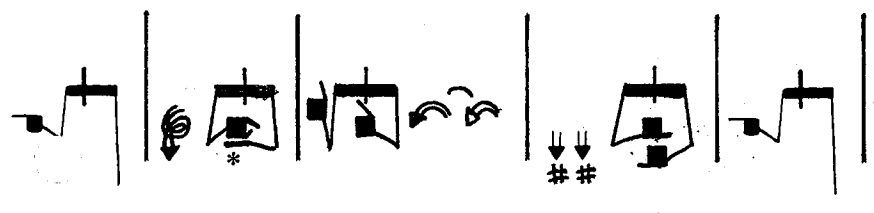
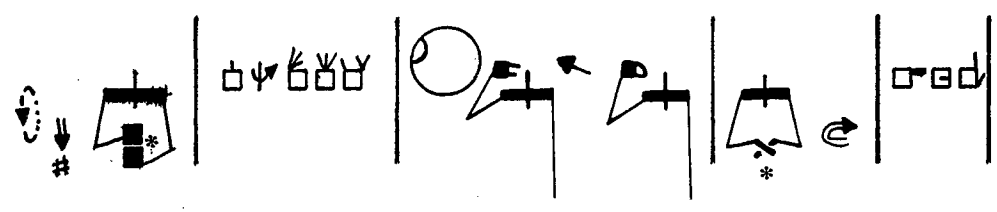
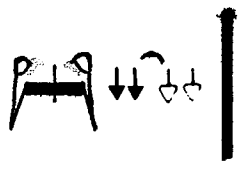
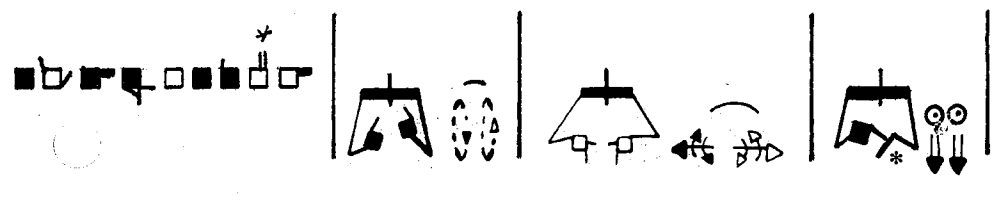
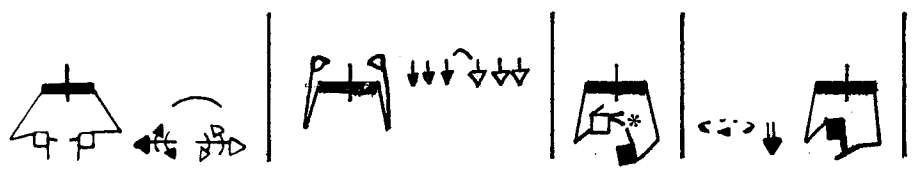
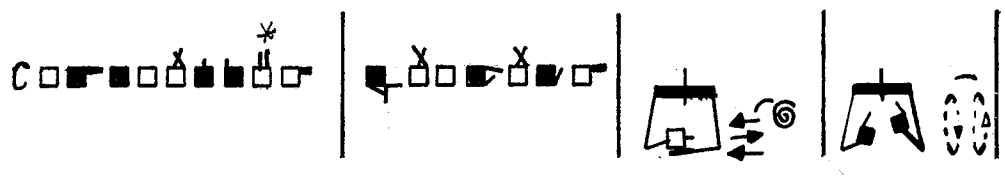
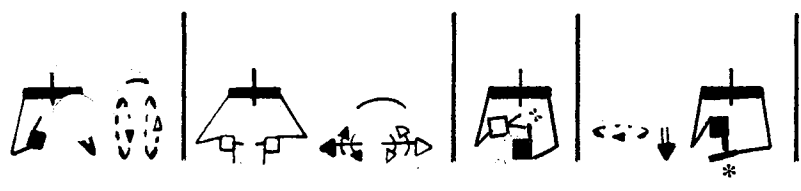


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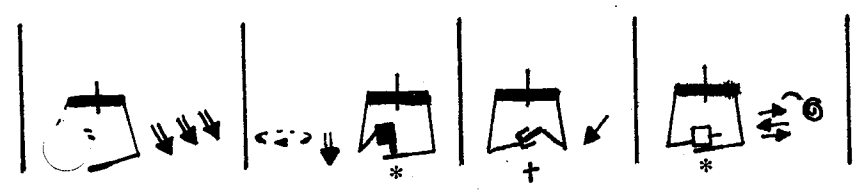
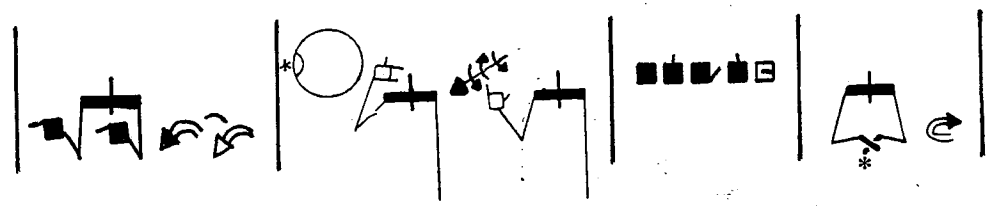
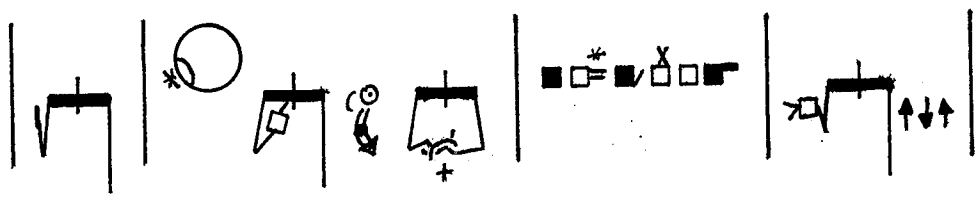
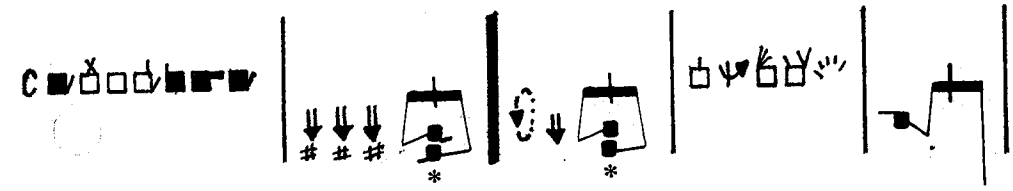
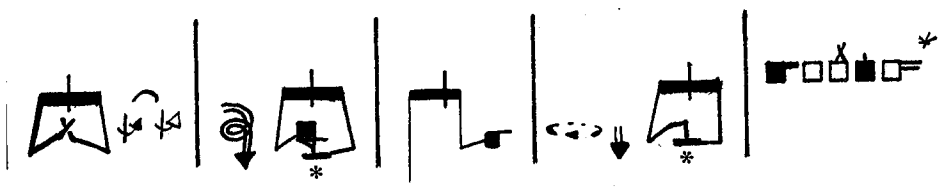
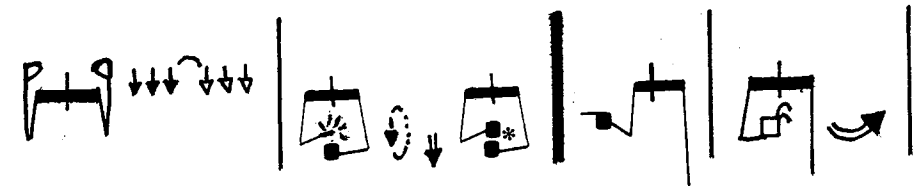
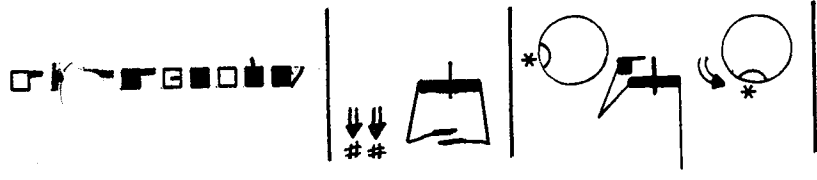
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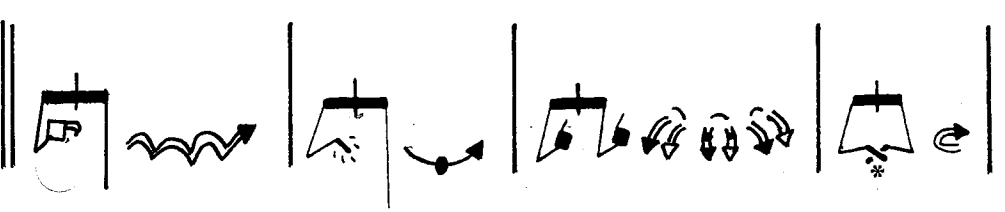
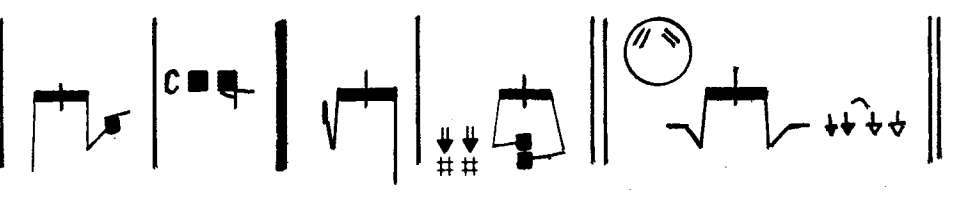
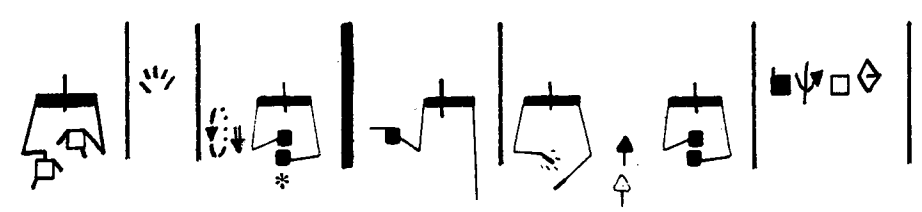
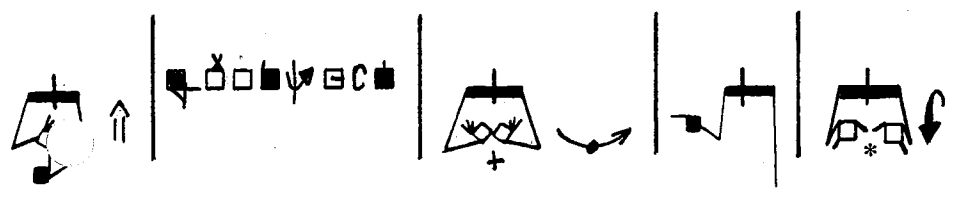
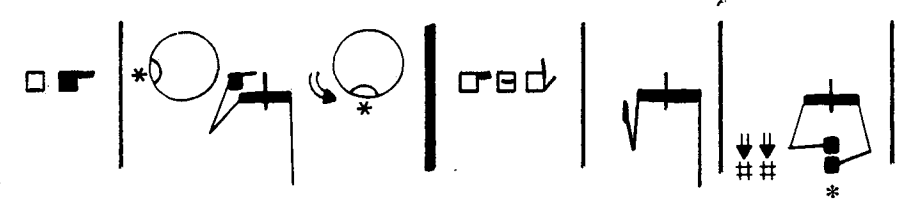
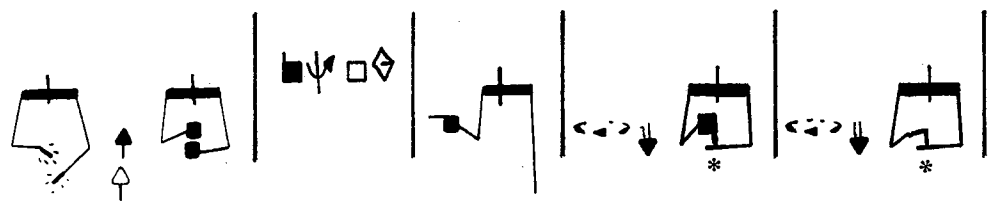
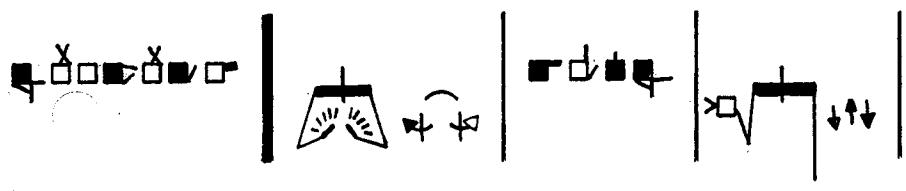
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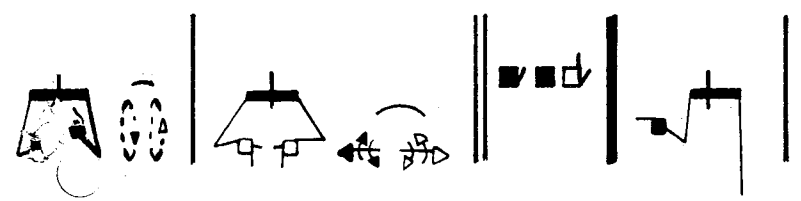
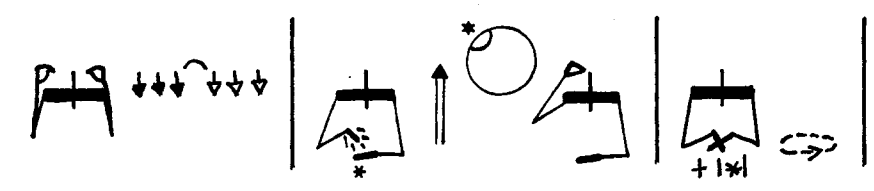
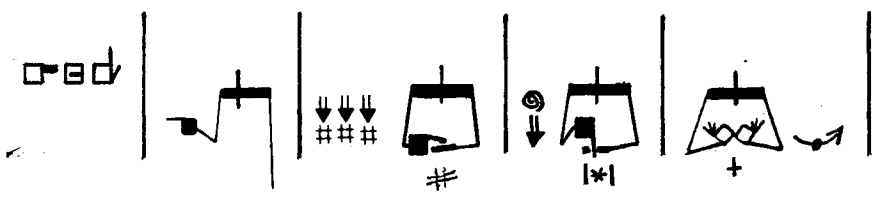
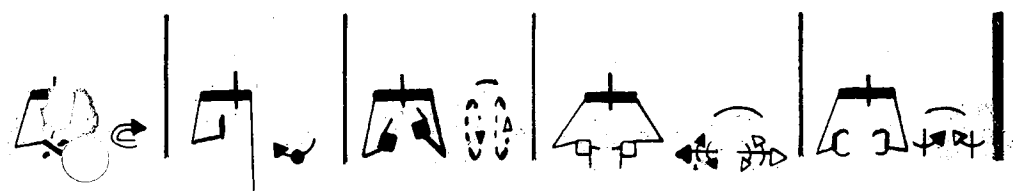
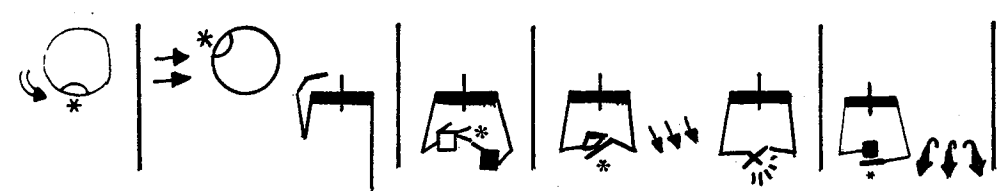
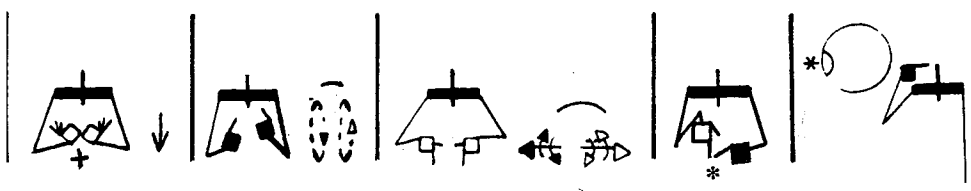
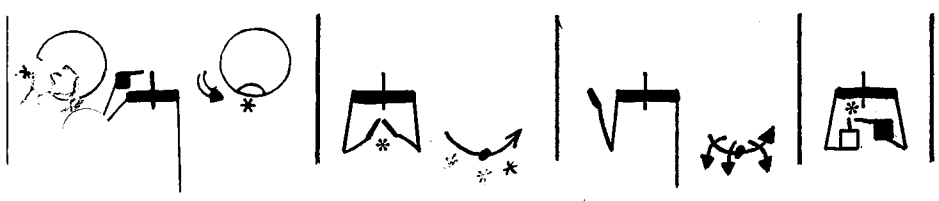


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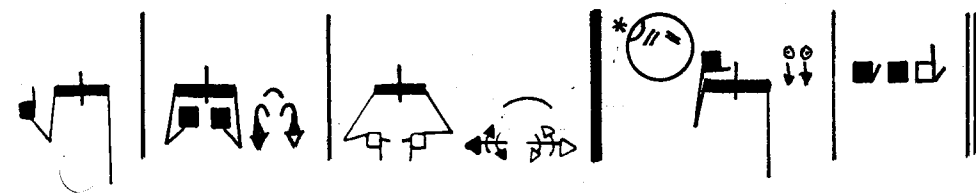
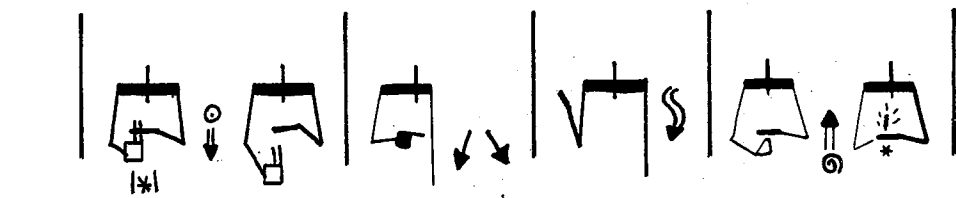
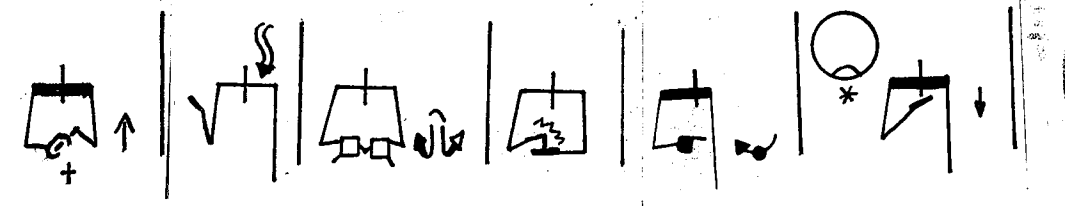
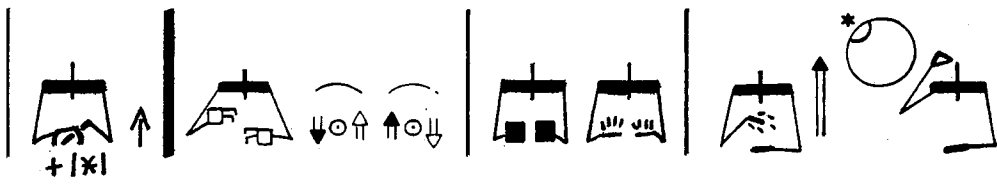
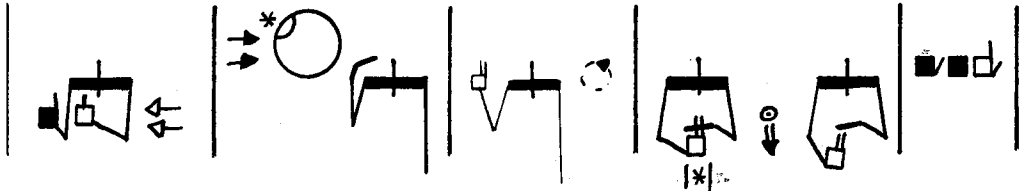
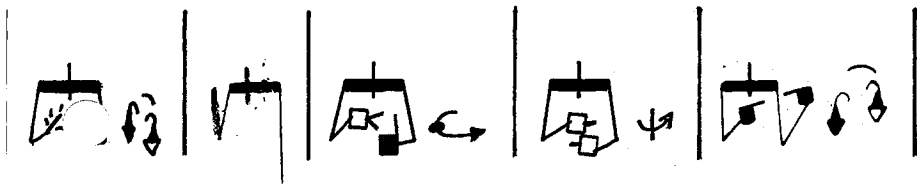
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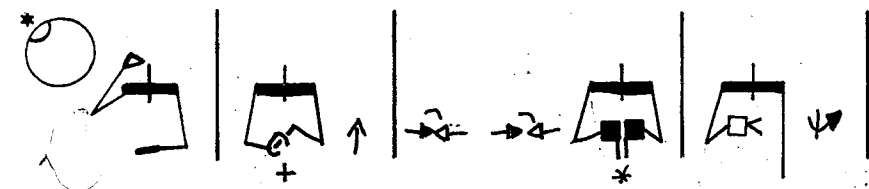
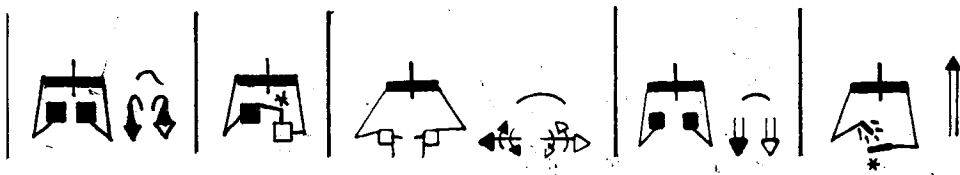
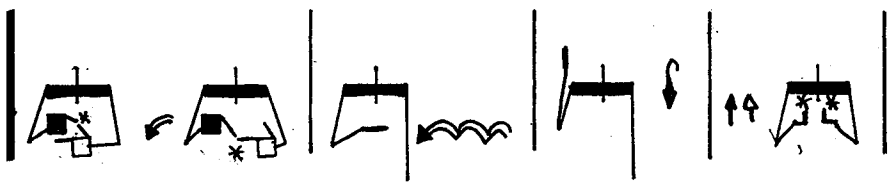
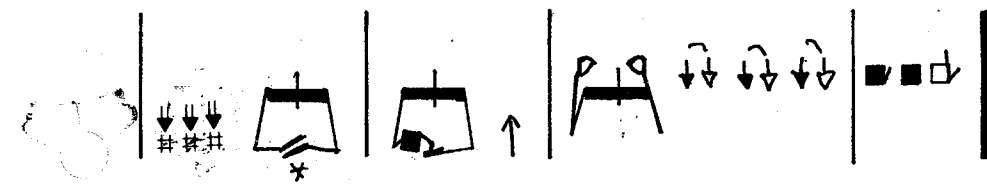
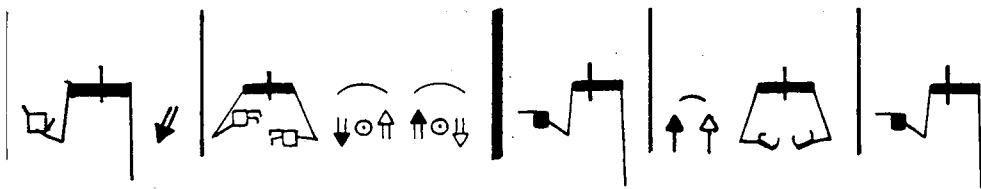
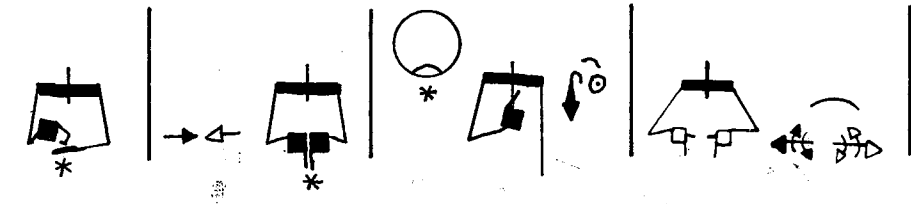
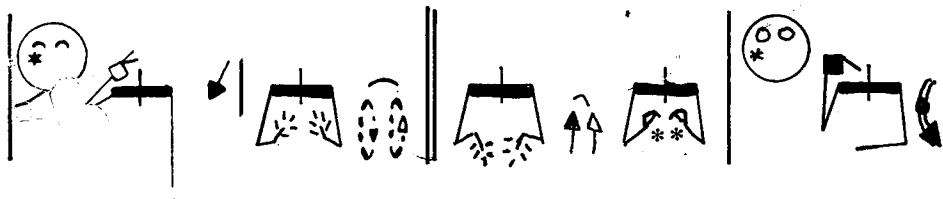
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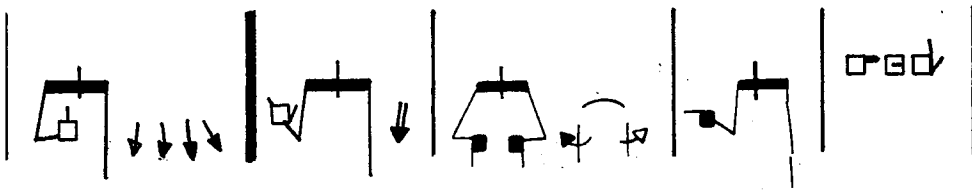
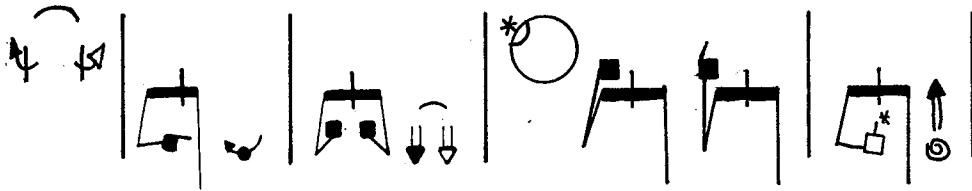
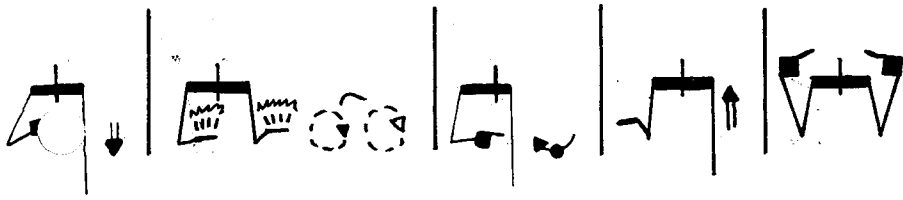
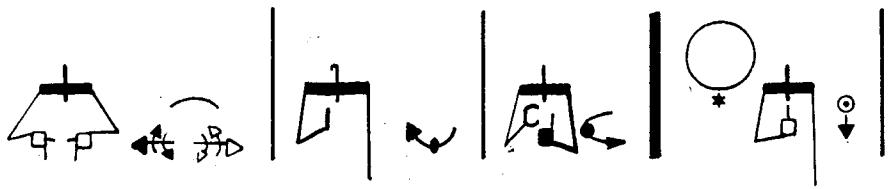
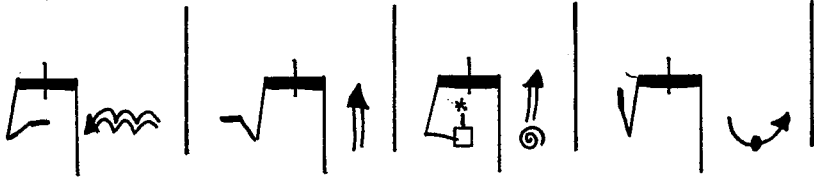
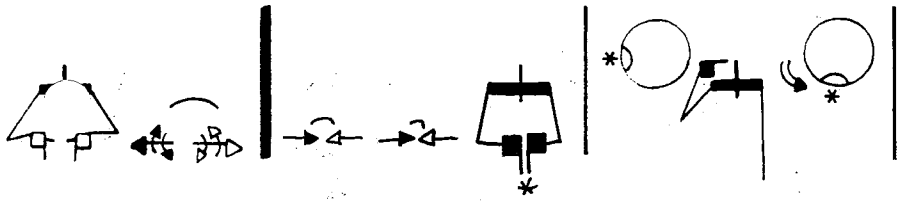
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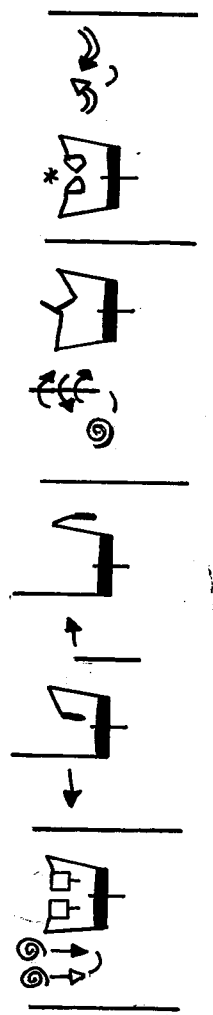
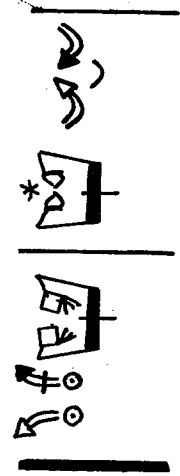
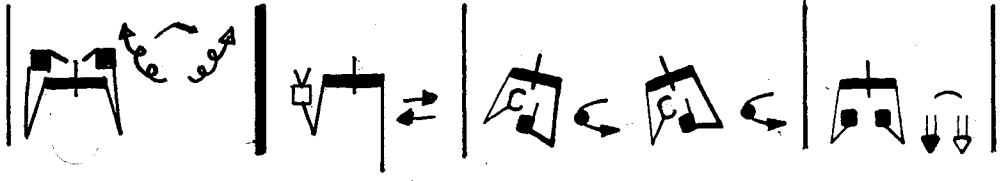
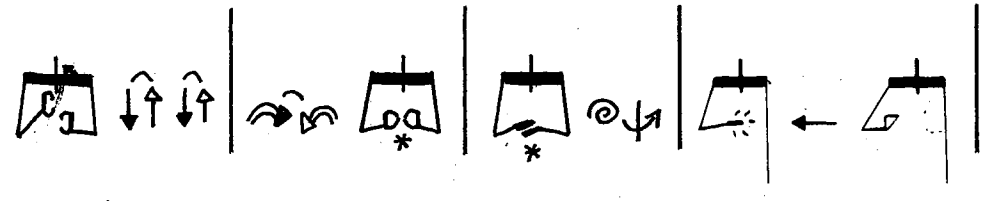
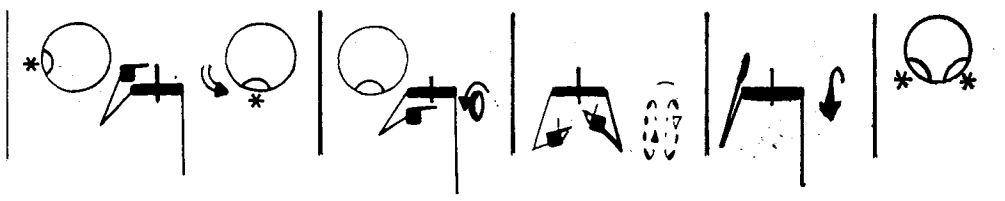
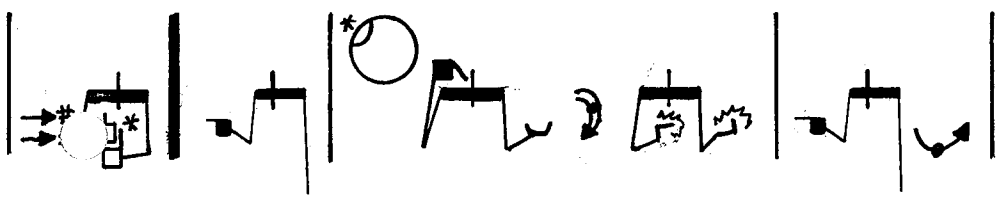
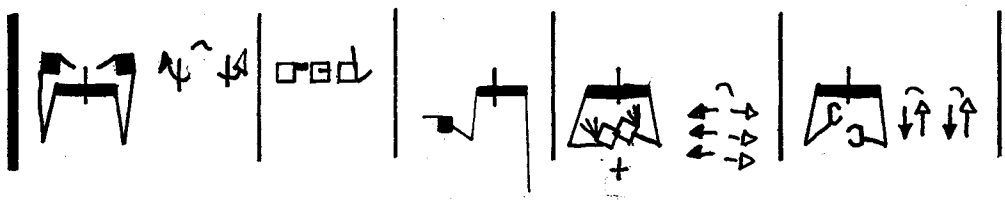
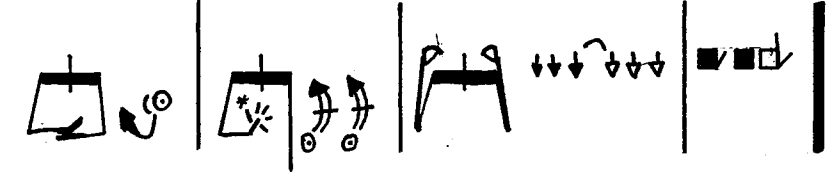
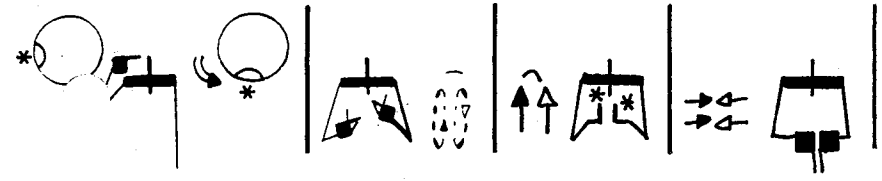






Mel

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MEL CARTER AT NAD

by Dennis R.  
Schemenauer

Mel Carter was in Los Angeles, California to give two weekend workshops last April. Who is Mel? Well, among many activities, he is the director of the Communication Skills Program (CSP) under the National Association of the Deaf (NAD). He is involved with publishing sign language books, the National Consortium Program for the Training of Sign Language Instructors (NCPTSLI), and the National Symposium of Sign Language Research and Teaching (NSSLRT).

Mel graduated from Gallaudet College in 1967. He taught at the Minnesota School for the Deaf for six years. Then he became principal of Central North Carolina School for the Deaf. In 1975, Mel and his wife, Sharon, came to California State University at Northridge to get their Master's Degrees in the National Leadership Training Program. They both got jobs with the National Center on Deafness and Mel became the coordinator of special projects for 5 years. Then Mel became the director of CSP. He

currently travels around the country, going to different colleges and deaf communities, giving lectures connected with both sign language and deaf awareness. In addition, he is a consultant to different universities and assists with their sign language programs.

Mel discussed at length about the relationship of American Sign Language (ASL) in the teaching/learning process. He admitted that his views have changed over the years. He knew ASL and English and used both in his teaching. However, he feels that many students never mastered either language well. Their communication skills in both ASL and English remained weak and they never developed one strong language base. Mel feels that this can be altered if ASL, a visual-gestural language, is fully accepted and recognized as a real first language. He wants schools to be required to teach ASL. Then, children would have a strong first language and English could be taught as a second language. Also, children will develop a sense of pride in their language and culture

and not have to wait until adulthood to understand that they can be proud of themselves. Mel's own sense of pride in ASL occurred late in life and he wants this to change for others. He supports ASL-as-a-first-language

Public schools offer English classes even though many people speak English. Mel feels that if they are privileged enough to study English, why not extend the same privilege to the deaf and formally teach ASL?

Finally, Mel commented on communication itself. He hopes that deaf and hearing people will communicate more comfortably and effectively in the future. If both cultures can share more, both group's lives will be enriched.

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