

# NTID focus

Spring 1982



**Broadening Students' Horizons.**

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# National Technical Institute for the Deaf at Rochester Institute of Technology



*The primary responsibility of the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) is to provide technical education to young deaf adults in an effort to prepare them for the work world. However, this preparation cannot be devoid of complementary learning in non-technical studies, more commonly known as general or liberal education. In fact, according to self-studies done by IBM and other corporations, it is one's general education that is most important to such things as stay power, lateral mobility, and upward mobility in one's job. It is for that reason that, from the very beginning, RIT has provided a broad program of general education for its deaf students through NTID and the other colleges of RIT.*

*Plans for the 1980s are to 1) continue to integrate general education programs with the technical and professional programs, 2) give stronger and Institute-wide emphasis to the development of better communication skills, especially oral, aural, reading, and writing skills, and 3) help the students develop independent learning skills and an understanding of the need for continuing education.*

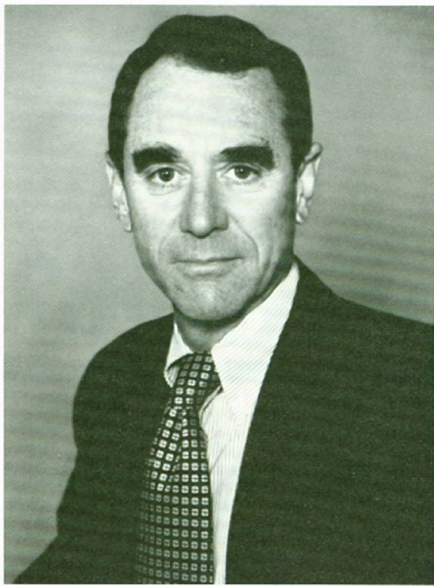
*For two years now, deliberations have been taking place regarding the design and implementation of a foundations program which will probably include intensive remedial instruction in reading, writing, speech, audition, mathematics, and the basic sciences, and introductions to the social sciences and the humanities.*

*Also for two years, RIT has been putting in place a special program of creative arts for the complementary learning of both deaf and hearing students and staff. This program is designed to build bridges between student groups and among students, faculty, and staff. It will enhance the communication comfort among these several groups and, thereby, foster a greater degree of assimilation. In the process also is the opportunity for the groups to learn about one another, to learn from one another, and to learn together as they pursue common goals and purposes.*

*Add to these options the additional special educational opportunities that students have through cooperative work experiences and other experiential learning provisions, and it is quickly seen that the general education program at RIT is very broad-based. This edition of Focus is designed to offer more detail on that program.*

*William E. Castle*

Dr. William E. Castle  
Vice President of Rochester  
Institute of Technology  
Director of the National Technical  
Institute for the Deaf



For more than 150 years, Rochester Institute of Technology (RIT) has pursued the important tradition of providing its students the wherewithal for "earning a living and living a life." We intend to continue that proud tradition with an interest in advancing it both quantitatively and qualitatively.

A good measure of our students' abilities for earning a living is their chance of finding jobs upon graduation, and our record shows that 98 percent of our graduates have employment upon graduation. How well prepared they are for living a life is not as easily measured, but we feel confident that each year, our graduates leave us as better rounded individuals because of what we provide in the form of general education. This year we have put in place a revised curriculum in our College of Continuing Education, and programs in complementary education are ever on the increase in our Student Affairs Division. Such curricular and extra-curricular dynamics are designed to better prepare all of our students, whether they are hearing or deaf, to participate more fully in all aspects of their lives—at home, in the community, and at work.

Dr. M. Richard Rose  
President of Rochester Institute  
of Technology

# NTID focus

Publication of the National Technical Institute for the Deaf  
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Spring 1982

- 2 Is There Life Outside the Classroom?**  
*There's more to college than 8 a.m. classes on Monday mornings.*
- 4 Liaison Interpreters: They Bring Good Things to Life**  
*Movies, religious services, and clubs become accessible to deaf students.*
- 7 A Day in the Life . . . of English Comp**  
*A writer dons jeans and knapsack to find out what's really going on in the classroom.*
- 10 Home Sweet Home: Residential Life**  
*Unpack the bags, make up the bed, say goodbye to Mom and Dad . . . now what?*
- 14 Getting the Jump on Beethoven**  
*Rock and roll lives at NTID, thanks to a unique music program.*
- 16 Beyond Textbooks**  
*Teachers prepare students for the business of living.*
- 18 Deaf Students Get a Sporting Chance**  
*Teamwork takes on a new meaning as deaf students and interpreters get involved in athletics.*
- 20 Bodytalk—A Real Movement**  
*NTID's 7-year-old dance program is alive and kicking.*
- 22 Coping with College**  
*Mental health counselors put it all in perspective.*
- 24 Helping People Help Themselves**  
*RIT's social work program prepares students for service careers.*

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# Is There Life Outside The Classroom?

**A**cademic coursework is but one building block in the construction of the overall education students receive at post-secondary institutions. Another important building block is life outside the classroom—membership in student organizations, life in the dorms, educational travel, athletic programs, and religious services, to name a few.

"There is a whole range of programs designed to make this an enjoyable and stimulating environment, conducive to learning," says Dr. Fred Smith, RIT vice president of the Student Affairs Division.

"In these programs, students learn how to appreciate, understand, and work with people who are different from themselves," Dr. Smith says, "black and white, native and foreign, deaf and hearing, and so on."

The division encompasses three basic clusters of programs and services—academic support, which assists students with academic work; campus life and services, which deals primarily with recreational activities and personal development; and complementary education, which facilitates learning outside the classroom.

The quality of student life has been evolving steadily at RIT, fostering greater school spirit and a sense of community. "We had to start from the beginning when we moved to the new campus in 1968," Dr. Smith explains.

At times, he admits, progress seemed slow in coming, but he has enjoyed working with the staff and students to develop new programs, see them materialize, and watch students reap the benefits. If he has one serious complaint, it is that there is not enough time to "have the kind of personal contact with staff and students I would like, and to support all events and activities."

One person working to give Dr. Smith some of the time he needs is Dr. Robert Minetti, assistant vice

president for Campus Life. His responsibilities include coordinating residence life, student activities, counseling, orientation, campus ministries, and student health.

One of the bigger projects managed by Campus Life is student orientation. Until last year, all RIT orientation took place in the fall. Last summer, sessions in June and July for transfers and freshmen were added.

Since NTID has its own summer orientation for incoming students, NTID students don't actively participate in RIT's summer orientation. They do take part, as returning students, in the fall activities.

The student orientation staff numbers about 150, including 15 student volunteers who actually run orientation and coordinate efforts between the orientation office and the various academic and support units.



*Drs. Fred Smith, Barry Culhane, Jeffrey Porter, and Robert Minetti confer frequently as they administer student activities for RIT.*

"Summer orientation is now academic orientation," Dr. Minetti explains. "Students come, take advanced placement tests, meet with academic advisors, become familiar with the academic program, and put together schedules. When they return in the fall, they can concentrate more on social activities like meeting their roommates, setting up their rooms, and attending getting-acquainted parties."

Dr. Minetti stresses that his office works closely with general education faculty for NTID to provide the appropriate mix of programming for hearing and hearing-impaired students.

"The community volunteer program, educational travel, and outdoor education experiences are programs initiated by NTID," Dr. Minetti explains. "This year, these were expanded to include all RIT students."

# The quality of student life has been evolving steadily at RIT, fostering greater school spirit and a sense of community.

In fact, the NTID staff and faculty responsible for these programs have offices in the RIT Student Union. We feel that is a strong statement, both programmatically and symbolically, that we are working together.

"I think RIT has committed people," he adds, "and Dr. Jeffrey Porter (director of the Division of Human Development) and Dr. Barry Culhane (associate dean for General Educa-

Campus Ministries, another important aspect of the Student Affairs Division, is directed by the Rev. Gerald J. Appleby.

"Interpreting is provided for all services and meetings sponsored by the Chaplaincy," says Father Appleby. "Deaf students also participate in leadership roles, and there is at least one deaf student on every parish committee and on the council, the governing body of the parish.

"From my perspective, over the many years I have been here, the place where integration happens happily, and with ease, is in the services provided by the Chaplaincy," Father Appleby says. "For example, the Roman Catholic worship every Saturday and Sunday is something that continues every week, and includes both deaf and hearing students."

Another priest who works closely with deaf RIT students is the Rev. Thomas Erdle, who has been with the office since the first group of deaf students arrived at NTID in 1968.

"Although at that time there were five or six priests working part time with the deaf in the diocese, none of us had the professional background in deaf education, counseling, or communication skills which the expanding ministry to the deaf would require," Father Erdle explains. "In order to prepare someone with these skills, Bishop Fulton J. Sheen sent me to New York University. I finished the interdisciplinary program there just in time to welcome the first 70 NTID students."

Initially, Father Erdle spent only a few days a week on campus, but over the years, as the student body grew, so did the demands on his time.

"Although I do preach regularly, celebrate Mass, and perform marriages and baptisms, most of my time

at NTID is spent counseling students," Father Erdle says. "We have the gamut of counseling situations and problems—courtship, preparation for marriage, difficulties with roommates, family crises, and, of course, doubts and concerns about religious identity."

He explains that even though some deaf students come to RIT from a strong Catholic family background, the knowledge and understanding of their religious heritage often is limited.

"Much of religious practice and understanding is passed on, as other aspects of one's dominant cultural background, through verbal communication," Father Erdle says. "These are the religious perspectives and attitudes we pick up in our family setting. Through no fault of the families, many of our students seem to have been left out of this enculturation process."

When they enter NTID, students find no regimentation. Given the lack of positive experience in their religious tradition, they often feel no inner compulsion to participate in any religious formation programs or services. Consequently, Father Erdle's first encounter with some students may be when they fall in love and begin making marriage plans. Then he has the opportunity to respond to questions and religious concerns.

"I continue to be impressed with the dynamics of change that take place at NTID," he adds. "Students may come here naive in many ways, and then, in addition to the formal education process, through the environment and interaction with other students, they become more knowledgeable and sophisticated."

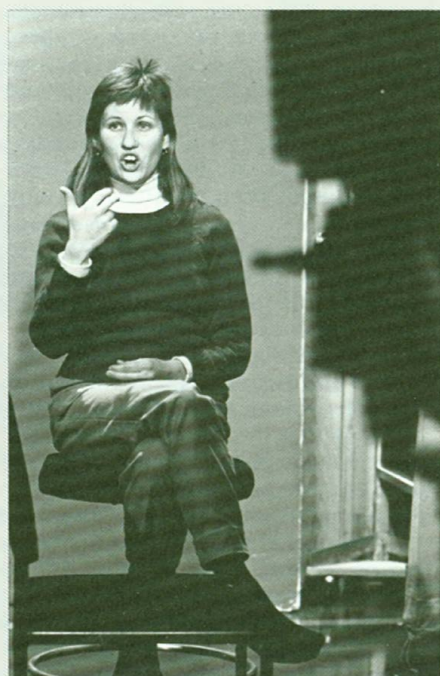
—Lynne Williams



The Revs. Gerald J. Appleby and Thomas Erdle conduct Saturday afternoon services for Catholic students.

tion Programs and Student Affairs) are phenomenal and have done much to cement relations between NTID and the rest of RIT. Dr. Culhane has worked so many hours with the College of General Studies, NTID, and Student Affairs, he almost has as many hours as a full-time staff person for each."

# Liaison Interpreters: They Bring Good Things to Life



Interpreting the evening news...

If the many non-academic activities sponsored by the Student Affairs Division can be called significant building blocks in one's college experience, then the liaison interpreters are the binding cement.

Until two years ago, no structure existed for interpreting for non-academic activities. Deaf students were forced to rely on the availability of interpreters from the Department of Interpreting Services, whose function was interpreting for academic situations in the colleges of RIT.

Michael Rizzolo, a lead interpreter for NTID, saw the need for non-academic interpreters, and pushed for a team to work in RIT's Student Affairs Division. The result: a group of five full-time, six part-time, and several RIT student interpreters who collectively are known as "liaison interpreters."

Linda Lamitola is the liaison interpreter for Personal Services, which includes the NTID Medical Resource Team, the Counseling Center, Campus Safety, and the RIT crisis system.

"We have an interpreter on call all day, and from 4:40 p.m. until morning with a pager to handle emergencies," states Lamitola. "It could be anything from an accident to a fight to an overdose of drugs. We handle anything that comes up, at any hour, seven days a week."

"One interesting aspect of our jobs is that we usually deal with students who are not mainstreamed," says Lamitola, "so we may be their first contact with an interpreter."

The interpreters furnish valuable accessibility to necessary areas such as administrative offices, the financial aid department, and student health.



"I'm usually called at the last minute," Lamitola admits. "The call will come, 'We need somebody now.' We work shifts; some work days, some work nights."

Most interpreters are accustomed to the classroom, and the transition to non-academic activities can be difficult. "One of my responsibilities is to teach the interpreters how to handle these situations," she says.

One of the more hectic areas in Student Affairs is the Chaplaincy, which is the responsibility of Margot Van Etten.

"Of all our areas, I think the Chaplaincy is the one where integration happens fully and most regularly," says Van Etten. "We have approximately 26 chaplains, four full time. We also have a newly appointed deaf chaplain, Patrick Graybill. Because of his own deafness, he is able to reach many students the hearing



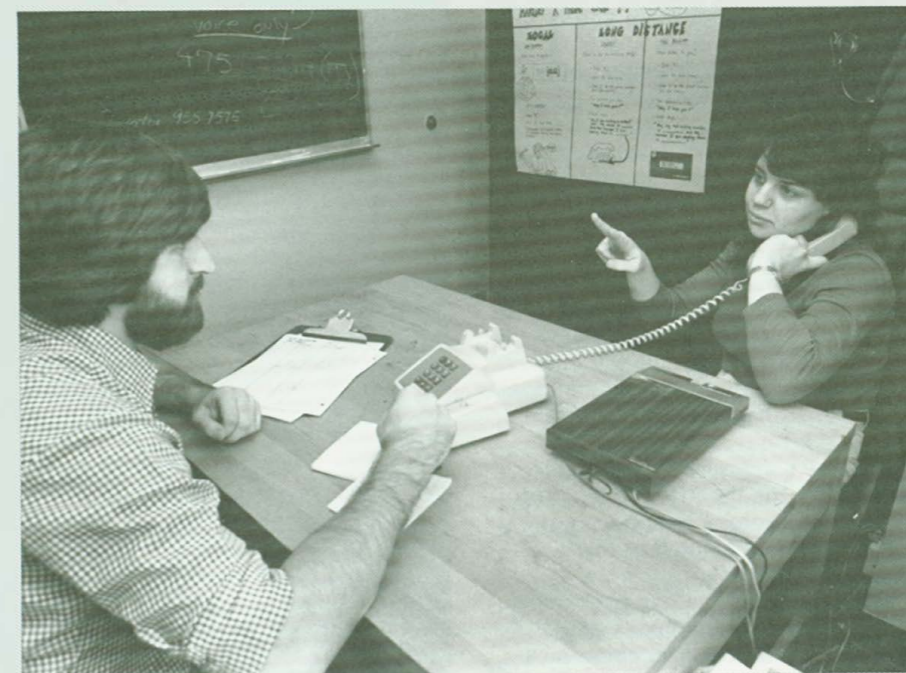
chaplains cannot. One of my jobs is to help the non-signing chaplains communicate with him, not only by interpreting, but also through the use of various telecommunication devices."

Van Etten coordinates and schedules interpreters for all religious events on campus, as well as for retreats, parish governing committees, and other activities.

She explains that there is a certain rhythm to the schedules, most of which are known well in advance.

"Every quarter there is at least one major holiday which causes scheduling chaos. Jewish high holy days come at the beginning of the fall quarter and last for three days. Then we have Christmas when, of course, students are gone but the parish continues. Finally, there is Easter, which usually coincides with Passover, and everybody needs interpreters all week for everything."

"During the activities I have interpreted, I see a lot of camaraderie between deaf and hearing."



Helping students place calls through Intercom...

She explains further that it is not enough to "have a warm body standing there. Our chaplains are well educated with extensive vocabularies. Pat Graybill has one that taxes most of the interpreters when they are voicing for him," she adds.

"What happens, however, when an interpreter for a Jewish service hears Hebrew as a large part of the service? My job is to teach the interpreters how to cope with these special situations, using tools such as religious sign vocabulary. It's an exciting area, and I love it."

Athletics and physical education are popular student activities, and Nancy Bullis is responsible for interpreting in these areas. She works closely with the newly formed NTID Department of Physical Education

and Athletics, chaired by Dr. Peter Seiler.

"I'm in charge of scheduling interpreters for all the physical education classes," Bullis says, "and with 1,000 deaf students taking these classes every other quarter, that's a lot of scheduling."

Some classes have a greater need for interpreters than others. For example, Fitness for Life teaches about the muscles in the human body, names of exercises, and how to use the Universal Gym, and requires substantial interpreting. On the other hand, classes that are primarily exercise-oriented can be taught with a minimum of sign language.

"After the first week, it is mostly routine," she says. "Some instructors have learned enough sign and pantomime to handle it themselves. First, they give a short explanation, then they demonstrate."

Bullis also schedules interpreters, and interprets for varsity and intramural sports where deaf students are involved. If the students don't have good communication skills, the students or coach will request an interpreter.

"They are necessary when teams are playing," she explains. "Officials may make rulings and the deaf students may not know why they are being penalized. Competitive sports are usually very emotional and there can be a lot of screaming."

Bullis feels that the RIT teams are happy to have deaf players. "Students who try out for team sports were usually involved in sports in high school, in mainstreamed programs, or on hearing teams," she says. "During the activities I have interpreted, I see a lot of camaraderie between deaf and hearing. Sometimes it takes a little longer, but for the most part they are receptive."

Meredith Ray probably has the most familiar face among the liaison interpreters because of her work with the theatre and instructional television (ITV). For years, she has interpreted entertainment and educational events scheduled in NTID's Theatre. Since the formation of the liaison group, Ray schedules interpreters not only for the theatre, but also for ITV and Intercom, a telephone service for the deaf located in Mark Ellingson Hall.

"The Intercom area has two rooms for interpreter-assisted calls and a main room with five telecommunication (TDDs) carrels where students can handle their own calls," Ray explains. "Many of our students had no experience with this kind of equipment before coming to NTID. Most people falsely assume that all deaf people know how to use TDDs."

She schedules interpreters for such diverse events as mime performances, workshops for dance companies, and instructions for dance classes.

"One of the first events I covered after becoming an interpreter was a three-hour movie," Ray recalls with a shudder. "At the time, the interpreter was put on the screen with the opening credits and didn't leave until the closing credits. It was quite a traumatic beginning for me."



Assisting during aerobics class...

Many interpreters still are needed for television programs and movies, but with the advent of closed captioning, the need is decreasing.

"Most interpreters would rather die than do TV," Ray explains. "Either they are afraid of being in front of a camera, or they feel it is too overwhelming. However, it presents a unique opportunity for skill development. As interpreters join the staff, I try to give them some experience in it right away. Right now we are doing the news from 6-7 p.m., Monday through Thursday; "20/20 Magazine"; and any special event that occurs. The day President Reagan was shot, they tracked me down and I was on the air from 2:30 p.m. until 8 that evening."

Aaron Gorelick provides interpreting for student activities and organizations, and areas such as housing, the Summer Vestibule Program, student orientation, and complementary education.

"The dorms use many interpreters," Gorelick explains. "We have both deaf and hearing resident advisors. Interpreters are needed for floor meetings and special programs, such as guest speakers from outside the Institute." Gorelick stresses that many RAs have sufficient communication skills to do their own interpreting.

He also schedules interpreters for special events such as RIT's Institute Forum, which features guest speakers throughout the year, and for leadership training programs. Weekend retreats are another activity which present their own particular difficulties. Gorelick must find someone for all day on a weekend, or someone who can leave Friday afternoon and come back Sunday evening, at some undetermined time, going to some undetermined place, and "we'll let you know what we need as the time gets closer."

"However, this really demonstrates the spirit of cooperation that exists," Gorelick says. "We're working together and getting whatever information is available as early as possible."

The liaison interpreters agree that they see increased sensitivity to deaf students all across the Institute and a greater desire to include them in all areas of programming. They find organizations are requesting interpreters who never have used them before.

"We've worked hard to promote accessibility to all activities," Rizzolo says, "and we're excited by what we see happening."

—Lynne Williams

# A Day in the Life...of English Comp

*“After you’ve written a rough draft of your story, you must ‘incubate’ your ideas.... Like chicken eggs, let your ideas warm up.”*



*“Is capital punishment good or bad?” Mike asks during Wednesday’s English Composition class.*

## Wednesday, 9 a.m.

Room A-264, in the basement of the College of General Studies, is bland—gray tile floor, white walls, and black chairs.

Five students shuffle in, a parade of jeans and JanSport knapsacks. There are 10 students in this English Composition class, the first of two in a row for Rose Marie Toscano. She’s been teaching “English Comp” for two years. It’s the kind of course students disdain while taking, but recall fondly years later. Expository writing, paragraph construction, a research paper—it’s tough. There’s a collective groan as Rose Marie’s chalk meets the “homework” corner of the blackboard this morning.

Today is a lecture day. With pens poised, the students sit in rapt attention as Rose Marie explains the steps to good writing. A poster advertising a “Super-Duper, No-Fail, Easy-to-Use Recipe for Creating Delectable, Delightful, and Delicious Written Compositions” is taped to the board. It is eye-catching and informative, something Rose Marie recommends the students hang in their dorm rooms.

“After you’ve written a rough draft of your story, you must ‘incubate’ your ideas,” she begins. “Like chicken eggs, let your ideas warm up.”

Mischievous Randy stretches his long legs and queries, “Ms. Toscano, does that mean I should keep my paper warm...?”

They’re alert, motivated, and interested, giving Rose Marie their full attention. Their eyes never wander from her face or hands. She uses simultaneous communication, a combination of sign language and spoken English. A janitor noisily pushing a cart past the open door doesn’t even get a glance.

At 9:10, Octavio, better known as “Tavo,” wanders in. His hair is wet and his eyes are heavy. Under his arm he carries a huge Webster’s





*Dictionary*, one of two texts required for this course. His looks like the largest edition available—how does he juggle that through the lunch line?

"And now, after you've done your writing and rewriting, and you're satisfied with your composition, the last step of the recipe is to celebrate!" Rose Marie concludes.

"Maybe you should celebrate *before* you get your paper back," Tom suggests.

At 9:50, Rose Marie returns some in-class compositions done last week. "My Week on NBC Television" ... "Being in a Beauty Pageant" ... "I Was a High School Photographer" ... They're interesting, first-person accounts of close-to-home topics, written simply and, in most cases, descriptively. A few problems with organization, but these will be ironed out by the end of the quarter.

### Friday

Rose Marie isn't kidding when she says that students never skip this class. One brings a note today explaining why she's five minutes late. "Julie, this isn't high school. You didn't have to do that!" Rose Marie reassures her.

Today, the straight-backed chairs are pushed into a tight circle around an overhead projector, which will be used by the students to present outlines for their next project, a criticism paper.

Tavo, on the edge of the circle, presents his outline—on abortion—first. As soon as he finishes, hands shoot up seeking clarification of his neat penmanship.

How many body paragraphs will you have, Tavo? Are you for or against abortion? Do you have a concluding paragraph, Tavo?

Tavo adjusts his hearing aid and gamely fields the questions, occasionally tugging on his corduroy

jeans. After 10 minutes of constructive, intelligent criticism, he sits down.

Wendy is next. She's chosen the pros and cons of living in Mark Ellingson Hall, a campus dormitory. Wendy, like most of her peers in this class, prefers oral communication. Rose Marie, however, asks that the students use simultaneous communication whenever possible for the benefit of those students who depend on it. She asks everyone to lipread Wendy, and asks Wendy to sign as well. No problems.

Tavo good-naturedly questions Wendy's pro reasons for living in Mark Ellingson Hall. "It looks like the most important thing about living there is having a bathroom in your room," he says.

Everyone laughs, including Wendy. His point is well taken, though. Wendy agrees with Rose Marie's suggestion that she "dig a little deeper" for more important reasons why living in this dorm is good or bad.



Julie

*Rose Marie Toscano: "Everyone prepares for writing in different ways. Overall, though, you must be alert, motivated, ready. Try to really think about your ideas."*

Another abortion outline goes up on the overhead. Tom, outspoken and articulate, initiates what turns into a heated discussion about church and state laws concerning abortion. They are well informed on the subject, citing pressure groups, cases, and state laws. The interaction begins in an organized, hands-up manner, but ends with Rose Marie flipping the lights to regain order. Effective.



Erin

Class ends before all can present their outlines. Randy is elated at his imagined reprieve, but Rose Marie grabs him on his way out and checks his outline. Others are encouraged to stop by her office any time during the day for the same.

"Most students know when they're weak in writing," Rose Marie offers, "but the difference is that the deaf

students are merely frustrated, while many of their hearing peers genuinely dislike to write."

## Monday

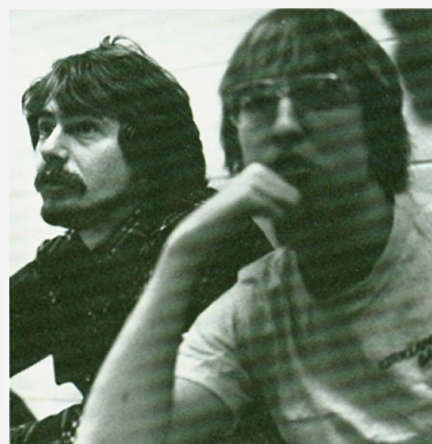
Two empty chairs and lots of yawning this a.m.—probably a reflection of the past "Homecoming Weekend" and the rainy October weather.

Most of today's 55 minutes is spent discussing the upcoming research paper. The students already have done some preliminary work for this five-pager, and today they will present their final topics.

Curly-haired Julie goes first. She's chosen intelligence tests for her paper. Erin, sitting next to her, will



Cinda



Randy, Tim

research personnel management, a topic which seems to interest her greatly. Her in-class composition last week dealt with the people she worked with at her summer co-op job.

*...there are countless office visits, late night trips to the library, and scores of scribbled rough drafts...*



Wendy, Tavo, Gary

Next in the half circle of seats is Tavo. Dressed all in black, right down to a black silk baseball jacket emblazoned "Long Live Rock!", Tavo reveals that he will investigate mental telepathy, a subject which disgusts Julie for some reason.

Wendy's topic, cell cultures, momentarily confuses everyone. They think that cell cultures (in Wendy's case, rat and human) are somehow connected to human sociological cultures, but Rose Marie corrects them.

Tom, sporting a Jack Daniels hat and an early morning scowl, says he will explore "the psychological aspects of kidnapping—the before, during, and after effects on the victims." Next to him, Gary, whose in-class composition revealed that he'd love to meet television actress Melissa Gilbert, announces that he will investigate the Arab-Israeli conflict.

Time runs out before Tim, Mike, and Cinda can elaborate on their topics—the Russian education system, the human brain, and the environmental effects of oil spills, respectively.

Cinda closes her organized three-ring binder and leaves, but Mike sticks around to talk some more about the human brain. He reluctantly leaves as the next class comes in.

Technically, there are four weeks, 12 classes, and one research paper left in this quarter of English Comp.

Realistically, there are countless office visits, late-night trips to the library, and scores of scribbled rough drafts before the finished product emerges: a typed, double-spaced, "delectable, delightful, and delicious" research paper.

p.s. Don't forget to celebrate!

—Kathleen Sullivan

# HOME SWEET HOME

## RESIDENTIAL LIFE

**T**here are many more people at RIT whose business it is to follow the students' welfare and maturity than one might imagine. One of them is Dr. Stanley McKenzie, who talks Hamlet in the mornings and hooliganism in the afternoons.

Dr. McKenzie is a professor of English literature in the College of General Studies at RIT and assistant to the vice president of student affairs for judicial affairs. As a professor, he teaches Shakespeare, among other English literature courses. His latter job brings him into contact with students in a non-classroom setting, where he deals with violations of Institute policies.

NTID students who commit some infraction of the rules meet with Dr. McKenzie; Myra Wein, assistant to NTID's associate dean for General Education Programs; and a professional interpreter. Wein's role is to explain the judicial process to the students.

Dr. McKenzie, who has served in his present position for the past nine years, believes that deaf and hearing students at RIT have similar behavior patterns.

"With the housing crunch we have experienced, many upperclass students are living off campus. The residence halls are increasingly being populated by freshmen. As a result, with fewer upperclass role models, incidents among the newer students have increased in frequency if not in gravity," he says.

Students in violation of the rules first must see Dr. McKenzie. He informs them of the standard "punishment" meted out for their "crime." They can then choose to take the medicine, or sit and be judged by their peers in student court. Most choose to follow the procedure suggested by Dr. McKenzie, as he often will be more lenient.



(Above) Dr. Stanley McKenzie chats with a student. Overhead is a papier-mâché mace. (Right) The Hargraves entertain some EPB students.

"My main purpose is to keep these students in school," Dr. McKenzie stresses. "At the same time, however, I must keep the larger RIT community running smoothly.

"If a case involves alcohol or drugs, we sometimes insist that the student's parents be notified. The liberalism of the '60s and '70s doesn't seem as appropriate to me as I—and my son—grow older."

If the tide has turned conservative in student discipline, so have the vices of students. Alcohol is more widely used on campus than drugs.

This new conservatism shows up in students' study habits as well. They are becoming as serious about their work as they are about their play.

"The greater numbers of career-oriented students have a beneficial effect upon less mature behavior levels of some underclass students," says Dr. McKenzie.

If there is any difference in the way deaf and hearing students behave, it is that deaf students, in Dr. McKenzie's opinion, are weaker in social skills because many are not

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**E**ncouraging independent behavior is a goal of all general education programs...we want to help students make intelligent choices.

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Red Reilly

accustomed to the freedom of life in the residence halls. For example, students exploring their independence for the first time may develop alcohol problems which otherwise might not have occurred. There are also what Dr. McKenzie calls "group confrontations" which turn out to be communication problems more often than not.

One of the area complex directors who would be present at a meeting

with Dr. McKenzie is Nancy Hargrave, director of the Ellingson-Peterson-Bell (EPB) complex. She is in her second year in this position and shares a cozy campus apartment with her husband, David, and their 8-month-old daughter, Amy.

Hargrave is responsible for 29 resident advisors (RAs), 11 of whom are deaf. In addition to her duties as complex director, wife, and mother, she is enrolled in NTID's new asso-

ciate degree program in interpreting. All of these are handled with aplomb:

"I only take one course a semester," she demurs. "And I have a terrific staff—lots of babysitters."

Her arrangement with Amy seems to be a happy one. Hargrave's hus-

band, who is employed by a local bank, drops her off at a day care center in the mornings and she is retrieved by her mother in the afternoons.

Sharing Nancy with students is not new to David Hargrave—"He's used to it," she says. "I also worked in student personnel at the State University of New York College at Brockport before our marriage."

She had taken one sign language class at Brockport before coming to NTID, but basically was a novice to the field of deafness. To orient herself, as well as the students, to this new world, she has instituted lectures and panel discussions about deafness in the residence halls. She also uses a game prepared by NTID staff called, "It's a Deaf, Deaf World" where hearing students are required to go to make-believe stores, airports, banks, and other places of business and try to communicate their wants to deaf people. RAs for a day wear tinnitus maskers, hearing aids which produce a "white noise" that simulates the experience of deafness.

Many such programs, as well as training programs for RAs, are devised by Eleanor Rosenfield, chairperson of NTID's Department of Student Life, and Donna Rubin, a mental health counselor in NTID's Department of Psychological Services.

Rosenfield came to RIT in 1976, as an area complex director. Although she knew nothing about deafness before she arrived, she quickly learned.

"After all," she says, "I was the one who was handicapped."

Rosenfield speaks enthusiastically about the RAs and directors at RIT's four complexes. Deaf students live in all the residence halls as well as off campus, although the majority live in EPB.

Resident advisors have the responsibility of encouraging communication between deaf and hearing students on the floors. One RA organized a sign language class which was attended by 60 people. Another showed a television movie about a couple with a deaf child called "My Name is Jonah."

Through the use of role playing and other techniques, Rosenfield and Rubin help the RAs understand their feelings about disabilities. They give the RAs demographic information about the students; explain the Summer Vestibule Program (SVP), a five-week orientation for incoming students; and present many programs which deal specifically with deafness.

Often, Rosenfield links with residence hall staff members to present "co-curricular programs." They call on the resources of the Academic Department of Human Development and the Department of Student Life. Those departments' members present problems for students which are described in a resource manual available to RAs.

Rosenfield has a sense of humor about her work which must serve to lighten the load at times.

"When I knew I was going to be coming here," she remembers, "I decided to learn fingerspelling out of a book. I thought that was all I would need to communicate. Not only was I incorrect, but since I had copied the fingerspelling out of the book instead of mirroring it, I had learned to fingerspell backwards. No one could understand me!"

Another time, she was standing outdoors talking with a group of deaf students and an interpreter. "Someone came along in a car to pick up the interpreter and I was alone with all these deaf students, unable to communicate with them," Rosenfield recalls. "Suddenly I felt left out."

Experiences such as these must have encouraged Rosenfield to become the proficient signer she is today. She also spends a good deal of time with students through her job responsibilities and her volunteer role as one of the advisors to the NTID Student Congress.

In her capacity as a mental health counselor, Rubin also has the opportunity to get to know students on a personal basis. Her role with hearing students is to encourage their sensitivity to deafness. She agrees with Dr. McKenzie's assessment that deaf students do not differ vastly from hearing students in their behavior.

"Some problems are exacerbated by communication difficulties, and they can cause maturation lags. But by and large, the problems—*anxiety, depression, loneliness, and sexuality*—are the same."

## THE VIEW FROM INSIDE:

### A Resident Advisor's Perspective



His hamster's name is Kira, after the character Olivia Newton-John played in the movie "Xanadu." Miss Newton-John's face smiles down at him from several prominently displayed posters.

In the bathroom there are "graffiti sheets" taped to the walls. One has spaces for each of the suite's three inhabitants to record how he feels when he faces the mirror each morning: "Tired. Lousy. Crazy." Another gives them a chance to pick their Top Ten musicians each week. (I note with relief that Barbra Streisand's name appears frequently. Maybe I'm not as old as I feel.)

The suite is in NTID's Mark Ellingson Hall. It belongs to three men, among them Paul Paoliello. Paoliello, of Staten Island, is in his last year at NTID and is serving as a resident advisor (RA).

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*"Someone came along in a car to pick up the interpreter and I was alone with all these deaf students, unable to communicate... I felt left out."*

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Wein, in addition to her liaison work in judicial process, is responsible for coordinating the Community Living Program, which is presented during SVP and assists students in making the transition from high school to more independent living. Offerings include seminars on drug and alcohol abuse, human relationships, and sexuality, as well as programs concerning legal responsibilities, residence hall living, and self-governance.

"Encouraging independent behavior is a goal of all general education programs," says Rubin. "We want to help students make intelligent choices."

The sum of all these efforts is meant, in the end, to promote greater awareness and understanding among deaf and hearing students.

"Relationships among the students are improving all the time," says Rubin. "People who have had some contact with disabilities tend to be more sensitive. We think RIT students benefit from having lived here."

—Emily Leamon



Sharing a laugh are NTID staff members. From left, Donna Rubin, Ellie Rosenfield, and Myra Wein.

Paoliello's floor happens to be Business House, one of several special interest housing areas scattered throughout the RIT residence halls. It is the only special interest house comprised solely of deaf students—six women and 16 men chosen from about 50 applicants—although it is open to hearing students as well. Other special interest academic houses include Art House, Computer Science House, Engineering House, and Image Makers.

All are designed to bring students with similar academic interests together. Their stated goals are to improve their collective academic standing and to create a beneficial social life.

Paoliello is not a business major. This spring he will receive an associate degree in medical laboratory

technology. He has taken some business courses, however, and there are two tutors available every night to accounting students. The house also has special workshops on such subjects as time management and consumer education.

Paoliello finds his work as an RA to be a refreshing change from his coursework.

"My major is data-oriented," he explains. "I like the interaction with people that this job affords."

He hopes to go on for a bachelor's degree in physical therapy, occupational therapy, or hotel management—some career that involves working with people more often than machines. When he finishes college, he plans to settle in Florida.

"When my parents retire I know they'll be moving there, but that's not stopping me," he says puckishly.

It's easy to see how Paoliello would be a popular figure among the students for whom he is responsible. Hearing impaired for as long as he can remember, he learned sign language at the age of 16 and uses total communication at all times as an example to "his students." He does his homework in the mornings when they are in class; while they do their homework in the early evening, he goes to night classes. At about 8:30 or so when he returns from class, people start emerging from their rooms, ready for a quiet talk or a noisy party. Paoliello keeps his door open, prepared for either.

"It's much better, I think, than shutting yourself out. You might get a little behind in your homework, but you have to live with people for the rest of your life."

# Getting the Jump on Beethoven



**J**ames Taylor, John Denver, and Olivia Newton-John might be surprised to learn that they have fan clubs at NTID. So might Styx, REO Speedwagon, and Billy Joel.

These musicians are popular on college campuses, but some NTID students have taken their admiration one step further and are learning to play—and sing—their favorite songs.

Through a unique music program begun five years ago, deaf students are learning to play piano, guitar, drums, and “anything else they’d like to try.”

“All their lives, these young people have been told, ‘You can’t do it—you can’t play music,’” says instructor Robert Mowers. “Then they get to NTID and find out they can.”

Some find out harder than others. JoAnn Michel, a medical records major from Webster, Minnesota, always has loved music. As a youngster, she used to listen to her parents’ record player, and she enjoyed



*(Top) Music instructor Bob Mowers directs an impromptu “jam session” in the music room with Barry Kramer on saxophone, Julia Gocke on vibraharp, and JoAnn Michel on guitar. (Right) Mowers harmonizes while Pam Steinmetz plays and sings “Silent Night.” (Below) Instructor Diane Habeeb works with Julia in a practice room.*



All their lives these young people have been told, 'You can't do it— you can't play music.' Then they get to NTID and find out they can.



watching country and western performers on television. But when it came time for guitar lessons, her parents refused.

Her first day at NTID, JoAnn spied two people carrying guitars and "followed them all over campus. They finally ended up in the music room at NTID. I immediately wanted to take guitar lessons, but I hesitated. Would I fail? Was it a dream?"

Almost. After one quarter of guitar lessons, JoAnn went home, played for her family, and was good-naturedly told, "You're lousy!" Into the closet went the guitar.

Mowers caught up with her the next quarter and encouraged her to take another music course. "Give yourself a second chance," he told JoAnn.

After 10 weeks of Guitar II, a more detailed course, JoAnn went home, played for her family again, and got the verdict—"You're great!"

"Talent has to do with a mental attitude," music instructor Diane Habeeb concurs. "In reality, a talented musician has a musical *mind*. The ears are helpful."

Most deaf students have some residual hearing. Although certain fre-

quencies may be missing, "islands of sound" can remain, enabling them to hear, appreciate, and play music.

Guitar and piano are two of the more popular instruments students choose, perhaps because they are unfamiliar with the variety of instruments available.

Then there's Barry Kramer, who's tried alto, tenor, and soprano saxophones, flute, clarinet, and piano. He's not kidding when he says that he'd like to get a union card for professional musicians.

When Barry was a youngster in Maplewood, New Jersey, he wanted to take saxophone lessons. So his father, a former Air Force drummer, drove to nearby Union and rented one.

Barry made his professional debut a short time later, at a fourth grade assembly. "I played a duet with a pianist," he recalls. "I think I did pretty well!"

Since then, Barry has taken music lessons on and off for about 10 years, and three years ago, performed at his sister's wedding.

Unlike many hearing-impaired youngsters, Barry says he never was discouraged from pursuing his musical interests. In fact, he often performed publicly, and always was introduced as "a deaf musician." This didn't bother him, however.

"I took pride in what I could do," he says. "It made me feel good to be able to show people that I *could* play music."

NTID's music program offers instruction in a range of styles as well as instruments, from classical to country to rock 'n' roll.

Pam Steinmetz has tried them all, and says she prefers playing country songs on her guitar. "I love rock music, but I just can't figure out what they're saying!"

Pam got interested in guitar during her childhood summer vacations in Michigan. Her cousin had a guitar and taught Pam snatches of songs. Eventually, Pam started playing on her own, but when summer ended, so did her access to the guitar.

Today, she has her own, and says music classes at NTID have helped her tremendously.

"I want to take Mr. Mowers home to Chicago with me when I graduate," she says. "He's such a good teacher—he explains everything clearly, so I understand why things sound the way they do when I'm playing."

"We pride ourselves on taking time for each student," Mowers explains. "Beginning classes usually are larger, with more individual instruction coming in the more advanced classes."

In such large groups, students can take off their hearing aids and wear "power pak" headphones that allow individualized sound treatment. The headphones come in handy when a number of students practice at once.

Julia Gocke, a pianist from Lauderdale, Florida, recalls using headphones while sharing an electric keyboard with other students in a Piano I class.

"Six people can play the keyboard at once," she explains. "With the headphones, you can't hear each other at all, which is a good thing in the beginning—we were all pretty bad!"

Julia says there always was a piano in her house, but she was never seriously interested in playing until she came to NTID.

"My parents both play," she says, "and I used to fiddle with it sometimes, but I never wanted lessons until I came here."

After only three quarters, Julia advanced enough to join the NTID Combo I, a four-member group which performs at campus functions. This year's combo—with Julia playing the vibraharp—had its debut at an NTID Art Gallery show in September.

Was she nervous? "A bit, but I'm going to keep practicing and succeed in piano and vibes. If I want it, I'll get it."

"Our program is for self-esteem and lifelong learning," Mowers concludes. "College exists to broaden one's interests, and music is a good way to do that. The response has been overwhelming."

—Kathleen Sullivan



Photography by A. Sue Wheeler



# Beyond Textbooks

*Academic schedules aren't all facts and figures.*



Yearbook advisor, Dr. Gerald Argetsinger, works with Susan Zupnik, editor of NTIDLIFE.

**N**TID students prepare for careers in technical and professional fields, but their academic schedules aren't all "facts and figures." They also receive instruction in adjusting to the rigors of college life, managing their finances, and preparing for the working world—through the efforts of the Academic Department of Human Development.

"I see this department as a small humanities department for students in certificate and diploma programs," says Dr. Gerald Argetsinger, assistant professor and developmental education specialist. "It also helps students who are preparing for associate or bachelor degree programs and need general education courses, but are not yet prepared to take them through RIT's College of General Studies."

Dr. Argetsinger is a multi-talented individual. He is one of the department's coordinators, responsible for all personal and social development courses; a writer who just finalized a personal development manual; a teacher; a theatrical director; and a magician.

With these interests, it's easy to see why his favorite projects are those which mean close involvement with students. One such project is the NTIDLIFE yearbook, which Dr. Argetsinger helped to organize two years ago.

"I was the faculty advisor for the first yearbook," he recalls. "Since then, you can see the success radiating out. The first year, our photo committee was made up of amateur volunteers. This year, all of the students were photography majors. They were assigned their own night in the photo lab, and the quality of the pictures in this year's book is phenomenal. The same is true of the art work.

"Working on a yearbook is a wonderful experience for students," he continues. "It's one of those high involvement, short-range projects that gives students a tangible product they can point to with pride."

This close involvement with students and their concerns is emphasized in the course Dimensions of College Life. It has been taught, in various forms, for several years; but in the fall of 1982, it becomes a required course for incoming first-year students.

"It addresses the problem of student adjustment to college life and the college campus," Dr. Argetsinger says. "It covers the gamut—how to live in the dorms, handle difficulties with roommates, make appointments with counselors, register, and where everything is located on campus. It also lets students know the resources available to them on campus and in the community, including cultural activities.

"One requirement is to attend a play in the NTID Theatre," he adds. "Many students who come here have never seen a play and don't want to see one. This gets them to at least one production, and we hope that will lead to more."

One person instrumental in designing this important course is Carmen Stewart, instructor and developmental education specialist. Her ability to design coursework comes, in part, from her experiences as a hearing-impaired student at Gallaudet College, and her extensive teaching background at NTID, North Carolina School for the Deaf, and Central Piedmont Community College in Charlotte, North Carolina.

"We work closely with the teachers," Stewart says, "because they deal with the students and know what skills and competencies should be included."

The first class Stewart taught at NTID was Law and Society, which most business students are required to take. While teaching the course, she began redesigning it, and eventually compiled the information into a manual for teachers.

"Last year I started designing a Consumer Law course, which takes up where Law and Society leaves off," Stewart explains. "It deals with home buying, money, and credit—all the legal angles of everyday living as a consumer."

She also designed a consumer education course, which, after being assimilated into the Life After College course, will be required of all NTID students.

"Both courses equip students to handle situations and teach them about the available community resources," she says. "Deaf people have communication problems, so we furnish information that will help them solve problems and make intelligent decisions. We want them to be successful in their jobs and in their communities."

Stewart feels these courses are more important today than ever before because of the nation's economic difficulties.

"With all the stress out there, people are resorting to drugs and alcohol," she adds. "They are scared, and we don't blame them. That's why general education is so important. It gives them the confidence and skills to make better decisions than they would have without the information. No one, deaf or hearing, can afford to make too many mistakes. It's a waste of time, money, and resources."

Another hearing-impaired faculty member who helps students avoid mistakes is Shirley Allen-Taylor, associate professor and developmental education specialist. During her eight years with the Institute, she has taught most of the courses in the Academic Department of Human Development, among them Personal Finance.

"This course isn't like math or English," she explains. "It is not cut and dried. It's life, and life is not cut and dried. I ask questions like: 'How do you know how much money you have to spend?'; 'How much are you going to spend?'; 'If you don't have enough, how do you go about getting more?'; and 'Do you have a budget?'"

When she explains to students that they are going to learn how to spend money, she often gets the answer, "I already spent it, so why do I have to learn that?"

"We get together and find out how to handle finances," Allen-Taylor says. "Later in the course, we put some of the things they have learned into practice. We may go on a shopping trip, or set up a budget. We are trying to teach these students to live a life."

Another of Allen-Taylor's courses is Personal Development. It is geared to the students—how they feel about themselves, how they would like to be, how society looks at people, and how they can change their course of development.

"I'm a person who believes you can shape your own destiny," she

"Suddenly, there she was. She had lost weight, her hair was fixed, and I said, 'Wow, look at you!' She said, 'Miss Allen, it's so good to see you.'"

Allen-Taylor admits she was astonished by the change. The girl began to talk about her job and boyfriend, and how well things were going.

"I'm not saying I had anything to do with it," she admits quickly, "but she did come back and see me, and I was thrilled, and forgot all about those 12 others who probably want to kill me. Every year I decide to quit teaching, and every year something like that happens to stop me."



*Carmen Stewart and Shirley Allen-Taylor discuss a course they are developing for NTID's Department of Human Development.*

stresses. "I don't believe that 'what's going to happen is going to happen.'"

Allen-Taylor admits that she doesn't have much opportunity to see the results of her classes in the lives of her students; but, from time to time, they do return to visit.

"That's the beauty of the business," she says. "Recently, a former student came in. I was scared, because we had so much trouble in class. Every time we got together, we had a problem. She was overweight, messy, and because she didn't feel good about herself, she was always crabbing about something. But she was intelligent.

She muses, "I must love teaching. I say I don't, but I probably do." She adds with disbelief, "That girl hugged me. She used to want to kill me, and she hugged me!"

—Lynne Williams

# Deaf Students Get A SPORTING CHANGE

**Y**ou'd think it was a natural pairing. Deafness and sports, that is. After all, the playing field is one place where words are wasted, and only action counts. Right?

The truth is that being a member of a team involves constant communication, that "how-to" sports sessions often are a lot of talk, and that, until recently, there were many frustrated deaf athletes.

NTID's new Department of Physical Education and Athletics hopes to change all that.

This department provides support services (interpreting, notetaking, and tutoring) to deaf students in RIT physical education classes, intramural activities, and athletic/varsity programs. Each faculty member of this department also serves as a resource to the faculty of RIT's Department of Physical Education, Recreation, and Intramurals, and the coaches of the RIT athletics program.

Department Chairman Peter Seiler, who is deaf, supervises support services for physical education (P.E.), intramurals, and athletic activities, and allocates personnel to meet deaf students' needs.

Seiler was on a "hearing" wrestling team at Lewis College in Lockport, Illinois.

"Communication problems make it difficult for a deaf person to feel a part of a larger hearing group," he explains. "You miss the instruction from the coaches and the interplay that takes place in team sports. We're trying to restore those elements."

NTID's efforts are supported and applauded by Louis Spiotti, RIT's director of intercollegiate athletics. Spiotti encourages his coaches to learn sign language, and foresees the day when RIT will be recruiting deaf athletes throughout the country.

Also lending encouragement is Bruce Proper, director of Physical Education, Recreation, and Intramurals for RIT. Proper, a 16-year veteran of RIT, is delighted by the support NTID is giving to his department.

"Since these talented and personable people have come on board, the quality of the learning experiences for the deaf has improved significantly. They have been instrumental in providing deaf students with the opportunity to gain useful knowledge and skill in a wide variety of activities, as well as greatly enhancing our class scheduling methodology and personal service."

The people to whom Proper is referring, in addition to Seiler, are Nancy Bullis, Nancy Jean Carr, and John Reid.

Bullis is a liaison interpreter to the NTID Department of Physical Education and Athletics, and assigns interpreters to physical education classes and on-campus events. She also interprets, and sometimes her role requires her to work with coaches on ways to better facilitate communication with hearing-impaired students.

"For example," she explains, "a verbal explanation followed by a demonstration often is helpful and adds clarity to instruction. I contribute some extra knowledge about how communication can best occur. I teach them about mime, and about taking a student's arm to ensure that the student sees what's going on. I also have taught sign language to the P.E. staff and faculty with positive results; some of them now can communicate with hearing-impaired students without an interpreter."

Carr is an educational specialist for RIT physical education courses.



achievement which no doubt serves as an inspiration to the students he advises.

In any sport, the presence of an interpreter who is familiar with that sport can be especially valuable.

"Take the basketball term 'to weave,'" says Seiler. "If the interpreter uses the sign for the activity performed on a loom, it loses something in the translation!"

Though still a fledgling department, this group is making its presence felt on campus.

"There is no question in my mind," says Proper, "that there is more interest and involvement on the part of deaf students in athletics than at any time since I've been here. There is more participation in varsity athletics and intramurals, more spirit, and greater morale and pride in achievement. I attribute the expanded participation and positive student attitudes to our teaching staff and the efforts of this new department."

—Emily Leamon

She advises deaf RIT students and acts as a resource to P.E. faculty. Like Bullis, she teaches sign language to faculty members and has given them information about how to deal better with deaf individuals. Carr combines her interpreting skills with a physical education interest.

In addition, she is certified by the American Red Cross both in cardiopulmonary resuscitation (CPR) instruction and as a Water Safety Instructor (WSI). She trains students to be tutors in classes, works with notetakers, and makes it a point to get to know RIT's deaf athletes.

"Physical education and athletics are areas that can help hearing-impaired students interact with people in a hearing world," she explains.

Having graduated from RIT in 1979, John Reid can easily be mistaken for a student. He hasn't forgotten what it was like to be a deaf athlete at RIT—he was a varsity wrestler, and is seeing to it that deaf students know about all intramural and athletic activities on campus and don't feel isolated by a lack of communication skills. A resource person to the intramural and athletics staffs, Reid also assists the RIT wrestling team and serves as an advisor to the NTID Student Congress (NSC) athletic teams. He won a bronze medal in wrestling last summer at the World Games for the Deaf. an



(Top) Nancy Jean Carr interprets for NTID student Colleen Fairley in an advanced lifesaving class taught by John Buckholtz, center. (Bottom) John Reid demonstrates a wrestling move to a student.



A. Saw Whittier

# BODYTALK: A Real Movement

In six years...the dance program has grown from a single class for a handful of interested students to a vital part of the Institute's curriculum...

**A** funny thing happened to Dan Cook on his way to registration last fall. He saw a poster for "Dance Performance I" and signed up, thinking it was a disco class.

The first day of classes, Dan (a former finalist in the Mr. Teen Empire State contest) sauntered down to the dance lab, looked in, and exclaimed, "Oh, no—pantyhose?!"

Obviously, "dance performance" doesn't translate into "disco," but Dan stopped giggling long enough to learn some tough ballet routines. By the end of 10 weeks, he was won over.

"I like dance now," the 5'10", 180-lb. Pittsburgh native admits. "It keeps me in shape, and it's helped improve my balance."

He didn't mind the imbalance of the class—three men to 15 women—and those numbers are changing rapidly as both sexes learn the advantages of exercise through modern dance.

Dance's popularity has been helped by the success of Broadway shows like *Dancin'* and *A Chorus Line*. In addition, stars such as Rudolf Nureyev and Mikhail Baryshnikov (who visited NTID last March) have generated further interest in this artistic and physically demanding profession.

NTID's dance program is thriving largely because of the enthusiasm and devotion of the past and present faculty members. Jerome Cushman, associate professor and staff chairperson of music and dance, offered

the first dance class for deaf students in 1975. He believed deaf students could dance as well as anyone, and has proved this while working with more than 200 students.

This year, the RIT Creative Arts Program added a full-time dance instructor, Susan Galligan, who teaches ballet and dance performance. She also directs the RIT Dance Company, which includes deaf and hearing members.

Mary Greely, a former consultant to the NTID dance program and a member of "The Bucket" dance troupe, taught Afro-Caribbean dance at NTID. She and Patricia Frawley, an instructor of dance and theatre, worked together to start the Dance Company last year.

"Afro-Caribbean dance was my favorite," recalls Leah Tucker, an RIT graduate and member of Sunshine Too, NTID's traveling theatrical troupe. "It requires lots of flexibility and unusual movements. It was exciting to dance to."

All of NTID's dance classes are mainstreamed, a combination Frawley says is "wonderful."

"The classes are good for both groups," she says. "I think everyone's concentration level goes up in terms of visually paying attention and not distracting each other."

Students take dance for many reasons—personal enjoyment, the physical workout, or to fulfill academic requirements. Some, like Carolyn Romanoff, take it for relaxation.

"I love dance classes, because they help me forget about the pressures of being in school," she says. "I can practice on my own and work on routines whenever and wherever I want."

Carolyn enrolled in three dance classes last quarter—Dance Performance I and II, and Sign Dance, a schedule her parents thought was "a little much" at first.

She looks forward to her time in the dance lab, and in between exercises, she works on choreography with her roommate, who also has taken dance classes.

"I think motivation is the most important element of dance," she continues. "If you're motivated, you'll learn both in and out of class."

Carolyn admires Frawley's teaching methods. "She's flexible, informal, and she knows our abilities," she says.

Frawley admits that the deaf students do have an advantage over their hearing peers when it comes to sign dance classes. "They're familiar with the language already," she

reasons. "Hearing students sometimes get frustrated when I demonstrate a move and say, 'What's a good sign for that?' That's when the deaf students can help the hearing students."

Sign dance classes place a special emphasis on creative movement to music. In these classes, a drum is used to acquaint students with the rhythm and tempo of the songs.

"The drum is more of a visual cue than an auditory one," Frawley says. "Lights are too distracting when you're trying to learn a routine, and vibrations aren't lasting enough. After all, what happens when your foot leaves the floor?"

In six short years, the NTID dance program has grown from a single class for a handful of interested students to a vital part of the Institute's curriculum.

And if the students don't think their accomplishments are special, how many other college dance students can boast that "Mikhail Baryshnikov sat in on our class one day?"

—Kathleen Sullivan



(Top) Dance instructor Susan Galligan helps a student with form during an introductory ballet class. (Below) Students in a Dance Performance I class use an elastic band to experience "tension" as a creative movement. (Opposite page) Galligan leads a ballet class through warm-up exercises. Participating from a unique vantage point is Galligan's daughter, Walker, born three weeks later.

# Coping with College

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Basically... NTID students have the same concerns as their hearing peers: adjusting to college life, family dynamics, interpersonal relationships.

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In the interest of affording NTID students a greater diversity of service options, Dianne Brooks, newly appointed chairperson of NTID's Department of Psychological Services, is taking care to forge links with the larger system of mental health services at RIT.

Brooks joined the staff a year ago. She has worked as a mental health counselor at Gallaudet College in Washington, D.C. and as a counselor educator in its graduate school.

Her duties include supervising mental health specialists Donna Rubin and William Yust, coordinating various psychological services for students, and formulating outreach programs that include a discussion series on general topics related to student life, in-service training for faculty and staff, and consultation services to NTID staff members working with deaf students.

Brooks also strives to provide students with what she terms "preventive and prescriptive mental health services." This means simply to assist faculty, staff, and students in identifying mental health needs and developing a program for an individual plan of action that addresses these needs in much the same way that individual programs of study are developed.

Since mental health counselors have no assigned caseloads, they may be approached by students on a walk-in basis. Since they don't do career counseling like their Technical and Professional Education Programs (TPEP) counterparts, the counselors also are free to do more than episodic counseling. They limit their work to personal/social counseling and mental health programming.

"Students have a broader choice of services this way," explains Brooks. "They should be able to shop around and choose counseling compatible with their right to privacy and consistent with their individual needs or preferences."

Basically, she says, NTID students have the same concerns as their hearing peers: adjusting to college life, family dynamics, interpersonal relationships.



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"Many of our students lack (the) experience of interacting with normally hearing people on an equal basis."

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Students come to NTID with various levels of maturity and past experience. "They can benefit," Brooks says, "from an ongoing support system which helps them deal with pressures and decisions. We do provide some in-depth counseling—Rubin and Yust make themselves available evenings and weekends in case of a crisis situation. There also is a consulting psychiatrist on campus available to the department when needed."



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“I needed to develop an attitude where I didn’t let my hearing loss interfere with my personal determination to acquire an education...”

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Brooks and company still deal with the traditional stigma that counseling is only for the mentally ill. She sees the outreach programs as a means of helping students relate to the Psychological Services staff, and participates herself as an opportunity to get to know students.

Some of the topics covered in the discussion series are assertiveness training, human sexuality, interpersonal communication, self-awareness, and adjusting to hearing impairment.

One might think that college-age deaf students would have adjusted to their hearing impairment, but many who come from a totally “deaf” background have had limited experience in coping with the hearing world.

“NTID uses an ‘integrated’ concept,” says Brooks. “This is a new environment for some students; it represents their first free association with the normally hearing, and many of our students lack that experience of interacting with normally hearing people on an equal basis.”

Brooks’ professional background is considerable. She holds a bachelor’s degree in psychology from Howard University and a masters in

counseling from Gallaudet. She is completing a doctorate in human development from the University of Maryland.

Brooks went through Howard without benefit of an interpreter. In fact, there were no support services there at all. She was forced to rely on notes taken by others and special conferences with teachers.

“It taught me a great deal of self-reliance. I came to the realization that I had to take the initiative in educating people about my hearing impairment—what it takes for a teacher to get across to me in a classroom. It made me realize that my own attitude had a considerable influence on others and how I was accepted by them. I needed to develop an attitude which didn’t let my hearing loss interfere with my personal determination to acquire an education; I think this helped me overcome some traditional attitude barriers,” she says.

As a result of her experience, she has encouraged students to develop greater self-confidence and not to let a hearing impairment prevent them from pursuing their goals and interests.

She enjoys her new position and, though she is a District of Columbia native, she also is enjoying Rochester.



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“I like being an administrator, particularly with such a highly skilled group of individuals such as I find at NTID.”

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So is her 12-year-old daughter, Tisha, who is completing her last year at an elementary school in suburban Henrietta. The move to Rochester has been something of “a major event” for Tisha, who loves winter sports and was eager to challenge the area’s ski slopes.

After nearly five years of teaching in the Department of Counseling at Gallaudet, Brooks wanted to continue counseling, but in some other capacity.

“I like being an administrator, particularly with such a highly professional, highly skilled group of individuals such as I find at NTID. Here, as in most colleges, there is a growing awareness and acceptance of counseling and mental health programs, and I find it exciting to be a part of this trend,” she explains.

In addition to her administrative duties within Psychological Services, Brooks acts as a liaison with the TPEP counselors and supervisors, and works closely with the RIT Counseling Center to further expand counseling services for NTID students. Eventually, she would like to be part of a psychological assessment component and acquire a full-time psychologist.

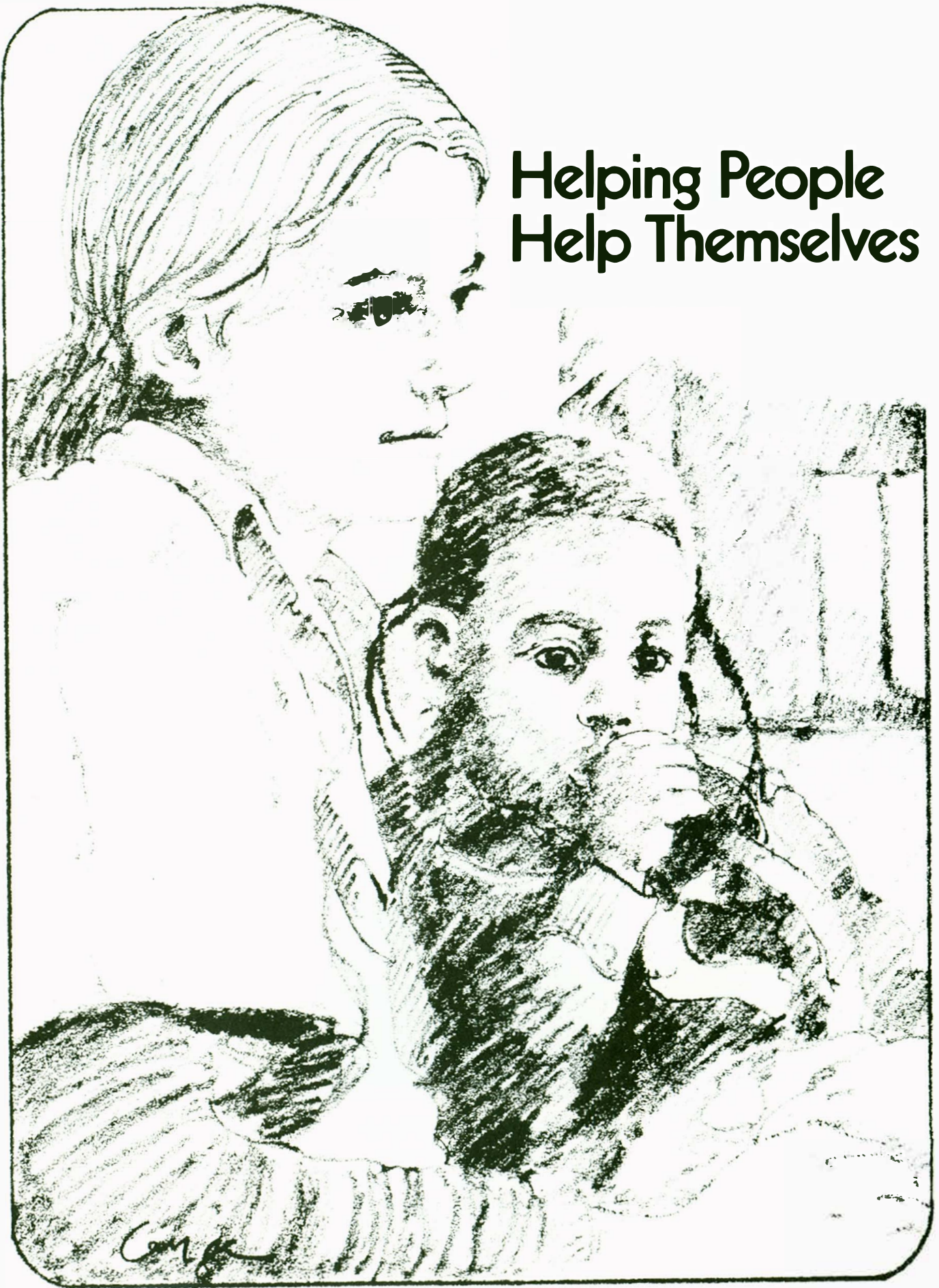
Her energy seems boundless, as do her ideas.

“I am encouraged,” she concludes, “by the number of departments on campus that urge us to provide consultation services. By doing so, we are able to get an integrative view of the nature and scope of things that come under the title ‘counseling’ or ‘mental health.’”

—Emily Leamon



# Helping People Help Themselves



**T**hroughout their lives, most deaf people come in contact with agencies serving the handicapped. At RIT, deaf students are enrolling in a social work program that casts them in a new role with these agencies—giving help rather than receiving it. As they prepare for this career, they receive assistance from NTID's Social Work Support Section.

"This program is unique in several ways," says K. Dean Santos, staff chairperson of the Social Work/Criminal Justice Support Section. "We are the only support team serving an RIT career area that doesn't have a sister program at NTID; we're in a college (General Studies) that doesn't sound like it has a major; and finally, we are a non-technical program in an institute of technology."

Santos says the support section's purpose is twofold. "There is a direct service purpose which I think of as 'bridging the gap.' Then there is an indirect purpose which is 'closing the gap.' Direct services include classroom interpreting, tutoring, and note-taking. The support team bridges the gap by recognizing the limitations of the students and the instructional system; and then builds in aids so that students can get from here to there," he says.

Of even greater long-range importance is the effort expended to "close the gap," Santos says, "which consists of building student skills so they can learn more effectively, and teaching faculty special skills and strategies. We also support and encourage the natural interaction between deaf and hearing students, and among deaf students and the community."

Much of the team's service is indirect, such as working with instructors. As faculty members become more adept at dealing with deaf students, the need for direct services, such as tutoring, diminishes.

Team members also help instructors develop materials for use in class, help them conceptualize more visual teaching aids, and may even develop supplementary study materials for deaf students.

Those accepted in this program are, for the most part, "the brightest and best of the deaf students," according to Santos. "This is a four-year program that requires high levels of reading and overall language skills. These skills are probably

## Steven Lovi



A. Sue Weisler

Steven Lovi believes that experience is the best teacher. He helped professionals in their work with an emotionally disturbed deaf child; organized and administered a basketball tournament for mentally handicapped people; and established and taught a sign language class for public school teachers—all before graduating from high school.

Lovi is a second-year student in RIT's social work program. As a freshman, he was elected student president of the New York State Social Work Education Association, and received the Robert Frisina award, given to a deaf or hearing student who has shown unusual interest and dedication to the furtherance of higher education for deaf people.

"It is unusual for a student to receive this award after only one year at RIT," explains K. Dean Santos, staff chairperson of the Social Work/Criminal Justice Support Section. "Steven is the kind of person who comes along and you know that he will succeed at whatever he tries."

Steven's close-knit family has a long history of involvement in organizations serving the handicapped. His mother teaches learning disabled

children mainstreamed in her classes, and his grandmother works with handicapped children.

"When they found out they had a handicapped child in the family, members of my family decided to help me explore alternatives," Steven says. "As I grew up, I became interested in helping others."

During his first year at NTID, Steven became a psychiatric social work volunteer at Rochester Psychiatric Center. He helped arrange the transfer of a deaf client with low verbal skills from an institution to a residential setting.

"I think that by working with other handicapped populations, I have found out what it's like to deal with a different handicap," Steven says. "I've learned to respect other people for what they are and learned how they cope in situations that I can't imagine myself."

Last summer he worked with 3 and 4-year-old developmentally delayed children.

"I really began to see qualities that you wouldn't ordinarily see on an everyday basis when working with handicapped children. The best part is when the children come up and give you a hug," he adds, smiling broadly. "It's simple, meaningful things like this that make the social work profession rewarding, regardless of the pay or status that you receive."

Steven hasn't decided exactly what population he wants to work with when he graduates in two years, but is considering the law and public relations.

"I want to serve handicapped people in a capacity that can't be done on an everyday basis," Steven says. "I really like working in an educational setting. It offers something you can't find anywhere else."

In the meantime, he continues to prepare for his chosen profession. Despite his claim that he "isn't the world's greatest academic student," last fall he received NTID's Cross-Registered Student Scholarship Incentive Award. It's obvious to all who work with this talented young man that he has made a good choice of profession. In class and outside, he enjoys what he is doing.

"I have very little tolerance for details," he admits. "When it comes to helping people help themselves, I can't let anything get in the way of progress."



## Susan Bedrosian



A. Sue Wendorf

Susan Bedrosian's mother suspected that something was wrong when her daughter, at the age of 2, didn't respond to loud sounds. But the family doctor dismissed it by saying that "she's young yet. She's just pre-occupied and fascinated by the world around her." At the age of 3, a specialist diagnosed Susan's problem as profound hearing loss due to nerve deafness.

Although shocked by this confirmation of her fears, Susan's mother began the long process of gaining education for her daughter.

With the help of a deaf neighbor, Susan's mother found a speech and auditory training program, and at age 4, Susan went to speech therapy every day.

"At 5, I was enrolled in a public school in Connecticut and continued to be mainstreamed through high school," Susan says.

It was not easy in a school with no support services, but Susan was in-

telligent, and progressed in spite of the difficulties. "I was very observant," she explains. "I had to be alert at all times so I wouldn't miss anything, so I always watched the teacher and the students. I was lucky to be friendly and outgoing, and had friends who understood me."

Susan began wearing a hearing aid when she was 5. She says the first one was "like a box in front of me, and my classmates thought I was listening to music, until I explained that it amplified sound."

After graduating from high school, Susan attended Northwestern Connecticut Community College, where she earned an associate degree in behavioral science.

"Northwestern was my first exposure to deafness," Susan says, "and I discovered myself as a deaf person. I learned sign language because I really wanted to, and I made some new friends who were hearing impaired. They helped me under-

more important in this program than in other bachelor-level programs, because it is so highly language- and concept-oriented instead of technical skills-oriented."

Support section members work closely with the RIT Social Work Department in the admissions process by recommending prospective students. "Our recommendation says, 'This student has been assessed and has the capability, with support services, to compete successfully in this program,'" Santos explains.

Students are recommended to the program based on three criteria. The first is academic skills, especially reading level, which should be approximately tenth grade, as measured by the reading subtest of the California Achievement Test. Personal and social skills then are scrutinized, because they will become not simply skills for living, but necessary professional competencies. "If a student obviously is wrong for the profession, we advise that student not to enter the program," Santos explains. "We've had students who just don't like people-oriented jobs. In cases like this, we advise students to select majors more appropriate to their skills and interests."

Finally, the team looks at "career decision readiness"—the students' understanding of their reasons for choosing social work. They are asked to think about the experiences that led to their decision, about other career areas they have explored, and about their interests, values, and

needs which are satisfied better by social work than by other careers.

Once accepted by RIT, students take their place alongside hearing students with a support team member to smooth the way.

"We're here to help students succeed," says Florene Hughes, education specialist for the Social Work Support Section. "The most obvious need is in the area of communication. Deaf students who come into the program are as varied, in terms of communication needs, as they are as a group. Some are oral, some are manual, and in the past couple of years we've also had some with visual problems."

Support team staff members assess the exact needs of each student and plan services based on that assessment. Hughes coordinates the note-taking schedules and shares responsibility for training notetakers.

"Notetaking is a great way for hearing RIT students to learn more about deafness while earning money," Hughes says. "Unfortunately for us, students graduate, so we must train new ones each quarter."

One classroom technique used to help deaf students is "shadow teaching." While standard interpreting translates information word for word, shadow teaching elaborates on specific concepts to help the students understand what is going on.

"This type of interpreting is important in our methods courses, which include group activities such as role

playing," Hughes explains. "Deaf students must understand everything that is going on, not just the words. I believe that you see mainstreaming at its best in the social work program. We don't allow our deaf students to be quiet observers in class. Instead, we use group dynamics. Deaf students pair with hearing and, in the process, hearing students become sensitized to deafness, and deaf students are fully assimilated into the group."

One factor in the success of mainstreaming in this program is the high percentage (approximately 25) of deaf students enrolled. They have the best of both worlds: There are students to whom they can relate—both hearing impaired and hearing—and they are comfortable in this setting.

"We work closely with the faculty," Hughes adds. "We are included in their meetings so we actually have input into the curriculum."

One faculty member often mentioned by the support team is Dr. Marshall Smith, who joined the RIT faculty five years ago. When he arrived, having no previous experience with deaf people, he began learning new ways to communicate, with the help of the NTID support team, which he describes as "fantastic." He has completed Basic I, II, and III courses in sign language and now is disappointed when he has a class without deaf students.

"So much is added," Dr. Smith says. "I don't think my hearing stu-

stand myself better and opened up my world. When I was going through hearing schools, I didn't have any deaf friends. I had my family and hearing friends, but how could they understand the frustrations I was going through... my temper tantrums at times... my moods." Susan adds, "My new friends did understand and so did the people in the hearing-impaired communication program, because they had knowledge of deafness."

She took a year off after earning her A.A.S. degree and spent the time working with the mentally retarded, teaching sign language. "I worked in a resource classroom for special kids," Susan explains. "One girl had aphasia from frontal brain damage, and her expressive speech ability was very limited. She could understand what others were saying, but she couldn't speak, and it was frustrating for her."

Susan worked with her every day, on a one-to-one basis, taught her about 150 signs, and then taught the same signs to the girl's mother. "I sensed that sign language opened up her world," Susan says. "She had a communication system she could rely on—she could tell us what she wanted, and we could understand."

During her year at home, Susan explored some fields that interested her, including psychology, administration, supervisory education, social service, and mental health. Her search led to NTID.

Susan concentrated her studies primarily on mental health because of her own experience of going through an identity crisis. "I want to help deaf people have a more positive image of themselves as individuals," she stresses. "We all can succeed if we want to."

She says the best thing about NTID is its location within RIT. "We must interact with hearing students instead of being a deaf college isolated on our own campus."

Susan feels that the social work program is excellent for hearing-impaired students. "The faculty are very aware, they understand deafness, and they are willing to provide support, if necessary, for personal or academic counseling, or for dealing with difficulties in the classroom. They cooperate with our support team. We are a family.

"We are so lucky here at NTID," she says. "Everything possible is done to see that deaf people make the best of their education. We really do serve as a model." She raises her arm in a small salute. "Hurray for NTID."

dents really appreciate it as much as I do from a teacher's standpoint. If nothing else, it helps break stereotypes about deaf people."

Dr. Smith makes it clear to his students that he expects them to communicate directly with each other, regardless of their communication skills. "It's a little like what was expected of me when I went into my first class with deaf students. As long as students are in the social work program, they must work at communicating. They just can't go through an interpreter or me all the time."

On the first day of each quarter, Dr. Smith gives a special assignment designed to make students aware of their communication abilities. They must initiate contact with a stranger and try to have a conversation with that person for an hour.

"I don't allow chance to decide the person they talk to," Dr. Smith explains. "If someone sits down next to them in the cafeteria and they strike up a conversation, that's not fair. They must initiate it."

The other requirement is that the person they contact must have different hearing ability. For example, if the student is hard of hearing, contact must be made with either a profoundly deaf or a hearing person. If the student is hearing, contact must be made with someone whose hearing and communication abilities are significantly different from his/her own.

"Most students are terribly frightened at this prospect, but since it's the first day of class, I can get away with it," Dr. Smith admits. "Then I have them write one page about what they have learned about *themselves*. Most people would rather write about the person they met. It would be much easier, but I don't want that. I tell the students that I want to know about them. It can be stream of consciousness emotions if they prefer. Eighty percent of the students report being surprised at learning something new about their ability to communicate."

He also warns his class that, a few classes before the end of the quarter, he will take a half hour for a stand-up cocktail party conversation—no voice. The hearing students have a whole quarter to learn, at least, to fingerspell. Ninety five percent of these students acquire basic survival manual communication skills on their own in nine weeks.

That is just the beginning of the interaction expected of these deaf and hearing students. In Dr. Smith's methods classes, which teach helping or counseling skills, he randomly assigns each student to be a "helper" to another student. In turn, each student has a helper, and assignments are made without respect to communication abilities.

They must form a contract, meet once a week for an hour, and actually help with some real problem. This gives them an opportunity to practice skills learned in class. "I don't want people to wait until they are in the field to use these skills," Dr. Smith explains. "I tell them the problem doesn't have to involve the most intense event going on in their lives, but I find that they do end up talking to each other about important things.

"I think my role is to expect high quality from my students," he concludes. "My requirements facilitate their talking to each other, if only to find out what I want from them."

If on-campus helping is a taste of what they will get in the field, field instruction is a full bite. It consists of a total of 600 hours, essentially working full time—30 hours a week—in an agency. Field instruction differs from cooperative work experience because it is an integral part of social work education, which students must pay for and for which they receive academic credit. The support team is actively involved in this vital part of the program.

"We visit the agencies where students are working and supervise them in that placement setting," explains Betty R. Toney, education specialist. "We also read all the logs kept by both deaf and hearing students. In many ways, we are functioning as co-teachers. It is a weekly job and helps us keep up with what the students are experiencing."

Students have one two-hour seminar each week during which they discuss what's happening in their field placement.

"Some students may be having a difficult time, but are reluctant to bring it up in the seminar," Toney says. "If we know what is happening with other students, we can encourage ours to speak up by helping them realize they aren't the only ones having problems. It is a way of monitoring the whole learning process."

Toney sees social work as the kind of program that offers deaf students an opportunity to become professionals with a broad range of skills that will be valuable to deaf people across the country.

"One of my goals is to help students become self-reliant, independent, functioning young adults. I think part of it is just an outgrowth of the kind of program they are in," Toney admits. "They are not babied. They are expected to function at the same level as hearing students. Faculty members in social work are not making excuses for them or giving them grades. They simply are expected to function as their hearing peers do."

Many students in the social work program become campus leaders, and it's not unusual to see the Outstanding Student and Outstanding Scholar awards going to students from this program. The Distinguished Alumnus Award for the College of General Studies, given annually in recognition of outstanding success in the field, was given to hearing-impaired students in 1978 and 1980.

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—Lynne Williams

## Are We Reaching You?

The National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) is pleased to send you *Focus* to share what NTID does to train deaf students for productive careers. You can help NTID provide the kind of information you'd like to receive by stating your preferences.

Will you take a few minutes to complete this short survey? Your answers will be confidential. Please complete this survey by June 1, 1982, so that we may publish the results in a future issue. If your needs have changed and you no longer wish to receive *Focus*, please peel your mailing label off this magazine and attach it to the space provided below.

### 1. Please help us keep our mailing list current.

1.  Remove my name from your mailing list.
2.  I receive more than one copy of *Focus*. (Attach all labels, please, and indicate which you want us to use.)
3.  Address change. See above.

### 2. Please check one category which best identifies you.

- |  |  |
|--|--|
| 1. <input type="checkbox"/> Student  | 9. <input type="checkbox"/> Government employee                      |
| 2. <input type="checkbox"/> Alumnus/a  | 10. <input type="checkbox"/> Information media                       |
| 3. <input type="checkbox"/> Parent of student or alumnus/a                                   | 11. <input type="checkbox"/> Representative of a business/industry   |
| 4. <input type="checkbox"/> Institute faculty/RIT staff                                      | 12. <input type="checkbox"/> Representative of a deaf organization   |
| 5. <input type="checkbox"/> Professional in hearing and speech field                         | 13. <input type="checkbox"/> Vocational rehabilitation counselor     |
| 6. <input type="checkbox"/> Professional who works with other handicapped or minority groups | 14. <input type="checkbox"/> National Advisory Group member, trustee |
| 7. <input type="checkbox"/> Professional in education of the deaf                            | 15. <input type="checkbox"/> General public                          |
| 8. <input type="checkbox"/> Professional in general education field                          | 16. <input type="checkbox"/> Other _____                             |
- (please specify profession)

### 3. I read stories about Institute faculty and staff members.

1.  always 2.  often 3.  sometimes 4.  rarely 5.  never

### 4. I read stories about Institute students and graduates.

1.  always 2.  often 3.  sometimes 4.  rarely 5.  never

### 5. I read articles on topics of concern to deaf persons.

1.  always 2.  often 3.  sometimes 4.  rarely 5.  never

### 6. I read stories about deaf organizations, groups, and clubs.

1.  always 2.  often 3.  sometimes 4.  rarely 5.  never

### 7. I think most of the stories in *Focus* are

1.  too short 2.  just right 3.  too long

### 8. I think the stories in *Focus* are

1.  not controversial enough 2.  just right  
3.  too controversial

### 9. I would like to see more stories about communication modes among deaf people (e.g. speaking/speechreading, reading/writing, signing).

1.  Yes 2.  No 3.  No opinion

### 10. I would like to see more stories about Institute programs.

1.  Yes 2.  No 3.  No opinion

### 11. I would like to see reviews of books dealing with deafness.

1.  Yes 2.  No 3.  No opinion

### 12. I like issues of *Focus* which revolve around one theme (Teaching and Learning, Research, Technical and Professional Education Programs).

1.  Yes 2.  No 3.  No opinion

### 13. I like issues of *Focus* that deal with a variety of topics.

1.  Yes 2.  No 3.  No opinion

### 14. I would like to see more stories on deaf education.

1.  Yes 2.  No 3.  No opinion

### 15. I enjoy the photographs in *Focus*.

1.  Yes 2.  No 3.  No opinion

### 16. What percentage of *Focus* do you usually read?

1.  100% 2.  75% 3.  50% 4.  25%  
5.  I do not read *Focus* at all.

### 17. Rank the articles in this issue from one (1) to (10) in the order that you most enjoyed them.

- \_\_\_1. Is There Life Outside the Classroom?
- \_\_\_2. Liaison Interpreters: They Bring Good Things to Life
- \_\_\_3. A Day in the Life... of English Comp
- \_\_\_4. Home Sweet Home: Residential Life
- \_\_\_5. Getting the Jump on Beethoven
- \_\_\_6. Beyond Textbooks
- \_\_\_7. Deaf Students Get a Sporting Chance
- \_\_\_8. Bodytalk—A Real Movement
- \_\_\_9. Coping with College
- \_\_\_10. Helping People Help Themselves

### 18. Rank these stories from the previous issue from one (1) to (10) in the order that you most enjoyed them.

- \_\_\_1. The Birth of Internationalism at RIT  
*Dr. Rose travels abroad on behalf of RIT.*
- \_\_\_2. "Disabled doesn't mean Unable"  
*NTID's involvement in the International Year of Disabled Persons*
- \_\_\_3. Mikhail Wows NTID  
*Mikhail Baryshnikov visits NTID.*
- \_\_\_4. NYU Professor is First Lyon Lecturer  
*Local philanthropists fund lecture chair at RIT.*
- \_\_\_5. Giving Our Regards to Broadway  
*Deaf RIT graduates in "Children of a Lesser God"*
- \_\_\_6. Trio Treks to the Holy Land  
*NTID staff members visit Israel and Egypt.*
- \_\_\_7. Let the Sunshine in!  
*Sunshine Too. NTID's traveling theatre group*
- \_\_\_8. Sign Language Ticket to Success for RIT Grad  
*Jean Worth on "Sesame Street"*
- \_\_\_9. NTID Offers First Degree for Hearing  
*A.A.S. degree in interpreting*
- \_\_\_10. Maruggi—Sabbatical Italian Style  
*Dr. Edward Maruggi studies abroad.*

### 19. I would like to see more stories about successful deaf people.

1.  Yes 2.  No 3.  No opinion

### 20. I would like to see stories which provide advice for parents of deaf children.

1.  Yes 2.  No 3.  No opinion

### 21. I would like to see more stories about interaction between deaf and hearing people.

1.  Yes 2.  No 3.  No opinion

### 22. I would like to see more stories about the legal rights of the hearing impaired.

1.  Yes 2.  No 3.  No opinion

### 23. I would like to see stories written by guest authors.

1.  Yes 2.  No 3.  No opinion

### 24. I would like to be able to submit articles to *Focus* for consideration.

1.  Yes 2.  No 3.  No opinion

### 25. I would like to see a "Letters to the Editor" column in *Focus*.

1.  Yes 2.  No 3.  No opinion

### 26. How much total time do you devote to reading an issue of *Focus*?

1.  less than 30 minutes  
2.  30 minutes  
3.  1 hour  
4.  2 hours  
5.  more than 2 hours

### 27. Other comments?

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