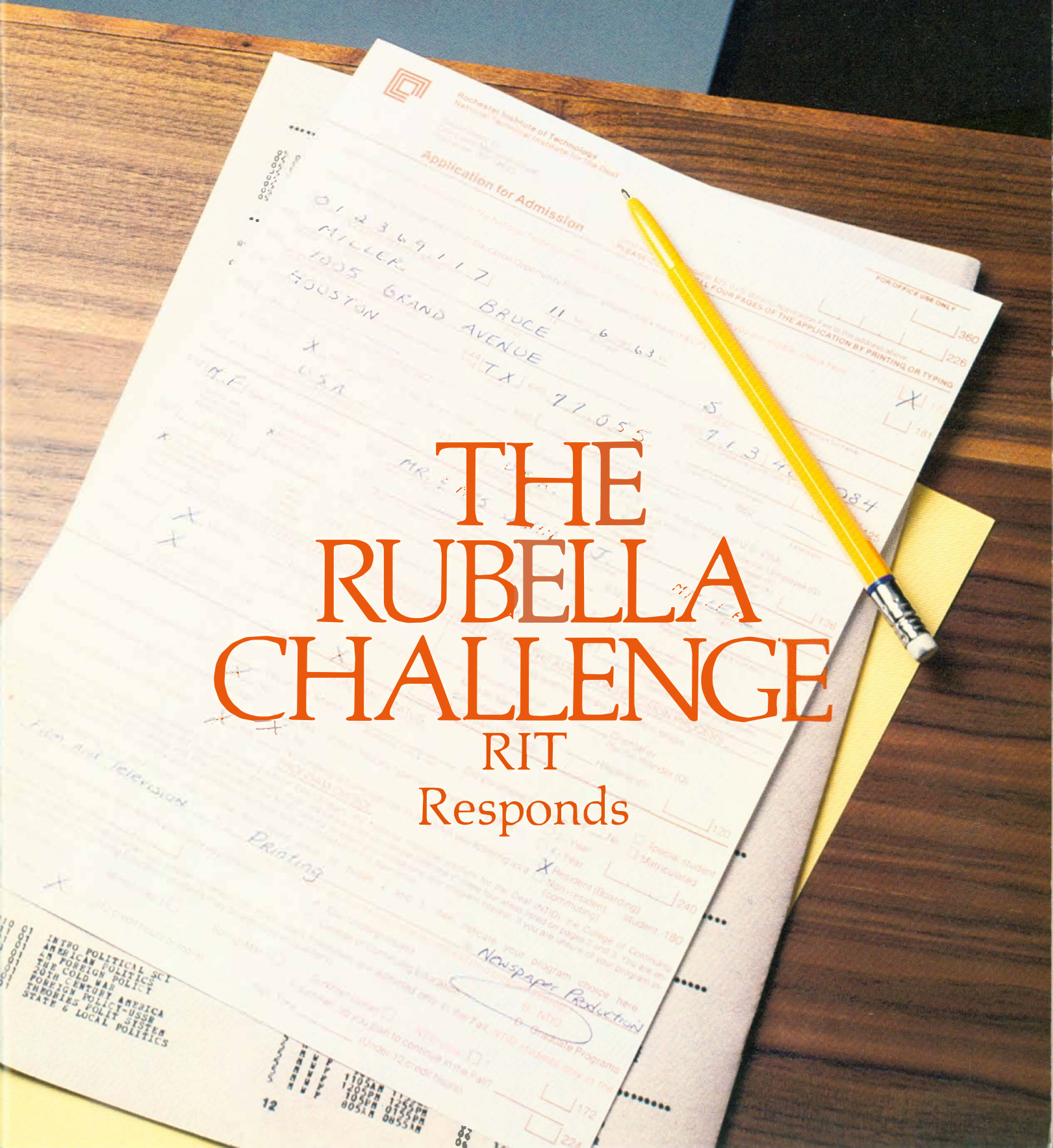


NTID focus

Summer 1982



THE RUBELLA CHALLENGE RIT Responds

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Newspaper Production
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National Technical Institute for the Deaf at Rochester Institute of Technology



Last year, 1981, was known as the International Year of Disabled Persons, having been declared such by the General Assembly of the United Nations. The year which we are now in, 1982, is known as the National Year of Disabled Persons, having been proclaimed such by a special resolution of the Congress of the United States. We honored and celebrated the International Year of Disabled Persons in many concrete ways with a special interest in giving greater visibility to deafness and to organizations of and for the deaf, including NTID at RIT. Likewise, we honor and celebrate the National Year of Disabled Persons with a similar special interest, because it is no less important than the International Year.

We salute the fact that, during the International Year of Disabled Persons, we countered the disabilities of a total of 1,210 young deaf persons with our numerous educational programs. This number includes the 883 deaf students we served in the Winter Quarter of 1981 and the 327 new students who entered NTID at RIT last fall. The total number of deaf students enrolled in the Fall Quarter was 964, the largest number of deaf students we ever have had at one time.

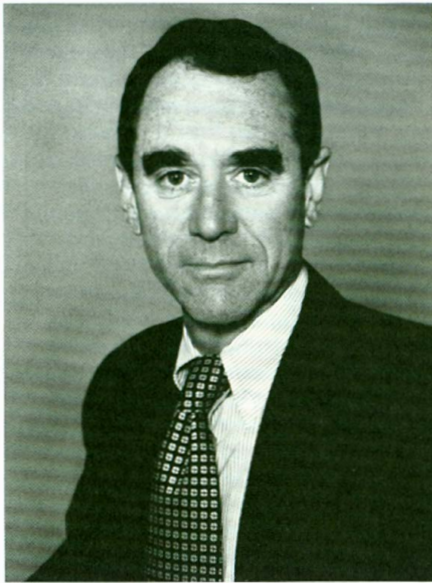
We further salute the fact that of the 1,210 young deaf persons served by us in 1981, 185 received certificates, diplomas, associate, baccalaureate, or master's degrees, making them better able to satisfy the demands of the labor force or to go on for further education. This brought the number of deaf graduates from NTID at RIT to a total of 1,461.

Our ever growing ability to help hundreds of disabled youngsters to become productive citizens is a cause for celebration. Because of all the good things we have been doing over the years, we were able to tell Congress last year that of our 1,461 graduates, 80 percent entered the labor force. Of these, 98 percent are employed; 94 percent are employed in jobs commensurate with their training; 83 percent are employed in business and industry, i.e., in the private sector; 75 percent are in white collar positions, as compared to 25 percent of the nation's total deaf population and 50 percent of the population in general; and upon retirement, the average graduate will have repaid the federal government more than 400 percent of the cost of the education received and will have saved the federal government at least an additional 300 percent of that cost by not being dependent upon welfare. Sixteen of the 20 percent who did not enter the labor force had been enabled to go for further education and chose to do so.

We hope to maintain this pattern of productivity during the National Year of Disabled Persons.

William E. Castle

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



NTID focus

Publication of the National Technical Institute for the Deaf
at Rochester Institute of Technology, Rochester, NY 14623

Summer 1982

One of the features in this issue of *Focus* is about the rubella epidemic of 1963-65 and the impact of that epidemic on the numbers of young deaf people who will be seeking post-secondary education at Rochester Institute of Technology (RIT) and elsewhere during 1983-85. We at RIT look upon this impact as a challenge and we intend, through NTID, to accommodate as many of these additional numbers of deaf youngsters as possible.

Plans now are underway for expanding the NTID facilities on the Rochester campus of RIT. This will include \$3 million worth of new construction to accommodate expansion of the NTID Business Careers programs and remodeling of the Lyndon Baines Johnson Building, the chief academic building for NTID, in order to provide for the expansion of other NTID educational programs. We anticipate that these plans, once implemented, will allow us to increase the number of deaf students on our campus from its current level of 960 to a level closer to 1,200 by 1983.

We look forward to dealing with this increased number of deaf students, because we know that their presence on our campus adds to the overall growth and development of all of us and we know the importance of preparing them to be productive citizens.

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

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Giving Students A BOOST

"The services we provide for students are unique and important."

When a National Technical Institute for the Deaf (NTID) was first proposed by the federal government more than a decade ago, a stipulation for its establishment was that it be located on the campus of an existing college or university which provided degree programs at least to the baccalaureate level.

Thus, students at this national institute would be able to take advantage of two types of education—specialized programs created exclusively for the hearing impaired, and an array of associate, bachelor's, and master's degree programs offered by the host institute.

Such a diversity of options does exist at RIT, the host institution for NTID. Deaf students not only avail

themselves of educational opportunities at NTID, but also may cross register into courses offered through the other colleges of the larger Institute if they have the interest and the capability. When they do this, a network of support teams offering tutoring, note-taking, and interpreting services ensures that these hearing-impaired students are not "put off" by the imposing subject matter and lengthy reading lists found in such courses.

Support departments exist in all RIT colleges in which deaf students are enrolled, but the support department found in the College of General Studies is one of the larger. NTID students are required to take general studies courses in each associate, bachelor, and master's level program in which they enroll. Nearly 75 percent of NTID's 1,000 students cross register into the College of General Studies at some time during their academic stay at RIT.

These students—approximately 250 per quarter—receive nearly 1,200 hours of notetaking, 1,350 hours of interpreting, and 250 hours of tutoring services yearly from the General Studies Support Section. The tutors, or educational specialists, in the



Section are professionals proficient in history, psychology, literature, and the like. All have strong backgrounds in their content areas and in deafness, and many also have teaching experience.

Judith Hilles specializes in sociology and psychology. Amelia Kennedy's content areas are art and the social sciences; she tutors art history, anthropology, architecture, sociology, and psychology students. Lorna Mittleman is a language and literature specialist. Sushama Sabharwal concentrates on economics, and chairperson Ralph Hymes' areas are history and political science.

Hymes explains, "The services we provide for students are unique, and we believe, important. Our main responsibility is to 're-teach,' via one-on-one or small group tutoring sessions, information with which students are having difficulty. This is where previous teaching experience becomes helpful."

Judith Hilles has a bachelor's degree in psychology and a master's degree in deaf education. She originally had planned a career in

speech pathology and audiology, but she explains, "This seemed more interesting to me.

"I really enjoy my job. I feel fortunate to be able to combine my two backgrounds, and I'm learning a lot—from the students and the courses. I have encountered some resistance in the sense that many students want to be independent; but then again, one of my goals is to make them as independent as possible."

Like Hilles, Lorna Mittleman combines two educational backgrounds in her position as an educational specialist. She has an undergraduate degree in literature, and a graduate degree in deaf education. In her small, gaily decorated office, she relates such complex notions as "onomatopoeia" and "feminine rhyme"—ideas difficult for any student to grasp—to deaf students enrolled in an upper level English course.

In a similar room, Amelia Kennedy greets a pair of "walk-ins"—students who have signed up to see her in mid-quarter, although she has not tutored them previously. Their request for help on a cultural anthropology assignment is typical of a need tutors fulfill constantly.

These students must write a "values statement," choosing, defining, and then describing a value important to them. Their next assignment is to take their chosen value and observe how people act on it in positive (functional) and negative (dysfunctional) ways. It is this thorny problem which has brought them to Kennedy's doorstep. She reviews with them the concepts of self-actualization and self-esteem, interspersing her tutoring with some common sense and a little counseling.

Next, she discusses how homeostasis and basic human needs relate to a list they are studying: Maslow's "Hierarchy of Basic Human Needs." Finally, she deals with the concepts of function and dysfunction.

"Take love, for example," she says to one of the students. "Jealousy can be considered a dysfunctional way of acting on someone's love."

After a few minutes of discussion, the light of understanding dawns. The students take their leave, but not before asking—as all students do—how long Kennedy thinks their papers should be.

Kennedy has been an educational specialist since 1979. A graduate of RIT's School for American Craftsmen,

she began her affiliation with NTID as a student tutor/notetaker, and has managed to retain both interests. She works at NTID part time, and saves one day a week for woodworking and furniture design. She says she wouldn't want to devote herself to woodworking full time.

"I enjoy the student contact I have in this position," she explains. "I like sharing the kinds of knowledge I have, and it's exciting for me to see the students learn."

Educational specialists rarely venture into the classroom, as time spent there detracts from time spent with students in tutoring sessions. However, like her co-workers, Kennedy sometimes sits in on a class with a new teacher, or takes notes for a new class, to improve her tutoring expertise in a particular subject.

"It helps to explain information and avoid misunderstandings," she says. "At the beginning of each quarter, I introduce myself to all of the students I will be tutoring. I encourage them to come in at least a week before an exam so I can help them pick out important topics.

"I think there are two inner things that draw me into this work. First, I see my position as a woman as not giving me complete access to everything, especially in woodworking, where women are a rarity. I feel a bond with deaf persons, who also lack that total access. Second, I think it's important to have access to a lot of information in order to make good decisions. If I can add a broader base to students' understanding, I feel good."

To sum up the experiences of the support section's members, economics specialist Sushama Sabharwal offers a quotation from deaf English poet David Wright:

"What I missed through not being able to follow lectures I can't and won't presume to judge. But the tutorial system as it existed at Oxford in my time might have been tailored for my particular disability. It was in effect individual tuition [tutoring]. Where that is lacking any deaf student must be at a disadvantage; but wherever it exists he has a fair chance."

The General Studies Support Section members, each in their individual way, are giving students their fair chance.

—Emily Leamon



photography by A. Sue Westler

(Above) Students cross registered in the College of General Studies often make copies of the notes taken in their courses by professional notetakers. (Left) Educational specialist Lorna Mittleman tutors student Robert Frey.

L A N G U A G E
I S H E R
L I F E



A. Sue Weisler

Elaine Murdaugh (right) confers with her intern, Eisenhower College student Helen Radans.

Elaine Murdaugh loves language. Her doctorate is in German literature, but her interest embraces all languages, including sign language, which she learned recently.

"I'm interested in language and its principles," she says. "I wanted to discover the elements that sign language has in common with the spoken language, and I found that it does have grammatical principles."

"I'm used to establishing a personal relationship with students early in the term—getting the class to form a collective personality. It's really a 'family feeling.'"

Dr. Murdaugh serves as a joint faculty member for two of RIT's 10 colleges—NTID and Eisenhower College, located in Seneca Falls. She teaches English to deaf students at NTID and advanced German and beginning sign language to Eisenhower students, and coordinates interns from the Seneca Falls campus who are studying at NTID.

Her interest in sign language evolved slowly. During the late '60s and early '70s, she recalls that interpreters became commonplace at political activities. "Democratic party candidate gatherings were interpreted, and so were meetings of the National Organization for Women," she says. "I even remember seeing interpreters at a peace demonstration I attended.

"I also saw Jane Fonda give her Academy Award acceptance speech in sign language and then, a few years later, I saw *Children of a Lesser God*." (This award-winning play describes the difficulties encountered when a deaf woman and hearing man fall in love.)

When Dr. Murdaugh accepted a position with Eisenhower, she was delighted to discover its link with NTID. In 1980, she attended the intensive sign language summer session offered for incoming NTID faculty. At that time, she did not plan to teach at the Institute, but simply took advantage of the opportunity to learn something that interested her. That interest led to teaching a course at Eisenhower called "The Structure of Sign Language." Students take the course to learn signs, but also receive information about deafness, deaf people, and education of the deaf.

"I show students the videotape, 'My Name is Jonah' (a dramatization of a young deaf boy's introduction to sign language), and last fall I insisted they see *Children of a Lesser God* when the company played in Rochester," she says. Dr. Murdaugh feels this education in deafness is important. "Otherwise, learning signs is just a game."

When the opportunity came to teach English to deaf students, she

accepted readily. She now divides her time between her advanced German and sign language classes at Eisenhower and NTID's Communication Instruction Department II. She spends about 80 percent of her time at NTID, but adds that it usually turns out to be more like "100 percent at NTID and 20 percent at Eisenhower."

As coordinator of interns from Eisenhower, Dr. Murdaugh selects students from her sign language class who work as assistants one day a week.

"I can't imagine choosing students who didn't have some understanding of deafness and signing skills," she stresses. "They would be of little assistance in class or when deaf students come to the office. For this reason, I choose assistants from either my class or Larry Arthur's." Arthur, an NTID faculty member, teaches beginning sign language at Eisenhower one night a week.

Dr. Murdaugh has an extensive background in English as well as German, so teaching English to deaf students was a natural progression in a long line of classes in language and literature.

"Actually, my experience in teaching beginning German has helped more than my experience in teaching English," she explains. "English is a foreign language to some deaf students."

One difference that she sees in teaching deaf and hearing students is the difficulty in establishing class rapport.

"I'm used to establishing a personal relationship with students early in the term—getting the class to form a collective personality. It's really a 'family feeling.'"

It doesn't always work, she admits, but when it does, it fosters mutual trust. "This takes much longer with deaf students. I can establish individual connections, but it takes longer for the class to gain an identity so the students feel they know each other and me."

Although Dr. Murdaugh has taken all the sign language courses offered by NTID and has had intensive tutoring, she still feels that she cannot project herself well. "I don't have a 'sign personality' yet."

She should have ample time to develop that personality. English is still one of the more vital aspects of deaf students' programs, and it is not likely that Dr. Murdaugh will want for students any time in the foreseeable future. She also anticipates a steady stream of interns from Eisenhower.

Next year, Eisenhower converts to a quarter system, making its calendar compatible with the rest of RIT. "This will be easier for me," she explains, "because finally my two schedules will correspond."

Dr. Murdaugh is pleased to see a heightened interest in deafness on the Eisenhower campus. "Last fall, the two beginning sign language classes had a combined enrollment of 30. Considering the college's enrollment of approximately 600, that's a substantial number.

"What I'd like to see is a real exchange program," she adds, "with more interns coming to NTID for a year of study and a small core of third or fourth-year NTID students who could choose to study at Eisenhower for one or two quarters."

Dr. Murdaugh feels that both deaf and hearing students have much to gain when these two special colleges of RIT share their individual strengths.

—Lynne Williams



*“We ain’t the kind of fellas to worry ourselves with politics, Nor too much of that religious stuff either. The kind of thing that’s most important; Is yer beer; and it’s gotta be bloody cold at that . . . ”**

A Fairdinkum Auzzi Bloke

Ray Rosser sinks into a chair, tucks one booted leg under the other, and grins. A thick brown beard, speckled with gray, frames his animated face, and the lines around his eyes crinkle when he smiles, which is often.

His mustard-colored sweater worn under a rumpled green plaid suit jacket makes a good combination on this bitterly cold winter morning.

Rosser—principal of a school for the deaf in the south Australian city of Adelaide, accomplished poet, rugby aficionado, husband and father, flutist—is a man of many talents. These he shared with the NTID community for four months last year, as a professional intern in NTID’s international internship program.

From September through December, Rosser observed NTID classes, gleaned information about support services for deaf students. He hopes to take what he has learned back to his native Australia and transform some ideas into realities.

There are stark differences between opportunities for young deaf adults in America and those in Rosser’s homeland. Only a small percentage of Australian deaf high school students go on to college, and many of those come from Adelaide’s Croydon Speech and Hearing Centre, where Rosser is principal.

The Centre is part of the larger Croydon High School, and is the state’s only school offering support services for deaf college-bound students. There are no colleges specifically for the deaf in Australia.

Croydon offers tutoring and counseling for deaf students in various colleges, but lacks the wide range of services needed, such as mathematics and language courses, programs on adjusting to college life, telecommunication devices training, interpreting, and notetaking support.

Comparable services at NTID are part of what make the Institute’s program “so unique,” says Rosser.

“Teachers at NTID try to ‘up’ students’ language levels, as well as offer a wealth of personal/social development opportunities. Your students leave with much higher academic levels and social competence than their Australian counterparts.

“There’s no way Adelaide could have a school like NTID,” Rosser continues. “There’s neither the population nor the government funds available. We haven’t been able to gather statistics to let the government know what we need because we’re too busy with the job at hand.

“We don’t have the range of integrated teaching professionals from various disciplines who can combine their skills to overcome the language

and communication difficulties of the deaf like you have at NTID," he concludes. "Australia has the professionals, but the approach is fragmented, and too much responsibility is placed upon the teacher."

The path that led Rosser to the Croydon School is long and, at times, humorous. A Sydney native who left school at 14, Rosser alternated as a glass blower, grocery boy, sheep station employee, and engineering apprentice during the years surrounding World War II. "School was a place to get out of and get a job," he laughs.

Higher education was the furthest thing from his mind when he signed on with Darwin's Northern Territory Police Force in the late 1950s. At the time, the population was engrossed in government administration, welfare work with its large Aboriginal community, and community services, such as road building in the sweltering "outback" area. Rosser's contribution to the situation was the formation of the town's first traffic squad—"a huge success!" he deadpans.

"Keep in mind that the average temperature in Darwin is 90 degrees Fahrenheit," he says. "Combine that with the physical labor of building roads, and it adds up to a good deal of liquor being consumed. We needed some *rules!*"

After two years, Rosser decided to put his practical experience to use in the classroom and joined the education department in Adelaide as a teacher. His timing was perfect. South Australia was on the verge of an industrial boom, and his technical studies courses were received enthusiastically by job-hunting high school students.



photography by Rod Reilly

Thus began what Rosser calls "a decade of learning." He taught technical studies during the day, and studied independently at night and during his spare time. He eventually ended up in Melbourne, learning about deafness.

The subject wasn't new to him. He had learned sign language years earlier from his deaf teenage friends, some of whom had been elementary school classmates during the Second World War. The Croydon School, therefore, seemed perfectly suited to his dual interest in both deafness and education. He joined the staff in 1967 and, apart from several years in two other schools for the deaf, has been at Croydon for most of his deaf teaching career.

Rosser admits that, although progress has been made in his country concerning postsecondary education for the deaf, "there's plenty of room for improvement. Ideally, I'd like to see career guidance, psychological services, speech pathology, and audiology expertise brought into the picture so that one teacher is not expected to be and do everything."

While interning at NTID, Rosser attended lectures on deafness at the nearby University of Rochester, addressed NTID speechreading classes ("my accent was a good exercise for the students"), completed one sign language course and commenced another, and enjoyed leisure, American style.

He participated in several campus-sponsored travel programs, competed in two campus races, and officiated as referee for some collegiate rugby games.

"America is the only country I know of where women play rugby," he laughs. "but then again, American women don't like to be outdone at anything."

Rosser evidently doesn't like to be, either. He met his wife, Alison, while studying flute in Melbourne during the late 1960s. She was his instructor, and when he discovered he'd never best her at that instrument, he married her instead.

His eyes light up when he speaks of "the sheer beauty of the land" and "the wonderful hospitality" he encountered during his visit to the States. In addition to touring most of the upstate area, Rosser also visited Connecticut, Pennsylvania, and New York City, the latter of which moved him to write "The Big City": "Like a pall the smog draped o'er the city, telling all that this was the work of man..." (He didn't like the Big Apple.)

The day before Rosser's departure, a blizzard descended on Rochester. While disgruntled NTID staffers hurriedly brushed the flakes from their cars and fled, a suspiciously calm Rosser slowly and deliberately scraped the ice and snow from his station wagon.

"It's beautiful at home now," he grinned. "Lots of sun and no snow. It's a real humdinger place. Come over and visit sometime."

—Kathleen Sullivan

*"Now I guess I'd be lettin' the side down,
If I didn't tell yer about the Australian barbe.
Us Auzzis love the outdoors,
And especially do we like to eat our tucker there...
... With the smell of cooked meat and Eucalyptus leaves.
And the rhythmic crackin' of the cans,
With the laughter of the children or from a joke that's bein' told.
It's great to sit and watch the Southern Cross appear.
As the sun sinks on a perfect day."*

"From Ray Rosser's 'The Australian Bloke,' dedicated by the poet 'to those at NTID, who one day contemplate coming to Australia to assist us with the development of our programs for the education and social advancement of the deaf in my country.'"



British Shoot Yanks

(ON FILM)

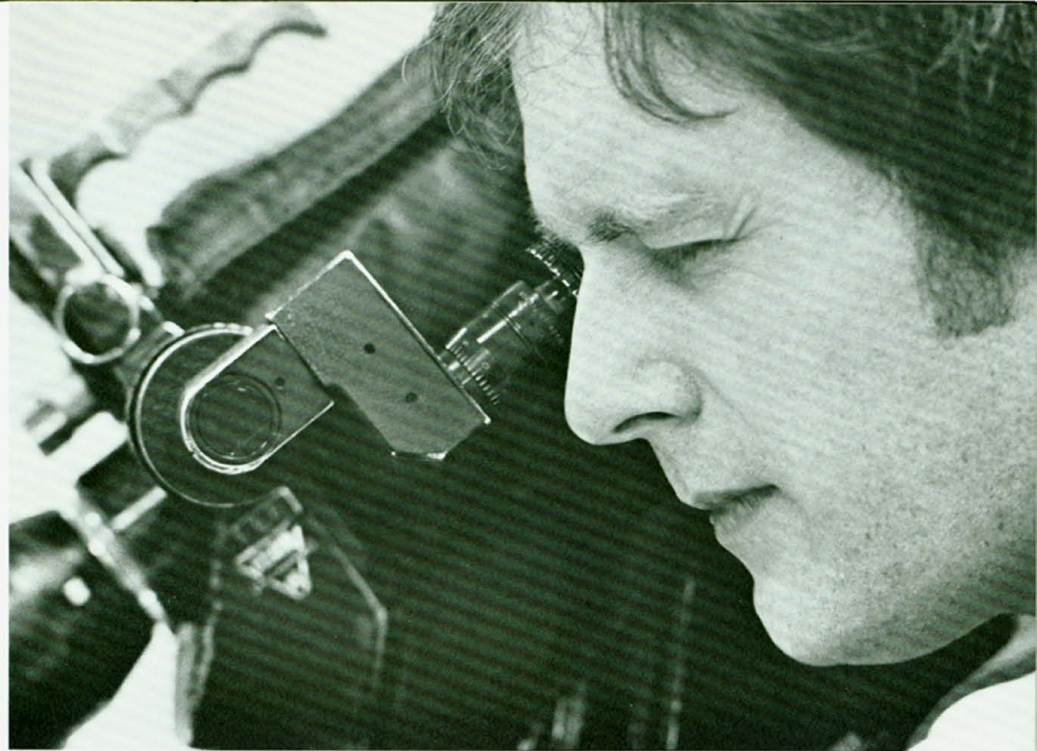


“American deaf persons have made themselves a more vocal and visible element in society.”

“**T**he British are coming!
The British are coming!”
The cry was heard throughout NTID. But it wasn’t referring to a re-enactment of the Revolutionary War; the cry heralded the arrival of a film crew from the British Broadcasting Corporation (BBC).

The BBC crew visited Rochester last winter to shoot footage for a weekly television series for and about deaf people called “See Hear!” The 25-minute show is carried on one of two publicly owned stations run by the BBC.

According to Peter Dunkley, the show’s senior producer, “See Hear!” has a magazine-type format, combining entertainment, news, and information. It is both captioned and signed. The show’s two “announcers,” as the British call co-hosts, are Martin Colville and Maggie Woolley. Colville is the hearing child of deaf parents, and thus is familiar with sign language.



(Opposite page) Dr. William Castle prepares for an interview which was part of a 25-minute program shown on the BBC in February. (Above left) "See Hear!" producer Peter Dunkley; (above right) a member of the BBC film crew zooms in for a close-up. (below) co-host Maggie Woolley took a genuine interest in her interview subjects, perhaps because she is so close to her subject matter.

Woolley, 32, accompanied the film crew on the trip to NTID; she has been profoundly deaf since the age of 18.

"See Hear!" was born as a result of a two-year campaign launched by Britain's Deaf Broadcasting Council.

"One of my colleagues made a public access program using Maggie," explains Dunkley. "It would have been very difficult to do 'See Hear!' if we hadn't found her."

In its first 20 weeks, "See Hear!" captured a viewing audience of some 800,000 persons. The demand for such a program is great: the United Kingdom has a hearing-impaired population of approximately 8 million (or 14.3%, as opposed to 7.6% in the United States), 100,000 of whom are profoundly deaf. About 1 million Britons wear hearing aids.

Dunkley is able to supply those figures off the top of his head, although he "didn't know a thing" about deafness when he was tapped to produce the show barely a year and a half ago. He obviously is a quick study, for he and the other members of the "See Hear!" crew use sign language, fingerspelling, and speech with a proficiency that allows them to communicate easily with Woolley.

The same could not be said for NTID staff members, some of whom learned to their amazement that English sign language and fingerspelling bear little resemblance to their American counterparts. English fingerspelling, in fact, is two-handed. This didn't seem to deter Woolley, who picked up



photography by Mark Benjamin



(Above) Maggie Woolley interviews NTID associate vice president Jack Clarcq. (Below) BBC on-camera personality Maggie Woolley.

the stateside forms of communication with apparent ease.

Dunkley describes the educational opportunities available to deaf people in Britain: "Well, first off, there's nothing like NTID. Deaf students must attend hearing institutions, where there are no support services, although two universities do supply notetakers. Up to the age of 16, most of them attend state-run oral schools, and then go on to jobs that aren't very good. We're 25 years behind you in that department."

Dunkley's film crew also visited Gallaudet College in Washington, D.C. His stated purpose in filming both colleges?

"To raise the consciousness of the British deaf population. I want to raise their 'envy count' as well. As a matter of fact, I want their eyes to pop right out of their heads when they see this. While our educational system manages to educate a few deaf persons superbly well, it has not cracked the problem of how to teach the profoundly, prelingually deaf."

When asked if he saw any differences in the lifestyles of the hearing-impaired subcultures here and

abroad, Dunkley remarked that there seems to be better interaction between deaf and hearing persons in the United States.

"Perhaps," he muses, "that's because your political processes are more organized here. American deaf persons have made themselves a more vocal and visible element in society."

Dunkley's assessment is shared by Woolley, who marveled at the willingness of NTID staff members to learn sign language in order to communicate with their deaf co-workers.

"I've stopped running around asking who's deaf and who's not," says she. "I just accept the fact that everybody signs and that's that."

"See Hear!" is the first program produced in England exclusively about deafness, and the response has been tremendous. Dunkley is wary of letting the issue rest with one series.

"Gratitude is corrupting," he remarks with an arch smile. "This program is small trouble for us; I'd like to see even more in the future."

—Emily Leamon

THE RUBELLA CHALLENGE

An Epidemic of the '60s
Becomes
an Issue of the '80s

By Jamie Lowy

*When an outline of stories for this issue of **Focus** was prepared, the impending rubella crisis was given top priority. However, before a writer could begin research and interviews, dear RIT student Jamie Lowy's article appeared in **Reporter**, RIT's student magazine.*

*Although all **Focus** material is prepared by staff writers, the Publications staff was impressed enough by Lowy's research to use her article. The reprint follows, by special permission of **Reporter** magazine, as it appeared in the January 22, 1982, issue. It has been edited only to conform to **Focus** style, not to change content or writing style.*

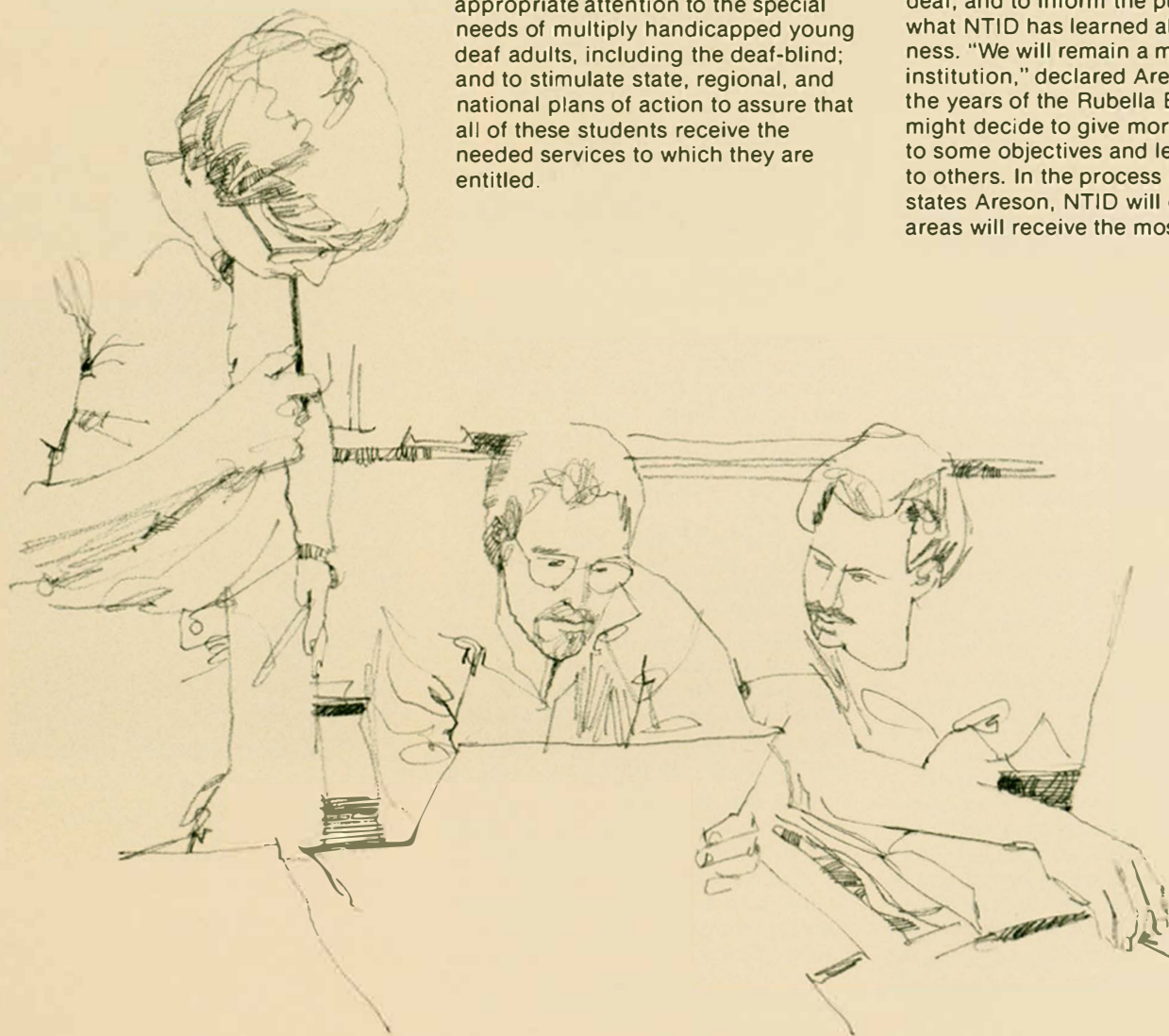
NTID is expected to be flooded with new applicants between 1983 and 1985. These students comprise what is referred to as the "Rubella Bubble." The Rubella Bubble name is derived from the number of children born between 1964 and 1965 after their mothers had been infected in a rubella (German measles) epidemic. Many of these children were born with hearing impairments. Administrators at RIT and NTID are formulating plans to deal with the increasing number of deaf students expected. They are analyzing questionable federal funding and evaluating RIT's human resources.

Careful Planning

Preparation for the Rubella Bubble began in September of 1980, when NTID hosted the first national conference of leaders of college programs for the deaf and vocational rehabilitation, to help these people prepare for this challenge. The conference, chaired by Dr. William Castle, vice president of RIT and director of NTID, had three major goals in mind. These goals, as described by Dr. Castle in the *American Annals of the Deaf*, are: to bring national attention to the educational, vocational, and rehabilitation needs of the thousands of young adults born deaf and deaf-blind in the aftermath of the 1963-1965 rubella epidemic; to give appropriate attention to the special needs of multiply handicapped young deaf adults, including the deaf-blind; and to stimulate state, regional, and national plans of action to assure that all of these students receive the needed services to which they are entitled.

Ann Areson, director of Special Programs at NTID, said NTID has been planning for the Rubella Bubble for two years. NTID doesn't have all of the solutions for dealing with the Rubella Bubble yet, because of some variables in its future. RIT President M. Richard Rose has said RIT is committed to accommodating the Rubella Bubble. "We are not sure yet," stated Areson, "what form President Rose's commitment will be in, as Dr. Rose and others are still studying the situation."

Areson explained that NTID is a multipurpose institution. Its mission is to provide technical education, to train professionals to work with the deaf, and to inform the public as to what NTID has learned about deafness. "We will remain a multipurpose institution," declared Areson. During the years of the Rubella Bubble, NTID might decide to give more emphasis to some objectives and less emphasis to others. In the process of planning, states Areson, NTID will decide which areas will receive the most emphasis.



A financial plan will be sent to the federal government in the spring of 1982 for consideration, according to Charles Parker, director of Planning and Evaluation Systems for NTID. The details of this plan are being kept confidential until it has been accepted or rejected by the federal government, which finances the salaries of NTID's instructors and pays the college's operating costs. An earlier plan had been rejected by lawmakers in the summer of 1981. This budget had requested enough money to educate an additional enrollment of 650 students in 1983, and to accept another 650 students in 1984, according to Parker.

Filling the Classrooms

Dr. Castle further clarified NTID's future, commenting that he expected the number of young people who would be found admissible to NTID would be twice as great as the number NTID has now. In the usual fall quarter, says Dr. Castle, NTID has approximately 325 new students. Because the average NTID student starts college at age 19 $\frac{1}{2}$, most Rubella Bubble students will come in the fall of 1983 and 1984. "We are not at all sure right now that we will be able to accommodate all of the new students," declared Dr. Castle.

Wendell Thompson, assistant to the director of NTID, says, "If we could take everyone who qualified, we would have about 1,600 students. (NTID's enrollment is approximately 1,000 now.) There would be a 60 percent increase. We are going to have to say no to qualified students." Thompson believes the rubella epidemic of 1963-65 "should be declared a national disaster," so that the federal government will provide emergency funds. Thompson went on to explain that the Rubella Bubble is a silent disaster because the forgotten epidemic of 1963 through 1965 is just starting to affect postsecondary education.

NTID is pondering a change in its admissions procedure, rather than a change in its admissions criteria, noted Dr. Castle. NTID, expressed Dr. Castle, may study the characteristics of the students who have successfully completed degree programs, and then analyze new students using this information for comparison in admitting new students. "We will definitely do as much as we can to accommodate as many of the young people who are in the Rubella Bubble as possible, and our intent is to see that the students we feel are most likely to succeed are brought in," proclaimed Dr. Castle. The rest of the rubella students most likely will attend other academic institutions. Community colleges will be asked to pick up the additional deaf students, said Thompson. All the community colleges, according to Thompson, are suffering from their own budget cuts though, and they, therefore, won't be able to provide services the deaf need.

"We will definitely do as much as we can to accommodate . . . the young people who are in the Rubella Bubble . . ."



Insecure Finances

The original 1982 NTID budget proposal, said Thompson, was for \$32,811,000. Of this, explained Thompson, \$9,240,000 was for construction. NTID had planned to construct an academic building adjacent to the quarter mile next to the College Union. (Editor's note: The "quarter mile" is the walkway between the residence halls and the academic buildings at RIT.) The federal government, reported Dr. Castle, has cut NTID's annual budget by more than \$7 million. Due to the cut-back, observed Dr. Castle, "We are not sure what we will be able to do." The Reagan administration also is proposing to cut back on vocational rehabilitation, vocational education funding, and other sources of federally supported financial aid for college students. "What happened," explained Thompson, "was that in President Reagan's first reconciliation budget, the entire sum of \$35 billion for all social programs was reduced from President Carter's earlier budget for 1982. We lost \$6,511,000." Thompson stated that this left NTID \$26.3 million with which to operate. (NTID's operating budget for 1981 was \$22.9 million, according to assistant controller Dave Moszak.) This \$26.3 million also is expected to be the budget allowance for 1983 and 1984. According to an NTID contingency planning report prepared by Dr. Castle, Areson, and other NTID officials, only \$3 million for construction is included in the \$26.3 million budget for fiscal year 1982, which has been authorized by Congress. Remarkd Thompson, "We are not getting a break for inflation." Subsequently, continued Thompson, NTID received another four percent budget cut as part of a continuing resolution passed by Congress on December 15, 1981. This resolution will expire on March 31, 1982. Until then, stated Thompson, "We must live with four percent less than the \$26.3 million." Thompson explained the circumstances behind this additional cut: 13 appropriation bills must be passed every year in order to run the government. Everything related to the government is funded through these appropriation bills. Congress had dif-

ficulty in determining how to reduce the federal budget by nearly \$14 billion, so the legislators passed a continuing resolution which allows funding of government programs at the lowest level recommended by either the House of Representatives or the Senate. Next, Congress added to this lowest level an across-the-board cut on every program, except for the military.

According to Thompson, "Our budget is no longer flexible; we cannot increase it above the \$26 million level established by Congress." Parker says, "In the absence of the

increased federal funds, we're looking at other alternatives on how to handle some of the rubella students."

"It has been suggested that we increase our tuition," said Areson. "But," she pointed out, "if a large number are already on some kind of financial aid, the effect of an increase in tuition might be a decrease in (the number of) students. Also, an increase in tuition would have to be agreed to by Gallaudet College." When NTID was established, RIT and Gallaudet together agreed that tuition would be equal at both colleges so that students would not make their decision based on tuition alone. At present, the tuition paid by all NTID students each academic quarter is \$262. NTID has not determined how much of an increase is feasible.



Alternative Planning

NTID has been reviewing five alternative strategies for utilizing the \$3 million set aside for construction. The five strategies, according to the report on contingency planning, are: construction of additional housing on the RIT campus, construction of add-on academic and office facilities at RIT, capital improvements at either the Eisenhower campus or the City Center, and possible leasing of other facilities. The contingency planning report stated construction of new housing on the Rochester campus would be advantageous because it would assure housing for 880-900 deaf students in future years, as well as accommodate RIT students who prefer to live on campus. The report cited a major disadvantage in construction of new on-campus apartments would be that the pressure in crowded NTID office/academic facilities would not be eased.

Construction of add-on academic and office facilities, according to the report, would encourage intermingling of deaf and hearing students. This particular alternative was described in the report as being the alternative to which RIT staff members would be most receptive. However, the report claims this sort of construction could be challenged by the federal government questioning whether RIT was using a facility intended for NTID's use.

According to the report, having deaf students attend Eisenhower College would permit greater interaction with hearing students because of the college's small size. However, it is feared that if the number of deaf students on the Seneca Falls campus exceeded 10 to 12 percent, the deaf students might not be quickly assimilated. It also was suggested within the report that Seneca Falls' support ser-

vices for the hearing impaired do not match those available in the Rochester area, and there would be a financial burden on RIT in duplicating the support services available on the Rochester campus.

Use of the City Center campus also presents problems of services and scheduling. Dr. Castle has suggested a shuttle service could be established between NTID and the City Center so students would make use of both campuses. Consideration of the increased operating expenses that would be placed on the City Center also is necessary, says the report. It did recommend, however, that RIT move the non-academic section of NTID to the City Center so that currently occupied space could be employed for academic purposes.

The report by John Cox, chairman of the Applied Art Department, also suggests relocating that department to the College of Fine and Applied Arts (the James Booth building), as it would encourage sharing of resources and interaction with hearing students. Cox's recommendation does say there may be unexpected tensions between deaf and hearing art students.



Human Resources

NTID is scrutinizing its human resources. Most of NTID's teachers are already teaching full time, said Dr. Castle. He suggested that NTID may ask the research faculty and administrative staff to instruct more often. The important thing, stated Dr. Castle, is that NTID will re-allocate the responsibilities of its faculty so that many faculty members are teaching more. If NTID elects to increase instruction by its faculty and administrative staff, the college may be able to accommodate a larger number of students than it is accommodating at present. "In the meantime," continued Dr. Castle, "I will undertake discus-

sions with the (federal) Department of Education." Dr. Peter Pere, the dean of NTID, commented that "there is no money to hire (more) teachers next year."

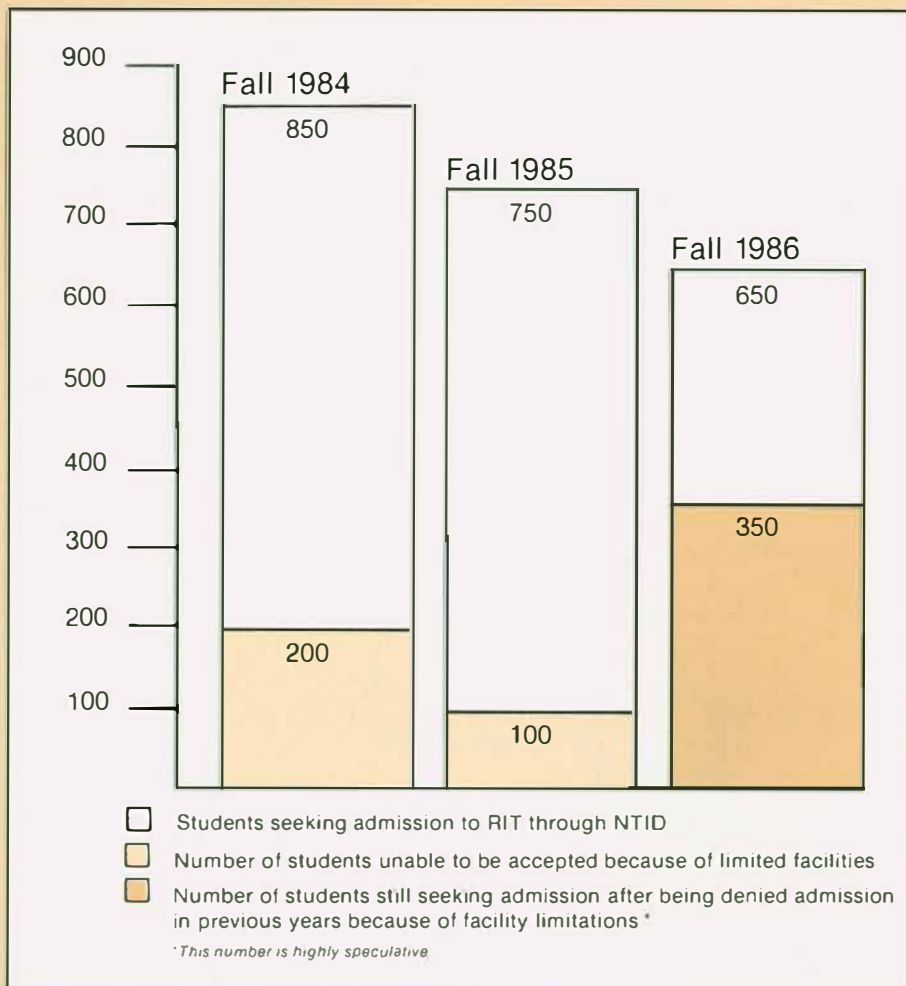
Areson cited, "We are looking at our internal resources. We are trying to find out how much untapped talent we have. Students, deaf and hearing, are an untapped resource. They may have ideas about how to do things better. Older students are a source of aid worth exploring." Another untapped resource, according to Areson, is teachers from other RIT colleges who may be interested in instructing deaf students.



There are certain constraints, such as space, equipment limitation, and personnel, in accommodating all of the incoming deaf students, said Areson. She added that NTID has been looking at different programs to see what the constraints are in each program. There may not be a shortage of interpreters, because recently the percentage of deaf students who are cross registered into other RIT colleges has been decreasing for unknown reasons.

RIT might even benefit from having to contend with the challenge posed by the Rubella Bubble, claims Areson. "This may be a good challenge to us," she explains. "We may find that we are forced to change the way we at RIT do business. We may find something creative and better than what we are doing now."

RIT's Rubella Bubble Enrollment (Projected)



Rubella's Start, Its Behavior, and Its Effect

Rubella, also known as German measles, was first recognized in 1815 by an unknown English physician. One hundred sixty-five years later, Dr. Castle wrote in the November 1980 *American Annals of the Deaf*, that in 1943 "maternal rubella had become associated with deafness, blindness, heart disease, mental retardation, and other congenital impairments among infants."

Dr. E. Ross Stuckless, director of the Office for Integrative Research at NTID, described, in a July 1979 paper, the behavior of the rubella virus in the expectant mother. The rubella virus, he explained, "crosses the placenta through the mother's bloodstream where it disseminates (spreads) within the fetal tissues, leading to cell death or decreased rate of cell growth. The fetus is particularly vulnerable to the virus." If the virus is contracted during the first trimester (first three months of pregnancy), chances are excellent, according to Dr. Stuckless' paper, that the infant will be born with a disorder. Between the years 1963 and 1965, rubella was prevalent all over the world. As a direct result of this epidemic, 8,000 or more children were born with hearing impairments, while another 4,000 youngsters were born with the double handicap of being both deaf and blind. These data refer only to the United States. The total number of babies directly affected, according to Dr. Castle, may actually be in the "hundreds of thousands." Toward the end of the 1960s, a rubella vaccine was developed. In 1969, a national rubella immunization program was begun to guard against future epidemics. Rubella, said Dr. Castle, is still recognized as "a leading cause of childhood deafness."

Many "rubella babies" born in the 1960s will be entering college between the years of 1983 and 1985. The majority of these students will be in need of educational, psychological, and physical rehabilitation, said the *American Annals of the Deaf* article. According to Dr. Stuckless, since

rubella "often strikes more than one system of the developing fetus, (which) may result in multiple impairments," many of these young adults will require other special services due to their additional handicaps.

Between the years 1963 and 1965, rubella was prevalent all over the world. As a direct result of this epidemic, 8,000 or more children were born with hearing impairments...



JAMIE LOWY:

“A Banana in the Bunch”



She is a bright-eyed, vivacious teenager, with a mass of dark curls and a ready smile. Only 16 when she was accepted at NTID last year, Jamie Lowy is a hearing-impaired RIT student. She also is a victim of the 1963-65 rubella epidemic

Her hearing impairment was discovered when she was 18 months old, after a year of tests in New York City. From nursery school through the third grade, Jamie attended a Montessori School in Brooklyn with normally hearing children. Although the school had no special support services, its program of individualized instruction allowed her to progress at her own pace.

When Jamie was 8, her family moved to Rockland County, New York, where she was enrolled at the fourth grade level in a Board of Cooperative Educational Services (BOCES) program. During the five years she spent in the program, her only support came from the resource teachers.

“Although they became my good friends, academically it would have been much easier if I’d had interpreters and notetakers,” Jamie stresses. “I credit my mother with my academic success. She is the person who worked with me every day.”

Her years mainstreamed at Clarks-town High School were not easy. “I really tried,” she says, “but sometimes I felt like a non-person. I would sit in class, with people talking all around me—on this side, on that side, behind me—and I would miss 75 percent of what was going on.”

Jamie had some strengths which helped. She was a good reader and writer, so she studied her textbooks, took her own notes in class, and managed to learn the subject matter. Once, during high school, she and her mother went before the school board in an attempt to secure an interpreter for her, but were turned down. The board looked at her grades—all As—and said she obviously didn’t need one.

“What they didn’t understand was that I missed out on all the classroom discussion,” she says. “I would sit and daydream during the discussion, watch the clock, and wait for the class to end.”

During her junior year, Jamie heard about NTID and applied. Her high school academic record was so good, she was accepted for advanced placement and completed her senior year at NTID. Her attendance began with the 1981 Summer Vestibule Program (career sampling and orientation).

Jamie sampled a number of programs and discovered some interesting things about herself. Data processing made use of her science aptitude, but she did not want to “sit in front of a screen and type all day.” She also tried and rejected medical laboratory technology because “I just couldn’t stick peoples’ fingers to draw blood. I didn’t mind having mine stuck, but I couldn’t do it to someone else.”

She finally decided to enroll in NTID’s pre-technical program, and is planning a career in the broad field of science.

One of the first actions she took when she arrived last fall was to apply for work at *Reporter*. RIT’s student magazine. She had written for her high school paper, and came armed with a portfolio of articles.

“The editor said, ‘I’m very tough and very picky. If you want to be on the staff, you are going to have to work hard.’ I told him I wasn’t afraid of hard work.”

She admits that it has been as difficult as the editor promised, but her involvement has been rewarding. “I’m treated as an equal at *Reporter*,” she stresses. “The editor yells at me just like he does at everyone else, and he makes me write my stories over and over. I belong, and I really appreciate that.”

Jamie’s face lights up when she talks about the change in her life since coming to NTID. Although she had been a member of several organizations during high school, she didn’t feel she really belonged. “I had two good friends, Ken and Lisa, but most of the time I felt left out. My mother told me that there were too many lonely days for me.”

There are few lonely days now. Jamie has a hectic schedule and, like any college student, juggles class-work, assignments for *Reporter*, and a busy social life.

“I went to *Reporter*’s Christmas party and had a wonderful time.” Jamie giggles. “We danced all night, and I didn’t get home until four in the morning.”

“Being at NTID is great,” she adds. “I have friends who appreciate me and I’m not so different anymore. I’m just a banana in the bunch.”

—Lynne Williams

Fabray & Friend

Charm Local Media



photograph courtesy of Better Hearing Institute

Nanette Fabray and Greg Hill met with President Ronald Reagan on April 30, following a parade to the White House. The President acclaimed the work being done by the Council for Better Hearing and Speech Month, of which NTID is a member, to help Americans with communicative disorders.

Show people like to say, "The bigger the star, the smaller the fuss." Actress Nanette Fabray proved it during her recent visit to NTID: her charm and grace followed her everywhere.

Nanette Fabray MacDougall, as her name is printed on plain personal stationery, performed gamely through a furiously hectic January day in Rochester devoted to NTID and Better Hearing and Speech Month (BHSM), the month of May. She patiently sat through take after take of public service announcements (PSAs), all the while displaying her considerable charms to this year's poster child, five-year-old Gregory Hill of Southaven, Mississippi.

Greg, who became understandably fidgety after several hours "under the lights," proved no match for Ms. Fabray's friendly persuasion. While he might have had an eye toward roaming around the gracious confines of Rochester's George Eastman House—where the PSAs were filmed and the poster was photographed—her own brand of infectious enthusiasm kept him in tow long enough to produce some effective television spots and the poster reproduced on these pages.

Aiding in coaxing a winning performance out of young Hill was his kindergarten teacher, Holly Lessure. Lessure was sent to Rochester in a wise move on the part of the Memphis

(Tennessee) Oral School, which Greg attends. Several times during the day, some fast thinking on her part restored Greg to the proper frame of mind for his first experience as a performer. During taping lulls, for example, when technicians adjusted lighting or sound, she snatched him from the piano bench where he was seated next to Ms. Fabray for a hasty round of calisthenics to work off some excess energy.

Greg also was accompanied to Rochester by his mother, Judy (Mrs. William) Hill, who bore her son's fleeting moment of fame with patience and good humor. During the taping session, Mrs. Hill chose to remain in the background, fearing that her presence on the set would prove distracting to her son. At a post-taping lunch, however, she resumed command while Greg returned to earth, if only briefly. After lunch, a press conference was held at which he once again shared the limelight with Ms. Fabray.

Although this is the first time Ms. Fabray has appeared on the BHSM poster (previous posters have featured actors Lou "Incredible Hulk" Ferrigno and Keenan Wynn), her efforts on behalf of hearing-impaired persons in this country have been legion. Generally, she is acknowledged to be the first person in public life who admitted to some sort of handicapping condition (in her case, a hearing loss) and was willing to discuss it. It since has become fashionable to make such public confessions, but Ms. Fabray's solitary act of courage gained her but scorn from the national press, who derided her for trying to attract attention by eliciting public sympathy. Ms. Fabray, however, persisted in speaking out.

"Having lived through the trauma," she explains, "I realize that if I had known one other person suffering the same loss, it wouldn't have been so terrible. I hated my handicap, and I would not wear a hearing aid until I couldn't hear anything at all."

The results of her hearing loss proved personally disastrous to Ms. Fabray. Her discovery in the early 1940s that she was losing her hearing eventually led to the breakup of her first marriage and a subsequent nervous breakdown. She now is able to discuss her experience without visible emotion.

"I was afraid," she remarks simply, "that my husband wouldn't love me anymore because I couldn't hear. I drove him away."

In true Hollywood fashion, Ms. Fabray's story has a gloriously happy ending. After four separate opera-

Generally, she is acknowledged to be the first person in public life who admitted to some sort of handicapping condition...



Greg Hill, naturally photogenic, strikes a pose with his mother Judy, Nanette Fabray, and teacher Holly Lessure.

tions, the last of which was in 1977, her hearing has been fully restored. In fact, she has better-than-average hearing. Her last two operations were called stapedectomies, where the stapes bones (which conduct sound) in her ears were removed and replaced by wires.

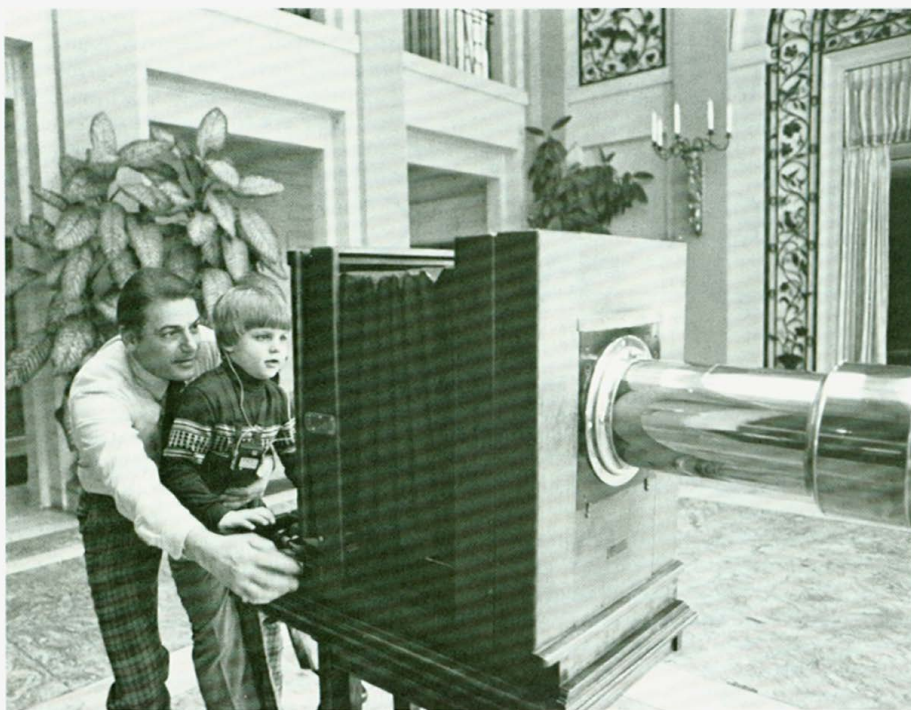
"So now," she says brightly, "I'm literally wired for sound."

"I was one of the lucky ones," she pointed out at the press conference. "I had a conductive hearing loss. Greg has nerve damage, which cannot be corrected by a similar operation."

She went on to a second marriage, this time to writer Randy MacDougall,

in 1957. They had a son, Jamie, who is a student at the University of Southern California Medical School. MacDougall died in 1973; in his memory, Ms. Fabray and her son sponsor the MacDougall Creative Writing Award at Gallaudet College. The yearly award of \$2,000 (\$1,000 from the two of them and \$1,000 from the Writers Guild of America) is designed to encourage young deaf students as writers.

While her professional life may be going smoothly now, more than once before her hearing was corrected Ms. Fabray has had to display a certain amount of pluck while performing.



"My hearing aid did fall off from time to time on stage," she recalls. "They just had to stop the show until I found it."

The role for which she is most famous now is that of Katherine Romano on the long-running hit TV series, "One Day at a Time." While in Rochester, Ms. Fabray revealed the plot which aired in May: Dwayne Schneider discovers that he has a hearing problem and has to face an operation much like the one Ms. Fabray herself had. The plot was dreamed up by one of the show's producers, who had the same problem as Ms. Fabray. The predicament was assigned to Schneider's character because of the vanity he consistently displays onscreen.

"One Day at a Time" is aired over the CBS network, which does not have closed captioning. CBS has resisted the move to closed captioning because it claims it is in the research and development phase of a process of its own which it says will accomplish the same end.

When asked if she finds it ironic that she works for a network currently not making use of the closed captioning technology, she demurs.

"I'm a member of the board of the National Captioning Institute," she says, "and through that instrument, I have tried to effect a change in policy at CBS."

She has hesitated to use her own considerable personal clout at the network, stating that such a move would be "inappropriate." As it is, she says, "I'll never know if I've lost roles in the past because of my hearing loss."

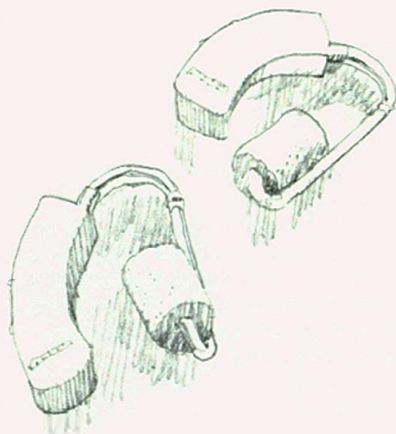
Throughout her career, two elements of Nanette Fabray's personality have remained steadfast—her keen sense of timing and delicious sense of humor. Before her arrival in Rochester, the city exhibited its usual wintry charm. Miraculously, on the day of her arrival, there was somewhat of a thaw—converting the ice to slush, and prompting one of her airport greeters to observe that with her she had brought the warmer weather. Fresh off the plane from Los Angeles, she took a brief look at the frigid scene awaiting her, and with the famous half-smile and wicked glint in her eyes, said to no one in particular, "Hooray for me."

—Emily Leamon

photography by A. Sue Weisler

(Above) Poster photographer Robert Ianazzi introduces Greg to one of the George Eastman House's collection of early cameras. (Below) Fabray reviews the public service announcement script with NTID Media Production Chairman Thomas Castle. At center is Joseph Rizzo, chairman of the steering committee of the Council for Better Hearing and Speech Month.

Walking In a Silent World



“You can't always get what you want; but if you try hard, you just might find that you get what you need.”

Click. Goodbye, Rolling Stones, FM radio, telephones, typewriters, and doorbells. Through special hearing aids called “tinnitus maskers,” I now am officially deaf—a hearing impostor in a silent world.

Peg Mikel and Mort Nace, members of NTID's Training and Media Services Department, fitted me with the devices and outlined the “Do's and Don't's” of wearing them during my one-day “simulated deafness experience.”

Don't wear them while driving... or while crossing the street... or while walking in heavy traffic areas. Remember that deaf people have had years to compensate for their lack of hearing. We normally hearing folks, according to studies, depend on our ears for safety more than we realize.

On the Do's list: explore a safe environment, such as the workplace... talk to people in the halls... observe their reactions... go to a meeting and see how much you understand.

Immediately after turning the hearing aids on, I experienced a slight headache. The “white noise” produced by the maskers is comparable to the roaring waters of Niagara Falls. Unlike Niagara Falls, however, I had switches on my hearing aids which allowed me to control the frequency and volume of the noise.

The most interesting reaction I had was a relaxed feeling, followed by a loss of self consciousness. The normally embarrassing echo of my heeled shoes was replaced by a bothersome heavy noise whenever I walked. It was the sound of my total body weight moving, reverberating in my ears. (How much do these hearing aids weigh? What did I eat for breakfast??)

Having been advised to spend at least part of my day on campus, I attacked my morning workload in the relative safety of the office. Although usually on the “listening” end of a team proofreading effort, I now was forced to read aloud. In the space of a few minutes, I found myself “trying on” voices. Too loud? Too quiet? Too high? Too low? It was a frustrating beginning.



At noon, a group of friends drove downtown for lunch. Relegated to the back seat of a Chevette, I made a concerted effort to get involved in the conversation between passengers. There was only one problem—I could not see the woman directly in front of me because of the highbacked seats. She used both sign language and exaggerated lip movements to

include me in the gossip, but I quickly became frustrated and angry because I couldn't follow what was being said.

Worse, I got tired of trying and resorted to staring out the windows. It was as much of an effort for people to sign to me as it was for me to receive their messages. I was just being selfish.

Lunch was uneventful except for a slight mixup in communication—between the waitress and the hearing member of our party. “One piece of chocolate mint cheesecake and three forks” mistakenly arrived as one piece of *amaretto* cheesecake. Having not heard the original order, I immediately stabbed a piece and launched it toward my mouth. Oops. Another piece arrived moments later—on the house. I had wondered if deafness would offer any unusual advantages, but regretted that my waistline was being stimulated instead of my intellect.

Our next stop was a local artist's studio, where we returned a sculpture borrowed weeks earlier. Although I had met this gentleman before, he was distinctly more uncomfortable and shy when he discovered that I was “deaf for a day.” He rarely looked at me directly, and seemed embarrassed when I spoke to him.

Now it was time to venture off campus for the afternoon. After stalling my car four times on the way out of the parking lot (I never realized how much I *listen* to the engine rather than simply pump the gas), I left NTID and headed for a local shopping mall.

A deaf co-worker had advised me that extensive conversation with store clerks was the only way to truly understand what it's like to be a deaf consumer.

“Don't try something easy, like cashing a check in a bank,” he scoffed. “Go to a wallpaper store and pretend that you need help with colors, sizes, and prices. That way, you'll really have to communicate with the clerk and vice versa.”

Sound advice, except that my knowledge of wallpaper is surpassed only by my lack of interest in it. Instead, I opted for an arts and crafts store, where my browsing attracted the attention of an ambitious young clerk. Discovering that I couldn't hear, however, her sales pitch dwindled to a few mumbled comments and some finger pointing to indicate prices before she disappeared.



A well-dressed older woman at the perfume counter of a large department store seemed approachable, so I inquired about some scents, indicating that I was deaf. She nodded understandingly, smiled, and then launched into a rapid-fire dialogue which totally escaped my straining eyes. To make matters worse, she continually leaned into the display case, hiding her face from view. No sale.

Finally, I felt prepared enough to make a purchase—a matte board and picture frame—in an import store. Watching the salesgirl ring it up, I remembered a hearing-impaired friend telling me that she always gives clerks more money than she knows is necessary for her purchases. This saves her the trouble of trying to understand how much money she should produce.

To lengthen my transaction, I paid with a check. Noting that I was watching her mouth intently, the girl made a conscious effort to look directly at me and speak clearly. However, the shape of her mouth, particularly her teeth, made it difficult for me to understand her.

She did, however, recognize the musician in the photograph which I had brought with me to select a frame. “Oh, he's my favorite!” she said excitedly, or so I thought. Her enunciation was questionable, but her body language was obvious.

Suddenly, she realized that she was waiting on a *deaf* customer. Deaf person? Music? She was clearly confused.

By 5 p.m., so was I. The last thing I wanted was to try and communicate with someone. Realizing I still had my hearing aids on, a friend began talking to me, using exaggerated lip movements and wild pantomime.

I pinned her arms to her sides, took off the hearing aids, and welcomed the noisy invasion of sound—the television, the blender, the tea kettle, and most of all, people's voices. Gruff, squeaky, raspy, soothing—they all sounded wonderful.

How did I feel? Tired, frustrated, lonely, and hungry. What did I learn? That you can't always get what you want; but as a deaf person, it's often tough to simply get what you need.

—Kathleen Sullivan

Summer School for PROFESSIONALS

RIT and the UR have finalized plans for a summer workshop series for people involved in education of the deaf.

RIT and the University of Rochester (UR) are working together again.

Bolstered by the success of their first cooperative venture—a joint graduate program for teachers interested in education of the deaf—the two institutions have finalized plans for a summer workshop series which will afford inservice training options for people in deaf education.

One and two-week intensive courses will be offered, according to Dr. Kenneth Nash, director of the two-year-old Joint Educational Specialist Program. Three that will be included in the summer series are: The Workshop on Drug and Substance Abuse Among Handicapped, July 5-9; The Workshop for Science and Mathematics Teachers of Hearing-Impaired Students, August 9-13; and Assessment of Visual Problems in Hearing-Impaired Populations, June 28-July 2.

"The first week of the vision workshop is intensive theory," Dr. Nash explains. "During the second week, participants will gain hands-on experience by actually performing vision screening for entering NTID students who are enrolled in the Summer Vestibule Program (SVP), which offers career sampling and orientation."

Courses will be divided between the two campuses, which are within four miles of each other. The Drug and Substance Abuse workshop will be held on the UR campus, while the Science and Mathematics and Vision workshops will be offered at RIT because of the availability of equipment and proximity of SVP students.

Participants will earn three graduate credit hours on completion of each course, although it is not necessary to be a matriculated RIT or UR student to enroll. Interested people can transfer the credits to colleges or universities, or apply them toward certification.

"What we have done for each course subject is to identify a market," Dr. Nash says, "and we are going to address the specific needs of those audiences."

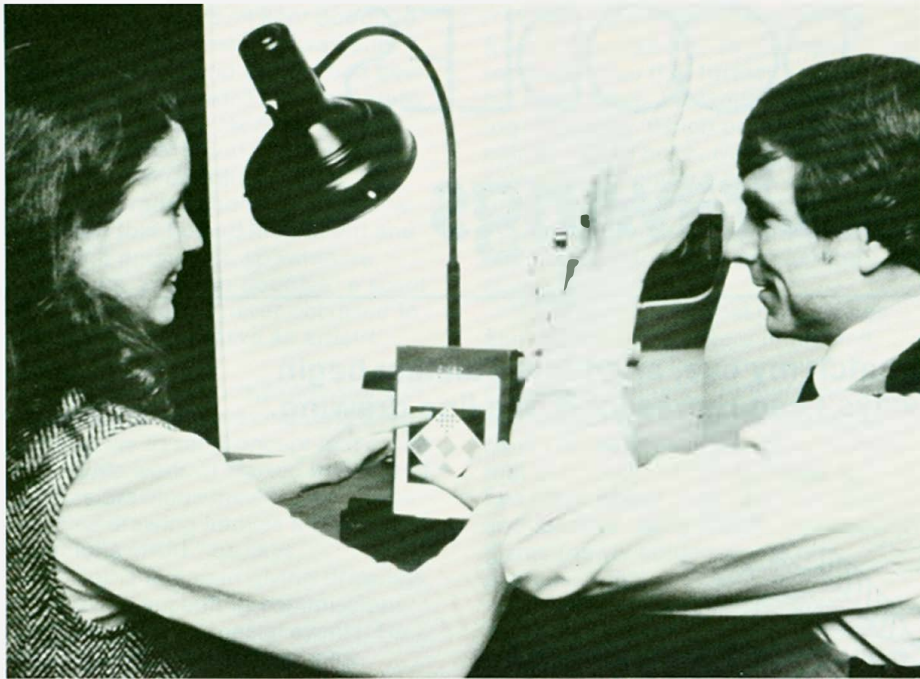
Workshop on Drug and Substance Abuse Among Handicapped

The purpose of this course, as outlined by Karen A. Steitler and William K. Fulton, III, is to "provide special educators, mental health and rehabilitation workers, and health care professionals with the information and skill they would need to identify and successfully intervene with a disabled substance abuser."

Steitler, director of Substance Abuse Intervention Services for the Deaf (SAISD) and Fulton, executive director of the Delphi Drug Abuse Center, Inc., will lead the workshop. Research conducted by the Association of Substance Abuse and the Disabled confirms that disabled individuals have a slightly higher risk level for drug and alcohol abuse than their non-disabled peers.

Some reasons cited are that the disabled's easy access to prescription drugs, often beginning in childhood, may lead to physical or psychological dependency; they may use substances to alleviate anxieties and frustrations; and they may turn to alcohol and drugs to furnish relief, highs, and numbness.

"High school teachers working with the handicapped also might need to know more about substance and drug abuse," Dr. Nash explains, "because, for their students, the drug scene is one way to become accepted by their peers."



photography by Michael Spencer

(Left) Jaclyn Gauger and Dr. Frank Caccamise demonstrate screening assessment techniques used to test near and far visual acuity. (Above) NTID vision specialist Susan Brannen demonstrates equipment used to test the visual fields of deaf students suspected of having retinitis pigmentosa or other retina problems.

Assessment and Use of Vision Among Hearing-Impaired Students

Educators know that vision plays a significant role in the educational process. They also are finding that, as the hearing loss becomes more severe, the role of vision in the total development of hearing-impaired individuals becomes more significant.

In order to help hearing-impaired students make optimal use of their vision, educators must be knowledgeable about the functioning of the visual system, its diseases, and how these affect visual functioning.

The course will give people the background needed to understand what visual problems are, how to detect them, and what can be done educationally to adapt an environment for visually impaired, hard-of-hearing, or deaf students.

The subject matter includes techniques for identifying hearing-impaired students with visual problems and appropriate follow up for those students having correctable and non-correctable visual problems.

Workshop instructors are faculty members in the Communication Development Program at NTID: Dr. Donald D. Johnson, professor;

Dr. Frank C. Caccamise, associate professor; and Susan Brannen, instructor. They will discuss strategies for optimizing the use of vision by *all* hearing-impaired students.

Workshops for Science and Mathematics Teachers of Hearing-Impaired Students

Evidence exists that deaf high school students are shortchanged when it comes to receiving math and science education. On one side, the number of deaf students being mainstreamed in public high schools is increasing, due to Public Law 94-142. In many cases, faculty members in these schools have not been adequately prepared to deal with the unique problems of the handicapped in general and those of deaf students in particular. On the other side of the coin, students in schools for the deaf may not have the opportunity to take math and science courses. A 1981 survey of members of the Convention of American Instructors of the Deaf (CAID) found that few science teachers working with hearing-impaired students have had adequate preservice or inservice training in science education.

Thus, a need exists to teach both types of teachers, according to Drs. Harry Lang, associate professor for Technical Mathematics at RIT and Joan Stone, assistant professor for the RIT/UR Joint Educational Specialist Program and workshop coordinator. This workshop will bring together selected representatives of both groups to prepare them more adequately to teach deaf high school students.

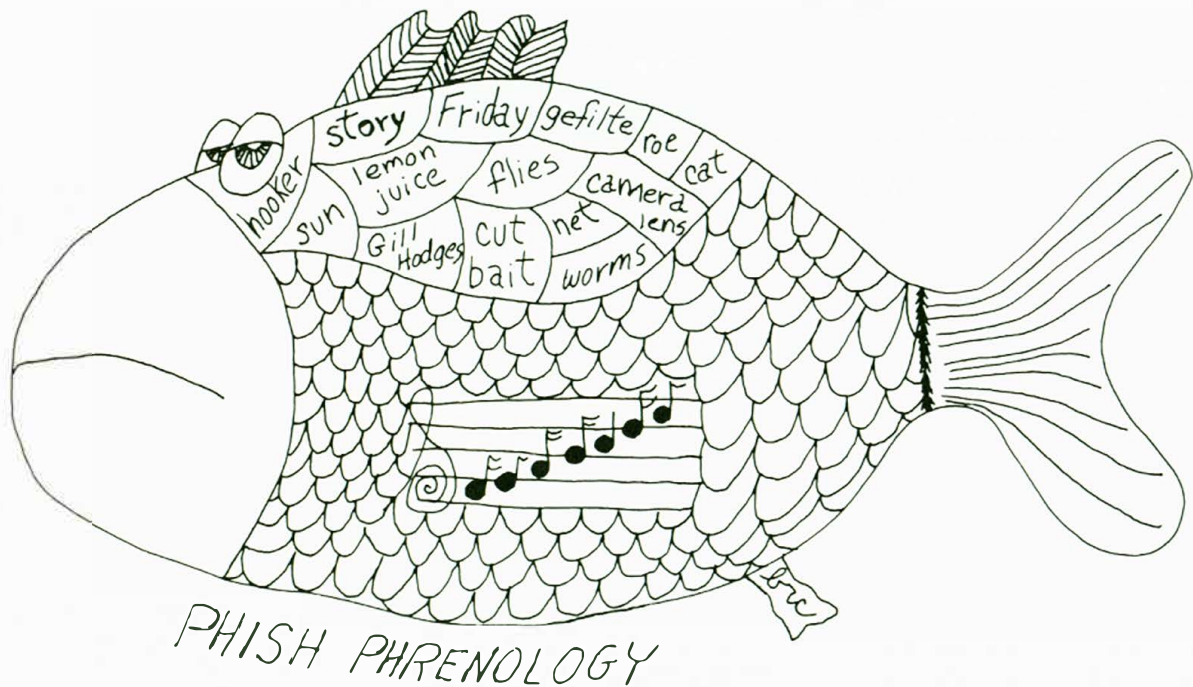
In addition to the three workshops, other courses offered during the summer include an Advanced Communication Seminar, Psycholinguistics and Sign Language, Coordinating Seminar, Effects of Deafness on Human Development, and Assessment of Reading and Writing Skills of Hearing-Impaired Adolescents.

Persons wishing additional information should write to Dr. Kenneth Nash, University of Rochester, 422 Latimore Hall, Rochester, N.Y. 14627, or call (716) 275-4009.

—Lynne Williams

From DOODLES To Drawings

“Something will catch my eye, and I immediately begin thinking about ways I can represent it in a line drawing.”



In the beginning, he doodled only during long meetings. “It helped me listen and concentrate,” says Dr. Barry Culhane. “If a meeting lasted several hours, I usually completed a doodle. Then I just threw it away.”

One day, Dr. Culhane returned to a colleague’s office—the location of an earlier meeting—and discovered his doodle hanging on the wall. It had been retrieved from the wastebasket and framed. He was surprised when he was told everyone liked it.

“I still didn’t give it much thought,” recalls the associate dean for the General Education Programs of NTID

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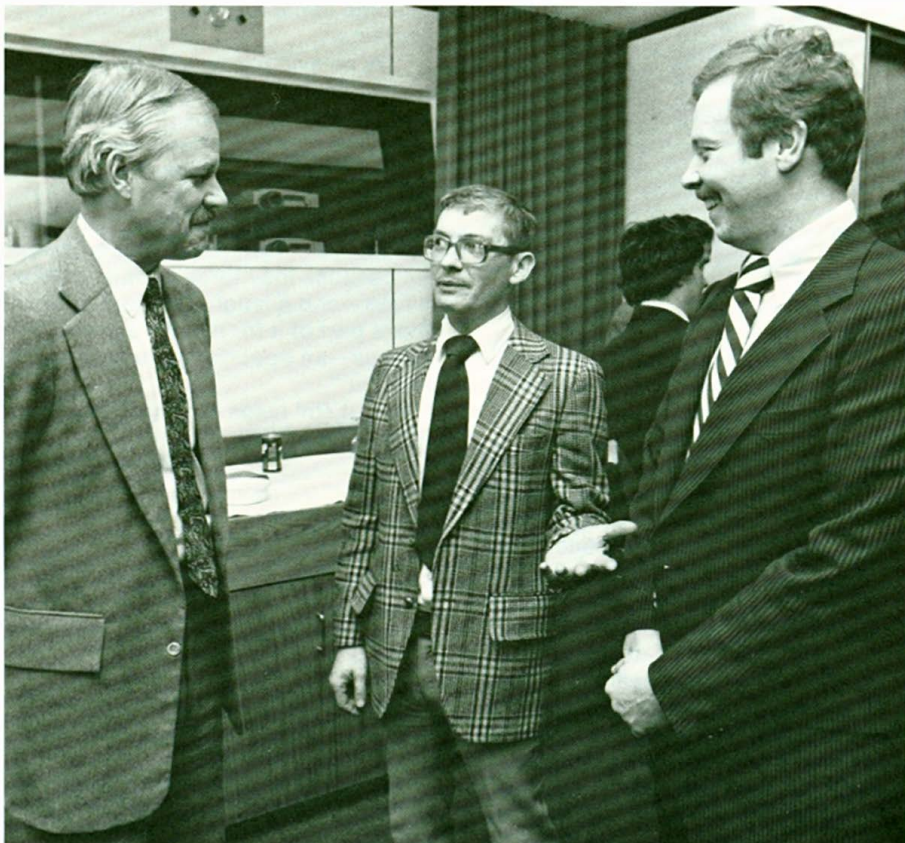
Rod Reilly

New York Senator Alfonse D'Amato (center) talks with instructor Earl Lake during a tour of NTID's manufacturing processes lab. Dr. William Castle, director of NTID, is at far right.

D'Amato Visits Campus

New York State Senator Alfonse D'Amato visited the RIT campus in January, touring the NTID facilities and visiting several classes, including manufacturing processes, industrial drafting, dance, and music. It was Sen. D'Amato's first visit to the campus, and followed his recent appointment to NTID's National Advisory Group, which advises the director of the Institute in formulating and carrying out policies governing its operation and direction.

D'Amato, whose numerous appointments include membership on the Senate Appropriations, Banking, Housing, and Urban Affairs committees, introduced Dr. William Castle, vice president of RIT and director of NTID, to the Senate Subcommittee on Appropriations during national budget meetings held in Washington last March.



A. Steve Wenzler

Among those present when Eastman Kodak officials presented eight coded-captioned films to RIT were, from left, Tom Hiatt, assistant vice president and director of public affairs for Kodak, and NTID staff members Lawrence "Butch" Mothersell and Barry Culhane.

Kodak Donates Films

A set of eight coded-captioned films for hearing-impaired students was donated to RIT by Eastman Kodak Company in February.

The films, which cover science, energy, government, business, history, and economics, are designed for use as both a learning resource for students with special needs and as a tool for teachers to educate students with various learning styles.

The films are a development of Hearst Metrotone News, a division of the Hearst Corporation. Kodak purchased three sets of the films for distribution in the Rochester community. The Rochester School for the Deaf and the BOCES I program were the other recipients.

Although captioning has existed for more than 50 years, previous attempts have produced edited or interpreted information. With these new films, the entire narration is imprinted on the film, thereby presenting hearing-impaired students with the same information as their hearing peers.

The films also are available to school districts in Kodak's Tennessee, Texas, and Colorado plant communities.



Kenneth Levinson

Deaf Accountant Delivers Lyon Lecture

Kenneth Levinson, one of the country's few deaf experts in corporate auditing, delivered the second annual Edmund Lyon Memorial Lecture for NTID at RIT April 27.

Levinson, who is manager, corporate audit, for the Northrop Corporation in Los Angeles, has a master's degree in business administration from Columbia University, which complements his senior-level accounting experience at Price Waterhouse & Co.

While at NTID, Levinson shared his experiences as a successful accountant with NTID students and staff; critiqued curricula with faculty members in view of the technological demands of today's business world; and met with younger deaf students at the Rochester School for the Deaf (RSD). Levinson used this latter visit to demonstrate to students that they can aspire to successful business careers if they wish. He used his amateur magician skills to make his talk with the RSD students, their parents, and faculty members entertaining as well as informative.

The Edmund Lyon Memorial Lectureship is the gift of Mrs. John VanVoorhis and Mrs. Francis Remington, twin daughters of the late Edmund Lyon. Lyon is best known for devising a phonetic finger alphabet, described in his *Lyon Phonetic Manual*. The lectureship is designed to introduce deaf RIT students to the experiences of profoundly deaf persons who have distinguished themselves in various professions.



Rod Reilly

Whale Watching

NTID's Educational Travel Program sponsored a three-day whale watching trip in April. Approximately 35 students, faculty, staff, and community members braved chilly winds to spend a morning off the coast of Provincetown, Massachusetts. Three varieties of whales were spotted during the watch: minke, fin, and, shown here, a humpback whale.



Patrick Graybill

Graybill Named Permanent Deacon

Patrick Graybill, a teacher, artist, and lay campus minister at NTID, was one of 24 permanent deacons ordained by Roman Catholic Bishop Matthew H. Clark of the Diocese of Rochester April 17.

As a permanent deacon, the 42-year-old Graybill, who is deaf, may officiate at baptisms, marriages, and funerals; distribute Holy Communion; and may be called upon to read or preach the Word of God. Graybill will have the additional role of "street minister," tending to the needs of people.

Graybill was ordained a year earlier than the diocesan Permanent Diaconate Program ordinarily allows because of his prior theological training. He once studied for the priesthood at the Catholic University of America. He also attended Gallaudet College in Washington, D.C., and worked for the National Theater of the Deaf before coming to NTID three years ago.

He has served as a lay campus minister at RIT and also has served the diocesan department of the Campus Ministry in ecumenical endeavors. He is a Lector, Acolyte, and Eucharistic Minister, a member of the liturgy committee, and a spiritual director and counselor for NTID students.



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