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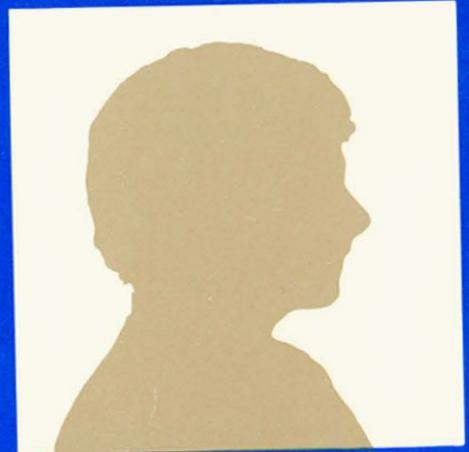
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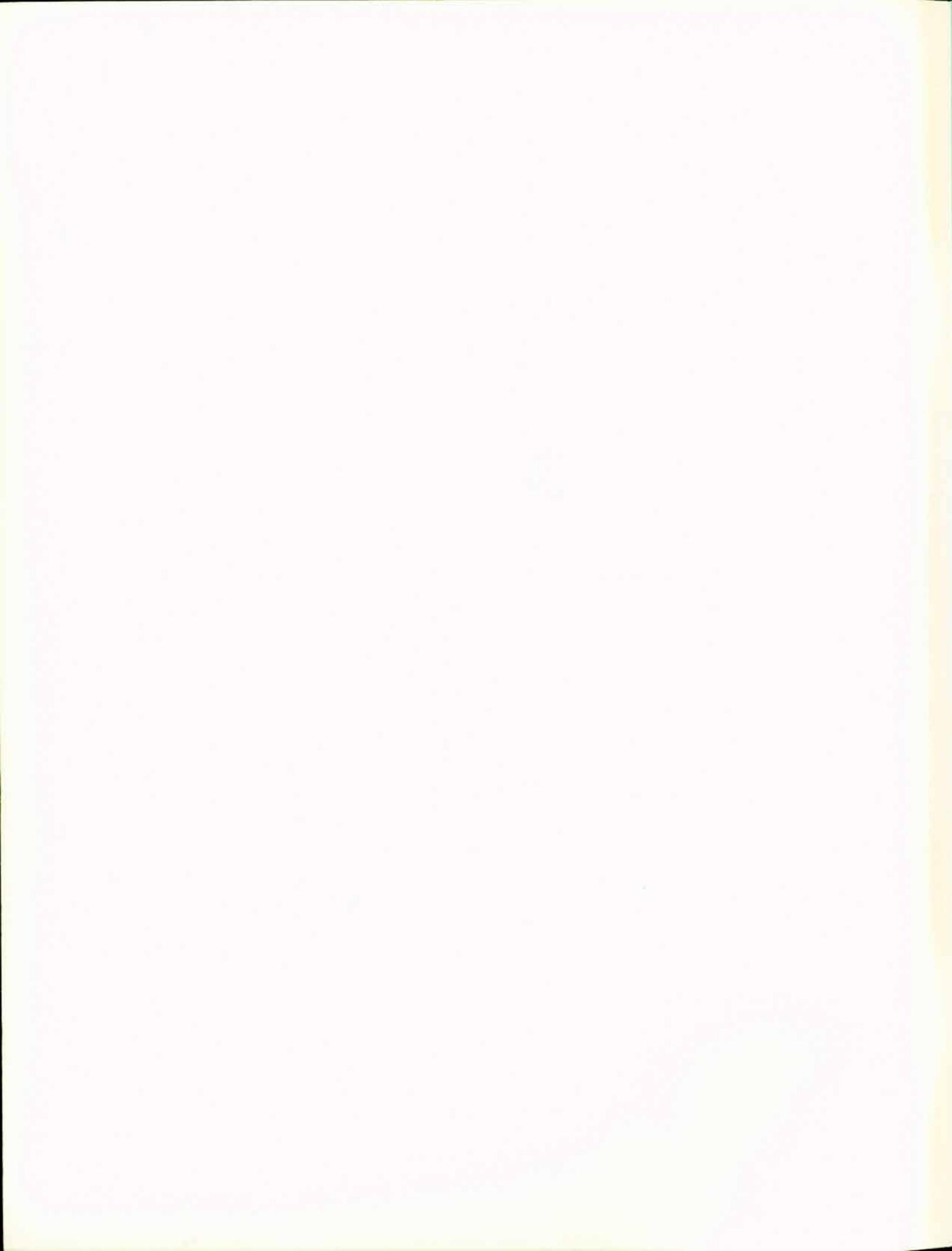
Fall 1982

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Publications
1

to Lead... p. 2





NTID FOCUS

Publication of the National Technical Institute for the Deaf
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Fall 1982

2 Leading the Way

NTID boasts the presidents of the nation's two foremost organizations of and for the deaf.

6 Simmons Energizes RIT

The Pied Piper of Pounds melts an overflow audience at the Frank Ritter Memorial Ice Arena.



10 Sincere Flattery

Is there an NTID in Japan's future?

13 Experiential Learning: Falling Down on the Job

Trying her hand (or feet) at a new experience opens the eyes of NTID audiologist Katherine Fragassi.



16 Ma Bell Opens Lines to Disabled

A corporate commitment means jobs for disabled people.

18 Charting a New Course

Meet Dr. Peter Pere, NTID's new dean.

20 Vision Screening Aids Student Career Choices

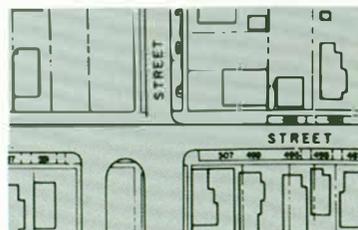
Screening program clears up vision problems for students.

22 IBM Faculty Loan Program Yields Dividends for NTID

IBM sends their employees out of the office and into the classroom—as teachers.

24 Urban Planning Project

Student architects "measure up" on community projects.



27 Portrait of the Photographer as a Young Man

What's a nice photography graduate like Tom Coughlan doing in an operating room at Yale?

29 The Focus Survey: Your Responses

Brickbats and bouquets from Focus readers.

30 NTID NEWS

NTID Focus is published by the Public Information Office at the National Technical Institute for the Deaf and Communications at Rochester Institute of Technology, Rochester, New York.

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Leading The Way



Dr. William E. Castle



Dr. T. Alan Hurwitz

NTID is exceptionally fortunate in having two of its leaders assume positions of prominence this year.

Dr. William E. Castle, vice president of RIT and director of NTID, had the distinction in June of becoming the first elected president of the Alexander Graham Bell Association for the Deaf (AGBAD). Previous presidents of AGBAD have been appointed by the Board of Directors of that Association. Dr. T. Alan Hurwitz, NTID's associate dean for the Division of Educational Support Services, was advanced to the presidency of the National Association of the Deaf (NAD) in July.

Both men have served as presidents-elect of their respective organizations for the past two years and will serve two-year terms as past presidents once their presidencies are over. Here, they discuss their thoughts and ideas as NTID enters a new era of leadership in the national and international deaf communities.

Q:

What are the respective histories of AGBAD and the NAD? When were they founded? How large are the organizations and whom do they represent?

A:

Castle: The Alexander Graham Bell Association for the Deaf was organized in 1890 and has nearly 6,000 members. Basically, it promotes the importance of education for hearing-impaired persons, with emphasis on good language development, including the development of spoken language, a good ability to speechread, and use of residual hearing through optimal use of amplification. It also promotes the rights of all hearing-impaired children to have access to such education.

There are three sections within AGBAD. The Oral Deaf Adults Section (ODAS), a group of deaf adults whose preferred mode of communication is through speech, speechreading, and use of amplification; the International Parents Organization (IPO), parents of deaf children who support the basic tenets of AGBAD; and the American Organization for Education of the Hearing Impaired (AOEHI), teachers of the hearing impaired who are interested in helping young deaf people develop optimal oral/auditory language skills.

Hurwitz: The National Association of the Deaf is a private, non-profit consumer organization comprising 50 state associations of the deaf and the District of Columbia, Puerto Rico, and Virgin Islands associations of the deaf. The NAD is the largest and oldest organization of its sort in continuous existence, having represented the interests of hearing-impaired Americans since 1880. The membership, which totals 17,000, includes deaf and hearing adults, parents of deaf children, organizations of and for the deaf, professionals and students in the field of deafness, and other concerned individuals. It is nationally recognized as representative of and advocate for more than 13.4 million hearing-impaired people living in the United States.

Beyond traditional consumer services in public information, advocacy, and training, the NAD operates a mail-order book publishing business and publishes *The Deaf American* magazine and the monthly *Broadcaster* newspaper. The Association provides professional consul-

"At the same time that we are pursuing the public interest in deafness per se, we also should be helping deaf people understand what's available educationally."

Dr. William E. Castle

tation services to government, public, and private agencies.

The NAD recommends and promotes legislation for deaf people while encouraging and developing their leadership skills. The NAD emphasizes the acceptance of "total communication," the right of deaf people to use any and all forms of expression, including sign language, facial expressions, gestures, finger-spelling, reading, writing, speech, and residual hearing through amplification.

Q:

Dr. Castle, is there any conflict of interest between your representation of a so-called "oral" deaf organization and your leadership of NTID, which advocates an eclectic approach to communication?

A:

Castle: The Alexander Graham Bell Association for the Deaf rightfully argues that there is no better base for deaf people to become mainstreamed as productive citizens in our society and to meet the challenges of upward and lateral mobility in employment than having understandable spoken language, good speechreading skills, and optimal use of residual hearing. As a speech pathologist by profession, as director of NTID, and as the president of the Association, I believe in that argument. At the same time, both the Association and I recognize that the total communication philosophy and the Rochester, cued speech, and American Sign Language (ASL) methods are here to stay, and that every one of them can be found to serve a useful purpose at some point in the lives of some people. NTID recognizes these facts with regard to its students; and, therefore, as an institution, remains eclectic.

Q:

Dr. Hurwitz, perhaps readers of Focus would like to know more about *The Deaf American* and the *Broadcaster*.

A:

Hurwitz: *The Deaf American* is the official magazine of the NAD, and contains professional articles and features about cultural and sports events, government actions, grants, meetings, legislation, programs, sign language developments, and other news. It is published eight times a year.

The *Broadcaster* is the official newspaper of the NAD, and is published 11 times a year. It is prepared exclusively for NAD members and contains news items about the accomplishments and special activities of deaf people in various states, as well as national and international news items.

Q:

What are the official publications of AGBAD, Dr. Castle?

A:

Castle: The official publication is the *Volta Review*, a technical journal published seven times a year. [NTID faculty members often share their research findings through articles in that publication.] AGBAD's official newsletter is *Newsounds*, which is designed to satisfy the needs of all members of the Association, including parents and those who are hearing impaired. It may become a second magazine for the Association. Like NAD, AGBAD also is in the business of pub-

lishing books which relate to the mission of the organization and which are for sale on a mail-order basis.

Q: *What do you hope to accomplish as president of AGBAD, Dr. Castle?*

A: Castle: My primary goal is to encourage fuller cooperation among all organizations of and for the deaf now in existence. Other goals are to promote interest in fostering universal early identification and intervention for deaf youngsters, and to help restore an appropriate emphasis on oral/auditory skills.

Q: *Could you clarify what you mean by "an appropriate emphasis"?*

A: Castle: Among the educational institutions for the deaf there has been a tendency for the oral and auditory aspects of communication to get lost. This is, in particular, a propensity in programs that declare their support for total communication. Staff and students tend to forget that as they are practicing total communication, they must use their oral and auditory skills. It is especially imperative that these skills be teased out of deaf youngsters.

Q: *And your goals for the NAD, Dr. Hurwitz?*

A: Hurwitz: My goals for 1982-84 are the same as the NAD's, i.e., to promote greater public awareness of deafness; to improve the accessibility of television and interpreting services to deaf persons; to increase the number of public TDDs; to advocate total communication with an emphasis on individuals' needs, preferences, and choices; to expand rehabilitation and social services for deaf people, including mental health; to foster the NAD's interest in politics through cooperative relationships with other national, state, and local organizations of the deaf; to

continue to advocate quality education for deaf persons; and to work toward improving employment opportunities for deaf people.

In addition to these specific goals, the NAD and AGBAD share some ultimate common goals for deaf persons: greater accessibility to and participation in society; more opportunities for education and employment; flexibility in communication modes; and a greater awareness of deafness among all Americans.

I realize it is not possible for me to accomplish these goals alone. I expect to work closely with board members and the executive director to develop appropriate objectives to meet them. However, we are faced with critical economic and political crises that offset most social service programs for disabled persons in this country. Therefore, I must provide the leadership to help the NAD and the deaf community work together to accomplish goals that are in the best interests of all hearing-impaired people.



Q: *Deafness seems to be getting more visibility in the national media. What should your organizations do to capitalize on that momentum and promote continued public awareness of deafness?*

A: Castle: That should be the concern of any organization of the deaf, but AGBAD's particular mission is to create awareness of educational programs that promote development of spoken language. At the same time that we are pursuing the public interest in deafness *per se*, we also should be helping deaf people understand what's available educationally.

Hurwitz: There is a great deal of misunderstanding about deafness and deaf people. Because of this, many hearing people often display paternalistic attitudes toward deaf people. The NAD has a tremendous responsibility to promote a positive image of all hearing-impaired people. The NAD can stimulate awareness and understanding of the problems and needs of deaf people through its extensive publications and training programs.

Q: *Are AGBAD and the NAD members of any international group? Are you represented in the federal government at all?*

A: Castle: AGBAD is an international association, with groups in Canada, Mexico, Australia, and England. We have no federal representation, but, like many organizations, we do have a committee on government relations.

Hurwitz: The NAD is an official and active organizational member of the World Federation of the Deaf. We have an International Relations Committee and are genuinely interested in upgrading the quality of life of deaf people, especially those in underdeveloped and developing countries. Dr. Castle currently serves as vice president of the Social Commission of the World Federation of the Deaf.

The NAD provides professional consultation services to many government agencies. Currently, the NAD employs a government relations officer to keep the membership abreast of governmental and legislative progress on Capitol Hill and in the White House.

Q: *How did you become involved with your organizations?*

A: Castle: Joining the Alexander Graham Bell Association for the Deaf was a natural outgrowth of my professional background in speech pathology and audiology; I first became a member when my wife [Dr. Diane Castle] and I were living in Washington, D.C. As a matter of fact,

Diane worked for AGBAD. At that time, we decided to become lifetime members. I am, by the way, also a member of the NAD.

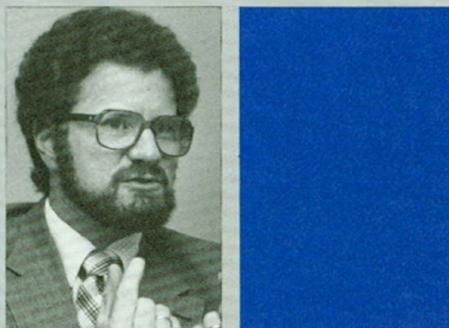
Hurwitz: I became involved in the NAD activities through participation in the deaf communities in St. Louis and Rochester. In 1972, Alice Beardsley [an interpreter training specialist at NTID], who served as president of the Empire State (New York) Association of the Deaf (ESAD) for several years, encouraged me to become involved. I started as program chairperson for the ESAD Convention in Rochester in 1973. Since then, I've been a member of the Board of Directors, vice president, and president of the ESAD; and president, chairperson of the NAD Law Committee, and a regional board member of the Executive Board of the NAD. In 1980, I decided to run for the office of president-elect. Like Dr. Castle, I am also a lifetime member of AGBAD and of ODAS.

Q: *Dr. Castle, do you expect to work with the National Association of the Deaf in ways to promote and support mutual interests?*

A: **Castle:** Yes, definitely, especially because we have the lovely convenience of having Dr. Hurwitz at NTID. For the next two years, he will be associated on a part-time basis with my office at NTID for the purposes of professional growth and development. He will participate in external affairs pertinent to the Institute, including observation and involvement in deliberations with the Department of Education, the Office of Management and Budget, the Senate and House subcommittees, and contacts with key members of Congress. Since Dr. Hurwitz and I will serve simultaneously as the respective presidents of these organizations, we will work together to foster better relations among all organizations of and for the deaf.

I have appointed Dr. Hurwitz a member of AGBAD's Committee on Oral Interpreting. He has, in turn, asked that I be appointed to the International Relations Committee of the National Association of the Deaf. While he is on part-

time appointment to my office, we will work on a number of things external to NTID, including the possibility of an annual meeting of the executive directors and presidents of all national associations that deal with deafness.



Photography by Rod Reilly

Q: *Dr. Hurwitz, let me pose the same question to you in reverse.*

A: **Hurwitz:** We certainly plan to work together, as you can see. The NAD philosophy states that deaf people have the right to use any and all forms of expression. AGBAD has a special interest in the development of speech and auditory skills of hearing-impaired children.

I respect AGBAD's philosophy and feel very strongly that we should be respected for what we believe is appropriate for all hearing-impaired children. Regardless of our individual beliefs and philosophies, both organizations can work together with other national organizations to promote and support the mutual interests of all hearing-impaired people. Captioned television accessibility is one place where we can all work in harmony. We also have the same basic interest in the civil rights of disabled people. We must work together to dispel any degree of misunderstanding between both organizations, which may stem from lack of communication and support.

Q: *Finally, how, if at all, will your leadership positions affect NTID? Conversely, how can NTID use its rather unique position to support your aims?*

A: **Castle:** I think that my presidency of the Alexander Graham Bell Association for the Deaf can only lead to fuller national and international visibility for NTID at RIT, particularly within the membership of that organization. I think there are energies within NTID that can be used importantly to foster the interests of AGBAD. I have a history, and so do other people at NTID, of fostering the whole matter of oral interpreting, and I think that I and others among us will continue to do that. NTID is the only institution of its size that I know of that provides for the enhancement of speech, speechreading, and auditory skills at the level that we do. That is helpful to the interests of AGBAD. Already, some NTID efforts have become part of the AGBAD publications program.

Hurwitz: I believe that my presidency will be positive for NTID, as it will help to further sensitize the RIT community to the deaf community nationally and internationally. As president, I will be committed to advocating support to address the special needs of deaf people.

NTID has many talented people, as well as a wealth of untapped resources which could be used to promote technological advancement in captioned television, creative arts, computers, hearing aids, communication devices, and other ideas which will remove architectural and transportation problems of deaf people.

—Emily Leamon

Simmons •
Energizes
RIT



Richard Simmons, latest guru of the fitness conscious, is a combination leprechaun, piper, your favorite uncle, and visiting preacher. When he bursts into a room, exuding energy and excitement, he is greeted by deafening cheers from his followers.

Simmons came to RIT last spring as part of NTID's Special Speakers Series, which brings well-known people to campus to expand the world view of deaf and hearing students. His appearance was arranged by Julie Cammeron, assistant professor in NTID's Division of General Education. Cammeron contacted him after seeing a news article which mentioned one of his television characters, Sister Mary Lo-Cal, a deaf nun who dispenses dietary information to supermarket shoppers.

During an early morning press conference the day of his RIT appearance, Simmons explained his reasons for coming to Rochester.

"Each week, I get 20-30 invitations, and I look into them very carefully. I asked for more information about NTID, and after reading it, I decided to accept. I don't want to do anything unless I'm helping," he smiles broadly, "and I have a wonderful time doing it."

His visit marks his 72nd consecutive weekend spent on the road, touting his special brand of self-improvement. He explains that money raised on most of his tours is used to finance exercise studios for handicapped persons.

"There will be classes for deaf people with special devices in the floor so they can feel or hear the beat," he says, pounding out a rhythm on the tabletop to demonstrate. Exercise classes for the blind and water therapy for people in wheelchairs also will be developed. Olympic-size pools will be equipped with domes which can be closed in cold weather.

These non-profit studios will be free for handicapped people. "They are just my way of saying, 'Hey, you're deaf, you're blind. You can't go to the YMCA unless you just want to swim. There are no classes. These classes are for you.'" Simmons says classes will be tailored according to each group's capabilities and limitations.

He stresses that money raised by his visit to RIT will not be used for these projects, but will be put back into the Special Speakers Series to bring other well-known people to campus.

The Simmons story is fascinating. An admitted fatty ("I once weighed 268 pounds"), the 5'7" Simmons says he also was handicapped, and had a difficult time deciding what to do with his life.

First he studied to be a priest. "Black is a very slimming color; I had the only A-line cassock in the Dominican seminary," he quips. "But that really wasn't for me."

He went to Italy as a pre-med student, but, "When I saw my first cadaver, I said, 'No.'" He places the blame for his misconceptions of the medical profession on the "Ben Casey and Dr. Kildare" syndrome television has created.

One day, while sitting in a restaurant

"I LOVE PEOPLE," he suddenly shouts. "I have an effect on them. They either love me or they hate me. Those who are secure and know themselves love me; but those who are a little insecure probably think I'm something out of 'My Favorite Martian.'" If his theory is valid, his audiences include a remarkably stable mass of people.

He relates that he finally starved himself and lost 123 pounds. "My face fell and my hair fell out... you're looking at \$37,000 worth of plastic surgery." He gestures to indicate from the neck up. "This is the equivalent of a 450 SL Mercedes."

After considerable pain and identity problems, Simmons began to exercise his way back to health, and decided he could do it for a living. "I knew I could motivate people. I could be crazy and silly, or sensitive, vulnerable, and emotional—but I could motivate people."

Also present at the press conference are deaf students Michael Goldberg and Steven Lovi, who were chosen to accompany Simmons during his hectic day at RIT. As they introduce themselves, Simmons asks them a few questions, and then admits that he, too, has handicaps.

"I have asthma, hay fever, peptic ulcers, and flat feet." He takes off a pink tennis shoe and holds up his foot. "The worst is my feet, but they did keep me out of the army. People ask me if my mother was a penguin."

Goldberg asks what health advice Simmons has for deaf people. He replies: "You have the choice of becoming a deaf person who is 'set-

tling' or a deaf person creating and doing better. I'm sorry you can't hear birds chirping, but you can see the animation and sparkle in someone's eye and know whether or not that person is sincere. My advice to deaf people is not to worry about what you don't have, but work hard to improve what you do have." A rueful look flits across his face. "I thought when I lost weight I would look like Tom Selleck [handsome television star of "Magnum, P.I.]" Well, I don't. After losing all that weight, and spending all that money, I still look like a poodle."

As the press conference draws to a close, Lovi explains to Simmons how his



Steven Lovi teaches Simmons the sign for "I love you" at a reception following his performance.

with friends, he saw a man watching him, laughing. The man approached Simmons, told him he was very funny, and offered him a role in the movie, "Fellini Satyricon." He accepted the role, and later did commercials and advertisements for a line of "chubby jeans." By the time he was 17, he had made \$10 million. "That really destroyed my values," he admits. "When you make that much money at that age, what do you do next?"

What he did was try his hand as a women's fashion illustrator in Milan. "I painted, but I found it very unfulfilling to be in a room for 23 hours painting.

"Do you know what NTID does?...It gives these students a future."



fellow students feel about having the celebrity on campus. "For the past few weeks everyone has been saying, 'Richard is coming, Richard is coming to NTID.' They feel a kind of kinship because they see you as being handicapped, too, when you were overweight."

Simmons nods.

"They feel you overcame that handicap, and we at RIT strive for that, too—to get people to realize that we're deaf, but we're also just like everybody else."

Lovi explains that the kinship also comes from the fact that obesity, as well as deafness, is not accepted in today's

society. "It makes you different and it makes you stand out," he says. "We don't want to stand out; we just want to be one of the crowd."

Simmons obviously understands. "It's not that anybody thinks you're worse or bad because you are deaf," he says. "It's just that they fear what they don't know, and they don't know what it's like to be deaf. Putting cotton in your ears for an hour doesn't do it. The reason I am here is to help educate the community about deafness and NTID."

He explains that he tore cartilage in his knee preparing for the Paris Marathon, is suffering from jet lag, and has three broken ribs; but "nothing could have stopped me from being here."

During two shows that afternoon, Simmons works his own brand of magic with the audiences that fill the Frank Ritter Memorial Ice Arena. Those who come armed with the bright green or orange tickets, indicating they can exercise on the floor, obviously are familiar with Simmons' television show. The minute he bounds onto the stage, they are on their feet, shouting their approval and ready to do whatever he asks of them.

For the next hour he dances and jumps, cajoles and teases, and urges even those in the seats to "get up and exercise." He also offers encouragement to those who are trying to lose weight by telling stories on himself.

"You know what my favorite thing is?" he asks during a pause in the music. "Frozen Kit-Kats." The audience laughs and groans. "One day I'm in a gift shop and I see a Kit-Kat, and it looks fresh." He savors the picture with the audience. "The aluminum foil is saying, 'Buy me!' As I slowly reach for it, a lady spots me and says, 'Aren't you that exercise guy?'" The arena erupts in laughter. "I say, 'Yes,' and ask the clerk if she has any sugarless gum."

At the end of his performance, Simmons asks all of the NTID students to join him on the stage. "Do you know what NTID does?" he asks the audience. "It gives these students a future. They can't hear, and many people think they are handicapped, but they're not. They have so many things going for them they don't even think about not hearing. They can talk. They can see. They can work. They can create. And they can love.

"Many people here today have contributed to this school and made it what it is—the finest technical institute for deaf students in the United States. But we can't stop here. Deaf people everywhere need compassion, understanding, and love—not sympathy—love."

—Lynne Williams



Photography by A. Sue Wecker

(Opposite page) During his afternoon performances, Simmons invites members of the audience to join him onstage. (Above) Deaf student Jamie Lowy interviews Simmons for Reporter, RIT's student magazine.

Sincere Flattery

NTID Is Prototype for Japanese School for the Deaf



Dr. William Williams points out special features included in the NTID theatre control booth to help deaf people function. (Opposite page) The architects inspect one of the cluster classrooms, looking for ideas to emulate at their institute.

The Japanese visitors came armed with cameras, an inexhaustible supply of film, and an intense interest in every aspect of NTID. Their assignment was to examine the Institute facilities.

Since 1979, when Japan's Ministry of Education commissioned Tsukuba University to investigate building an institute for the deaf, several delegations have visited NTID to study its programs, equipment, and facilities.

The most recent group—two architects and an architectural graduate student who visited in March—will be responsible for drawing the plans for the Japanese institute, now slated for completion by 1985.

Clara Ako Yoshida, Ph.D., is chief architect of Naito Architects & Associates, and chairs the Committee on Architecture for the Handicapped; Yasuhiro Sakurai is an architectural research associate at Fukui University; and Midori Nomura is a graduate student in architectural planning at Tokyo Metropolitan University.

Their tour guides included J. Scott Lawson, former Institute architect, and Dr. William H. Williams, RIT's associate vice president for Development. Dr. Williams served as project director when construction on the Institute began in 1972. Since he worked closely with the construction firm and architects, Dr. Williams was able to gain access to and show the visitors areas not usually open to the public. In one such area—the mechanical space used for plumbing, heating, ventilation, and air conditioning—he pointed out the special devices installed to absorb vibrations caused by the heavy equipment. Deafness rarely means a total lack of hearing. Instead, sound frequencies may be missing or garbled. For this reason, noise and vibration can disturb the residual hearing of deaf students.

The visitors listened intently while Dr. Williams explained the reasons for using certain materials on floors and walls. NTID's architects had three major concerns in selecting these materials: acoustics, durability, and ease of maintenance.

Terrazzo surfaces were installed in areas near the building entrance. This hard, easy-to-clean surface was chosen for its ability to withstand ice, snow, mud, dirt, and salt.

Parquet flooring was chosen in the machine shop, partly for its vibration-absorbing properties. To further minimize vibrations, the floor is separated from the walls by a narrow gap. Parquet also absorbs grease and oils from the

noise. The visiting architects also took note of the 25 swivel seats arranged in two tiers around a semi-circular table, allowing necessary visual contact between students and their instructor, and each other.

Dr. Williams pointed out that soft, muted colors were used in the windowless classrooms to make them more conducive to study, and to minimize distractions.



machinery, minimizing the danger of a slippery surface while maintaining an attractive appearance.

The Japanese architects took numerous pictures in one of the cluster classrooms, which were designed to accommodate the special learning needs of deaf students. The 16 rooms are arranged in clusters of four around a square room which contains centralized projection equipment. This arrangement eliminates the main source of distracting ambient

The visitors also learned of some innovations which have not met expectations. Wood battens, for example, were installed in classroom walls to minimize ambient noise. In this respect, they served their purpose. However, instructors soon discovered that the darker material within the parallel rows of wood causes a disturbing stroboscopic effect—the dizzying illusion of movement when objects or people move in front of the wall. Dr. Williams advised the architects to place the strips further apart, and to make certain that the wood and the material in between were similar in color.

In contrast to the classrooms, the large interior hallway of the Institute is bright and airy. Known as the "street," the hallway has large windows and is decorated in bright colors, with an assortment of potted plants. These surroundings allow students to rest their eyes after the intense concentration required during class.

The tour also included NTID's 500-seat theatre. According to Dr. Williams, it boasts "all the features you would expect to find in any Broadway theatre, and one that others do not have. Most theatres rely heavily on the telephone for communication between the control booth and backstage. In this theatre, a closed-circuit television system allows deaf students to handle all aspects of a theatrical production on their own."

These two-way units were installed in the "green room" (a backstage lounge where actors await entrance cues), the projection booth, and the dressing rooms.

During their stay, the architects met some of the faculty and staff members who use the facilities daily. They were escorted through laboratories devoted to communication research, speech therapy, and engineering technology. All laboratories have the latest equipment for training students in technical fields and improving their communication skills. One piece of equipment which caught their attention was DAVID (Dynamic Audiovisual Interactive Device), an example of computer-assisted instruction in speechreading developed at NTID. The architects noted that the DAVID system includes a color television monitor, a modified videocassette recorder and controller, and a mini-computer for the lesson program. Students speechread videotaped sentences taken from NTID's academic and social

environment, type in what they read, and receive feedback, help, and hints provided by the computer.

The architects visited other self-instruction labs where students receive help with academic subjects such as reading, writing, English, physics, and mathematics.

The In-House Co-op concept intrigued the architects, and they marveled at its relationship to regular classroom activities. In-House Co-op furnishes students with a work setting where they can function as they would in an art studio, completing art and printing jobs for Institute clients.

"They seemed surprised that we actually have graduates who are working in art fields," says Dr. Thomas Raco, assistant dean for the Division of Art and Visual Communication Careers, "and were impressed with the idea of simulating an actual work setting."



Midori Nomura

Scott Lawson, college architect for four years and now director of RIT's Office of Facilities Planning and Utilization, described his time with the visitors as "a delightful experience. They were very interested in our successes."

As the architect responsible for recent renovations, Lawson also was able to point out areas where construction could have been done differently. One major shortcoming in the facility is lack of space. Early Institute planners tried to convince the government to build facilities for 1,000 students. Budget watchdogs recommended space for 600. Eventually, a compromise was reached to build for 750. Today, eight years after the dedication of the facilities, student population has reached nearly 1,000; and next fall, the first effects of the "Rubella Bubble" will be felt. These



Dr. Clara Ako Yoshida

students, whose deafness was caused by the rubella epidemic of 1963-65, could boost student enrollment well beyond current levels.

The Japanese have several additional years to plan for their rubella students. The epidemic, which was documented worldwide, did not reach Japan until five years after its appearance in the United States. According to the visitors, their country has 15,000 deaf children, between the ages of 3 and 18, to educate.

Dr. Yoshida explained that Japan will not be able to build as extensively as the United States did because theirs is a high density country and must live by the adage, "Small is beautiful."

The tour of the NTID complex may have changed their minds in at least one instance. When Dr. Williams took them through the theatre, he stressed that it was not built purely for entertainment reasons. It serves a variety of purposes, including use as an important tool to motivate students to improve their communication skills. Many deaf students enjoy acting and want to take part, but cannot if their skills are inadequate. The theatre program also offers career choices other than performing, such as costume design, set design, and lighting.

The architects said they had no plans to build a theatre, explaining that their Ministry of Education was conservative and would not include any unnecessary items. However, by the end of their visit, Lawson reports that they may have reconsidered the necessity of a theatre.

The many pictures they took, coupled with the detailed information provided, may help the visitors convince their Ministry that "a little bigger" can be beautiful, too.

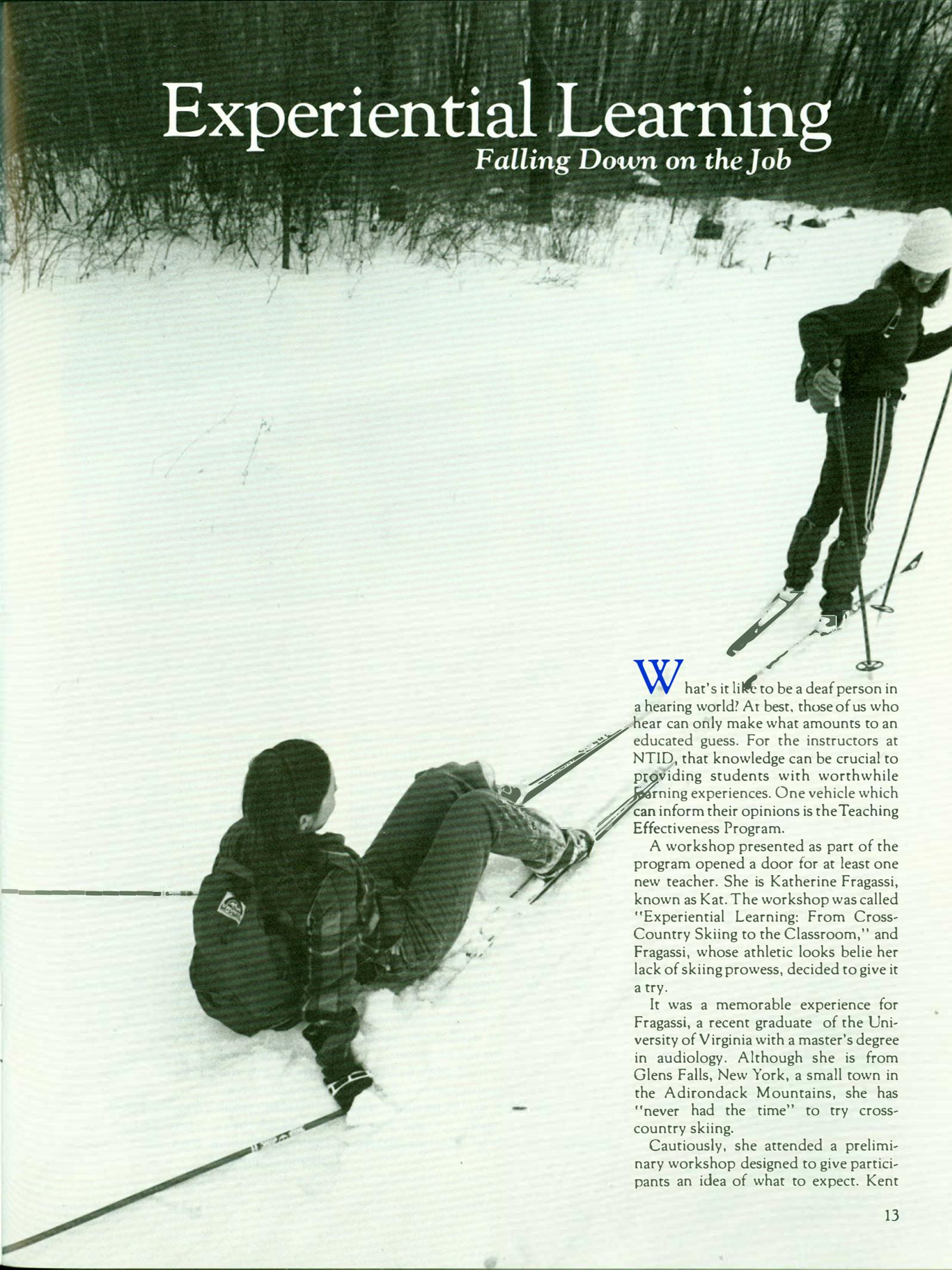
—Lynne Williams



Yasuhiro Sakurai

Experiential Learning

Falling Down on the Job



What's it like to be a deaf person in a hearing world? At best, those of us who hear can only make what amounts to an educated guess. For the instructors at NTID, that knowledge can be crucial to providing students with worthwhile learning experiences. One vehicle which can inform their opinions is the Teaching Effectiveness Program.

A workshop presented as part of the program opened a door for at least one new teacher. She is Katherine Fragassi, known as Kat. The workshop was called "Experiential Learning: From Cross-Country Skiing to the Classroom," and Fragassi, whose athletic looks belie her lack of skiing prowess, decided to give it a try.

It was a memorable experience for Fragassi, a recent graduate of the University of Virginia with a master's degree in audiology. Although she is from Glens Falls, New York, a small town in the Adirondack Mountains, she has "never had the time" to try cross-country skiing.

Cautiously, she attended a preliminary workshop designed to give participants an idea of what to expect. Kent

She was the only group member who had no previous experience, and she was going to learn how to ski—blindfolded.



Winchester, developmental education specialist at the Institute, led both the preliminary workshop and the skiing expedition.

"He asked us what our expectations were in participating in the workshop," Fragassi recalls. "For my part, I always feel there's a lot to be gained by trying new things. We were encouraged to pretend we were students again, absorbing the experience from that point of view."

Winchester explained that he hoped that workshop participants would find ways to transfer this process of learning by experiencing to the classroom.

"By trying something new in a different environment," he says, "participants make a commitment, take a risk, and place their trust in the hands of others. Experiences like these also are designed to get people to take a look at themselves and their personal/social skills."

"Kent kept alluding to the fact that he has a different teaching style," recalls Fragassi, "but he never came right out and said what that was. We were told what sort of gear to bring, and reminded that he would have no control over the weather conditions that day, so that we

should wear clothing which would guard against frostbite. As I listened, I became tenser and tenser, particularly when I realized that I didn't own the prescribed wool pants!"

The group, which consisted of six women ("For some reason, women seem more willing to try things like this," Fragassi comments), ended their preliminary meeting with an exercise: they had to stand in a circle, holding hands, curl into a tight ball, and then unwind—all without communication.

"We did all right," remarks Fragassi. Little did she know that Winchester was gently preparing them for a somewhat more threatening venture at their next encounter.

The Friday afternoon set aside for skiing was bright and clear. Fragassi arrived bundled in two pairs of longjohns, a turtleneck, an old pair of denim overalls, and a wool "shirt-jac." Since she owned neither mittens nor wool socks, she had purchased them for the occasion.

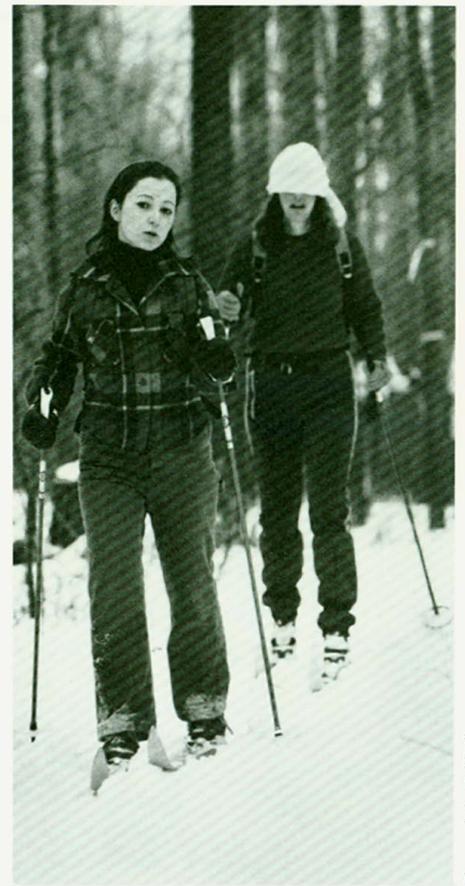
Fragassi then learned what would set apart her first adventure on Nordic skis. She was the only group member who had no previous experience, and she was going to learn how to ski—blindfolded.

No doubt Winchester chose this method to give the beginning skiers a taste of the handicaps that students deal with daily. He also contends that blindfolds force skiers to correctly angle their skis and concentrate on proper balance.

The day was going to involve more trust than Fragassi initially had anticipated. Each woman was teamed with a partner; hers was Cathy Kirscher, a former intern in the Department of Training and Media Services. The first lesson was essential: how to fall correctly. But before one can learn that, one first has to don one's skis, a task Fragassi found frustratingly difficult with only the voice of her partner to assist her.

Next, Winchester guided the group up and down the gently sloped area he had chosen for preliminary instruction. Going downhill wasn't terribly difficult, but the uphill climb was another matter entirely. Fragassi would struggle to take one step, plant her ski poles, and slide backward. A pattern was beginning to emerge, and the purpose of the workshop struck her.

"I didn't think I'd ever get there," she says. Much the same way, perhaps, that a first-year student feels upon contemplating graduation.



Photography by Rod Reilly

After a near collision with a tree, the team switched blindfolds, and Fragassi was in the driver's seat.

"I found the experience of leading even more exhausting than that of following," she recalls. "Every time I turned around to make sure Cathy was behind me, my skis crossed and I tumbled."

After completing a three-kilometer trail, the weary skiers trudged to a classroom to collapse in tired heaps and collect their thoughts over a cup of tea.

"My own first thought," says Fragassi, "was that I had never been so tired or sore. But upon reflection, I realized that it reinforced some things that I had known but not used in my work."

"As part of my job, I interview students to test their residual hearing and speechreading skills. I think it might be interesting to do a preliminary interview with them, to determine how they feel about this test and how they attempt to resolve communication problems when they arise."

There were other things Fragassi says her experience taught her: to try and work it out herself when she hits a rough spot, to consider other alternatives when one problem-solving method doesn't work, and the parallels between the trust she was forced to place in her partner and that placed by a deaf student in an interpreter. But several months after the outing, her most profound observation still haunts her.

"Even when I was most terrified," she muses, "I knew that I could always take off my blindfold, so I felt less threatened. It's scary to realize that a deaf student doesn't have that option."

—Emily Leamon

(Left to right) Winchester, with his back to the camera, offers a few final pointers before setting off on the trail. The group all had some experience with Nordic skiing except for Fragassi, whose face reveals her apprehension. After being blindfolded by her partner, she gamely takes a fall; then takes her turn as guide, a task she found more difficult than being blindfolded.

Ma Bell Opens Lines to Disabled



Jay Rochlin, right, district manager of equal opportunity/affirmative action policy for AT&T, was surprised by the presentation of a life-size soft sculpture of "Ma Bell" on a recent visit to NTID. The sculpture was created by Kate Hoeft, a secretary at NTID, and was presented by Kathleen Martin, left, manager of the National Center on Employment of the Deaf.

Is the business of business still business? Yes, but according to Jay Rochlin, human resources manager for AT&T (American Telephone and Telegraph Company), rehabilitation and equal opportunity are its "vital partners." And the hundreds of disabled employees working for AT&T, including a paraplegic telephone operator and a deaf telephone installer, would certainly agree.

AT&T's commitment to the disabled goes all the way back to "founding father" Alexander Graham Bell. It was Bell's interest in sound and his desire to amplify the human voice that resulted in the invention of the telephone, a device that later became a major obstacle for hearing-impaired people everywhere.

The irony of that invention hasn't escaped AT&T management. Today, each Bell System Company has a Telecommunication Center for Disabled Customers, and the company works closely with vocational rehabilitators and placement specialists to find jobs for qualified disabled candidates.

AT&T's relationship with NTID at RIT began in 1972, when an NTID graduate was hired as an accounting clerk at Wisconsin Telephone. That employee will soon celebrate her 10th anniversary with the company. Following in her footsteps have been nine graduates and more than a dozen undergraduate co-op students, most of whom Rochlin praises as "outstanding job performers."

"NCED [The National Center on Employment of the Deaf at NTID] is a first-class operation," Rochlin says. "And not many colleges have a co-op program

"The success of our program depends on eliminating stereotypes."

like NTID's where students are placed in fields directly related to their career choices. NTID has an outstanding reputation as a reliable, professional source of good job candidates."

NTID and AT&T currently are collaborating on two projects: an employer guidelines manual for supervisors of hearing-impaired workers, and a job analysis project designed to encourage upward mobility for such workers. Rochlin admits that career advancement has been a problem for many of the disabled employees his company hires.

"Although all of the NTID graduates were rated satisfactorily overall, many were viewed by their supervisors as having 'limited potential for upward mobility,' mainly due to communication problems."

Most of the graduates employed had "understandable speech," and relied heavily on speechreading, note writing, and in limited cases, sign language.

"Communication is by far the most important ingredient to a successful job placement," Rochlin says. "For a hearing-impaired employee, that means making a supervisor aware of things that can affect communication, such as room lighting or objects which can be distracting when trying to lipread."

Most businesses, AT&T included, are "practice oriented," Rochlin continues. "People become accustomed to doing things the same way, and change sometimes is unsettling. Supervisors with stereotyped images of disabled people often face more of an adjustment than the new employee. Having such a person on their staff thus becomes a two-way education process."

Managers may find it hard to imagine how a disabled person will handle a specific task or situation, not realizing that the employee has spent a lifetime learning how to compensate for his/her disability.

On the other hand, a disabled employee may face problems ranging from communication difficulties to resentment from co-workers who assume that they will have to work harder to compensate for the disabled employee's lower productivity rate.

Such a stereotype is unfair and untrue, Rochlin says. "Disabled employees are expected to do the same amount of work as their peers," he contends. "They may approach their tasks differently [such as a paraplegic telephone operator who uses a pencil rather than her finger to key], but the bottom line still is performance."

Sometimes, managers who are apprehensive about hiring disabled employees end up "champions of the cause." W.O. Schwall, a deaf telephone installer for Southwestern Bell in Little Rock, Arkansas, performed so well on the job that his supervisor said, "If there are any more out there like W.O., I'll take a dozen."

Accommodations provided for other hearing-impaired employees at AT&T include TDD units, interpreters for group meetings, and visual signals installed on machines. For situations requiring telephone duties, hearing workers sometimes are asked to provide support.

To further accommodate its disabled employees, AT&T has changed its job descriptions to emphasize "what" needs to be done rather than "how."

"The worker must *write* the information" becomes "The worker must *record* the information," thereby including physically disabled people who cannot use pencils and blind employees who may use dictaphones.

Rochlin acknowledges that each employee is accommodated individually. "For persons in wheelchairs, putting a ramp at a building entrance and making a height adjustment to a desk may solve some of their everyday problems. For those with other disabilities, that obviously wouldn't work.

"The success of our program depends on eliminating stereotypes," he continues. "Some vocational rehabilitation agencies operate on a 'hit and run' basis. They place a disabled person in a job and then disappear, leaving the employer 'holding the bag' of responsibility to accommodate that employee."



Jay Rochlin

Photography by Rod Reilly

That type of experience, he admits, can leave a bad taste in an employer's mouth. A longer-term commitment, as well as a follow-up on placements, both are necessary to ensure a healthy relationship between industry and placement personnel.

"My experience at AT&T indicates that we do a fairly good job of employing severely disabled people in entry-level jobs," Rochlin says. "The challenge comes when supervisors are faced with considering these employees for advancement. We need to analyze jobs and identify accommodations that can provide advanced career opportunities. That's where NTID can help.

"We don't tell our managers to run a charity," he concludes. "We tell them to run a business. We give them qualified job candidates, and follow through on their placement."

—Kathleen Sullivan

New Man in the Dean's Chair

Charting a New Course

It has been a busy, productive, and exciting year for RIT's new academic dean for NTID, Dr. Peter Pere. It also has been a difficult one. The federal government has tightened its economic fist, necessitating budget reductions at the Institute. At the same time, enrollment has surpassed the maximum number of students the facilities originally were designed to accommodate, and the first victims of the 1963-65 rubella epidemic are graduating from high school.

"While other colleges are forecasting doom and gloom over declining enrollment," Dr. Pere says, "our best estimates indicate that our numbers will be growing because of the rubella epidemic. Institute leaders have spoken with wisdom and sensitivity about the need to be as responsive as possible to the additional enrollment we anticipate as a result of that national disaster 19 years ago."

Dr. Pere explains that when prospective students at other colleges are declined admission because of overcrowding, they have several alternatives. Such is not the case with NTID at RIT. It is the only technological institute for deaf students, in a mainstreamed setting, in the world.

"We must make every reasonable effort to accommodate more students," he continues. "It's both a challenge and a moral obligation to accommodate as many students as we can."

With this obligation in mind, much of Dean Pere's time has been spent planning for increased student numbers. This, however, is only half the challenge facing him. He also is concerned with preserving the quality of the overall academic program.

"If students are added without some increase in program dollars, the quality of the academic programs could be sacri-



Dr. Peter Pere

ficed. We must safeguard what has made NTID a great learning experience. I speak of class size, number of class preparations faculty and staff reasonably can be expected to handle, and support services: counseling, tutoring, notetaking, interpreting, and academic advisement.

"If adding numbers means diluting our product, we have done no one a favor—least of all the students," he continues. "Our task is to find a way to do more with less. That's not an uncommon phrase today. Together with approximately 2,500 other colleges in the nation, we are being asked to do this in the 1980s."

He admits that this problem is being handled, in part, by studying the effects of additional students. Nothing will escape close scrutiny.

"As we consider increased numbers of students," Dr. Pere says, "we obviously must consider ways and means for increasing human resources devoted to direct contact with these students."

Nearly 90 percent of the academic program budget is devoted to personnel, "reflective of their ultimate importance.

Quality instruction is what has made and will continue to make NTID valuable to students.

"We are a technological institution engaged in active competition with business, industry, and the professions to attract and retain qualified people," he says. "Students must have the best possible faculty and staff. But this is difficult; there is a shortage of people who can provide state-of-the-art technical education. Attracting and then retaining such people will be a challenge for the 1980s.

"We will work to maintain a climate that is exciting, where people know they are making a contribution to the larger society and can feel good about themselves and what they are doing," he continues. "This will help us maintain that necessary competitive edge."

In spite of a seemingly dire economic picture, Dr. Pere has tackled his job with enthusiasm and optimism, and has prepared a "plan of action."

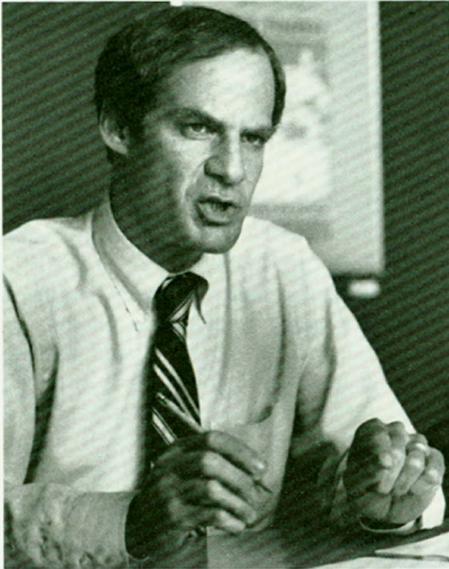
During his first few months, Dr. Pere spent considerable time with faculty, staff, administrators, and students. He sought their ideas on curriculum organization, working styles, and working conditions.

From these meetings, he developed "A Proposed Agenda for the 1980s," which reflects both his perceptions of priorities for the next decade and program modifications he would like to have considered.

"The faculty, staff, administrators, and students all are alive with ideas, which they shared freely with me," Dr. Pere says. "That is the mark of a healthy institution. There are disagreements on curriculum, administrative policy, and organization, but I would worry if there weren't. It means that people care, and they feel they can make a difference as a result of discussions and proposals."

Dr. Pere was particularly interested in the students' concerns. "Their thoughts and observations on curriculum, quality of teaching, and job aspirations were extremely helpful."

"We will work to maintain a climate that is exciting, where people know they are making a contribution to the larger society and can feel good about themselves and what they are doing."



Dr. Pere's agenda was circulated through the Institute, and suggestions were invited concerning the appropriateness of the priorities and how they might be implemented. It drew considerable response.

"We received some 215 pages of testimony indicating where our focus should be," he says. "I was guided by these thoughts, and from them have developed five areas of priority for the upcoming years."

Advisement, assessment, and counseling

"Our objective in this area is to put together a better package of educational experiences that meet students' career objectives and are well matched with their interests," Dr. Pere says. "NTID has been doing this well for years; we will do it even better in the '80s."

To this end, Dr. Pere advocates pre-college educational programs for deaf youngsters before they enroll at NTID. "We have talked of developing programs in reading, writing, and mathematics—in the preparatory sense—for students who might eventually come to NTID. It's in the early stages of discussion, but we're excited at its potential."

This project would be implemented in conjunction with the National Project on Career Education, which offers in-service career education training for educators working with hearing-impaired students in grades K-12.

Development of basic skills

"Students need basic competencies in order to succeed in their academic programs," Dr. Pere says. "Our focus will be to prepare them with those skills they need, particularly in communication, mathematics, science, personal and social growth, computer literacy, and study and learning strategies."

Degree opportunities

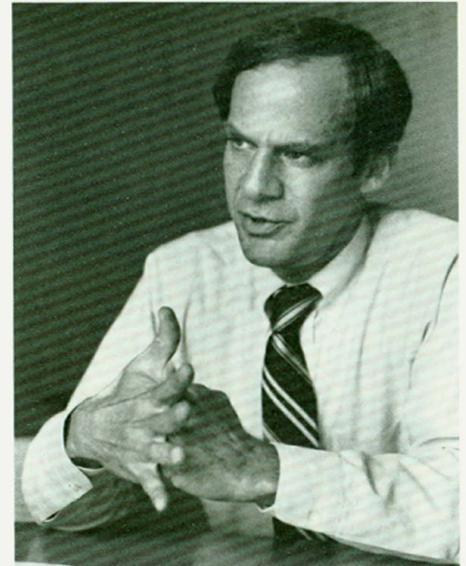
"We are going to explore additional degree opportunities for majors in areas where market and student demands indicate need," he says, "and which are consistent with the national mandate to provide career opportunities for deaf students."

Cross registration

Dr. Pere believes that everything possible should be done to increase the number of students seeking bachelor's and master's degrees. "We're working with faculty and staff of the other RIT colleges to increase the number of students who will take advantage of the opportunities to pursue upper division work," he says.

Professional development

"We must continue to help faculty acquire new skills and polish existing ones," Dr. Pere says. "Knowledge is like fish—it spoils quickly. Half of what we know today in engineering will be outdated in five years. We need to keep up with these changes; to invest in our faculty and staff so they remain vital state-of-the-art professionals. We owe this to them and to our students."



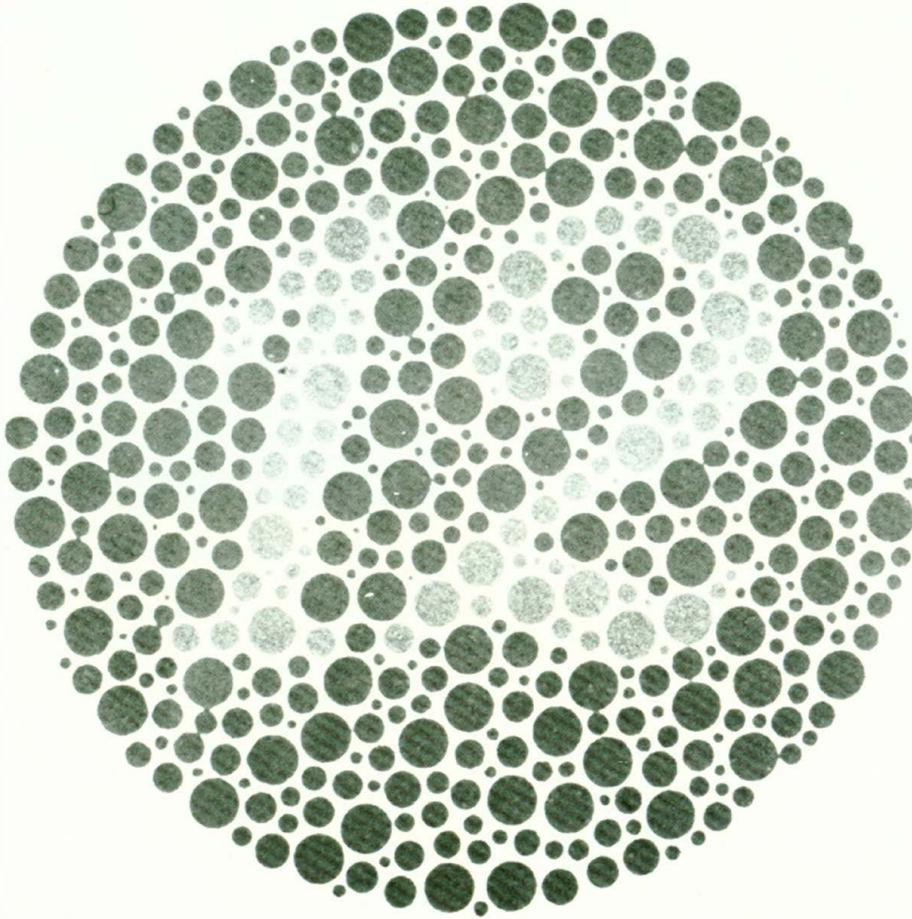
Photography by Rod Reilly

Faculty, staff, and administrators throughout the Institute are being divided into "development teams" to propose detailed strategies for implementing the "Agenda for the 1980s." An air of excitement and anticipation has permeated the Institute as these ideas move from concept to reality.

"We have charted some basic directions for the next few years, to retain and enhance the quality of our academic programs," Dr. Pere concludes. "It is incredible to think that, a dozen years ago, starting with a blank slate, NTID put together as fine a program as it has. The results are measurable and the successes great. We will continue the tradition of excellence and service in the future. Our priorities are charted. We're focusing on ways to help students succeed in their chosen careers...that's what we're all about."

—Lynne Williams

Vision Screening Aids Student Career Choices



This slide is part of a test given to detect color blindness in incoming NTID students.

Brilliant blues. Soft reds. Earthy browns. Most people take these colors for granted, but for students with color vision problems, they can spell the difference between success and failure in a career choice requiring good color discrimination.

Although NTID was not designed to accommodate specific numbers of visually impaired students, Institute personnel recently have expressed concern over detecting and then assisting incoming students who may have color or other visual problems. As a result, a visual screening assessment to detect the presence of color vision problems has been incorporated into the Summer Vestibule Program (SVP) for entering students.

Of the approximately 300 students who participate in the screening each year, perhaps 60 are referred to NTID vision specialist Susan Brannen. Brannen schedules ophthalmological exams for students with suspected visual acuity, color vision, and other possible visual problems, and discusses potential classroom strategies for those with visual field and other visual difficulties.

Those students with suspected color vision problems are referred to Dr. Donald Johnson, an RIT professor of audiology for NTID, for an in-depth color assessment.

Dr. Johnson receives an average of a dozen referrals each year. These students already have been screened with the Ishihara color vision assessment during SVP. They now take the Farnsworth-Munsell 100-Hue and the Farnsworth Dichotomous D-15 diagnostic color vision tests.

These color detection tests, which must be given under optimal lighting conditions, require subjects to arrange color caps according to hues that are just noticeably different to persons with normal color vision.

After calculating the results, Dr. Johnson administers confirming re-tests before meeting with the students to discuss his findings. The student is provided with counseling, and is urged to share the results of the tests with those academic instructors teaching courses where color problems may affect coursework.



Most students, however, choose to keep the information to themselves. As Charles Bancroft, a second-year civil technology student, says, "Why should I tell anyone the results of my test? It's like saying, 'I'm deaf.' If I'm asked, I'll tell."

Charles' color problem doesn't affect his coursework in the civil technology program. He admits, however, that learning of his vision problem while still in high school *did* affect his career path.

"I originally wanted a career related to photography, but I changed my mind when I found out I was color blind," he says. "Even though I'm in civil technology, I still might pursue something in social work or criminal justice, because I want to work with people."

While Charles doesn't consider his color vision problem relevant to his academic program, students enrolled in the visual communication areas of applied photography/media production, printing, and art should be more aware of potential difficulties.

Second-year applied art student Perry Mott knew before SVP that he had color problems, but his teachers didn't detect it until Perry completed a project involving transferring the colors found in a collage into an art piece by mixing paint.

"Some of Perry's color choices were unusual," recalls instructor Michael White. "I suspected then that he had a color problem."

Art instructors White and Kathy Voelkl, career counselor Anne Van Ginkel, and Perry immediately met and devised a numbering system for markers and paints to help Perry identify and select appropriate colors for projects.



(Above left) A student begins the Farnsworth-Munsell 100-Hue Test, which requires subjects to arrange color caps according to hues that are just noticeably different to persons with normal color vision. (Above) Student being screened for possible color vision problems using the Ishihara Test for Color Vision and a special MacBeth Lamp for illumination.

"Perry's a good student," White says. "I don't think he'll have any problems in the field he's chosen."

Van Ginkel concurs, "The most important thing Perry must remember is that he *has* a color vision problem. He must be willing to do extra work and seek help if necessary. That responsibility extends to the working world as well."

Devising classroom strategies such as Perry's is not as easy in the photography/printing area. Instead, good judgment often becomes a valuable skill.

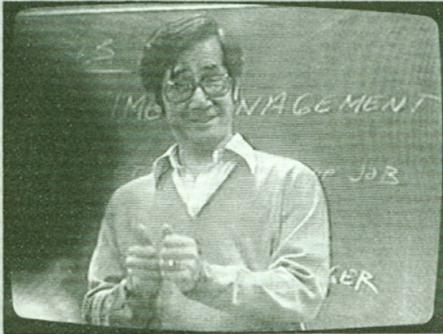
"I would guess that 10 percent of the 50 students now enrolled in the applied photography/media production programs have some color vision problems," says Bary Siegel, chairperson.

"But it's not always a problem," he stresses. "You can teach people to work around it. Judgment is a critical factor; many of our color deficient students make excellent judgments when working in the photo lab."

"Students shouldn't be afraid they're going to have to change programs because of color vision problems," Van Ginkel concludes. "Instructors are more interested in finding ways to keep students in the programs."

—Kathleen Sullivan

IBM Faculty Loan Program Yields Dividends for NTID



Scenes from a television commercial made by IBM, touting their faculty loan program.

A distinctive feature of an education from NTID at RIT is the amount of exposure that students have to persons "out in the field." In fact, the realm of experience of most NTID faculty members extends well beyond the groves of academe.

As a technological college, NTID would not be fulfilling its mission if efforts were not made to incorporate scientific advances and suggestions from the business world into the curriculum. Fortunately, the International Business Machines (IBM) Corporation has a program which fits neatly into these needs.

Started in 1971, its Faculty Loan Program is designed to lend, for one year, the knowledge and expertise of its personnel to qualified institutions with high enrollments of minorities or disadvantaged people. NTID has benefitted from the presence of two such people whose services were donated by IBM.

First to join the faculty was Dr. Wilson Wong, who taught business and data processing courses from July 1979 to June 1980. Dr. Wong was in charge of the development of training programs for service personnel at IBM's division headquarters in Franklin Lakes, New Jersey. He came to NTID in response to a request initiated by Assistant Professor Donald Beil of the Division of Business Careers.

Dr. Wong was the second IBM employee to be assigned to an institution for deaf students, and the first at NTID. His initial exposure to deafness came as a college student at the University of Southern California at Los Angeles, where he was a research assistant and did studies on lipreading at the John Tracy Clinic, an oral deaf pre-school which helps orient parents to their children's deafness.

He was introduced to NTID by means of a summer orientation session, which included sign language classes and other activities designed to familiarize him with teaching deaf students. During his tenure, he taught eight to 10 class hours, participated in several curriculum development projects, and served on faculty committees.



Dr. Wilson Wong

His intent was to bring "real world input and business professionalism" to NTID; he also brought with him three degrees in experimental psychology and behavioral science.

For his part, Wong accepted the position because he saw it both as a growth opportunity and as a chance to add a little variety to his work. His ready smile flashes as he notes his only hesitation about coming to Rochester: "I didn't know whether I could handle all that snow!"

But the native Californian must have melted the snow with his personal warmth that year. He proved immensely popular with business and computer career students, and to show their gratitude, at the end of the year they awarded him a unique wall hanging made up of six hands fingerspelling the initials "NTID" across, and "IBM" down, with the "I" used for both sets of initials.

Now that he has had the chance to put some distance between himself and RIT, Wong is able to articulate his feelings about the experience. Simply put, he feels he learned as much as he taught.

One major surprise greeting him in the classroom was the presence of non-signing deaf students. But he quickly became accustomed to NTID's eclectic approach, and learned to expect students running the gamut from totally oral to users of American Sign Language.

In a television commercial that Wong made for IBM about the Faculty Loan Program, he laments to a class filled with NTID students that "my hands don't always move as fast as my mouth."

However, Wong did manage to become fairly adept at sign language. His happiest moment, he says, came when he was able to sit down with a group of students during class one day, chatting with them in sign language and expressing and receiving the signs unself-consciously.

"I thought to myself, 'I've finally arrived,'" he recalls, "—until the next class."

Wong says he wouldn't trade his experience at NTID for anything, and would come back "in a minute." He admits that time has probably blunted some of the more painful memories, of the hours and hours of preparation for the classroom, organizing the material so that it would be useful and comprehensible to hearing-impaired students.

"What I remember most of all," he says, "is NTID's great staff. Everybody treated me as if I were a somebody, and I hope I gave as much."

Wong's successor at NTID the following academic year was Kenneth Glickman, an associate programmer also working out of IBM's Franklin Lakes offices. Glickman, who is hearing impaired, was approached by Wong about the Faculty Loan Program. He was familiar with NTID, having visited in the fall of 1975 as an intern from Dartmouth College. The first time around, he taught psychology and math, did research, and tutored in the residence halls after hours.

Like Wong, Glickman's primary responsibility during the Faculty Loan Program was to teach a number of data processing courses. It was a great feeling, he says, to be back at NTID and "among my own people." He liked everything except—you guessed it, folks—the weather.

In addition to his teaching and tutoring responsibilities, Glickman also wrote and directed a small play for a student group called "Your Deafness is Showing When..." (adapted from a common



Kenneth P. Glickman

expression: "Your slip is showing"). He participated in a workshop on "Deafness and Communication," and was on a panel which discussed "Behavior, Motivation, and Reality in the NTID Classroom."

As a hearing-impaired person, Glickman is more liberal in his criticism of some NTID students than is Wong.

"Some of them are looking for spoon-feeding from the classroom teacher," he says. "They need to get away from that, and they also need to understand the importance of having a good command of the English language."

Both men left NTID with a new respect for the teaching profession and the demands it places on one's personal life. And at NTID, the presence of the two IBMers has reinforced the notion that there is much to be gained by "picking the brains" of the nation's corporate giants.

—Emily Leamon



URBAN PLANNING PROJECT

Translating Theory into Practice

Each fall, a group of young people undertakes a unique architectural project. Their "client" may be the city of Rochester, a neighborhood organization, or a city agency. For months, they collect data from field surveys and public records, perform data analyses, and finally, make a graphic presentation of their findings to a local planning agency.

These young people are not architects —yet. They are third-year architectural technology students at NTID.

The idea for teaching responsibility for project leadership in the Planning Project course was generated by supervisor of counselors for the Division of Science and Engineering, Carl Spoto, and James Jensen, associate professor of Construction Technologies.

"We were concerned about student attitude and motivation in the third academic year," Spoto says. "As students begin their last year, they tend to become less motivated, because they are ready to go out and work." He and Jensen decided that an Urban Planning Project, duplicating the work environment that students will find in architectural firms, would be a worthwhile solution.

Dr. Edward Maruggi, assistant dean and director of the Division of Science and Engineering Careers, stresses that these projects are genuine, worked out with local planning agencies.

Once the project is identified, students are organized into a working planning team.

"Each team member is given a job," Spoto explains. "Everyone in a typical planning office is represented—the owner, technicians, project supervisors—even the personnel manager." Spoto chuckles, "That's me."

As team members, students interact with each other, not only in terms of technical work experiences, but also personally and socially.

"We provide them with opportunities for leadership, with all of its skills and responsibilities," Spoto says. "We structure the project so that each student is the job captain for one week. The captain schedules the work, evaluates the results, and briefs the owner on the project progress or difficulties. If there are personnel problems, the personnel manager meets with the students."

At a weekly breakfast meeting, the job captain briefs the team, describes the progress made during the week, and identifies areas where work still is needed. This exercise provides a structure for the next captain.

During the project, which lasts the entire fall quarter, a variety of situations occur which must be handled by the students. "My role is to help work out these situations in a positive way that contributes to the success of the project," Spoto says. "It is a good learning experience for the students because it enables them to identify problem-solving strategies. The instructors know the strategies, but they prefer to let the students figure them out, and then reinforce their findings."

While the project offers students an opportunity to learn new technical skills, of even greater importance is the chance to use already existing skills.

"At first, students may feel that the instructor should be more in charge," Spoto says, "because they are given the independence to identify problems and come up with ways to solve them. However, as the quarter progresses, the stu-

dents become more 'turned on' and 'tuned in' to what is happening. They realize that they have a lot of freedom, which is a very exciting thing for them."

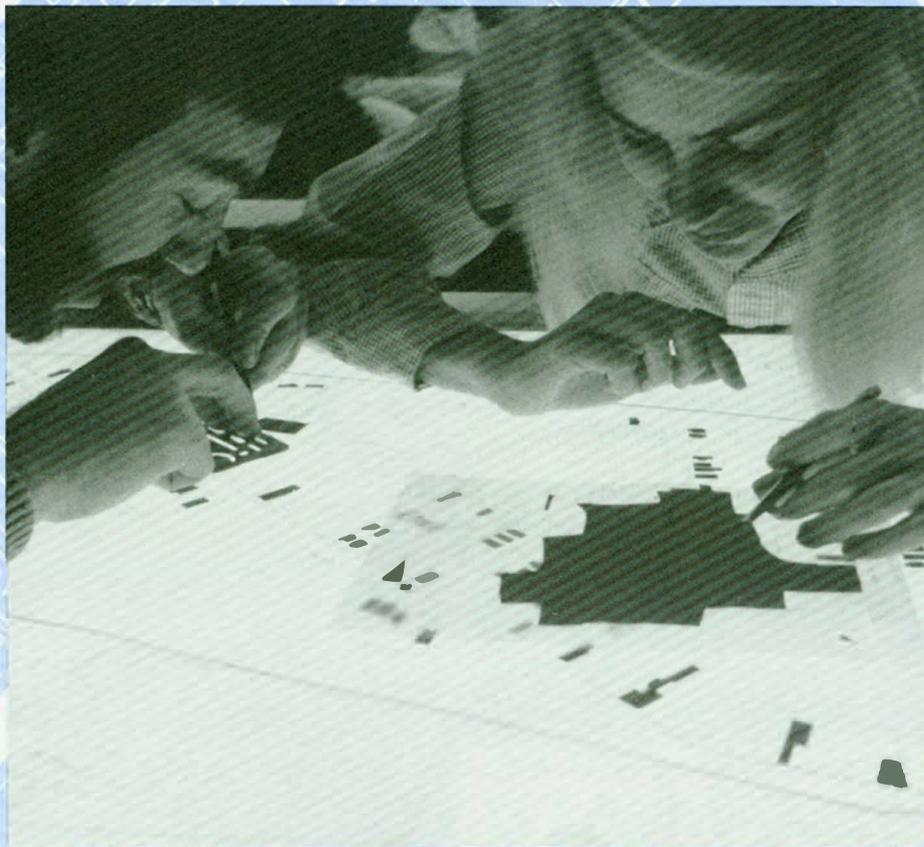
The first activity of the quarter is the planning stage. The students develop a schedule and then update it during the project. They soon discover that even though the schedule is a good one, as work progresses, unexpected occurrences can disrupt it.

"What happens if it rains three days in a row and the team can't go out and do land surveys?" Spoto asks. "Then work must be postponed and rescheduled."

Since the first project in 1971, there have been many interesting and productive experiences, benefiting both students and the community.

"The first project had a direct impact on Rochester," Jensen remembers. "The Northeast Area Development Neighborhood Group used student input to support a proposal for a \$30,000 grant from The Gleason Works to improve their neighborhood.

"Another land use project was done for the Neighborhood Association of the 19th Ward in Rochester," Jensen relates. "They wanted the city to do some street improvements and needed substantiating information." The stu-



Planning project students prepare maps at a light table.

Debbie L. Brown



Not so long ago, engineering projects were the last things on Debbie Brown's mind.

"My first interest always has been art, but I wasn't sure that was good for my future," recalls the attractive young

Texan with soft brown hair and a shy smile. "So I looked for a career in which I could use my talent, and decided on architectural technology.

"People ask what my major is, and when I tell them, they say, 'What are you, a women's libber?' I say, 'No, I just like to draw.'"

A third-year architectural technology student, the Kerens, Texas, native is the only woman in her classes at NTID, but this is not new for her. "I was the only girl in most of my high school classes, too."

Although she professes to love that situation, she admits she tried, unsuccessfully, to convince some of her women friends to join the program.

This year's planning project, supervised by Assistant Professor Ernest Paskey, has been an interesting and difficult one, according to Debbie. "We worked with two towns and a city—Brighton, Penfield, and Rochester." She explains that the team was commissioned to establish the areas' boundaries.

"Each member of the team was given a job," she says. "We went to different places, like the city hall, and gathered information. Then we got together, discussed what we found, surveyed the land, and finally, drew the maps."

During the course of the project, Debbie took her turn as job captain. How did the male members react to her orders? "Some cooperated very well," she shrugs. "Others, not so well. I felt funny giving orders to the guys on the team. I'm not sure that's what I would like to do on the job, but I'm glad I had a chance to try being captain."

Debbie says she enjoyed the project—"It was more fun than being in the classroom"—and feels she learned a lot. "The most difficult part was going into the community and meeting people. I was very nervous in the beginning," she admits, "but it was easier later on."

Debbie graduated in May, and with several interviews lined up, it seems unlikely that she has to worry about her future anymore.



Information is gathered from many sources, including town and city hall records.

dents went to the neighborhood, performed surveys, and gathered data at city hall.

The team had some interesting and, at times, difficult experiences. "Because of the geographic location within the community and the social status of the area, students had to deal with a number of concerned citizens who wanted to know if the city was going to eliminate their homes," Spoto says. "They had to communicate with a variety of people, including planning professionals and homeowners. Eventually, students prepared eight maps which were turned over to the Association. Their work helped the group make its case with the city and the project was approved."

Jensen developed some new learning strategies as a result of these early field experiences. Some student team members had minimal oral skills, and he knew it was important to prepare them for a hearing environment. To improve communication skills, Jensen developed a "Hearing World" strategy as part of the job environment simulation. Three days a week, he used total communication (speaking and signing), and twice a week he conducted class as it would be in a real office, with no sign language used. By doing this, all students were placed at equal advantage or disadvantage.

Some students who thought they were excellent communicators realized they had to polish some skills. For those with only manual skills, Jensen worked on their specific needs and helped them develop better written communication skills.

One particularly helpful outcome of the earlier planning projects has been counselor involvement in the technical coursework. Spoto explained that as the faculty and counselors interacted, they began to build these experiential strategies into other technical courses.

As a result, students entering their third year already have skills for working as a team. "Now we don't have to do as much initial developmental work; we're able to go far beyond that," he says.

The project also promotes a healthy interplay between career development and technical programs. It gives the counselor and faculty members the opportunity to look at areas of concern, and work together to head off potential problems.

Some students, for example, may have difficulty interacting, or have personality conflicts with other team members. These problems are turned into learning experiences for the students. In a work environment, how do you deal with con-

flicts? How do you get the work done in spite of the fact that you might have difficulties interacting with a particular co-worker?

"I believe it takes a very special faculty to make this a positive experience," Spoto says. "It takes time. The faculty member and the counselor meet several times a week to discuss what's occurring, in addition to dealing with students who may be having difficulties."

As students complete their week as job captain, they evaluate the experience and are evaluated by their teammates. Spoto then confers with the student and summarizes the feedback.

"At this point, I interact with the student in terms of growth and self-concept," he says. "I find that most students are far more critical of themselves than their peers are."

Some students discover, after being job captain, that they really don't want to function in a leadership role. "That's all right too," Spoto adds. "Sometimes they find that they would rather be a team member and have expectations identified for them than be the one who identifies expectations."

Once a project is completed, students must make a formal presentation of their findings. "They must dress appropriately," Spoto says. However, before students meet with the agency, their presentation is videotaped.

"It's a dry run or dress rehearsal," Dr. Maruggi explains. "Key people are invited, such as NTID's Dean and parents who may be living in the area. This gives students a chance to polish their performance."

The main purpose of the Land Use Project is to translate theory into practice. "We try to deal with the here and now in terms of preparing students to be successful on the job," Spoto says, "and we have good examples to prove that we are doing it. Paul Kuplicki, a student on the first planning project, began work after graduation with an engineering firm in Detroit, Michigan. He demonstrated his leadership capabilities, and now has been promoted to the position of supervisor." Spoto concludes with obvious satisfaction, "People say that it can't happen; but, yes, it can."

—Lynne Williams

PORTRAIT OF THE PHOTOGRAPHER

As a Young Man

The drive that propels Tom Coughlan hits you the moment he enters a room. He appears to be going in every direction at once: a quick snatch of conversation here, a directive issued there, a polite request of someone else, and perhaps a wry witticism muttered under his breath.

Coughlan is one of NTID's super-achievers: those graduates who aim to be just a little bit better at what they are doing than their hearing compatriots.

The self-effacing 25-year-old was the first deaf graduate of RIT's biomedical photographic communications program. In June 1979, immediately upon graduation, he found a job—not only in his field, but at the prestigious School of Medicine at Yale University in New Haven, Connecticut.

"Don't let the name dazzle you," he remarks with a sardonic smile.

Apparently, the photographic equipment in the Yale photo lab was, in Coughlan's words, "not fully developed to the standards I was familiar with at RIT." However, his new employers were open to suggestion and, with his help, the equipment was soon brought up to snuff.

The New Hyde Park, New York, native has not been content to rest on his laurels. Feeling the need to diversify, he started his own business on the side, doing freelance photography for companies such as IBM and Sikorsky Aircraft. He creates "photo art"—photographs appealing enough to be turned into wall murals for hallways, cafeterias, and lobbies.



Tom Coughlan

He taught his co-workers at Yale to sign, despite the fact that he learned sign language only a few years before as a student. In fact, Coughlan never had seen sign language until he came to RIT.

"I was a stranger in a strange land," he remembers. "I was afraid that if I learned sign language, I would lose my ability to speak and speechread, but I found, rather, that sign language complemented my understanding of speech."

Coughlan chose Yale not only for its reputation, but because it's located in New England and "I like the seasons and cultural offerings here." He works mainly in operating rooms photographing operations, but his services also are required for autopsies and patient pho-

tography. Some of his time is spent with copy work—making prints—and he also works with audiovisual equipment.

Already, though, he is somewhat restless.

"There's so much more out there," he muses, "I just don't want to be limited; I want to be well rounded."

Toward that aim, Coughlan has two other businesses on the side. Photolist, a photo documentation service, was started at the request of persons who felt that a photographic record of their possessions would be a useful addition to their homeowners' insurance. It is accepted as proof of possession and documentation by insurance companies and lawyers, and gives Coughlan the opportunity to sharpen his skills doing close-up work.

Coughlan also has a business partnership in Boston with fellow deaf RIT graduate Andrew Baker. Called Biomedical Communication Services, it provides comprehensive communication software packages for health care providers and researchers.

Although he has "broken the sound barrier" within his office, Coughlan still encounters subtle discrimination on the job.

"Often," he explains, "doctors come into the lab to make a request or discuss photographs we have taken. When they see me, and realize I'm deaf, their first question often is, 'May I please speak with a photographer?'" Nonetheless, his co-workers seem to have taken to him as much as he has to them.

Virginia Simon, director of the department of medical illustration and photography, says she did not know Coughlan was deaf when she received his resume, and that he was hired because of his excellent qualifications for the job.

"However," she recalls, "he did note on his resume that he had worked with

When asked what he likes best about his current position, he says it is responsibility, especially in tense moments such as an emergency call to the operating room.

Photos taken by Coughlan during an operation to remove a blood clot from the brain graphically demonstrate that his job is not for the faint of heart.



deaf children, and that influenced my perception of him ahead of time. I think that by having Tom work with us we become aware of the small and subtle ways in which deaf persons are discriminated against daily—the little things—and I think it's important for us, as human beings, to know about that."

Coughlan's immediate supervisor is Patrick Lynch, who notes that working with a deaf person requires little effort.

"Tom functions so well in the hearing world that you're not acutely aware that he is deaf," he says. "There are some things that you naturally adapt to—not speaking with him unless he is looking at you, for example."

Coughlan's photography partner, Randall Smith, notes, "The only problem we have is trying to talk while working together in the darkroom, because of the lighting. Maybe it's compensation, but his performance as a photographer is better than most."

Perhaps the co-worker who knows him best is the office secretary, Arlene Resnick, who patiently worked at learning fingerspelling and enough sign language so that she can competently negotiate telephone conversations for Coughlan. She is as charmed by his presence as the rest of his office mates and

brushes off suggestions that her efforts are in any way extraordinary.

Of his experience as an RIT student, Coughlan has nothing but praise.

"The notetaking, tutoring, speech therapy, and Math Learning Center all were invaluable support tools. They filled all the gaps I missed in high school."

When asked what he likes best about his current position, he says it is responsibility, especially in tense moments such as an emergency call to the operating room. These situations require snap judgments and fast action, conditions under which Coughlan apparently thrives.

In case he should chance to have a moment of leisure time, he has undertaken to see that it will be filled as well, by yet another job as an adjunct faculty member at Southern Connecticut State College in Hamden. He teaches his recently acquired skill of sign language there, and credits former student Beth Anne Amore with providing an external impetus to keep reaching for even higher goals.

Amore, a teacher of hearing-impaired children in Bridgeport, Connecticut, briskly dismisses Coughlan's praise.

"He's actually very self-motivated," she says. "He looks out into the world and sees potential everywhere. However, if anyone is going to get the credit for being the motivating force in Tom's life, it should be his mother, who saw to it that he was enrolled in speech therapy classes at Columbia University, influenced schools to mainstream him, and maintained a high degree of contact with Tom's teachers and principals during his education."

Ultimately, it becomes clear that it is Coughlan himself who is responsible for his high degree of success. Speaking again of his job, he says, "You have to want to do it. It can occasionally be glamorous, but the meat of the work is in the lab. You have moments where you are a one-of-a-kind person, but I know people who became disillusioned when confronted with the reality of the job. This is a very promising, rewarding field, but like any other job, it can only be what you make it."

Quite obviously, Tom Coughlan is making the most of everything.

—Emily Leamon

The Focus Survey: Your Responses



Real Reilly

Thank you all for your responses to our recent questionnaire. We received a total of 675 replies. We enjoyed hearing from you, and are taking into account everything you had to say. Some of the changes you suggested have been incorporated into this issue.

Your comments varied as widely as you, our readers, do. Some of you, mainly professionals working with the deaf in some way, asked for very specific information, such as the brands and costs of classroom teaching aids. We would refer those inquiries to the many excellent technical and professional journals published for and about the deaf population.

It was gratifying to receive a number of compliments on the quality of our photography and printing. These are areas which we constantly strive to improve, and we appreciate your interest. One reader thought we should cut costs by printing *Focus* on less expensive paper; another hoped that we would increase our printing schedule to six issues per year instead of the current four. The first suggestion, however, is closer to the mark. The interview with Dean Peter Pere in this issue (p. 18) informs you that NTID is looking at ways to trim budgets and, as a result, beginning with this issue, *Focus* will be published only three times per year.

Many parents of NTID students, and others, expressed their gratitude to *Focus* as a means of learning more about the Institute. But there were those who thought that the publication is too slick, toots the Institute's horn too much, and paints too rosy a picture of the deaf person's life in a hearing world.

About our format, general consensus indicated that there is a place for issues of *Focus* which center on one theme, and for those containing a "potpourri" of stories.

We have used the survey to update our mailing list as well, although many who requested changes neglected to send their mailing labels. Please let us know who you are, so that we may fulfill your wishes.*

A number of people requested information about graduates. One person wrote, "I would like more information on jobs for graduates. Where do NTID students find employment, and how are they doing?" An alumnus wrote, "Somehow [*Focus*] doesn't reach out to me. In almost every issue, people in the articles are strange to me; I get the feeling that the NTID I used to know doesn't exist anymore. And that [*Focus*] doesn't care about the old alumni."

We do, we do! That's why we also print the *NTID Alumni News*, which is full of information about the goings-on of alumni. And watch for our next *Focus* issue, which will be devoted exclusively to alumni.

A special word of thanks to those who returned surveys from places outside the United States. We are delighted by your interest and appreciate your efforts to return the questionnaire.

This response from Sugar Grove, Illinois, expressed many readers' opinions: "With your national status it would be helpful if *Focus* could function as a 'clearinghouse' for legislation, agencies, materials, advocacy, etc." But there were many others who agreed with the reader from San Antonio, Texas, who wrote, "Keep the magazine UNIQUE! Don't preach—just show what you have to offer."

Finally, forgive us if we brag a bit and share with you our favorite comment. It came from a reader in Oakland, California, who said, "In this world of typos and trash, your publication is first-rate. Thanks."

We'll try to continue to live up to that praise.

*There is a follow-up change of address form on p. 32. If yours has been removed, write us at the address on back of this magazine.

Ceremony Honors Faculty, Staff

Four members of NTID's faculty and staff have received 1982 Outstanding Service Awards from the Institute's National Advisory Group. The awards were presented by Dr. S. Richard Silverman,

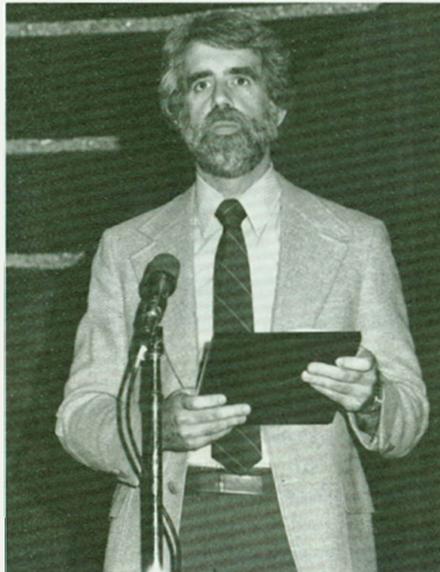
outgoing chairman of the group, at an April ceremony in the NTID theatre.

Honored by the Advisory Group were: Michael McMahon, an associate professor and speech pathologist in the Communication Instruction Department IV; Dr. Paul Peterson, an associate professor in the Department of Physics

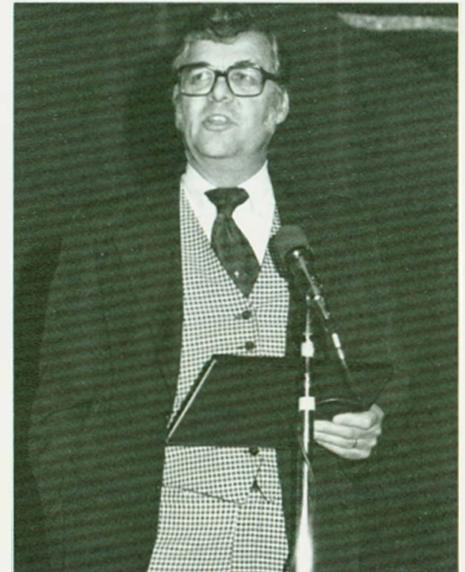
and Technical Mathematics, who joined the staff in 1968; Shirley Foley, secretary to the director of the Division of Career Opportunities, and most senior member of NTID's general staff; and Richard Elliott, associate professor and employment advisor for the National Center on Employment of the Deaf.



Shirley Foley



Michael McMahon



Richard Elliott



Paul Peterson



Congressman Addresses Graduates

Rep. John J. LaFalce (D-N.Y.) delivered the address at NTID's Academic Awards Ceremony May 21. Behind him are Dr. William Castle, director of NTID; Dr. Jack Clarck, associate vice president, and Dr. Peter Pere, NTID's dean. Rep. LaFalce told the more than 150 graduates, "Your human potential has not been wasted or neglected. Indeed, NTID has nurtured and developed it."

Hearing Student Wins Frisina Award

Mark Strasburg, a 1982 College of Business graduate, is the 1982 winner of the Dr. Robert Frisina Award, given annually to a deaf or hearing RIT student who has shown an unusual interest in, and dedication to, furthering higher education for the deaf.

Strasburg, who is hearing, established an outstanding record of promoting NTID on the greater RIT campus. He learned sign language, worked as an interpreter, and taught in and then directed the Free University, an all-volunteer organization offering free sign language classes to the RIT community and the general public. For several years, he actively recruited students and teachers for sign language classes. He also participated in the residence halls government and in the yearly Student Orientation programs.

With his friendliness and sincerity, Strasburg was able to further the acceptance of deaf students into all aspects of campus life.



Mark Strasburg is congratulated by Dr. William Castle after receiving the 1982 Dr. Robert Frisina Award.

The Frisina award was established in 1972 by Dr. Maurice I. Abrams, an honorary trustee of RIT and honorary director of the American School for the

Deaf, Inc. It was established to honor the work of Dr. Robert Frisina, the first director of NTID and now senior vice president of RIT.

Slutzky Named Outstanding Teacher

Jack Slutzky, associate professor in the Division of Visual Communication Careers, received the Eisenhart Outstanding Teacher Award May 10 for his work in preparing deaf RIT students to be qualified production artists.

Slutzky concluded his acceptance speech with these remarks: "I'd like to say something that comes not from the posture of outstanding teacher, but from the heart of a parent, a parent of a young man with a handicapping condition. I guess it is more of a plea than a statement. When you see a student in need, it should matter not if that student is deaf or hearing, male or female, young or old. Extend yourself, please! Give that student all the additional time and respect that the student needs. It is only time, and it won't cost you a cent, but it could make all the difference in the world to that human being—the difference between success and failure. Isn't that what



Jack Slutzky, one of four RIT faculty members who received the Eisenhart Award for Outstanding Teaching, chats with Richard and Virginia Eisenhart after the May 10 ceremony. Eisenhart is a former chairman of RIT's Board of Trustees. His father, the late M. Herbert Eisenhart, was a member of the RIT Board for more than 50 years.

teaching is all about? Please treat that student as you would want other teachers to treat your children."

Slutzky has been a member of the RIT faculty for NTID since 1970.

Construction Begins on New Academic Building

Construction is expected to begin this fall of a new NTID academic building, which will be located west of the Ross Memorial Building, not far from the Max Lowenthal Memorial Building on the southwest side of campus.

The \$2,719,000 project has been undertaken to satisfy the anticipated 1983 increase in admissions and enrollment of college-age students with hearing impairments, and to overcome the existing space shortage in the Lyndon Baines Johnson Academic Building for NTID.

The enrollment increase is the result of an epidemic of German measles in the early '60s that caused twice as many infants to be born with hearing defects as would normally occur in any given year. NTID's academic building, originally designed to accommodate 750 people, is now beyond capacity with 964.

Slated to relocate once the building is completed are the Business Career Programs, the Division of Management Services, and the Division of Planning and Evaluation Systems. Their relocation will free up substantial space in the current academic building that will allow



A. Sue Wender

the expansion of other academic programs.

RIT President M. Richard Rose comments, "By building the new NTID academic facility on the west side of campus, RIT will more fully implement its mission of assimilating hearing and deaf faculty, staff, and students. It also furthers the integration of deaf students into our largely hearing society."

Dr. William Castle, RIT vice president and director of NTID, adds, "The preparation of hearing-impaired students to deal with the hearing world as productive citizens is a great strength of an education from NTID at RIT."

The projected completion date of the new facility is fall 1983.

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Rochester, NY 14623

A Final Word...

RIT is extremely proud to continue a tradition of leadership with the election of two of our administrators to the presidencies of the nation's major organization of and for the deaf.

Dr. M. Richard Rose
President
Rochester Institute of Technology