

The Road Ahead: Students of the Future¹

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I'm very impressed with the number of people who came to the conference. I've had a very enjoyable time these last few hours meeting many people I've known for a long time, and meeting some new people who are very interested in the same things we want, that is to improve the education at all levels of people who are deaf and hard-of-hearing.

I'm pleased to be here. I sat down to prepare my speech, and I thought that the keynote or kickoff speech at a conference this important has a big responsibility. I know that you come seeking ways to collaborate, to find better answers to how to help deaf and hard-of-hearing postsecondary students achieve. I'm not sure I'm really in a position to motivate you. The first speaker at a conference should be highly motivational. It should be someone who gets you excited and ready to run out there and change the world. I bring both good news and bad news. (laughter.)

And that's not motivational. But when I was thinking about what I could say and how to say it, I thought back to a speech I made last year in California. Ohlone College celebrated their 25th anniversary at the Center on Deafness, and 25 years as a community college serving deaf and hard-of-hearing students. Gallaudet has been working very closely with them during those 25 years. I thought what I said to them is germane to what you are here meeting and talking about.

Their student population is very diverse. I think when we talk about the road to the future and what will happen in deaf education in the future, the diversity within the population of students who come to us will really increase. The number of students of color and students from families that don't speak English will definitely increase. We must be in a position to provide appropriate services to meet their needs when they come to us.

Currently, the legislative environment for disabled people, for deaf people, is very positive. Things like the Americans with Disabilities Act specifically have been very helpful not only in assuring that services are provided to deaf and hard-of-hearing college students, but also in opening new opportunities for people who finish their college education.

The last 25 years have also shown a tremendous growth in the number of community colleges and the number of students who are served by them. I see those two things as very closely related. I see that the role of the community college and higher education is becoming more and more important in the United States. If you look at the number of deaf and hard-of-hearing students served – I believe Ramon Rodriguez said it was about 25,000 – and if you look at where those students are studying, few or a very small percentage are studying at four-year colleges and universities. Most are studying at community colleges. That's true also for hearing students. Many, many more students now are going first to the community college for their early postsecondary education experiences.

So, before I start looking to the future, I want to talk a little bit about the past, especially about the past 25 years. During that time, Gallaudet University has developed relationships with several community colleges. We have very specific articulation agreements with community colleges. We have worked to assure that students who attend

¹ This is an edited transcript of Dr. Jordan's conference presentation.

community colleges are taking the courses that will help them when they are ready to go into a four-year program to study for a BA degree.

I told you I went to Ohlone to join their 25th anniversary celebration. That center was established in 1972. Coincidentally, in 1972, Gallaudet University began to study the programs that offer services to deaf and hard-of-hearing students. We, the Gallaudet University Research Institute, in collaboration with the National Technical Institute for the Deaf, began to develop a booklet. Many of you probably have seen the "College and Career Guide for Deaf Students." Our first edition was published in 1972, and the most recent one was published in 1995. Right now, we are gathering data to get ready to publish the next edition. We have published one almost every two years. Sometimes it's been three years instead of two. But almost every two years, we update that publication.

I thought it might be interesting to share with you some of the statistics from the earliest publication and some of the statistics from the most recent publication. In 1972, that survey identified a total of 27 programs that had services to help deaf and hard-of-hearing students achieve in colleges. Those 27 programs included Gallaudet and NTID. The programs, all 27, enrolled a total of 2,200 students. Of those 2,200 students, more than half, in fact almost 60 percent, attended either NTID or Gallaudet. That was in 1972.

In 1995, we surveyed again, and identified 134 programs from 27 to 134. Half of those 134 programs, almost 80, were community colleges. We saw the total enrollment go up to almost 7,000 students. Less than 40 percent of those 7,000 were attending either Gallaudet or NTID. So, the picture in postsecondary education changed from 1972 to 1995.

We have begun that new survey, and I expect that the number of programs will expand a great deal. I expect that we will find that the percentage of students who are attended NTID, Gallaudet, CSUN – the big programs – will be small. The number of students going to other programs will increase.

Part of the rationale for my confidence that the numbers will increase is that PEPNet has helped us expand the base of programs. We have received many new names of programs that will be included in this survey. So, we will see a large number. That, I think, is very encouraging, and it is an indication of the kind of cooperation that will help deaf and hard-of-hearing students do better in postsecondary programs.

The growth in higher education opportunities for deaf and hard-of-hearing students in the last 25 years is wonderful, really wonderful. The opportunity to attend postsecondary programs really has increased so much that it's almost a revolution. The federal laws have helped make that happen.

I think we and the policymakers all should be proud that so many deaf and hard-of-hearing high school graduates now can enter postsecondary programs. But as I said at the beginning of my remarks, I have both good news and bad news. That's the good news – that so many new opportunities are there.

The bad news, in my mind, is that too many students who enroll in collegiate programs don't finish their baccalaureate degrees. We have been able to estimate that the percentage of college attendance for deaf high school students is about the same as the national average college attendance. That's very satisfactory. We should be proud that deafness doesn't have any relationship or negative impact on attending college or universities. It's a wonderful achievement, and I'm personally proud of it. You should share in that pride.

However, the statistics from the 1995 survey show that from the 7,000 students who attended postsecondary programs, only 405 earned bachelor's degrees. It's less than six percent; that is not satisfactory. I can say that with some pride that 231 earned their degrees at Gallaudet. So that means that 57 percent of the people in our database earned their degrees at Gallaudet. But, it's a mixed pride. I'm proud of what we are doing, but I'm very disappointed that so many, 94 percent, in fact, of the students who are entering postsecondary programs are not completing baccalaureate degrees.

We can all conclude that we have a lot of work to do, that we need to do something to assure that the support, the services, the encouragement, and the opportunity to persist to completion of a degree are there. One thing we continue to do at Gallaudet is strengthen our ties at the community college level. Students who enroll in community colleges need to be sure that the courses they are taking and the programs they enroll in will lead to a smooth transition to a baccalaureate program.

Evidence that this is happening at Gallaudet comes from our recent alumni survey. Between 1994 and 1996 we enrolled more than 100 transfer students from community college programs. That's good, more than 100 students. But remember, there were a total of 7,000 students. We need to do something to encourage more students to enroll not only at Gallaudet, but also at other four-year programs, to pursue and complete baccalaureate degrees.

We must work to improve communication between and among postsecondary programs. A wonderful example of that kind of goal is that people seated in this room tonight represent a vast array of different programs from all over the United States. Lots of communication is happening. One very valuable paper included in the registration materials that you all got is a list of the people who registered for the conference. It has the addresses for the people attending the conference. So when you have a short conversation with an interesting person that you'd like to continue communicating with, you don't have an excuse that you forgot their name or address, because it is in your envelope. You can go back to your room and make a note to contact that person to continue communicating about that issue.

We need to identify and communicate publicly what kinds of services deaf and hard-of-hearing people need in a variety of different areas. Everybody knows interpreting and notetaking are services that are basic and essential for success in college. But what other services need to be addressed? One area that I think we tend to ignore sometimes is what I will call community needs. What are the community needs of deaf students who are attending collegiate programs? How do deaf students fit into the academic and social community of the school that they have registered and enrolled in? How well do those schools understand that community needs are important needs? These are not just classroom responsibilities or services that are appropriate to support deaf students, but they include community services and community needs that are important to assure the success of deaf students.

What kinds of standards should we talk about in these areas? I don't know. I don't know how to define them, how to document them, but "you" do or "we" do. We all have experience and knowledge of successful students and what helped make them successful. Then we need to help communicate to the programs, the administrators, and the policymakers at colleges and universities what things they must do to assure that students will succeed in their programs.

These are the kinds of questions that PEPNet is in a perfect position to explore. With their four regions, there are many, many contacts of programs already in place. They can list what the questions are and what answers we need in order to start surveying people to give us those answers.

I will stand here and commit to cooperation and support from Gallaudet University for an endeavor like that. We have been doing that kind of research at Gallaudet for 134 years. We are ready to continue to do that and do it collaboratively.

I attended a PEPNet meeting and listened to the word "transition." Transition clearly is very important as a concept. And transition from high school to the next educational endeavor clearly is one of the most important transition issues that face American youth. It's especially important for young deaf and hard-of-hearing students. We need to work with the students, both academically and emotionally, to assure that they are ready to make those transitions. We need to assure that where they are transitioning to is ready to accept them and ready to provide the appropriate services to see them succeed.

We are doing a lot in our new school of undergraduate studies to address what we need to do to assure that

students who arrive succeed and stay at Gallaudet. But we are also working at the pre-college level. Many of you know that the pre-college programs at Gallaudet University now have “national mission” as their top priority. And they really focus on how to work collaboratively with other schools and programs. But one of the top three priorities they identified was transition: transition from school to work or from school to other postsecondary programs.

Clearly, in my mind, the transition issues are more challenging for deaf and hard-of-hearing students than they are for students who can hear. They are especially more challenging for deaf and hard-of-hearing students if they transition from a program with many support services to a program with few. Remember, approximately 25,000 students are served today. Most of those students are served in programs where the number of students is very small. And so the understanding of what services are necessary is also probably limited. The transition into those programs may be very challenging.

We know that the students of the future will change. We know that there will be many more ethnic minority students arriving on our campuses. We know that those students who are arriving will have different issues than the students who arrive today. Are we prepared? My quick answer would be that we're not prepared.

One area where we are not prepared is that the faculty and staff at the institutions who will greet these new students do not look like the students who are coming. We need to do more to increase the number of people who are employed in professional levels who will be like the number of students who are arriving in the years to come.

This is another area where I think the Gallaudet Research Institute can help a lot. We have been studying the characteristics of school age children for more than 30 years. We have 30 years of data available for research by anyone who wants to do research. One of the things I work hard to communicate outside Gallaudet is that we don't feel we own any of the data or the information we have at Gallaudet. We don't feel that what we do at Gallaudet is proprietary. If we do something good, then we want to give it away. We want people who are doing something out there to benefit from it. If you're doing something good, please let each other know. Identify the best practices in different programs and then give them away. Make sure that we can quickly reach out and give away our best efforts, so that we can achieve the goals that we all want to achieve.

One area of that collaboration and outreach that is very easy to identify is the five regional centers that Gallaudet University has. The leaders of these centers are right here in this room. Four of the centers are located at community colleges. So, I speak about the importance of community colleges. We have some strong firsthand experience, working directly with community colleges through our regional centers. We recently added one person to the regional center staffs, to assure that we work better with pre-college students and their families, too. So while we are working at Gallaudet to address these issues, we really fully understand that the only way the issues will truly be identified, researched, addressed, and resolved is through cooperation and collaboration. It's through working together to find ways to best assist the postsecondary student who shows up at any college, university, or program in the United States.

At Gallaudet, we belong to a consortium of universities in the Washington, D.C. area. It's really an interesting network of universities because we are the only university for deaf students. But our students can cross-register in any of the other 12 colleges or universities. Their students can come register and take courses at Gallaudet University, too. It's really been a big benefit mostly to our students. But I think the model should be able to work way beyond just Gallaudet University and those 12 colleges in the Washington, D.C. area.

It should be possible to take this concept of a consortium and expand it in a big way to work together. Using technology, teleconferencing, the World Wide Web, the Internet, and distance education, we can look at credits, course development, and all of the ideas that people are developing to work together to enhance those ideas.

Technology? It's a big, big deal. I've spent the last few days meeting with people to talk about technology, technology enhancements, what we are doing at Gallaudet, and what I know other colleges and universities are doing. But no matter how much of a commitment you make to technology, the equipment will only work if you make an equal commitment to the training and professional development of staff people who will use it. And you need to find a way to motivate people to become involved with using technology to help them deliver instruction more efficiently and more effectively.

It's clear that technology is a real leveler for deaf people. It will assure that deaf people have equal access to information. It will only assure that if deaf people are literate – highly literate with very sophisticated levels of reading – and if they want to take advantage of the new emerging technological changes.

I'll tell you one brief story about technology and an individual who just graduated from Gallaudet. While he was still a student at Gallaudet, that student developed computer games. He pretty much taught himself to develop computer games. Now, I'm not talking about Solitaire or chess or something straightforward. I'm talking about those computer games with all the graphics – soldiers shooting other soldiers, explosions and all those things. He just designed and learned how to do that himself.

While he was a senior, getting close to graduation, he noticed an ad for a job in a company that makes and sells computer games, much like he had been doing for several years himself. So he sat down at his computer terminal and typed an e-mail to the company and sent in an inquiry about the job. Right away they sent him back a response with the criteria for the job. “If you're interested, apply.”

So he sat back down at his computer, typed up a letter of application, pulled up his resume, which was already on disk, and sent that back on the computer. Right away, again, they sent him back a response that said, “Okay, your letter looks good. Your resume looks good. Send us an example of your work.”

So he picked up one of the games he had designed, sent it across the wires to the company, and they hired him. He never went for an interview. He never met the people who were hiring him. All of the interviewing communication activity took place over the computer. Right near the end, he sent an e-mail that said, “Maybe I should warn you, I'm a deaf person.” And he got back an answer that said something like, “We thought maybe you were deaf, because we saw Gallaudet on your resume. But, so what.” So what? He had done such an impressive job working on the whole thing through the computer that the deafness was not an important issue.

That story illustrates that really remarkable opportunities exist for employment and professional advancement through the use of emerging technology. We need to assure that we plan and provide the kinds of support that will assure that our students are capable of doing what's necessary to capitalize on those advantages.

I talked very briefly about the changes in the law and the environment. Really, the ADA is one of the most important things that happened to deaf people because now there are many, many more opportunities for employment. Equally important, probably, is what happened ten years ago during the Deaf President Now (DPN) movement when deaf people learned that they can remove the cap on their aspirations and aspire to do anything they want.

So, we have two different things happening. We have the ADA, which is opening up new opportunities. We have DPN, which is leading to new self-esteem, new goals, and new ambitions. And right in the middle, we have us. We're here to work to assure that the students who bring those new ambitions and new goals are able to capitalize on those new opportunities that the ADA provides to them. If we don't help them prepare well enough, then all of that optimism that exists now within the deaf community and all of that willingness to employ and give opportunity to exists within the hearing community, will go away. So we have a huge, huge opportunity, but an equally huge responsibility.

I think we are up to the task. I think we can work together to assure that the deaf students who come to us in the next few years are prepared to capitalize on those opportunities. I'm here to tell you again that Gallaudet stands ready to work with you to achieve those goals. Thank you. Thank you very much.

I. King Jordan: I was asked if I would be willing to take questions. I'd be happy to take questions, if you want, I'd be happy to take questions.

Sharaine Rawlinson: I'm the Associate Director of the Midwest Center for Postsecondary Outreach in St. Paul, Minnesota. You mentioned the five Gallaudet regional centers, and there are five directors here that are experts. We also have the four PEPNet regional centers, and I wondered if you envisioned working collaboratively with us.

I. King Jordan: Yes. We must work collaboratively, yes. The *how* of that, I don't know. I understand that the regional center directors talked about it. I'm very supportive of the notion of collaboration between them, yes.

Sharaine Rawlinson: Great. Thank you.

Sue Bahleda: I'm from the University of Alaska, Anchorage. (applause.)

I. King Jordan: How do you like this weather? (laughter.)

Sue Bahleda: I don't like to sweat. That's why I live in Anchorage. My question is regarding the statistics you had about students who had not completed a bachelor's degree. Since you said many students are attending community colleges, were there any numbers about students who had perhaps completed an associate degree?

I. King Jordan: I honestly don't know the answer to your question. I can find out the answer, but I don't know. It's a good question, because it's, in some ways, presumptuous to assume that everyone who enrolls at a community college intends to complete a BA degree. But I'm a kind of snob, maybe. I want as many people to achieve BA level degrees as possible. So when I look at the numbers, and the percentage of people who enroll in community colleges, and see the small number completed BA degrees, it concerns me. One final comment: I'm sorry you moved to Alaska, but here in the south, we don't sweat, we perspire. (laughter.)

Sue Bahleda: Well, I've done nothing but glow since I got here.

Sylvia Walker: Good afternoon. It's good to say hello to you. You mentioned the increase in the number of students from diverse backgrounds. I know that one of the real challenges and issues is the fact that many times, when students come from diverse backgrounds, the expectations of those students are very low. And I do think that is a particular challenge, especially at the pre-college level. I wondered if you would respond to that challenge, because I do think it's a very important issue in terms of getting or having students reach their fullest potential.

I. King Jordan: Hello, Dr. Walker. I'm happy to respond to that question. I had the honor to speak Monday at the CEASD conference in Texas. I told the administrators of schools and programs for the deaf that, in my mind, the two most important issues facing educating pre-college children are literacy, specifically reading, and expectations. I think it's shameful the way we expect less of students who are different from us. I think we must start with the expectation that students can achieve. And then if they are not achieving, instead of blaming their difference for lack of achievement, blame our support, our services, and our programs for not meeting the needs of those students. I agree with you completely that having expectations, really, is one of the most important issues we face. (applause.)

Juanita Rodriguez: Hi. I'm from Puerto Rico. I would like you to suggest how PEPNet should prepare for the new generation of students, the diversity that you were talking about. How can they serve better the diversity, the

ethnicity of the new groups that are coming into college for the new generation? Do you have any particular recommendations?

I. King Jordan: I'm happy to see you. About two years ago at Gallaudet, I established a Hispanic Latino task force to list the needs that students who come to our University from different language backgrounds bring to us. And I can give you a report that lists scores of changes that are necessary.

One of the most important changes, interestingly enough, relates to what I called community needs during my remarks. Academic support is very important, obviously. Literacy needs are very important, obviously. But we found that one of the real essential and unmet needs is the community needs of students who come from different cultures, different language backgrounds. So, we have worked to establish clubs, activities, and events that will be specific to those groups and then allow those groups to integrate and show off their difference instead of hiding it. If you send me your name, I'd be happy to send you a copy of the report from that task force.

Juanita Rodriguez: Thank you.

Ramona Strait: I'm here from Orlando. I didn't come as far as Alaska or Puerto Rico. I'm from Valencia Community College. You spoke about deaf high school students being similar to their hearing counterparts. While I don't know about other parts of the U.S., I am seeing students in Florida coming into the community college in higher and higher numbers with special diplomas, and not regular diplomas. This does not entitle them to receive financial aid. And if they don't receive financial aid, it cuts off the opportunity for many of these students to attend college. It sounds like we are different from the rest of the United States. Are we?

Audience: No. No. No. No.

I. King Jordan: I've had this conversation several times with different people, including Mr. Rodriguez, about the almost artificial distinction or separation between secondary and postsecondary. It's hard to separate the needs and the challenges and talk just about postsecondary needs, without talking about secondary needs.

Clearly we need to assure the students who leave high school programs, are qualified to transition into postsecondary programs. Many are not achieving at a level where they could. I think it relates to Dr. Walker's concern about expectations. I think we allow progression through the system without insisting on achievement that I know can be reached.

I think it relates to the mainstreaming issue, to the notion that so many students are placed in programs where there are one or two deaf students. They are not getting any attention or the support that they need to achieve, so they are just allowed to go on. And if they get that certificate of completion, instead of a diploma, they are marked.

So, you're right. You raise a good concern. I don't know if that's a concern that this conference will address. And it's a tough issue. Where do you stop talking about preparation *of* postsecondary programs and start talking about preparation *for* postsecondary programs. I know PEPNet's mission is to help the programs prepare to meet the needs of the students, but somebody needs to assure that the students are prepared to achieve it. (applause.)

Ramona Strait: Thank you. I heard several "No's" in the audience. For those people who said, "No," my name is Ramona Strait. I'd love to talk to you during this conference regarding student preparation issues. Thank you.

Paul Loera: Good evening. I'm the Director of the Center on Deafness in Pittsburgh, Pennsylvania. I manage the transitional instructional program, which is a program where students from mainstream programs, residential programs, as well as students who failed from college come to remediate and upgrade their skills. They also to learn how to maneuver through college and into postsecondary programs. My comment specifically is that frequently what I

find in the students coming in is that people are looking at test results, but not at the student. They are not able to determine where the readiness is and what they need to do.

But, secondly, what I find significant is that a number of students have gone through programs without having that experience of self management, how to problem solve, how to make decisions, how to deal with staff, and how to present themselves. And I think it's critical that we need to prepare students at the secondary level as well as at the post-secondary level so they can maneuver through those programs and become successful and not fail again. That's just a comment.

I. King Jordan: I agree, Paul. It's nice to meet you.

Amy Peterson: Hi. I'm curious about your statistics and some of the percentages that you mentioned. What students are from mainstream schools and/or residential schools for the deaf that go into college? Specifically, which are those that are not completing degrees? And why is that occurring? And do those secondary environments affect that?

I. King Jordan: I can only answer from my experience at Gallaudet. And I'll ask for some help later. Maybe I can talk to you later during the conference.

Based on my experience at Gallaudet, I found that it's difficult to say one group is different than another group. We have remarkably successful students from mainstream programs. We have remarkably successful students from deaf schools. We also have students from deaf schools who don't succeed. And we have students from mainstream programs who don't succeed. I think it depends on many factors and backgrounds, experience, motivation, and their personal goals.

Some of our mainstream students arrive with straight A's from high school and then don't do well in class or on standard tests because they got social A's in high school. But some of our mainstream students come as honor students and start right off with A's and are on the dean's list at Gallaudet University. So it's hard to say one is better than the other.

Bill Woodrick: I'm from The University of Tennessee. I know that you're in Washington and you are very close to the political climate of what is happening in Washington as far as federal support is concerned. And we know that low incidence disabilities such as deafness may be a lower priority when compared to all other kinds of things that the nation is concerned about.

What is the current political climate? What is your feeling for the political climate over the next few years? Will there be less support for programs for low incidence disabilities? Will there be more generic programs? Or does it seem that support will grow? Can you comment about that?

I. King Jordan: How much time do I have? (laughter.) That's a very, very complex question that really deserves a very lengthy answer. I'll try to be brief. One of my strongest beliefs, and I say it again and again and again as often as I can, is that deaf people are as able as hearing people. You know, I say deaf people can do anything except hear. I really believe that with all my heart. But, the more frequently I say that, the more frequently people start to ask then if deaf people are like hearing people, why do you need so many support services? Why do you need so much funding? Why should we be addressing so much attention to this population if they are like other students? So, it's almost a double-edged sword.

Dr. Davila and I sat together at the appropriations hearing. One question that the chairman of the appropriations committee asked me was, "If the ADA guarantees support services for students, and students are now choosing to go to other colleges and universities, then why do we need Gallaudet?" I think I answered to his

satisfaction. I talked some about community needs. I talked about the significant differences in the need for a language-rich, educational environment and direct communication and all of those things. But I was shocked because I never had any hint before that a question like that would come up.

Political support is strong. It's good. I believe that our friends in the Congress and the Department of Education understand the needs of deaf people, and will continue to support programs that serve deaf people. But there is an underlying current of questioning that didn't used to be there. Therefore we really need to assure that we do things openly and inform the Congress as well as the Department of Education. We are able to show that we are doing positive things. We are making changes and we are helping people achieve.

So it's really a mixed message. I'd be happy to talk more with you one-on-one. But I think support is still there. The Congress and the Department still believe in what we do and the need for support for deaf individuals, but we need to do it right and we need to be able to document that we are succeeding. "Outcomes" is one of their magic words. Measure the outcomes. What are we doing to change? What value is added to the students who come to us?

Elaine Taylor: Dr. Jordan, I'm the NETAC site coordinator from Connecticut and formerly an employee of NTID in the support services department. I'm not here to ask a question, but to share the perspective of a very dear friend and colleague in Connecticut. His name is Jack La Blonde, and he is the person who now coordinates the RCDs in the State of Connecticut. He is the originator of our community college support service program that will be celebrating 25 years next year. Perhaps you'd like to come and join us in our celebration.

At several of our NETAC regional meetings, Mr. La Blonde has said, "The colleges and universities of our country have been very eager and very willing to supply the ramps that provide the accessibility to their campuses and their classrooms for all physically challenged individuals. Then why is there such reticence in providing the communication ramp that will allow the same equity for deaf and hard-of-hearing persons?" (applause.)

I. King Jordan: Can I tell a brief story that relates to that? A friend told me about talking with her parish priest, who was very proud that he had committed to making his parish completely accessible to disabled people. This friend was late deafened. She was thrilled and delighted to know that the church had made the commitment that the parish and the services were going to be completely accessible to people with disabilities.

So she sat down with the priest, and he was explaining what things he was going to do. She kept waiting and waiting for something related to deafness. And then, you know, he was describing ramps and describing different things. Finally, she said, "Well, what about deaf people?" And he said, "Deaf people? Ah, they don't need help. They can walk right in." (laughter.)

Joan E. Smith: I'm from the University of Michigan. I wanted you to know that the president of our deaf and hard-of-hearing student group will be an intern through the month of June for Carol Moseley-Braun, first black Senator for the State of Illinois. In July and August she will be an intern in the White House. She is a signing student and a sophomore. I was wondering if you would like to extend an invitation to meet our student.

I. King Jordan: Please assure your student that there is an open invitation to come visit us at Gallaudet University. I think it's wonderful that she will intern in the Senate and the White House. Thank you. Thank you very much.