other denominations or faiths. Whenever necessary, we are happy to help with appropriate liaison,

On 21st April we made a visitation to the Church Office (Church of England) in Great Smith Street, London to meet Rev. Philip Maddock advisor for the ministry of and among the Deaf and the Disabled people. We rose up a discussion by asking questions over the education for the Deaf. Philip expressed one of his concerns that there are not enough chaplains for the Deaf and Philip being the only one. He also mentioned that he would like to see the Bible translated in British Sign Language on Video. No Scripture in schools for the deaf students unless any teacher is a Christian himself or herself, so the Scripture would likely be allowed. Church Office publishes a book called ***“The Church among Deaf people.”***

On 22nd April I was asked to lead a prayer meeting for Deaf Bible fellowship at Metropolitan Tabernacle. My message was stressed on the importance of communication, which is a gift from God through His Word. Well, at the result they wanted me to be their pastor.

On 25th April in the morning we met the deaf people at Christian Fellowship Church in the hall of the hotel in Belfast, Northern Ireland. The excellent visual system of hymns on the screen used from the software through a projector; it really attracts the eyes of the deaf because it includes stunningly moving scenic pictures with hymns written. It could help educate the worshippers. In the evening we visited Deaf Christian fellowship (est. in 1950) and I was peaching God’s Word. We met two or more old original members since 1950.

On 26th April In the morning we visited Belfast Institute of further and higher education, but there were no students and then we called in Wilton House, 5 College Square North, Belfast housing different separate organizations including RNID (Royal Northern Ireland Deaf), BDA (British Deaf Association),

NDCS (National Deaf Children's Society), CACDP (Council for Advancement of Communication with Deaf people), NIDYA (Northern Ireland Deaf Youth Association), Employment Learning and Supportive Service, but BDA had currently moved to other place to avoid troubles over private business correspondences. One of the staff ushered us to the top attic where we took an inspection on the historical documents, etc. He told us that IRA bombings nearby shook this building in a few occasions.

Afterwards we paid a visit to Kinghan Church (Presbyterian Church) and then we were introduced to Rev. Simon Hennings. He was talking about IRA bomb that blasted in a car on the street and church window smashed and one piece of glass arrowed into a hanging picture on the wall. He also told that there is a regular service for the deaf through interpretation.

In the morning we met Mr Patrick Matthews of St. Vincent's for the Deaf centre in Belfast. I had seized an opportunity of requiring him a few questions over education for the deaf; he expressed negative thoughts because of changing technical world, however, he focused on the positive further education by using Video for visual aids on sign language with subtitles.

The Ulster Institution for the Deaf and the Blind had been existence for 60 years providing excellent for their pupils.

In the afternoon we were ushered to BBC Studio in Belfast and saw how the subtitles were edited by typing for television and it gave us an eye-opener when one of the staff uses the "voice" device to be translated into words. A deaf person named Raymond Abernethy read the news for five minutes in "Live" news program as he is regularly scheduled on few days only per the week 3. 20 – 3. 30pm.

During our stay in Belfast I have been so busy in preaching, visiting, meeting people. Some were questioning me after preaching. On the following evening there was a group called "CELL" together (combined churches), once again with questions, for example, do the animals have souls? It was a great challenge that they had never known when I said negative.

On 28th April we rode on a train from Belfast to Dublin (just two hours). Dublin is often called the second Rome because of strong influence on Catholicism and many churches, although some churches were closed down due to the past sexual abuse among the children. There were four different sign languages BSL (British Sign Language), ISL (Irish Sign Language), ASL (American Sign Language) Auslan (Australian Sign Language) when we met some deaf people, however, they use Irish Sign Language (one hand on Alphabet. I met the trainee-missionary Michael McCabe (Assembly of God). I taught him some Greek words from the Bible and he was impressed with me. On the following night we had a fellowship dinner with some deaf people that are Roman Catholics, remembering that they have strong catholic influence. This opportunity was very experienced.

Canadian Hearing Society

On 3rd May we had visited Canadian Hearing Society with special services including LINC (Language Instruction for Newcomers (immigrants) to Canada. LINC is a federal program, which provides basic communication skills,

language instruction and orientation to assist deaf newcomers in their integration to Canadian Society.

Their program uses ASL (American Sign Language) as a language of instruction to teach English (reading and writing). This is a bilingual/bicultural approach. Literacy and numeracy (basic principles of mathematics), along with daily life skills are also fostered.

American Sign language (ASL) is a visual language comprising specific gestures (signs), hand shapes and facial expressions. The signs follow grammatical rules. It is the official language of the Deaf community of Canada. The classes are geared to Deaf and Hard of Hearing adult immigrants, 17 years of age and over.

The Canadian Hearing Society also offers literacy and basic skills, which provide training for deaf, deafened and hard of hearing adults with limited English or ASL.

I think the title of Canadian Hearing Society seems funny, in my mind; it should be called Canadian Deaf Society. It was interesting information.

Ontario for Deaf People

Another visit was to call at the Ontario for Deaf People with special services, we met Joseph Gipnac, Executive Director and Dean Walker, Multimedia Specialist; Dean explained that "GOLD" (Goal: Ontario Literacy for the Deaf people) is a provincial organization that provides accessible and culturally relevant training research, net working and resources to the Deaf and Deaf/Blind (in Australia we call "Usher Syndrome") literacy community in Ontario. This organization is similar to DEN (Deaf Education Network) in Sydney.

Their Priorities:

- To provide quality training opportunities for practitioners working literacy with Deaf or Deaf/blind learners.
- To support the development of resources relevant to literacy practitioners with Deaf and Deaf/blind learners.
- To support the ongoing development of standards in Deaf and Deaf/blind literacy.
- To conduct research into adult literacy for Deaf and Deaf/blind learners.
- To build a network of experienced people and programs to share information.

Sponsors:

A number of Ontario agencies presently operate literacy programs specifically designed for Deaf and Deaf/blind adults. Local colleges offer some of these programs. Others are run by community-based agencies.

In all cases, literacy practitioners work with learners in American Sign Language (ASL) to provide learner-centred training. This means that literacy training is designed to help learners with personal goals – whether these goals are related to employment, further education or gaining independence.

Bob Rumball Centre for the Deaf

On 4th May Bob Rumball Centre for the Deaf is a huge organization with many facilities and services, including church, nursing home, hostel, mental health service, kiosk, big woodwork in basement, more lists to tell, we met Rev. Bob Rumball who is still serving in spite of age of 74. The deaf people told me that he should retire by pressure; with my laugh they wanted me to replace him as a minister.

Bob Rumball Centre for the Deaf is a non-profit charitable organization. It was established in 1872 by co-founders of Toronto Mission of the Deaf; one was John Nasmith. In fact, this organization is really immense with different services providing child, adult and family services, children's programs, community consultants and parent relief, volunteer services to provide opportunities for a higher quality of life for deaf people with preserving and promoting their language and culture, other services to provide housing in various locations with staff assistance when needed in the following areas.

- Interpreting/Communicating
- Crisis intervention
- Medical appointments
- Counselling
- Finances/banking/taxes
- Employment placements
- Social relationships

Their children's homes allow deaf youth to live in an environment where their language and culture are understood and encouraged. Communication is necessary for every young person and deaf and hearing staff who are fluent in ASL (American Sign Language) allow individuals to work through their difficulties while developing a strong foundation and positive self image in a caring, supportive environment using an inner-disciplinary approach.

Rev. Bob Rumball has been an advocate for the Deaf for over 40 years; he is now 74 years old, however, with the assistance of assistant pastor: Tom Ranger.

On 17th May I was called to visit Mr Kenton Hoxie of Maryland, USA, the director of Deaf Reformed Ministries and he showed how he uses the computer connecting with the projector to screen words in colour through Microsoft Power Point to connect computer notebook. It makes so easy for the deaf to read the words on the screen instead of searching to find the text in the Bible. In fact Rev Jari Saavalainen (deaf) Presbyterian minister of Deaf Reformed Grace Presbyterian Church, Columbia, Maryland was preaching and quoting the Word of God on the screen making the deaf people attractive by using their sight. This is highly recommended. Unfortunately these

equipments are very expensive in Australia. I believe these equipments are excellent visual aids for the deaf.

On 23rd May in the morning we went to Berean Baptist Church located on 302 N. Town east Blvd, Sunnyvale, Texas and attended the "Silent Class" for the deaf at 9.40am and one of deaf ladies led Bible reading in signs with explanation which is screened by an overhead projector on the wall and afterwards we had a Church morning worship and deaf group integrating with the hearing with sign interpretation for the deaf.

5.2 Schools, Colleges, and Gallaudet University

No Religious Education available – so far I know except in Belfast: a deaf pastor would take the class just once a month. In Canada and USA there is any Scripture class nothing existing unless a Christian teacher may be able to use the Scripture.

On 29th April at Jordanstown School in Belfast where we visited deaf students during their study: they were shown the map where we live in down under, Ray, Religious Instruction teacher expresses his disappointment because of changing policy rules; the class holds monthly instead of weekly.

Ernest C. Drury School for the Deaf

On 8th May we called in the Ernest C. Drury School for the Deaf, Milton. Ontario; unfortunately teachers were on a 4 days strike, however, on the last day before we flew to Maryland, USA, yes, we did met some deaf teachers who strongly believe in ASL. One-woman teacher gave me excellent information; this is of the best information I have ever received. Her name is Heather Gibson, M.A, M.Sc, as she is Provincial Schools ASL (American Sign Language) Curriculum Coordinator. This school is one of three provincial schools for the Deaf in Ontario that provide rich educational environment for the province's deaf students in a bilingual/bicultural educational environment.

The Provincial Schools Branch with in the Ministry oversees the policies and operation of these programs and facilities. Qualified teachers employed under the Provincial Schools Authority or seconded from school boards deliver the educational programs.

In addition to providing educational and vocational courses, the schools perform several other functions. They (a) provide boarding facilities to deaf, blind, deaf/blind, and severely learning-disabled students who need a residential setting to learn and function effectively, (b) provide alternative programs to those offered by local school boards, and therefore serve as models for educational practices for students with special needs; and (c) disseminate information to parents, staff, the general public, and interested organizations on issues related to the education of deaf, hard of hearing, blind, deaf/blind, and learning-disabled students.

The School mentions Key Principles for a Bilingual/Bicultural Program for Deaf Students:

- Child-centred education
- Development for literacy skills in ASL and English
- Understanding and Appreciation of Deaf culture
- Appreciation of cultural diversity
- Development of a positive self-image

Terms:

BILINGUALISM

Unlike the connotation of bilingual education for hearing children, the nature of bilingualism where deaf children are concerned is unique. These children do not have complete and unrestricted access to spoken language; hence most deaf children do not acquire a spoken language through a natural process. When they have visual access to ASL, they can acquire a natural sign language. A bilingual approach for deaf children is based on the premise that a natural sign language, ASL, is the most accessible language for these children. In a bilingual education program, ASL is used and maintained as a language of instruction and communication both in and out of the classroom. Skills in the majority language, English, are most successfully acquired through literacy activities. The goal for deaf children to develop maximum competency in both languages. The bilingual approach includes training in the development of speech and auditory potential for those children for whom such training has been determined to be beneficial.

BICULTURALISM

The connotation of a bicultural approach in the education deaf children extends beyond a simple understanding and respect for two cultures. For the majority of deaf children born to hearing parents, understanding of hearing culture is nurtured by growing up in a hearing environment. These children have few, if any, opportunities to develop an understanding, appreciation, and sense of pride for the language, heritage, history, literature, and values of Deaf people. An understanding of both hearing and Deaf culture fosters an atmosphere of mutual respect for the values of Deaf and hearing societies, which will enable the children to function in both communities.

A COMPREHENSIVE BILINGUAL/BICULTURAL APPROACH

A bilingual/bicultural approach embraces bilingual and bicultural principles in all aspects of educational programming. This approach ensures that deaf children will have maximum opportunities to develop cognitively and linguistically (in both ASL and English), academically, socially, and emotionally. They will be able to interact with both deaf and hearing people. Integral to the approach is the provision of an environment in which language and culture interactions among deaf children and their families, teachers, peers, and members of the Deaf community. The ultimate goal is to

encourage and empower students to become literate members of both Deaf and hearing communities.

GALLAUDET UNIVERSITY

On 10th May we had a whole day of touring Gallaudet University for deaf students in Washington D. C. as it is claimed as the only deaf university in the world. Gallaudet University is renowned for providing education, resources, research, services and leadership designed to enhance the lives of the deaf and hard-of-hearing people worldwide. The University currently has more than 2,000 students enrolled in undergraduate and graduate programs. International students make up 15 percent of the University's student body. These include deaf, hard-of-hearing from more than 50 countries.

The University also provides chaplaincy: nine chaplains of different religions including Lutheran, Anglican, Pentecostal, Presbyterian, Catholic and others and holds a chapel for students on the basis of the turns of the chaplains in various timetables.

Programs:

Gallaudet University offers exemplary educational programs to deaf and hard of hearing students at all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents and continues service through the eighth grade. The Model Secondary School for the Deaf (MSSD) offers programs for students in grades nine through twelve. Both of these schools are part of the Laurent Clerc National Deaf Education Centre (formerly) known as Pre-college National Mission Programs, which has a federal mandate to develop and disseminate innovative, materials, and teaching strategies to schools and programs nationwide.

Deaf and hard of hearing undergraduate students can choose from more 40 majors leading to a bachelor of arts or science degree. The University also admits a small number of hearing degree-seeking undergraduate students – up to 5 percent of an entering class. Undergraduate students also have the option of designing their own masters, called “self-directed majors,” in which they select classes from a variety of departments at Gallaudet to take courses offered at 11 other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

The Office of International Programs and Services, an unit of the Centre for Academic Programs and Student Services, is the hub of Gallaudet University's international focus. It comprises three subunits: the Centre for Global Education, the English Language Institute, and the International Services. The Centre for Global education offers programs for Gallaudet students, faculty, and professional seeking to maximum or enhance their learning and expertise through opportunities to apply their knowledge internationally. Additionally, opportunities abound for visiting students, scholars, researchers, and professionals for an array of short-term and long-

term programs at Gallaudet. The English Language Institute provides comprehensive immersion programs in English as a Second Language to international as well as a few American students. American Sign Language (ASL) and cultural studies are also offered, enabling students to gain proficiency in English and ASL in order to qualify for admission to Gallaudet or other U.S universities. International Services works in cooperation with international students and departments and units of the University to ensure that all current international students and scholars are in compliance with current immigration regulations.

Graduate, open to deaf, hard of hearing, and hearing students, include master of Arts or Master of Science degrees, certificate, and doctoral degrees in a variety of fields involving professional service provision to deaf and hard of hearing people.

Technology:

Gallaudet has a strong commitment to using technology in its academic programs and services. More than 85 percent of students each semester take one or more courses that are enhanced by Gallaudet's online learning system (my.Gallaudet.edu, academic.Gallaudet.edu). New students attend an orientation to technology, and during their First Year Seminar course, students learn how to use Gallaudet's online learning system and other technologies. For students interested in technology career, majors in graphic arts, digital media, computer science, and computer information systems are available. A technology guide for new students is available at helpdesk.Gallaudet.edu/newstudentguide. The new Student Academic Centre's classrooms are technology-rich and specially designed for the visual needs of deaf and hard of hearing people. In the student lab, there are high-end video editing rooms, as well as a video conferencing system for use on the Internet and Internet2. (More information, go to sac.Gallaudet.edu). Video and Internet relay are available in many campus locations.

Joe Lawrence Elementary School

On 19th May we made a visit to Joe Lawrence Elementary School and met Miss Poston and she explained the excellent education system the school offers for the deaf students; the teachers use different colours with words written on cards; for example, red for verbs, yellow for where, blue for pronouns, and others. These cards put on the big board, so the students learn how to write proper sentences in grammar.

The poster on the board mentioning **“Reading Strategies.”**

1. Look at the pictures
2. Look for a word you know
3. Start the word
4. Look for a pattern; sat, make, wheat, mail
5. Look for a part you know
6. Cover the ending: running

7. Read the whole sentence: We Water
8. Question Clues: Does it make sense? Does it look right? Does it sound right?

I did not obtain enough information from Joe Lawrence Elementary School, because of near coming vacation; therefore they will make up a new brochure for the next term.

We were ushered to 6th grade class where deaf students are now learning about Australia, will be doing the test by questioning about Australia.

On 25th May we visited Jean Massieu Academy in Arlington, Texas. For this reason the name of Jean Massieu (1772 – 1846) is after the school as Jean was the first deaf person to teach deaf and hard of hearing children. He taught at the school for deaf children in Paris, France.

5. 3 Sign Languages:

In spite of different sign languages: BSL, ISL, ASL, AUSLAN, for example; sign on word “computer” showing different technological signs.

At Ernest C. Drury School for the Deaf in Milton, Canada the teachers have challenges in teaching deaf students poetry without being bored with moving finger spelling and moving signs on the word “SNOW.” One of these teachers explained that this moving gestural signs would make students more interested in poetry. We were also told that 5th grade must have gradual levels on ASL skills. At first they must be tested if they sign well and naturally.

Collins County Community College District

On 24th May we had visited Collins County Community College District, Spring Creek Campus, Plano, Texas and met M/s Helene Cohen-Gilbert, ASL instructor. The college offers interpreter preparation program/Deaf, because of the passage of the American with Disabilities Act, there is currently a national and statewide shortage of interpreters. Moreover, the quality as well as the quantity of the interpreters that the market demands is increasing.

The Interpreter Preparation Program/Deaf (IPPD) provides a focused and balanced education for students who desire to become Sign Language Interpreters. With an emphasis on receptive skills, the program concentrates on synthesizing the study of American Sign Language (ASL), Deaf culture, and interpreting as a profession. Interpreting requires excellence in ASL and a thorough knowledge of oneself and one’s ethics because interpreters are privy to confidential information.

CCCCD Interpreter Preparation Program has a greater number of Deaf teachers and ASL Assistants, which allows students the opportunity to become fluent in ASL and to develop culturally appropriate behaviours and responses.

Students planning to transfer to a college or university should check with the CCCD academic advisor prior beginning this program to verify course transferability.

5. 4 Youth Ministry/Service

Mostly all one on the same ship we receive same experience and leaders of churches in different countries are telling how difficult it is to reach the youths for Christ. Perhaps they have the same mind to tell improving technological world has dramatically changed young people's lives and they lose their interest in the church.

In Belfast there is a new challenge to reach the young people (teenagers) with the Alpha Course and at the result it was claimed to help a few.

We called at NIDYA (Northern Ireland Deaf Youth Association) to meet the Youth Manager named Barry Campbell and he expressed his concern over youths' lives. NIDYA is currently working to meet the needs of all young Deaf and hard of hearing people in Northern Ireland, and that includes training and employment. One of their courses is to help youth to gain new skills in information and communication technologies, which help to get better training and employment.

5. 5 Deaf population in USA

In fact, there are ten percent of population of 280 million in USA is the deaf people (28 million). This is an amazingly huge of deaf population proving the fourth mostly used language ASL signs after English, Spanish, and French. In Canada, there is a suburb of Toronto Mississauga contains over 200 deaf people.

5. 6 Technological devices for the Deaf

There are many improvements in creating new devices for the deaf. Gallaudet University has just released new technology called "Videophone" on television screen for first time, so the deaf can use dial up phone numbers on TV screen to contact other deaf person to communicate in "Live" with sign language with two pictures on the screen. Public Videophone is installed in Gallaudet University like a passport booth in shopping centre.

There is a new Hotel on Gallaudet campus with conference room. The boardroom has a half-round table like a magnet shape with television sets under the table, so the deaf board members integrated with hearing members can watch interpreting on TV as TV camera televises on an interpreter signing in the separate room by listening what the hearing members say.

There is a new T-mobile sidekick, which is the ultimate communication device, stay connected with all of friends with unlimited e-mail, AOL Instant Messenger service, web browsing, text messaging and mobile snapshots.

6. Conclusions and Recommendations:

- Video is providing excellent visual aid to the sight of the deaf.
- Video also supports the further education for the deaf for their eye-opener.
- The support for the youth deaf is extremely needed because of dramatically changing technical world.
- A projector is connected by handbook with typed moving scenic pictures on written hymns to attract the eyes of the deaf. This equipment is a must for deaf churches in Australia.
- Future technology: Telephones and TTY (Telephone Typewriter) will become obsolete for the deaf. Use computer to communicate with each other (both hearing and deaf) via signing – speech – interpreter relay. I recommend that T-mobile sidekick should be available in Australia. Our old SMS mobiles may become obsolete.
- Talk about how the government supports the deaf in Ireland, Canada and USA, how you believe that the government should do the same here in Australia.
- Talk about what you think could be done for the government to support the deaf.

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