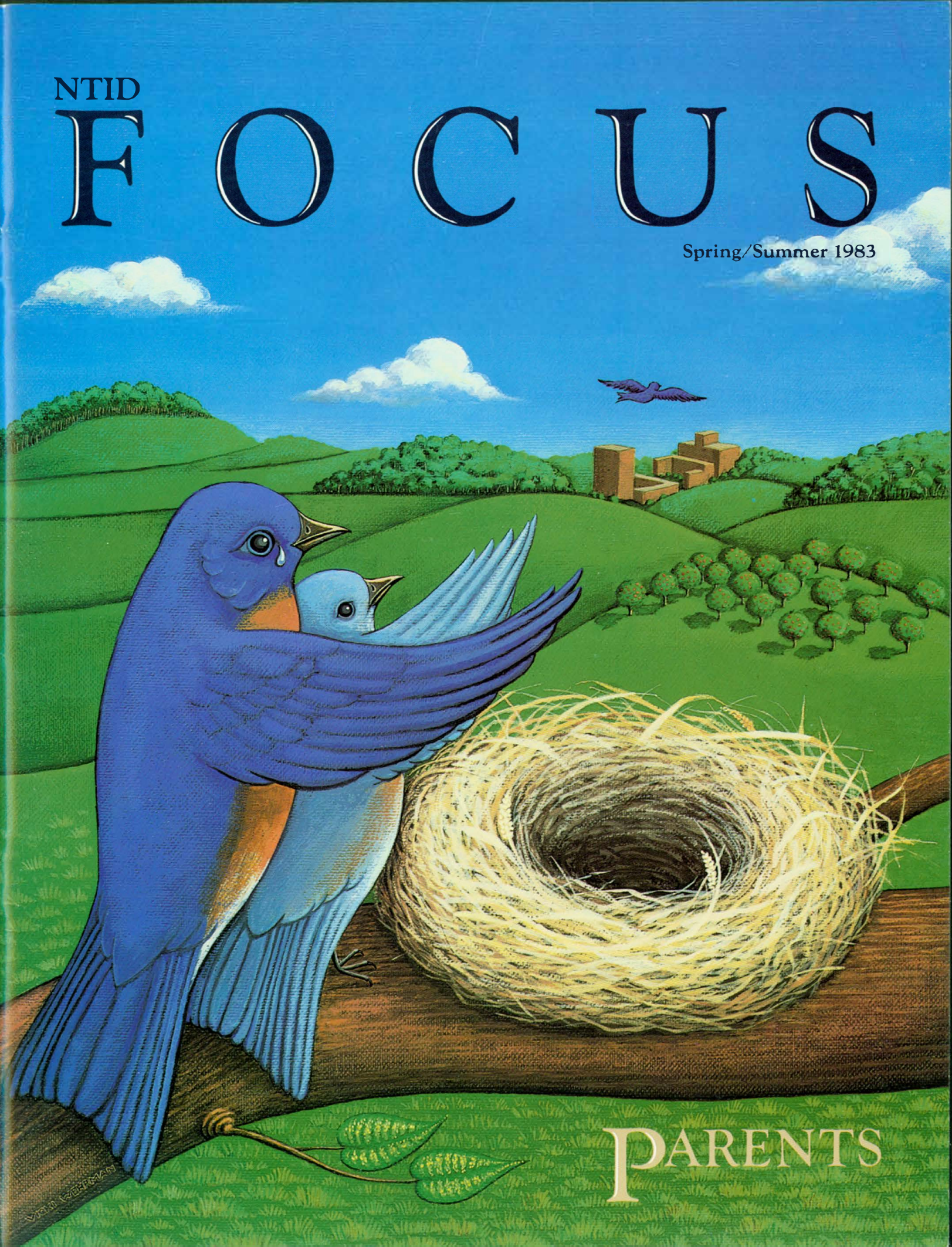


NTID

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VAN WAGEN



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From the Director's Desk

Each fall, hundreds of deaf students begin their studies at NTID. Of that number, 93 percent have parents who can hear. This means that some 20 years before, the large majority of these students' parents were faced with a situation for which they usually were unprepared entirely.

Yet, these parents somehow found the wherewithal to raise, guide, and educate their children to a point where they were qualified to enter NTID. This is no doubt testament to a great deal of stamina, courage, and imagination. It is to these qualities which this issue of *NTID Focus* speaks, detailing the opinions and attitudes of parents whose children attend NTID, of parents who are members of the faculty and staff at RIT, and of parents who represent national and international organizations for parents of the deaf.

Before organizations of parents of the deaf were conceived, parents had to rely on a network of friends and relatives, or on other parents of deaf children with whom they might be acquainted. Most often, though, they had to rely on their own good sense, hoping that the love they felt for their child might somehow express itself in ways which would benefit the youngster.

Their resourcefulness was tested in myriad ways; witness the mother who, before the advent of "baby cry lights," taught herself to sleep through the night with her hand on the baby's crib. What a far cry this is from the offices which now exist, providing continuous informational service to parents of deaf children.



Dr. William Castle chats with student David Nelson and his guardian, Genevieve Ries. In her role as David's guardian, she continues a long-standing family interest in RIT started by her late uncle and former RIT Trustee, Edward J. Ries, for whom she established an RIT scholarship.

Not all of the parents of NTID students are strangers to the world of deafness. In a usual year, one percent of our students have one deaf parent and six percent have parents who are both deaf. The remaining 93 percent of our students have parents who are hearing.

Whether deaf or hearing, the characteristic which most parents have in common is a shared interest in the welfare of their children. We at NTID take that interest very seriously, and, in an effort to protect the valuable trust which parents have placed in us, will do our utmost to provide students with the highest possible quality education.

Toward that end, you will note that a new office/classroom building is under construction, designed to accommodate the increasing number of students we will be seeing as a result of the 1963-65 rubella epidemic. These additional students represent yet another example of the overwhelming determination of their parents to see them succeed. Studies conducted at NTID indicate that rubella students have a higher incidence of additional disorders than do non-rubella deaf students. Once again, the perseverance of their parents and the educational system have joined forces to produce a student eligible to attend NTID.

The most encouraging fact to consider is that those children who are born deaf can now rely on a variety of resources to advance their social and educational progress. We stand ready to be a part of that process.

—Dr. William E. Castle

The Special Challenges of Parenting

There is great trust implied in the action of sending a child to NTID at RIT—trust that the care and effort with which that child has been raised will be protected and nurtured.

At NTID, there is no dearth of understanding of that process. Many of the people working with students are parents themselves, who have their own stories to tell of courage, self-sacrifice, and determination.

These parents, for the most part, brush off the suggestion that there has been any martyrdom in their existence. Whether they are deaf parents of deaf children, deaf parents of hearing children, or hearing parents of deaf children, most seem to take boundless pleasure in their children and in being parents.

The largest of these three groups among NTID staff is deaf parents of hearing children. Even with this common ground, their experiences differ vastly. The external forms of support they have had in raising their children generally depend on the age of the children.

They run the gamut from Interpreter Training Specialist Alice Beardsley, who spent her first nights as a new mother with her babies by her side and her hand on their cribs so she'd know if they were crying, to Career Opportunities Advisor Howard Mann and his wife Cynthia (Cindy), a lecturer in the Medical Record Technology program, who were able to have their baby's hearing thoroughly tested by the age of 3 months.

Beardsley, in addition to having the burden of bringing up her daughters with none of the modern conveniences now available to deaf parents, had the added onus of raising her daughters virtually alone, although she did stay married until her younger daughter left home to marry.

"Deaf couples just didn't get divorced in those days," she explains. "It wasn't 'kosher.'"



Alice Beardsley, right, shares a laugh with her elder daughter, Victoria Duxton.

Beardsley's daughters are Victoria, 38, and Valerie, 30. Beardsley describes Victoria as "an adult from the day she was born." Wistfully, she recounts how much she regrets having depended so heavily on her older daughter for making phone calls to the doctor, to school, or for other official business. Victoria is director of finance for the American Red Cross in Rochester. Valerie is a registered nurse studying radiology at Mesa College in San Diego, California.

The girls learned fingerspelling in order to be able to communicate with their parents. Yet, Beardsley admits that communication was at times spotty. Needless to say, she was unable to keep track of precisely what her girls were doing or saying at all times. While they were forbidden to use swearwords, "I think," muses Beardsley, "they probably got away with murder."

Still, they were brought up with a regimentation uncommon in most homes. Beardsley, who became deaf at the age of 5, was orphaned and spent her entire childhood in institutions. She carried that orderly way of life—because she had known no other—into the upbringing of her children.

She laments the lack of all the many things deaf parents have at their disposal nowadays.

"There was no network of deaf parents, no TTYs. Deaf people were forever fighting not to lose their driver's licenses. Deaf parents don't know how lucky they are today."

Yet, somehow, the Beardsleys survived and prospered. Perhaps it is because of the very open attitude Beardsley displayed toward her children.

"I let it be known that they could talk to me about anything, and I mean any-

Rod Reilly

thing. Children are people, too, and nobody should attempt to dominate them. They have minds and a right to their own feelings; that's the only way they'll learn. Now they are their own people—God only gave them to me to raise."

She must have done a pretty good job, because, she remarks, "they've never done anything to disgrace me."

At the other end of the spectrum are the Manns, who have entered into parenthood with every convenience available to deaf parents. Not for them a hand placed in the cradle all night, for they are the owners of a "baby cry light signal," a sensor which detects the crying baby and causes a light to flash in different rooms of their house.

Howard and Cindy are graduates of RIT through NTID. Howard is the only deaf member of his family; Cindy has a deaf sister. They didn't worry about whether or not their baby would be deaf or hearing.

"First," says Cindy, "we wanted to see a healthy baby."

Bryant, 2, is indeed healthy as well as hearing, a fact the Manns were able to discern at the tender age of 3 months, through the administration of sophisticated brain wave tests.

"Actually," Cindy remembers with a grin, "we knew he was hearing even before that. We took him home from the hospital and started calling him by his name, to which he responded immediately."

Many deaf parents who have hearing children are advised to send their children for speech training, because the speech they are hearing at home may not be the best training model. In Cindy and Howard's case, this idea was discarded, because it was felt that Bryant would acquire good language skills both at home and at the day care center where he spends his days.

In fact, he began talking comparatively early, but like many children—hearing or deaf—he was taught and used sign language before he began speaking.

"Already," says Howard, "he seems to realize that we're not hearing. He makes sure we're looking at him before he talks to us. He can call me to get my attention [Howard has some residual hearing and wears hearing aids], but he knows that he has to grab Cindy by the cheeks and turn her head so she's facing him."



Playtime at the Mann's: from left, Cynthia, Bryant, and Howard.

Because Bryant sees Cindy and Howard using a TTY rather than a telephone, he had to be taught how to use a standard phone for saying a few precious words to Grandma and Grandpa, all three of whom are many miles away in Chicago.

Despite the ease with which the Manns have made the transition into parenthood, they received a surprise visit from a visiting nurse soon after Bryant was born. She apparently came to see if he was being cared for adequately.

"I guess we passed," says Cindy with a wry smile, "because we never heard from her again."

Like Alice Beardsley, Alumni Relations Specialist Stephen Schultz has also had to cope with life as a single parent. Schultz, a member of NTID's first graduating class, was married to a hearing woman. They had a daughter, Cory, who also is hearing. The family split when Cory was a year and a half. She is now 6 and in her mother's custody.

Schultz soon will have a blended family, as he is engaged to marry Eileen Bechara, a deaf woman, this summer. She has a hearing daughter, Olga, 12, from her previous marriage.

Not only is Cory in her mother's custody, but she lives a fair distance from Rochester, in Takoma Park, Maryland. As such, Schultz feels that the biggest obstacle in their relationship is money, since the cost of frequent—such as weekend—flights to Washington, D.C., is certainly prohibitive. He has unlimited visitation rights and tries to see her every six weeks; and her mother is obligated, under the terms of their divorce, to send her to Rochester four times a year.

Schultz feels he is fortunate in that Cory's only exposure to deafness is not during their occasional visits. Her mother is a teacher of the handicapped in Montgomery County, Maryland. She uses Signed English in her work and Cory has had the opportunity to see her mother in action. Her stepfather is an attorney specializing in handicapped people and laws for the handicapped, so she also sees parents and children with a variety of handicapping conditions.

She has been encouraged to use sign language when speaking with Schultz, a skill she has possessed since the age of 10 months. But most of her communication with her father is by letter: her

"She's always unhappy when it's time for me to leave....I took a deep interest in her; I think she has felt that ever since."

mother writes what Cory says and Schultz responds.

Occasionally, they talk on the phone. There is no TTY at Cory's house, so Schultz must manage on a standard phone. The barest trace of wistfulness creeps into his voice as he describes their conversations:

"I recognize sentences like 'I love you, too'; 'I miss you, Daddy'; and 'You know what?'; but after that I don't know what she's saying."

Despite the infrequency of their visits, the two have managed to establish a close relationship.

"She's always unhappy when it's time for me to leave, because I maintain regular contact. When she was born, I took as much time taking care of her and changing her diapers as her mother did. I took a deep interest in her; I think she has felt that ever since."

When Cory visits her dad in Rochester, she occasionally finds herself at social events with other deaf adults and children. Schultz notices that she does discern the difference between a hearing and a hearing-impaired child, by automatically using more facial expression and gestures when she's talking to or playing with a deaf child.

He's not looking forward to the time when she, like most older children, will prefer the company of her peers to that of her parents. Before that happens, he's trying to forge a bond strong enough to weather that period.

"She receives the *NTID Alumni News* and *Focus* at home, and I hope her mother and stepfather have explained to her what I do. Whenever I'm in Washington on business, I make a point of explaining the nature of it to her."

He probably won't have to worry about Cory's drifting away from him, for, just at the point where she might long for a playmate, she will have a ready-made one waiting for her in Rochester. Olga will be living with him after his marriage to Bechara, and she and Cory already get along famously.

"They love each other," says Schultz with a smile of contentment. "Just like sisters."



The family-to-be in Schultz's office at NTID. They are, from left, Cory and Steve Schultz, and Olga and Eileen Bechara.

Another NTID graduate now working at the Institute is Mary Jo Ingraham. Like Schultz, she is a parent of two hearing children. Ingraham, who works as a word processing technician, graduated from NTID with an A.A.S. in business technology in 1972. She met her husband, Bill, at NTID—he is a 1971 graduate of RIT through NTID and is employed as a revenue agent for the Internal Revenue Service.

The Ingrahams have two sons: James (Jamey), 2½, and Jeffrey, 10 months. Like Bryant Mann, Jamey was tested at an early age to reach the determination that his hearing is in fact normal. He was then sent to a speech therapy program at the Rochester School for the Deaf designed for hearing children of deaf parents. They have decided it won't be necessary to send Jeffrey, as he is picking up enough speech from Jamey and from his two babysitters, one of whom brings her hearing son with her to their house. They also haven't felt the need to have his hearing tested.

"I can tell he's using his ears," Ingraham explains with a smile.

Mary Jo and Bill use their voices when talking to the boys, with the effect that the sign language they used as infants has largely been set aside. They are planning to teach them sign, however, when they are a bit older.

Already Jamey has adjusted to his parents' deafness. He never misses the opportunity to let them know when the heat kicks on at home or when an airplane passes by overhead. Like many of his counterparts, he grabs them by the cheeks to get their attention. His zeal to communicate has occasionally led him astray, as in this incident Ingraham relates with a chuckle:

"I took him for swimming lessons at RIT and he grabbed the teacher's cheeks because he thought he was deaf, too!"

Sally Taylor remembers coming home from outings in the car with a sore shoulder from being shaken there so frequently by her children, who knew they mustn't attempt to get her attention while driving by turning her head. Sally is a teaching assistant in NTID's Division of General Education and a student worker for the Department of Campus Ministries. Her husband Paul also works at NTID, as an associate professor in the Department of Data Processing.

The Taylors have three children: David, 18, Lucy, 16, and Irene, whom they describe as "12 going on 16." The Taylors are both profoundly deaf, while all three children have normal hearing.

Sally Taylor has taken an active role in finding herself a network of other deaf women with whom she can compare notes. She is one of the founding members of Deaf Women of Rochester, a group sponsored by the Mental Health Chapter of Rochester. The group holds informational meetings and seminars, such as one presented in April on "Deaf Women in Today's Changing World."

Sally finds that it also is helpful to talk with hearing parents about their children.

"It's nice to know that some of the problems we have with our kids are common to all children, and have nothing to do with our being deaf," she explains.

She is passing her knowledge along to NTID students. Last spring, through the Department of Student Life, she con-



Mary Jo and Bill Ingraham attempt to interest Jeffrey (in wagon) and Jamey in a game of catch.

ducted a series on love, marriage, and parenting. The session on parenting covered such issues as what a student would need to know about raising a child; the differences, if any, between deaf and hearing children; and relationships between parents and children.

Taylor was able to speak from experience, since she has found the task of being a deaf parent raising hearing chil-

dren to be both challenging and rewarding. As deaf parents are unable to overhear their children saying things or making plans of which they might not approve, "it helps," she says, "to know exactly what they're supposed to be doing at all times. That way they learn quickly that they can't 'get away with murder.'"

None of the children had formal hearing tests; the Taylors instead relied on the old "clap your hands behind their heads" test. While they all know how to sign and fingerspell, talking is the mode of communication most frequently employed at home.

There have been times when the prying curiosity of their friends' children about their deafness has been a bit trying.

"I think that's a normal reaction," says Paul.

However, by and large the children have learned to accept their parents' "difference" and to win the acceptance of their peers. One way Sally and Paul try to make the constant parade of teenagers in their house feel more comfortable is by making sure to speak more slowly and distinctly to them than to their own children.



The Taylor family poses on a backyard swing built by Paul. Paul and Sally are seated with their dog, Baron. The children are, from left, Irene, David, and Lucy.



Absorbed in a video game are Dr. Peter Seiler and Peter, Jr. The magazines hold more interest for, from left, Susan, Karen, and Ronnie.

The Taylor children were born before the advent of ready-made baby cry lights, so their father made one for them from assorted electronic parts. Sally's mother was an occasional overnight guest when the children were infants, and she would sometimes have to tell Sally that one of the children was crying, because the light was not functioning properly. This would send Sally into paroxysms of hysteria, and Paul spent many a wee hour repairing that light.

“What is that expression?” asks Sally. “When life gives you lemons, make lemonade.”

Other devices to accommodate Sally and Paul's deafness were more successful. Their noisy, old-fashioned TTY served double duty as a pacifier on nights when the babies were fussy.

“I would just set Lucy on my lap,” recalls Paul, “and start typing. The rhythmic clattering of the keys lulled her to sleep in no time.”

Next year the Taylor family will travel to Derby, England, where Paul will teach computer science to high school students at the Royal School for the Deaf. Only Irene will be traveling with them, as David will be in college and Lucy will be finishing her last year of high school.

The Taylors look upon the adventure of coping with a new accent, which will affect their ability to speechread, as just another challenge.

“What is that expression?” asks Sally. “When life gives you lemons, make lemonade.”

Dr. Peter Seiler, chairperson of NTID's Department of Physical Education and Athletics, has accustomed his children's friends to his deafness by accepting the invitations he has received to go to their schools and teach sign language. Seiler is part of a “mixed marriage”: his wife, Ronnie, who is hearing, is a nurse employed by a local nursing home and is studying for her bachelor of science in nursing at a local college.

The Seilers have three children, all of whom are hearing. They are Susan, 14, Karen, 12, and Peter, 8. Like many deaf parents, Seiler finds that he must constantly remind his children to use their voices when talking to him, because it is rude to others who can't understand what they are saying, as well as a poor habit for children to acquire.

Seiler keeps track of goings-on at home by stationing himself in the center of activity—the kitchen. He also talks with his children about their problems, and has made sure that they have a good understanding of his deafness.

When Karen was only 8, a friend began teasing her because her father is deaf. But Karen managed to come up with the perfect rejoinder.

“Your father may be hearing,” said she, “but mine is better educated than yours—he has a doctorate!”

Another mixed marriage is that of Donna and Larry Pocobello, only this time it is the mother who is hearing impaired and the father who is hearing. Donna is a sign communication specialist with NTID's Communication Training Department and Larry is a technical associate in screen printing in RIT's School of Printing.

The marriage has produced two hearing children: Kevin, 7, and Karen, 5. Like other hearing-impaired parents, Donna asserts that her children can tell whether or not she is hearing them. She wears hearing aids but doesn't always have them on at home.

“They know that they have to be clear and obvious when they talk to me,” she explains, “and they carry that over into their play, so I never have to worry about what they're doing or saying.”

Larry elaborates: “The basic thing is trust and respect—we have to trust them. We set that up and we're trying to teach them to be responsible.”

The children began signing at the age of 5 months, and, says Larry, “they sign better than I.” They've shared their enthusiasm with their classmates and Donna has made herself a presence at their school as well, always joining Larry for parent-teacher conferences and making sure she is fully aware of Kevin's and Karen's progress.

“If there's a communication breakdown with a teacher,” says Donna, “it's my responsibility to see that it's cleared up. My kids are in a small school, so both they and I have more contact with the teachers.”

The Pocobello children are being taught about the history of deafness and deaf people, but that education is going hand in hand with their regular education. Most NTID parents, whether their children are deaf or hearing, agree that deafness is only a facet of their child's existence, “no more important,” says

Donna, "than the history of our country, or, for our children, special religious holidays."

They feel that day care is a sensible idea, since it not only allows both parents to work, but also exposes the children to spoken language other than their own. They also looked upon sign language as a marvelous device for getting Kevin and Karen past "the terrible twos."

"Although their speech skills weren't fully developed before they were a year old," says Larry, "they could tell us what they wanted through signs. Our house is quieter than normal. The children are not allowed to yell from room to room, because their mother wouldn't understand what they were shouting. I think, because of this, we have a more peaceful house and a more relaxing atmosphere."

Some NTID parents have chosen to open their homes to adoptive children. Among them are Jimmie and Fred Wilson. Jimmie is the coordinator of NTID's tutor/notetaker training program and a faculty member in the Department of Support Service Education. Fred is a professor and chairman of Science, Technology, and Society in RIT's College of Liberal Arts. Both are hearing, although Fred does have a hearing loss as a result of military service.

"Although their speech skills weren't fully developed before they were a year old," says Larry, "they could tell us what they wanted through signs."

The children they have adopted are Joel, 18, and Bobby, 17. Joel was formerly a student at the Rochester School for the Deaf, until he recently became the first hearing-impaired student in his local public high school. Bobby is in a special learning disabilities program within the school system. His disabilities are not related to his deafness, but rather to the fact that he was "language delayed" —no one ever bothered to teach him to read, write, or speak until he was adopted by the Wilsons at the age of 5.

Mainstreaming Bobby, says Jimmie, has worked out "reasonably well. He prefers to be oral. He can sign and use interpreters, but his choice is a professional notetaker. He also carries an FM system which connects his hearing aid to the teacher's voice. Some of the teachers feel inhibited at the thought of using it, so it has had varying results."

Although Joel and Bobby have almost the same hearing loss, their language abilities differ greatly, because Joel didn't have regular speech training until the age of 12, when the Wilsons finally demanded it for him. Every step of the way, Jimmie and Fred have had to fight for the kind of education they feel is best for their children, especially because both transferred from private school programs.

"I can understand," says Jimmie, "why parents without our resources, constantly bucking the professionals, would just send their child to a school for the deaf. But schools for the deaf have few individualized education programs. They seem to place kids in a class and then give the same thing to everybody in the class. Special education can only be effective if it isn't hamstrung by its own traditional methodologies."

Since they have no hearing children against whom to compare Joel and Bobby, Jimmie finds it helpful to talk with other parents of hearing children, again, to ascertain that not all of their problems are "deaf-related." Bobby also is seeing a counselor, who is helpful to all of them.

Her observations both as a parent and as an NTID employee have led her to believe that parents need to have more self-confidence in their ability to judge what is best for the child.

"Because they are with the child more often, they may know more than all the professionals," she says.

She also has decided that it's dangerous to try to single out only one communication mode when the child is still young. Her own children have borne witness to the fact that hearing loss is not the only determinant in whether the child will prefer oral or manual communication. So the Wilsons have developed their own system.

"We use the common sense smorgasbord approach," she says with a laugh.

A deaf couple who have two hearing-impaired children, one of whom is adopted, are Vicki and Alan Hurwitz. Vicki is a recent social work graduate of RIT's College of Liberal Arts and Alan is NTID's associate dean for Educational Support Services Programs.



Donna, Kevin, and Larry Pocobello help Karen with her kindergarten homework assignment.



A. Sue Wenzler

Fred and Jimmie Wilson share a playful moment in the kitchen with Joel, Bobby, and their camera-shy dog, Aladhi.

Dr. Hurwitz also serves as president of the National Association of the Deaf (NAD) and acts as special assistant to Dr. William Castle in his capacity as RIT's vice president for government relations. Vicki is a founder of "Deaf Women of Rochester" and serves on the NAD's Committee for Deaf Women of America. As a student intern at the Mental Health Chapter of Rochester, she developed a proposal to establish a residential treatment facility for emotionally disturbed deaf children at Rochester's Hillside Children's Center.

The Hurwitzes have one hard-of-hearing son, Bernard, 14. When Bernard was about 3, they decided to adopt a hearing boy slightly younger than he. Because they were told that such a child would involve a three to five-year wait, they considered adopting a hearing-impaired boy. But, once they saw 16-month-old Stephanie, a profoundly deaf child who is now 9, they fell in love with her.

Bernard's hearing loss was not detected until the age of 3½. At the age of 5 months, his hearing was tested and found to be normal. Vicki and Alan, were, however, advised to bring him back for another test at the age of 1. They didn't bother to do so because, as Alan says, "he appeared to be functioning well with his hearing and communication capabil-

ities. It was a mistake, we later learned. We didn't realize that he had mastered his lipreading and auditory skills together."

Once they were apprised of Bernard's hearing loss, they worried that it might be progressive, but their fears proved groundless. But before they got to that point, they had a nightmare experience with an audiologist.

During their visit to an otolaryngologist's office, an audiologist took Bernard alone with him to his office. Approximately 15 minutes later the audiologist came back dragging Bernard, who was crying. The audiologist told them he could not do anything with Bernard since he was not cooperating with the testing. He told them to bring Bernard back when he was good and ready. Vicki and Alan were furious at the way their son had been handled, and demanded that the audiologist do the test again in their presence, and with their help. He was hesitant, but they persisted.

Finally, they all went to the testing room. The audiologist handled Bernard by simply giving him an abacus with colored beads to move from one side to another each time he heard a sound. No explanation or human relationship with Bernard was offered to him by the audi-

ologist. Clearly, Bernard was too frightened to do anything. He didn't understand what was expected of him.

As tactfully as he could, Alan asked the audiologist if he could participate in the session with Bernard.

"I happened to have lots of change in my pocket, and suggested to Bernard that we play a game together. I challenged him to take as many pennies from me as he could by taking a penny for each sound he heard through the earphones. Bernard cooperated very well and had fun with the 'game.' The audiologist was fascinated by Bernard's progress and was able to complete the test without any difficulty."

After the testing, the otolaryngologist told Vicki and Alan that Bernard had inner ear deafness. They asked him for further explanation about the nature of the deafness and what they should do about it. The otolaryngologist told them that he couldn't explain any more about it. At that point, a hearing aid dealer came into the office and asked to talk with the otolaryngologist for about 10 minutes, leaving the three of them stumped. After the hearing aid dealer left, the otolaryngologist told the Hurwitzes he had to leave for lunch. They were so dumbfounded that they demanded a few more minutes from him. They asked him what they should do to help Bernard; he told them to go to a Hearing and Speech Clinic and then left the office. Vicki and Alan walked out of the office in a daze. They couldn't believe what had occurred that morning. Finally, they said to each other, "So that is what many other parents go through when they first discover that their child is deaf." It was a clear indication, in their opinion, that too many such professionals were not properly trained to deal with this type of situation.

"We thought," says Vicki, "that we could handle our two children in exactly the same way, but they are two completely different children. Bernard hears pretty well at close range, whereas Stephanie, who wears hearing aids, can turn herself completely deaf by turning away if she does not want to listen to us."

With Bernard, the Hurwitzes are already seeing that "he's a different person with his hearing friends than he is with

us. He speaks far more rapidly and doesn't necessarily move his mouth as clearly as he does when he's talking to us."

Bernard, an honor student, is mainstreamed into a public high school; Stephanie is in a self-contained classroom in a public school setting.

Stephanie had no communication skills when she was adopted. She was enrolled in a special program for deaf babies and their parents at a school for the deaf, where she also attended preschool. She transferred to a public school when she was ready for kindergarten. Now she communicates in any way she feels best fits the situation.

"It's not our position," explains Alan, "that every deaf child should be mainstreamed. We feel one should try to assess what's best for each child. Right now, we're watching Stephanie's progress, and have mixed feelings about her being completely mainstreamed. We feel that her social and emotional needs are critical at this time and we are now re-examining her educational placement for this fall."

The Hurwitzes believe that their children should be informed about drugs, sex, and society's evils. "We disagree," says Vicki, "with the traditional reluctance on the part of parents of deaf children to provide this awareness and education for their children, feeling that the impulse to shelter them is natural, but unhealthy. We have an open dialogue with our children, particularly our son, about these issues."

Alan elaborates: "Recently, we watched a captioned television program that involved drugs, as well as a man who had been sexually abusing kids. Our son watched with interest, and we found it very helpful to discuss this incident with him."

"I believe that regardless of what happens to the legislation for education of handicapped children and to the funding of programs and services for disabled people, there are basic elements to effective parenting. It takes a great deal of understanding, acceptance, and love to raise deaf children. Likewise, it



Entrenched in a Monopoly game are Bernard, Alan, Vicki, and Stephanie Hurwitz.

takes a lot of commitment, dedication, and stamina to make sure that your child is receiving a proper education and necessary support for his or her own special needs.

"Parents need to know their child well to decide what is best for him or her. They should make sure they are knowledgeable about all possible educational options for their deaf children. There are many excellent programs and services for deaf children everywhere; it just takes extra hard work and perseverance to seek professional help and to tailor the best possible opportunities for each deaf child."

Bonnie Lloyd, supervisor of NTID's Twenty-Four Hour Desk, faces multiple challenges as a parent. She and her husband, Gareth, are separated, but they have maintained a strong commitment to raising their children together, despite the obstacles presented by doing so in two households.

Bryan, the oldest at 19, is deaf. He is a sophomore at California State University at Northridge, which has a special program for deaf students. Keith, 16, is a senior and Stephen, 15, is a junior at a public high school.

Naturally, the first question that arises of a parent working within the RIT

community is why she and her husband chose to send their son to what might be considered a "competing" school.

"We had nothing to do with it," claims Lloyd. "Bryan made his own decision, based on the fact that he wanted an academic environment with both deaf and hearing students. He wants to major in either English or computer science, and on a visit he made to his aunt, he fell in love with California. Also, the principal of the school for the deaf Bryan attended and one of his teachers had done graduate work there, and both recommended it highly to him."

Bryan was sent to a school for the deaf because, explains Lloyd, "We had no alternative at the time that we felt would not isolate him socially."

Lloyd believes her son's deafness may be a result of the 1963-65 rubella epidemic—both she and her husband are hearing—but she has no documentation to support her theory. When she and her husband discovered that their first-born was deaf, they went through what Lloyd describes as "typical parent anger, especially when I consider that we paid three doctors before we could find one to tell us only that our son was deaf. We first wondered about Bryan's hearing when he was 6 or 8 weeks old; my pediatrician told me I was being an 'overworrisome first-time mother.' We took him to an otolaryngologist at 12 months who

The Other Side of the Coin

Jim Biser knows what it's like to be part of a hearing-impaired family. His mother, twin sister Jeanne, and brother Randy are deaf, while he, his father, and his sister Becky are hearing.

Jim is a career opportunities advisor in the Department of Career Outreach and Admissions at NTID. His wife, Eileen, is an assistant professor in RIT's College of Liberal Arts. They've both worked at the Institute for 10 years.

The Bisers have two children: Ashley, 5, and Alisha, 4 months. There is no history of deafness in Eileen's family, but through communication with Jim's extended family and their combined experience at NTID, they are raising their daughters with a unique awareness and sensitivity to deafness.

For Jim, this sensitivity comes naturally. As the second oldest child in his family, and the oldest hearing one, he often was called upon to help out at home, whether it was making a telephone call for his mother or describing television shows for his hearing-impaired siblings.

None of the Biser children knew sign language. Randy and Jeanne were raised as strict oralists, similar to their mother's upbringing. Instead, the children devised their own gesturing system, although Jim says that many of their conversations were "superficial."

"We related best through outdoor activities and during vacations," he recalls. "Our family was very sports-oriented. We'd go bowling, motorbike riding, skiing, swimming, and diving together.

"We really felt the most equal then—we could all climb the same mountains or ride the same horses."

Jim's parents met through church-related activities in their home state of Ohio and moved to Texas when Mr. Biser entered the military during World War II.

When he returned from the war and discovered that two of his three children under 18 months were deaf, he decided to look for better educational opportunities for them. The family moved back to Ohio, where Mr. Biser worked as a mechanical engineer and Mrs. Biser operated a beauty shop.

Jim says his mother is "an independent woman who never wanted to be considered a 'deaf person.' She worked hard to overcome that stigma. She became a good musician and a respected businesswoman."

She also had "a special gift" for speechreading, which is why Randy and Jeanne were raised as oralists. In fact, they knew very little about sign language until they went to college.

Randy and Jeanne were mainstreamed from the 7th grade on, and all of the Biser children went to the same high school. Jim recalls feeling "rebellious" during those years, alternately resenting those who teased his siblings and yet feeling embarrassed about them as well.

"Ours was a big high school," he says, "so I didn't really see Randy and Jeanne a lot. Also, when you're at that age, you really have your own friends and you're in your own world. I suppose the traditional 'sibling rivalries' did exist, particularly between me and Randy."

Jim describes Randy as an outgoing person whose interests in astronomy and art helped him to make friends. Jeanne, on the other hand, was more of a recluse, "always with her nose in a book."

With all of the children's various capabilities, Jim credits his parents with maintaining a good sense of equality at home. However, he soon discovered that *public* expectations were radically different for Becky and him as opposed to Randy and Jeanne.

"It was always, 'Haven't Randy and Jeanne done well, considering...?' when we'd meet someone," Jim says. "But to Becky and me, it was always, 'Considering what Randy and Jeanne have accomplished, how can you complain about this and so?'"

To Jim, this was very frustrating. "It seemed hard to ever achieve enough," he says.

Randy and Jeanne went to Gallaudet College, where they learned sign language. Randy received an undergraduate degree in chemistry; Jeanne's was in physical education. Jeanne eventually married a fellow student from California and Randy returned home and married a deaf childhood friend from Ohio.

Jim, meanwhile, went to Manchester College in Indiana, where he met his wife, Eileen. Although he had "never thought seriously of working with the deaf," he eventually ended up at Gallaudet College in the late 1970s, where he and Eileen were offered teaching positions in math and English, respectively. For Jim, it was the perfect job opportunity. As a conscientious objector from the United States military, he was able to use his teaching position as an "alternate work station" for his two-year service stint.

Jim laughs as he recalls being "thrown into the classroom" to teach math after only four days of sign language instruction. He survived, however, and found that his new language opened channels of communication within his family that never existed before.

"My first efforts at using sign with Jeanne and Randy were comical," he says. "But it really began a much better and closer relationship between us...it was a whole new ballgame."

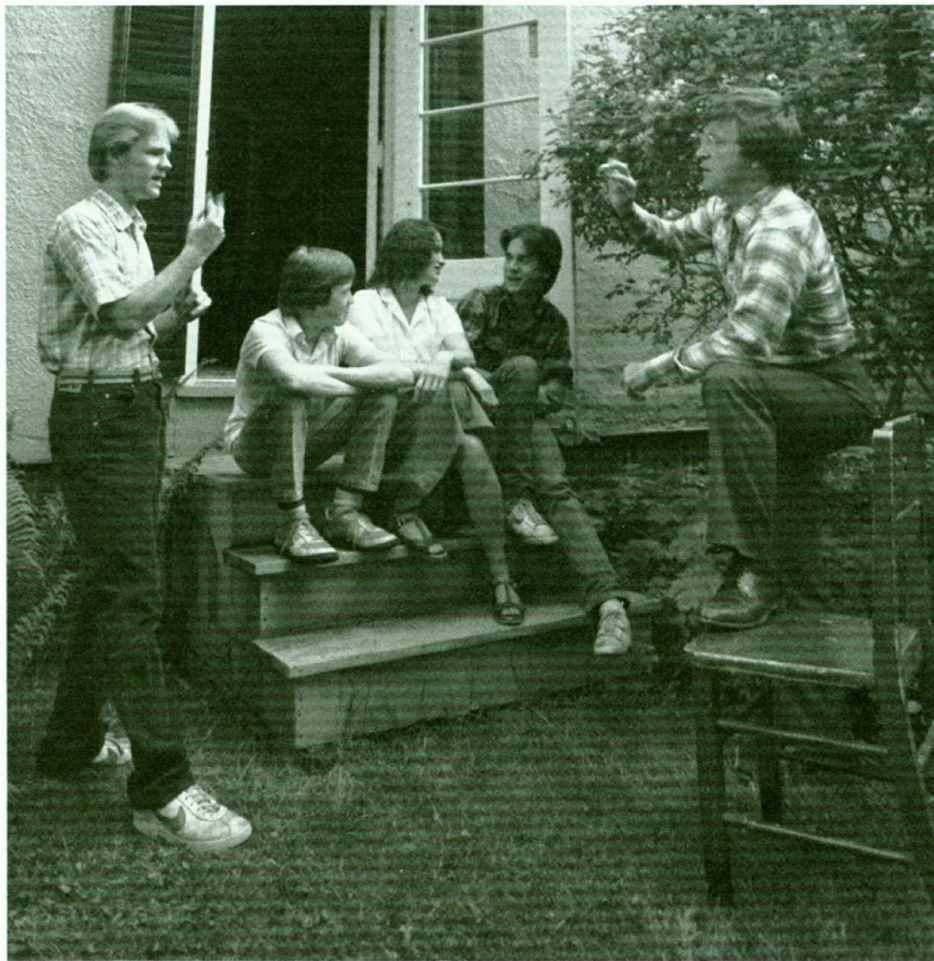
After seeing the benefits of increased communication within her family, Mrs. Biser regretted somewhat that she hadn't allowed the children to learn sign language earlier. "But at the same time," Jim says, "she feels that if she hadn't been so strict about it herself, she might not be the good oralist that she is." Mrs. Biser now believes strongly in the "total communication" approach for deaf children.

Today, the elder Bisers have six grandchildren, four of whom are deaf.

Jim says that all of his nieces and nephews use sign language at home, and occasionally in school. Ashley is learning to sign with her deaf cousins, although Jim and Eileen are not pushing her to do so.

There is no question that Jim's upbringing has made him especially sensitive to the world of deafness. He has brought these qualities to his work at NTID, and is a constant reminder of one who has derived life-long benefits from being part of a very special family.

—Kathleen Sullivan



Enjoying the late afternoon sun are, from left, Bryan, Stephen, Bonnie, Keith, and Gareth Lloyd.

said to stop worrying and bring him back in a year if he wasn't talking.

"When he was about 15 months old, we left him for a week each with both sets of grandparents. The four of them got together and agreed something was wrong. I found another otolaryngologist, 'the best in the city,' and waited three months for an appointment. He was the one who informed me Bryan was profoundly deaf: he told me in the most cursory way about the John Tracy Clinic [which provides information to parents of deaf children] and left me sitting in shock. He then said it was time for his next patient.

"I was a nursing student at the time. As such, I had enough knowledge to push for what I thought Bryan needed, although I was basically treated like a child. My husband and I were sophisticated enough not to think that his deafness was our fault—I replaced that guilt with constant worry that I wasn't doing enough, or wasn't doing it right. I remember going to his first pre-school meeting, where the talk we were given boiled

down to this: 'You can make the difference between the success or failure of this child!' After that, I always felt that whatever he did or didn't do was my fault.

"Looking back, I feel that helping my deaf son understand the world in which he lives was a hole I never could fill. It is the duty of all of us to fill that hole for deaf children—with the bad as well as the good—in order that they have access to all that their hearing counterparts do. We protect our children, and naturally so—the world is not always a nice place to be. But a deaf child has a natural censor which means that we must tell him or her the very things we wish would never be known. It is not just unfair, it is unethical to 'protect' them, because in doing so, we leave them unprotected!"

One change she would make in Bryan's education if she could re-do it would be to start him in speech training and sign language simultaneously. But she is pleased with the way he has melded into the family. Despite what she terms the "bicultural" aspect of living together, which inherently caused problems, he is

missed a great deal by his brothers now that he is away at college.

As a result of Bryan's deafness, Lloyd's brother and sister took sign language classes; her sister now works in a deaf advocacy referral agency. Her sister-in-law also has started a sign language course.

One way in which she counts herself fortunate is that she had what she calls "the privilege of the upper-middle-class." Money for babysitters afforded her time to do volunteer work that interested her, to take vacations, and ultimately to return to school at the age of 30 to earn a B.S. in social psychology.

"I knew I had to have a life of my own or I would drown," she reflects.

She also knew she had to learn when to let go of her child.

"When he was learning to ride a bicycle, I just looked the other way," she recalls, sighing briefly. "I used to think that life wasn't fair to have handed me a challenge bigger than I was. Now I understand that that's the nature of the growing process. When something is 'too big,' you either fall on your face or you get bigger. I might never have known that if it weren't for Bryan."

Another couple who have a "mixed" pair of children are Marcia and Jack Slutzky. Not only is one of their children deaf and the other hearing, but one also is adopted.

Marcia is a receptionist for RIT's Personnel Department, in addition to doing television voice-overs, and Jack is a full professor in NTID's Department of Visual Communication. But not so long ago, they were leading very different lives. They lived first in Manhattan and then on Long Island, where Jack ran a successful ad agency and Marcia was a professional actress.

Her first pregnancy miscarried; they were, therefore, doubly joyful to discover that she was pregnant again. What they didn't realize was that she had been exposed to rubella. It wasn't until Stuart, who is now 18, reached the age of 15 months that they discovered their son to be profoundly deaf.

Before that, they were told their suspicions that they had a deaf child were incorrect. "He doesn't like his name, so he doesn't respond to it," they were told by one pediatrician. Or "He's 'Momma deaf' [doesn't like paying attention to his mother]." Or "You're blowing things out of proportion."

"We were given every imaginable excuse," recalls Marcia.

One bit of advice the Slutzkys have for parents is that, if they visit an audiologist, they see one not connected with a hearing aid company.

When Stuart's deafness was discovered at 15 months, he was immediately given speech therapy. At 3, he was enrolled in a Montessori school to which Marcia drove 50 miles back and forth each day. They also wrote to the John Tracy Clinic in California for help.

An inability to carry another pregnancy to term prompted them to adopt a hearing girl, Elizabeth, who is now 14.

"He doesn't like his name, so he doesn't respond to it," they were told by one pediatrician.

The Slutzkys also are the parents of a 10-year-old "hearing dog."

While living on Long Island, Marcia one day ran into a woman who stared and stared at Stuart. Finally, she told Marcia, "I have a deaf child, too," and told her about a group for parents of hearing-impaired children. The Slutzkys joined and found it to be a tremendous source of support. Once in Rochester, they allied themselves with a number of such groups, taking active and even founding roles.

Jack was brought to NTID to investigate the viability of an art program. When Stuart was 6½, they said goodbye to their previous lifestyle, which had afforded them a housekeeper among other things, and moved to Rochester.

Marcia became president of her local PTA, figuring that if she were there, Stuart, as the first mainstreamed child in that school system, would be accepted. In fact, like any older brother, he served to "pave the way" for Elizabeth, who is greatly attached to him. Eventually, Marcia began training teachers, and parents as well, to adjust to hearing-impaired students.

The Slutzky home has been the locus of much student activity, enabling Stuart, say his parents, to make some choices about his college career. He has also, they say, had the opportunity to meet students who "allow deafness to affect



Spending a quiet evening at home are, from left, Jack, Marcia, Elizabeth, and Stuart Slutzky.

their entire lifestyle" and others who "are merely bothered by their deafness."

Stuart seems to be leaning toward the latter category. Once, his mother asked him, "If a genie could grant you any wish, what would you wish for?"

His reply: "To be a professional football player."

"What about not being deaf anymore?" queried an astonished Marcia.

"Oh, that," he said. "I never thought of it."

Stuart recently decided to attend Syracuse University to study architecture. The University has a notetaker program.

"We made the conscious decision," says Marcia, "not to let any doors be shut to him. This way, he'll have the opportunity to shut his own doors."

Thus, Stuart and Elizabeth are happy and well-adjusted children. But what of

their parents, who were forced, willy-nilly, to give up their glamorous Manhattan existence?

"We were given this child and he deserved every opportunity to succeed," Marcia says bluntly.

"In exchange for what we left behind," says Jack, "we got a wonderful environment in which to bring up children. Anyway, the pursuit of money can only bring you money.

"We gave up our *other* careers," he says with a shrug. "Nothing is forever. When something like this happens, you bring life down to some basic components: human decency, respect, kindness. We brought those with us."

—Emily Leamon

Joining Forces in International Groups

Where would you turn if you found out that your baby was hearing impaired? Or if your two-year-old were diagnosed as hard of hearing? What type of communication might you want to emphasize with your child? Where should your child go to school?

For many parents unfamiliar with deafness, dealing with these and other questions and concerns can be a lonely and frustrating experience.

Fortunately, two groups committed to creating parent awareness of deafness have emerged in recent years. The International Association of Parents of the Deaf (IAPD) and the International Parents Organization (IPO) both are dedicated to offering advice, resources, and information to parents of hearing-impaired children. Their philosophies regarding communication modes are different, yet both have the same ultimate goal: to improve the lives of hearing-impaired children, and to ensure that adequate educational and career opportunities await them.

Here, then, are the histories, philosophies, and goals of the IAPD and the IPO, as related by current leaders Patricia Brown and Barry Griebler.

The International Association of Parents of the Deaf

History: The idea for the International Association of Parents of the Deaf had its beginning during a 1965 meeting of the Convention of American Instructors of the Deaf (CAID). Member Roy Holcomb proposed establishing a parents section to answer the need for sharing information among the thousands of parents of deaf children nationwide.

A two-year survey of Holcomb's proposal conducted jointly by the CAID and the Kansas School for the Deaf resulted in the formation of a "CAID parent section" in 1967. A parent section newsletter was published that same year, and a convention held in Berkeley, California, attracted parents from 16 states.

In 1970, plans began for establishing a "full-time" national office for the group. A meeting was held the following year in Little Rock, Arkansas, where national officers, bylaws, and automatic membership for the 200 persons who attended were finalized. The organization's name was changed to the International Association of Parents of the Deaf.

By 1973, more than 5,000 interested parents and friends had joined the IAPD. A bimonthly newsletter, *The Endeavor*, was produced and distributed to more than 10,000 people, and other publications were created to respond to requests from parents, families, professionals, students, and deaf persons in the United States and abroad. Public awareness of deafness was fostered through outreach efforts such as an "I Love You" campaign and communication kits which were developed and sold to libraries throughout the country.

In 1975, the IAPD was incorporated as a non-profit, tax-exempt organization, and was recognized on state, national, and international levels as the united voice of parents of deaf individuals. Publication sales remained the main source of income, but financial support from the National Association of the Deaf (NAD) and Gallaudet College enabled IAPD members to continue representing parents at national and international conventions.

A mutual alliance plan between the IAPD and the NAD was adopted in 1977. The merchandising function of the IAPD subsequently became the responsibility of the NAD.

The Philosophies of the IAPD:

When the IAPD was formed in 1967, its initial goals were parent-to-parent support and networking among parents, professionals, and deaf people. Those goals remain a vital part of the organization today.

IAPD members advocate "complete participation for deaf children and adults in all aspects of daily communication and life, including educational programs, work, and social situations where one or more deaf persons are involved." The IAPD endorses the philosophy of total communication and informs parents of the many aspects of communication.

Membership is open to anyone who supports the work of the organization and is available in the following categories: individual, family, parent group, institution, educational, student, patron, benefactor, life member, and library.

The IAPD Today: 1980 marked the 100th anniversary of the first convention of the NAD. To celebrate, the IAPD and the NAD held simultaneous conventions. At the same time, the IAPD became more politically active. Through a communication network, parents were kept up to date on legislation that might affect hearing-impaired people, and IAPD representatives presented testimony federally and on local levels about proposed changes in Public Law 94-142.

Jacqueline Mendelsohn, executive director of the IAPD, represented parents at congressional hearings on that law, and also testified before Congress on issues of concern to families of deaf children, including school programs, TDDs, accessibility, and captioning.

Mendelsohn estimates that the IAPD's aggregate membership is approximately

"Because parents are our public, we feel an obligation to join forces with other organizations when necessary."



Patricia Brown (shown here with a representative from the Registry of Interpreters for the Deaf) was one of several leaders of organizations serving deaf people who gathered for a two-day conference at Gallaudet College in January. The goal of the conference, coordinated by Dr. William Castle, was to develop cohesiveness among such organizations to enhance their collective legislative impact.

20,000, including parents, professionals, and involved friends. Members are primarily from the United States, with representation in Canada and some foreign countries.

Its newsletter, *The Endeavor*, continues to be the primary source of information among members. A Key Network links parents across the country and is used to inform parents about legislation concerning deaf persons, to offer information about local schools, and to put parents in touch with other parents locally about information and support. Workshops, conventions, and materials make the IAPD both a resource and a referral agency.

Mendelsohn says, "We have published a guide for parents of hearing-impaired adolescents called 'Years of Challenge' and are in the process of preparing

another for parents of newly diagnosed children. We have a summer camp directory and have published a special issue of *The Endeavor* on deafness and learning disabilities. In other words, we reach all concerns of parenting a child who is deaf or hard of hearing."

Patricia Brown, President:

Patricia Brown of Maryland is a resource teacher for hearing-impaired children in the Washington, D.C., public school system. She also is the mother of a 19-year-old deaf daughter who is enrolled at Seattle Central Community College in Washington. As a parent, she is concerned about "parent participation, children's rights, due process, and proposed legislative modifications that could affect

"...we have a bright, energetic group of board members and I'm confident that we can come up with some innovative plans."



Patricia Brown

identifying hearing-impaired childrens' appropriate educational planning."

As the president of the IAPD, she is concerned about making the organization more self sufficient, and has set a personal goal of involving more racial minority parents in the organization. She is quick to point out that "this isn't only for the sake of recruiting members, but to get a service commitment as well." The group is already exploring efforts in both Washington, D.C., and New York City to get these minorities

involved. "They're there," Brown says. "We just need to tune into and service their needs."

Brown's two-year term began in the fall of 1982. Although she has assumed the presidency at a time when financial cutbacks are affecting many non-profit organizations, she is optimistic that the IAPD can survive. "We're searching among members for ideas to keep financially afloat," she says candidly, "but we have a bright, energetic group of board members and I'm confident that we can come up with some innovative plans."

She would like to continue the spirit of cooperation fostered between the IAPD and the IPO by past president Bonnie Fairchild. "I would very much

like to continue that relationship for legislative impact," Brown says. "Because parents are our public, we feel an obligation to join forces with other organizations when necessary."

As for the future of the IAPD? "I feel very positive. Our purpose will always remain the same. I'm excited to work with the group and I welcome their collective energy."

The International Parents Organization

History: Dr. Alexander Graham Bell said, "No deaf child in America shall be allowed to grow up 'deaf and dumb' or 'mute' without earnest and persistent efforts having been made to teach him to speak and to read lips." That is the premise upon which the Alexander Graham Bell Association for the Deaf (AGBAD) was founded in 1890, and it remains the goal of the IPO today.

In 1956, a group of parents asked AGBAD to sponsor a national section for parents of deaf children. They wanted to set up a resource center to meet the needs of parents, professionals, and oral deaf adults.

Within two years, a group was formed, and was later named the International Parents Organization (IPO).

The Philosophies of the IPO: The members of the IPO strongly believe that a combination of early identification, auditory training (including the use of hearing aids), and extensive educational input in the area of language will enable nearly all hearing-impaired children, even those deaf from birth, to learn to listen and to speak. They believe that children diagnosed at a very young age and aided by hearing aids can learn to use their residual hearing to understand language and to talk. The IPO further asserts that these measures will help hearing-impaired children remain in communication with the world of hearing people and help them achieve their maximum potential.

The IPO members believe that early training is the key to becoming a successful oral adult. "The journey from identification of the hearing loss to becoming a speaking adult is a long one," chairperson Barry Griebler says, "but the IPO is there to help each family along the road."

Another goal of the IPO is to have qualified instructors of language and communication skills teach hearing-impaired children.

“We would like parents to know that the IPO is ready to provide a full range of information services, from educating children to forming parents groups.”



Barry Griebler was elected executive chairperson of the IPO at the 1982 convention of the Alexander Graham Bell Association for the Deaf in Toronto.

The IPO Today: The IPO today supports the activities of its many affiliated parent and teacher groups in the United States, Australia, Canada, and Europe. The volunteer organization has five officers, a 20-member advisory committee, and members from all over North America.

Because of its contacts with other parent groups, the IPO serves as a clearinghouse for the exchange of ideas. It works for the better coordination of the efforts of doctors, educators, and other professionals who deal with hearing-impaired children and their parents.

The IPO also helps new parent groups organize locally and statewide and arranges special sessions for parents at regional and national meetings of AGBAD. A Speakers Bureau allows parents to contact oral deaf adults during meetings, permitting parents to meet and learn from deaf adults who exemplify the goals they are seeking for their children.

Broad areas of action, such as surveys of parent concerns, scholarships, public information projects, and legislative action, are handled on a nationwide basis by the IPO offices in Washington, D.C.

The IPO reaches out to parents in many ways. Its newest publication, *O.K.*, allows teachers, parents, and students to share their experiences, read about scientific and medical advances related to deafness, and find out about federal legislation and national news items. Parents have responded to this magazine with great enthusiasm.

Two other sections of AGBAD, the Professionals and the Oral Deaf Adults, provide services for the IPO at local and international levels. Through the efforts of the Oral Deaf Adults Section (ODAS), parents can meet oral deaf adults in their community who may be potential role models for their children. ODAS members also serve as panelists, speak at meetings, and sometimes join advisory boards or local parent groups.

Barry Griebler, Chairperson:

Barry Griebler, an employee of the Baltimore City Department of Finance, is the chairperson of the IPO. His two-year term began in June 1982.

Griebler and his wife, Sue, a certified teacher of the hearing impaired, became involved with AGBAD through meeting other parents of deaf children. The Grieblers have a 23-year-old deaf son, Michael, who attends NTID.

Griebler says, "We would like parents to know that the IPO is ready to provide a full range of information services, from educating children to forming parents groups. This information is available in the form of printed materials, films, tapes, and individual contact with staff personnel at AGBAD."

Griebler is interested in continuing a coalition between the IPO and the IAPD whereby members can join together to promote common interests such as captioning for the deaf, high risk registry for early identification, and Public Law 94-142.

"This law and others have helped our children move into the mainstream," he says. "We are most enthusiastic about the possibilities this offers for our children's futures."

Griebler says that the most effective efforts of parents must be concentrated. "The worst thing that could happen, when so much progress through coordinated parent support has been made in the way of federal legislation, state reorganization, and in the area of the hearing impaired, would be the splintering of parent interest and efforts."

—Kathleen Sullivan

Why Our Children Chose NTID

Parenthood is filled with hopes, dreams, fears, frustrations, and sacrifice. Never is this truer than when the child has a disability. Parents often find themselves alone, fighting schools, doctors, and a host of "experts" in order to gain the same things all parents want for their children—a good education, a worthwhile and fulfilling career, supportive friends, and a happy home. In this story, three parents discuss their experiences as parents of deaf children and explain what part NTID has played in their lives.

Dr. Rogers Ritter lives in Charlottesville, Virginia, and is the father of Michael, who graduated from NTID in 1980 with an A.A.S. degree in architectural technology. Thomas and Addie Wilbanks, from Nampa, Idaho, are the parents of Karl, a 20-year-old first-year student. Finally, Kay Fitzgerald, from Denver, Colorado, is the self-proclaimed "typical Irish mother" of first-year student Kevin.

Dr. Rogers Ritter



The Ritter family gathers for William's graduation. From left, James, mother Marlene, William, Michael, and Rogers

Dr. Rogers Ritter, a professor of physics at the University of Virginia, had his eye on NTID while it was still in the planning stages and his son was in junior high school. He and his former wife have been long-time friends of NTID's director, Dr. William Castle.

Their son, Michael, never learned sign language when he was growing up. He attended the Clarke School for the Deaf in Northampton, Massachusetts, and was later mainstreamed into Charlottesville Junior High School. Dr. Ritter says he was "looking for a school that would encourage Mike to use his oral skills and would give him the best chance for success in a hearing world.

"We visited NTID the year before Mike graduated from high school," Dr. Ritter explains. "I had read about NTID's programs, but when I actually saw them being carried out, I was impressed with their quality and content. I could see that a lot of thought went into them and they were being carried out by diligent and conscientious people. I have taught at the University of Virginia for many years, and I wish we carried out programs as well as you do."

Dr. Ritter felt that Mike was a perfect candidate for NTID. "Mike has artistic talent—inherited from his mother, I think—and a technical bent from me. All during high school, he was interested in drawing—from carefully detailed sketches of airplanes and automobiles,

to funny, nasty cartoons about his two older brothers' jokes." Dr. Ritter chuckles as he recalls the cartoons. "I saved all of them. I feel that these are a good indication of his sense of humor.

"On the more serious side, Mike would go off by himself and do simple pencil drawings of birds. He used different grades of lines and shading so that it would almost seem to be in color and the details would be very accurate. This rounded out his artistic tendencies and, for this reason, I think architecture was a logical career choice for him. It makes good use of both his artistic and technical talents."

Dr. Ritter says he had no worries about Mike's ability to make a success of his NTID experience. "He always did well at what he tried. In high school he took German—a difficult thing for a deaf American." He became interested in the language during a family trip to Holland when he was 15. One weekend he hitchhiked to Sweden to visit friends. He didn't realize that people aren't allowed to cross borders alone until the age of 16, but he somehow managed to talk his way across. In order to get to

"I had read about NTID's programs, but when I actually saw them being carried out, I was impressed with their quality and content."

Sweden, he had to cross a part of Germany and that sparked his interest in the language.

According to Dr. Ritter, Michael has been working for three years and is still very happy with his career choice. For a time, he considered returning to college, but decided that he would be better off if he continued to work for his current employer, the WM Design Group of Center Harbor, New Hampshire, obtaining his license through them. Architects gain a license five years after they start pursuing one, and he has about two years to go.

"Michael feels that he will learn more by staying with the firm," Dr. Ritter explains. "Part of the reason is that it is high on modern technology, particularly where energy efficiency is concerned. The company has a direct line to a computer in Berkeley, California, which can

furnish detailed information to help them design the most energy efficient buildings possible, using angles of the sun, width of overhangs... anything that affects the final result. He likes the firm, and the firm likes him, so he is reluctant to leave. In the meantime, he is assuming more responsibilities and assignments, even though he still is under someone else's direction until he gets licensed."

Thomas and Addie Wilbanks



Addie and Thomas Wilbanks with, from left, Lillian, Karl, and Jennifer

The Thomas Wilbanks family first heard about NTID when Addie took Karl to Cleveland in 1980 to try out for the World Games for the Deaf. RIT's swimming coach, John Buckholtz, also attended and was impressed with Karl's swimming ability and with his obvious seriousness when it came to competing. Buckholtz spoke to Mrs. Wilbanks about the possibility of Karl attending NTID and swimming for RIT's Division III NCAA team.

"Correspondence and information followed," according to Mr. Wilbanks. In 1981, Karl finished high school in Nampa and competed in the World Games for the Deaf in Cologne, West Germany. In five events, he won four gold medals—three in world-record time—and one bronze medal. He actually broke the old record in the event for which he won the bronze, but two other

swimmers "beat it worse" than he did.

Gaining admittance to NTID proved a little more difficult. The family worked closely with associate professor Elizabeth (Liz) O'Brien, an advisor in Career Outreach and Admissions, and in the winter of 1980-81, Karl took an achievement exam required by NTID—but didn't pass. It was a crushing disappointment, according to his father, but

“We chose NTID first, because of John Buckholtz, and second, because we felt that Karl would get the best education available.”

he didn't give up. The following year he worked to prepare for another try.

“Classes that Karl took at Boise State University during the next year helped him enough so that he could be tentatively accepted,” Wilbanks says. “He attended NTID's Summer Vestibule [orientation] Program and it was a very happy and rewarding experience. He was even a group leader.”

Wilbanks describes his son's first year at NTID as “good in many ways and not so good in others. The first quarter seemed to go well—the second quarter not so well. Taking two laboratory sciences at the same time appeared to be rather ‘much’ for Karl—too much, though he did pass them—just barely. Competing and preparing for the NCAA meet didn't help his studies—or his swimming, we suspect.”

Wilbanks admits he has one “beef” about NTID—the party atmosphere in the dorms. “Students who would like to study can't or their studies are pushed off to hours when they should be in bed. Some sort of control needs to be exercised over during-the-week activities,” he suggests.

When Karl was younger, Wilbanks says that he and his wife wondered what Karl's chances would be to get a post-secondary education and what he would do to earn a living. However, he asserts that “Karl was never lazy. He was a carrier for our local newspaper, a busboy in a local restaurant, a stock boy, and later, a salesman in a local department store. He always earned his own spending money from the time he was a kid.”

With understandable pride, Wilbanks describes Karl's accomplishments as a

swimmer. “He was faithful and diligent, and won many trophies, medals, and ribbons in swimming activities in Nampa and with the Boise Y. At the same time, his educational preparations suffered. The local school system just pushed him up to graduation without helping him in ways he most needed.”

Other than the dorm distractions, Wilbanks and his wife have only praise for NTID. “The staff has been considerate and helpful. We'd vote for Liz O'Brien as the first woman president of the United States, and all the rest of the staff people get the highest marks.

“We chose NTID first, because of John Buckholtz, and second, because we felt that Karl would get the best education available. We still feel this is potentially true.”

Kay Fitzgerald, who works in IBM's Communication Department in Denver, is the single-parent head of a family which includes son, Kevin, and two older siblings, Daniel and Elizabeth. Daniel will graduate from the University of Colorado in December. Elizabeth is married to a rancher, and “raises children and cattle.”

“Deafness had little to do with family expectations of Kevin,” Kay stresses. “His road to college began a very long time ago. He has experienced schools for the deaf, mainstreaming situations, contained classrooms, and the agelong controversy of oralism versus sign language. He seems to have survived in spite of all his diverse educational experiences.”

The Fitzgeralds worked together, assisting and supporting Kevin's academic, social, and communication efforts. “We totally accepted his deafness and half the time forgot that he was deaf,” Kay asserts. She also believes that Kevin came to the conclusion, on his own, that education was his top priority.

“I'm a realist,” Kay says. “I knew that he would never be a brain surgeon or a chairman of the board; but, then, how many others would achieve that status?” She admits that she worried about his job future. “As an employee of a major Fortune 500 corporation, I know how difficult it is for handicapped individuals to surmount the spoken and unspoken prejudice, ignorance, and misunderstanding that exists among the ‘normal’ working force. The one leveler

that can overcome and can influence is for the deaf individual to be good at something.

“NTID has carved out a reputation in the business community of producing educated, savvy deaf employees. Their image and bottom line delivery is exemplary. From my experience with IBM personnel and with colleagues in other corporations, NTID has met the challenges of the workplace. As a family, we encouraged Kevin to seek an education at an institution where he could gain the best education, be confident that upon completion of his training he would be competitive in the labor force, enjoy the experience, and have something to ‘sell’ in the *New York Times*, the *Los Angeles Times*, and all points in between.”

Kevin was attending the Model Secondary School for the Deaf (MSSD) at Gallaudet College when he first heard of NTID through friends and literature. According to his mother, he had three options: NTID, Gallaudet, or the Denver, Colorado, Community College System. For the better part of three years, they weighed the options.

“In the end, it was Kevin's decision and we are happy that he chose NTID.” However, it took some fast talking to vocational rehabilitation counselors in Colorado to persuade them that NTID was the best place for Kevin. Kay explains that in these economic times, it can be difficult to convince state finance representatives that an out-of-state placement is best. However, Kevin talked with the counselors, and because of his obvious interests, ambitions, and abilities, they agreed.

“All the yesterdays, todays, and tomorrows were packed into a surplus Army trunk the day my son entered NTID,” Kay muses. “It could be said that the day of entrance to NTID signified the end of one road and the beginning of a new road ahead: one that he now must travel alone.”

Although she didn't visit the campus until the Summer Vestibule Program in 1982, Kay already was familiar with NTID. “During Kevin's senior year at MSSD, I was fortunate to spend one year on the IBM Faculty Loan program, assigned to Gallaudet College. Through my contacts in the deaf and business communities, I came to know NTID long before I saw the campus.

“I was impressed with the Parent Orientation Program conducted on the opening day. The pitch was forthright, honest, and factual. In a nutshell, it was a



Kay and Kevin Fitzgerald

professional job of telling parents where NTID had been, where it was today, and where it was going. I had a good feeling that my son was in an environment that would bring out the best in him. It goes without saying that his progress and achievement from here on is up to him. However, as a parent, it is reassuring to know that the academic, social, and occupational support systems are in place at NTID."

Kevin's first year has been his declaration of independence from his family; and, like most college students, he hasn't volunteered a lot of information. "I'm making the assumption that 'no news is good news,'" Kay says. "From the limited communication, 2,000 miles away, it appears that he is happy, well adjusted, enjoying college life, and doing well scho-

"NTID has carved out a reputation in the business community of producing educated, savvy deaf employees. Their image and bottom line delivery is exemplary."

lastically and socially. His goal today is to study business administration and computer science, and I believe that this objective is a viable one. When we are together, we discuss the business world and the needs of industry. This, coupled with his own skills and studies, should spell some measure of success for him.

"I truly believe that he is at the best place during the best time in the history of deaf people. I also believe that he has a great responsibility to make something of his life. No other generation of deaf youngsters has had so many opportunities, or so much emphasis on enhancing their lives, in spite of deafness."

She concludes by offering suggestions that NTID keep telling these students how important they are. "They count. Their futures matter. Emphasize their responsibility to educate those around them to the 'invisible handicap.' Demand, expect, preach excellence; and continue to educate corporations." She points out that many corporations are "still in the dark ages—they think that if they hire handicapped people, they have done their job. But what of the future? What career paths are carved? It does no good to educate youngsters if there are no opportunities.

"I think the philosophy of integrating hearing and deaf students at RIT is outstanding. I strongly believe that this is beneficial for both groups.

"So often, the phrase is used, 'He lives in two worlds.' I don't believe in that at all. There is only one world. In my opinion, it is extremely important for my son to feel comfortable and competent with himself. If this is achieved, then there is a natural bridge connecting these 'two worlds.' Vive le bridge!"

—Lynne Williams

Dynamic Duo

Proves Job Sharing Works

"Maryellie." Is it a bird? Is it a plane? Most definitely not.

It is two women who "job share" one position at NTID and function so efficiently as a team that they are thought of as one person by many and were dubbed "Maryellie" by a co-worker.

They are Mary Rees and Eleanor (Ellie) Stauffer, employer development and training specialists for the National Center on Employment of the Deaf (NCED). Previously, Rees had been a French teacher and guidance counselor, and Stauffer had been an elementary school teacher.

The two first met at Rochester's Women's Career Center, where they were both volunteers in counseling and training. It was the first step on the long climb back to work after a child-rearing hiatus for both women. Stauffer is the mother of a 12-year-old boy and a 10-year-old girl; Rees' boys are 11 and 9.

Neither had expected to return to work, but Stauffer says the feeling began to arise in her that "home and domesticity could never be everything for me." Rees volunteered at the Center to keep her counseling skills current. Both found that their commitment to women blossomed there, a commitment based on the feeling that job-seeking women often are at a disadvantage, not unlike hearing-impaired job seekers.

"We kept seeing so many parallels," explains Rees. "A lack of information and awareness, and a need for taking control of one's own life."

At first, their work at the Women's Career Center was in individual counseling. It was in a group counseling situation that their strengths as a team became apparent. Together they spent approximately 100 hours developing a four-session course that was presented at area colleges and to industries.



The warm relationship shared by Mary Rees, left, and Eleanor Stauffer is evident as they catch one another up on the day's news.

Stauffer says that the leap from teaching to counseling was not a great one. In fact, she says, she called upon essentially the same skills in both jobs and began to realize what great value there is in many volunteer jobs such as her own.

What might have been an impossible leap—from working independently to functioning as a unit—instead ended up as a relationship Rees and Stauffer liken to a happy marriage. The secret to their success, they say, is that they have a similar "value base"; they both want a career while at the same time providing a "quality experience" for their children.

"Certain things are understood," explains Rees. "We both care a lot about all aspects of our lives. The professional

relationship we've established eliminates the feeling of being pulled in one or the other direction."

However, the popularity of the workshops they conducted outside the Women's Career Center (for which they were paid) found them traveling wide distances for long stretches of time, often at night or on weekends. In fact, they realized they were away from their families more than if they both had full-time jobs, yet they were not earning salaries commensurate with their efforts.

From this predicament arose the idea of job sharing. Stauffer and Rees worked up a joint resume and took their case to industry, looking for an employer willing to take a chance on them. Not surprisingly, they found no takers, being told by most potential employers that two people sharing one position wouldn't "fit into their system."

Stauffer and Rees worked up a joint resume and took their case to industry, looking for an employer willing to take a chance on them. Not surprisingly, they found no takers...



Mary Rees

In February 1980, they noticed an ad in the paper for a position at NTID which they say combined their business and educational philosophies. They sent a resume to Kathleen Martin, manager of NCED at the time of their application. Her reaction?

"I threw it away," she says frankly. "I immediately rejected the idea, mentally throwing up roadblocks, because it was not the normal way of doing business."

But after an unsuccessful round of interviewing candidates for the job, Martin was more willing to let them plead their case when Stauffer followed up the rejection letter they received with a phone call. She met them for lunch, where their obvious capabilities and ready answers to her doubtful questions allayed her trepidations.

They had come well prepared. Along with their resume package, they brought with them a brief sheet explaining how a potential employer might handle benefits, and an article about job sharing from *Business Week* magazine. They also arranged for Martin to talk to people who had experienced job-sharing employees. Martin, in turn, presented the idea to her manager, the late Vic Maguran, by stating that she had found the skills she was looking for—and they happened to come in two people. Maguran bought Martin's argument. The next step was to approach NTID Director Dr. William Castle, who recalls his reaction at the time:

"Job sharing was not a concept that I was unaware of; however, we had never tried it at NTID. Since Vic Maguran and others were willing to give it a try, I could see no reason not to do so. We did, and it has worked just beautifully. I'd be willing to have it occur in other parts of the Institute."

The question most often asked of the pair is, "If one of you fouls up in some way, who is responsible?" The answer, of course, is that no matter who may have caused the problem, they are mutually accountable.

"We share the fame and the blame," says Rees with a smile.

By most accounts, there is little blame, for the two have worked out a system whereby one is always in touch with what the other is doing. One reason for their success is that they both work on Thursday, and thus are able to catch each other up on the week's events. Another is that they keep only one log book, in which is found recorded notes of all their appointments, meetings, etc.

Obviously, their teamwork has been successful, as they have been asked to handle some supervisory responsibilities since being hired. They assume all the responsibility for communicating with others—their co-workers are not expected to relay a message to both of them. If one is apprised of a situation, the other is expected to know of it also—and does.

The dispatch with which they manage a tricky situation has earned the profound respect of their colleagues.

Says Martin, "It's especially tough for them to pull that off because of the fast-paced nature of the work at NTID. Having them is a real advantage—you get two brains for the price of one. What often happens is that Mary and Ellie will brainstorm together before a new idea, decision, or problem reaches me, so I get the benefit of two opinions, which results in a better conclusion."

Among the people who report to them are Colleen Foote, employer development specialist, and senior career op-

opportunities advisor Robert Menchel, who is one of two deaf employees in NCED.

Foote and Menchel interviewed Rees and Stauffer when they applied for their job. It was, in Menchel's words, "a weird experience."

"They answered questions by taking turns, or both would answer—the same way—together. Sometimes Mary would say, 'I'll let Ellie tell you about that' or vice versa. After a while, it became comfortable—just like talking to one person."

Menchel shares Martin's assessment that hiring Rees and Stauffer was a good move: "You get the benefit of two personalities instead of one. If I have a problem, for example, I can get two perspectives on it. So you have that many more options and ideas."

Foote reveals that her initial skepticism that the arrangement would work prompted her to try and trip them up in terms of communication.

"We would 'plant' items, to see if they got from one to the other, and of course they were very conscientious in the

beginning to see that they did; they called each other every night, because they knew that the job-sharing concept was on the line. Because it was, Mary did not stay out of work when one of her sons became seriously ill shortly after she came on board. We didn't find out about it until a year and a half later.

"I've learned a lot from them," Foote continues, "including the fact that job sharing is not as simple as it appears; you have to work at it."

Once ensconced at NTID, Rees and Stauffer had a baptism by fire. They

"You get the benefit of two personalities instead of one. If I have a problem, for example, I can get two perspectives on it."

came to work in February and their first two-day training program, which they had to develop "from scratch," was in May.

"That, to me," says Martin, "was the ultimate proof of their competency. It

was one of those situations where we were going to give a party and didn't know if anybody would come, and it turned out to be very well attended and very well received."

Now under their aegis are a range of employer services and training. They have developed a number of one and two-day sessions for employers, among them "Working Together: The Manager and the Hearing-Impaired Employee," which includes such topics as understanding deafness and the deaf employee, communicating in the work environment, and services for the employer and the employee. "Working Together: The Trainer and the Hearing-Impaired Employee" is a similar program geared to those who actually train hearing-impaired

It's a Deaf, Deaf World

"When you enter this room, there will be no talking." With this simple admonition, hearing workshop participants are plunged into a situation for which most are totally unprepared: communicating without using their voices.

They are ushered into the room and handed a typewritten sheet of instructions with a chart on the back to record points earned. Tables are arranged around the perimeter of the room with signs indicating what each represents—Employment Counselor's Office, St. Mary's Hospital Admissions, Globe Travel Agency, The National Bank, Hotel Registration, Restaurant, Classroom, and Hearing Club.

Group members must visit each table at least once and try to communicate using any means except voice. The instruction sheet tells them they may use natural gestures, writing, reading, speech-reading, formal signs, and fingerspelling. This group had their first introduction to deafness, signs, and fingerspelling earlier the same day.

Points will be awarded each time they successfully communicate their wishes—to cash a check, sign into the hospital, describe an injury, or make a hotel or plane reservation.

Although assured by workshop coordinators that they "will have fun," participants are obviously nervous during the early moments of the exercise. Most congregate in the center of the room, reading and re-reading the instructions. Finally, with almost palpable resignation, they begin to drift to the different tables at which deaf students and faculty preside.



Workshop participants struggle to communicate without the tool of speech.

The first attempts to communicate are marked by hesitation and timidity. Participants begin with exaggerated lip movements, mouthing, "I would like a hamburger," "I want to fly to Hawaii," or "I would like a room for the night." At one table, the deaf person reads lips and group members are easily understood. (They find out later that the student grew up in a mainstreamed setting and has excellent speechreading skills.) However, when he, in turn, mouths words to them, they have difficulty understanding. At other tables, presidors refuse to recognize speechreading and insist upon signs, fingerspelling, or pantomime. Pantomime is used most

often as the participants struggle to communicate.

The frustration is obvious—each face a mask of concentration. After several attempts to understand what is being said to her, one woman drops her head on the table in mock desperation. Smiles come only when communication has been accomplished and points awarded.

As they proceed from one table to another, the participants gradually become more relaxed and animated, and laughter erupts more often.

Several times during the hour, lights are flashed to gain their attention and a videotape is shown. A severe weather warning is issued in sign language, with instructions on what to do during the

emergency. The message is repeated and then the tape ends. Most of the group shake their heads or shrug. One or two follow the instructions—to pick a red (later it is white) poker chip from the dish at the Information Desk.

During the next 10 or 15 minutes, a "law enforcement officer" walks around the room demanding, in sign language, the chip. When most cannot produce it, the officer shakes his finger accusingly, takes their charts, and subtracts points from the ones gained at the various tables.

Later, participants discover that their instructions were to obtain the chips from the Information Desk in order to "save" themselves from the impending

disaster. With sudden clarity, they understand not only the difficulty, but the danger involved when deaf people miss potentially life-saving news bulletins.

The hour passes swiftly and finally, the lights are flashed, calling the participants to attention. The coordinator says, "All right, you may talk now." An audible sigh of relief runs through the group, along with an almost instantaneous babble of voices.

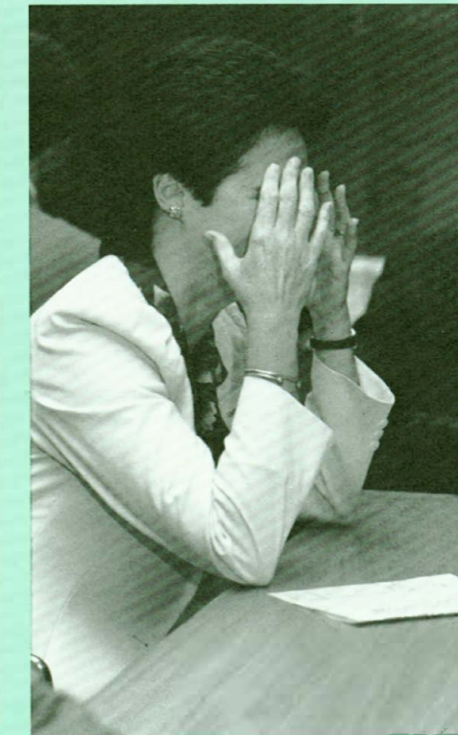
The group is gathered into a circle and one of the coordinators begins the questioning. "What were your feelings when you first came into the room?" A moment of silence—then the answers.

"Scared."

"Apprehensive."



Occasionally, the effort to be understood...



...ends in frustration.

"Frustrated. I knew what I wanted to say, but felt I no longer had any tools to use."

One woman adds quietly, "I felt handicapped."

"Everyone was very patient with me."

"Everyone except the law enforcement officer," says a man who had been caught twice—unable to produce either the red or white poker chip—and lost 30 points in the process.

Everyone laughs. Most had experienced the accusing finger in the face. A sign language instructor defends the officer. "Sam's not tough," he says. "He's a pussycat."

The group looks unconvinced. Sam grins.

When asked if they noticed that different modes of communication were used, there are nods all around. "What modes did you see?" Some were easily recognized. "Pantomime." "Signs." "Fingerspelling." The coordinator explains that presidors also used Signed English and American Sign Language.

"I felt most helpless when it was only sign language," one woman admits.

The coordinator explains that one goal of the exercise is to demonstrate that not all deaf people communicate in the same fashion. Some have been educated in schools for the deaf where only sign or fingerspelling are used. Others come from hearing high schools and have to become proficient speechreaders and speakers. Some prefer writing, while others feel it takes too long.

Finally, the group is asked what they thought the videotape was all about. Heads shake, and after a pause, one man asks, "Was it a weather report?"

—Lynne Williams

employees. "Doing Business with Business" is a training conference for professionals in the field of job placement for deaf individuals, and covers effective strategies for developing productive relationships with employers.

"Getting Your Job Done" is an employer training program which includes information on how to develop in-house orientations, information on support services for employer and employee, and a panel of employers of hearing-impaired workers.

Among the innovative techniques Rees and Stauffer incorporate into their workshops are two programs developed at the Institute. They are "The White Noise Experience," where participants wear devices known as tinnitus maskers in order to get some idea of what it might be like to be deaf, and "Deaf, Deaf World," a workshop which turns the tables on hearing participants.

Their eventual goal is to develop training packages to be used by other colleges for the deaf, since they are unable themselves to go to every one of them. While they are presenting essentially the same set of four workshops, the contents of the workshops are continually expanded and revised.

"Every program is different," explains Rees. "It's not something one can do by rote, nor would we care to. Each group varies, so each time is an exercise in sensitivity."

Another of their goals is to assist deaf graduates they have helped place in continuing career development. Much as women are slow to advance up the corporate ladder, preliminary data suggest that many deaf employees tend either to stay in one position or to move only "sideways."

"We're trying to look at the reasons why this is so," says Stauffer. "There is a need for education for all concerned, so that deaf employees will be able to achieve and take responsibility."



Ellie Stauffer

Together, they have amply shown that in hiring them, NTID has gained half again as much as it would have by hiring only one person. Perhaps because of their successful example, RIT Personnel Director Jeanne Healy is an enthusiastic proponent of future job sharing possibilities.

She says, "The concept of job sharing holds some exciting possibilities in many work settings. For example, in the Personnel Office we have recently hired two women to fill our receptionist position. It was our thought that two part-time persons might be able to give more than 50 percent and would be less likely to 'burn out' in this high-volume, sometimes rather frantically paced job.

"Job sharing provides a fine opportunity for re-entry into the labor market for those who have preferred to be at home for some time and may also become the doorway in situations for career change," Healy says. "In many instances, one employee will be willing to cover for the other on a full-time basis during vacations and illnesses, so there is less disruption than there might be when a regular full-time person is employed. But when two people share a position, systems, organization, and communication efforts are essential if nothing is to 'fall through the cracks.'"

While Rees and Stauffer owe their success to no one but themselves, both assert that it couldn't be done without supportive families. And their families' reactions? Stauffer flashes a quick grin. "I think they're pretty proud of what we do."

—Emily Leamon

In Search of America



Larry Mackey is relaxed. In a comfortable plaid flannel shirt, well worn army fatigues, and hiking boots, he seems to be the picture of health. He doesn't look like someone who lost 25 pounds last summer. Of course, riding a bicycle cross country with 70 pounds of equipment is bound to shed a few inches from anyone's girth. Richard Simmons, are you listening?

Larry shrugs off this feat with a toss of his red hair, and casually mentions some future plans: perhaps a bike trip along the Pacific Crest Trail (which runs from Mexico to Canada) or a jaunt through Europe with his sister, Joanne, also an NTID student.

It must be in the family blood. Larry's parents are both avid outdoorspeople in their home state of Washington. They've

backpacked Mt. Hood and Mt. Rainier. But they've never attempted a 4,250-mile bicycle trek across the country.

Larry, 23, planned his trip for three years and accomplished it in three months. He collected maps and charted routes using information from a "Bike-centennial" organization formed in 1976.

When he first thought of the idea, he took several short cycling trips to pre-



Twenty-two flat tires soon made him an expert mechanic, and a portable stove put his cooking talents to the test.



Top, Larry and his father make a final check of bicycle and supplies in Astoria, Oregon, before Larry starts his trip. Below, Larry stops for a break in Inman, Virginia, along the Cumberland Mountain Range.

pare himself for a longer adventure, but he confesses with a laugh that he didn't train *at all* in the months immediately preceding his cross-country trek.

During one of his shorter excursions, he cut himself setting up a tarp and required 10 stitches in his hand. A phone call home brought Dad to retrieve son and bicycle, with the good-natured admonishment, "I won't be able to come and pick you up like this when you're halfway across the country!"

Larry proved adept at getting along by himself, however. His map-reading skills improved—out of necessity. "I got lost a few times," he admits. ("Lost" meant as many as 10 to 15 miles off the beaten path.) Twenty-two flat tires soon made him an expert mechanic, and a portable stove put his cooking talents to the test. "Lots of hot oatmeal and fruit for breakfast...."

But mostly, Larry enjoyed riding through the small towns and back roads of America, meeting some forgettable and unforgettable characters.

There was Dave, another redhead from Columbia University, with whom Larry rode for nearly three weeks. Dave was fascinated with sign language, so Larry was able to practice with him during their brief partnership.

Then there were "the rainbow people," a group of "weird hippies" Larry encountered in Council, Idaho. Most days he averaged 50-60 miles, but that day he pushed himself a bit further... to the next town, to be exact. He either camped or stayed in state parks or college dormitories, depending on his location, the weather, and his inclination.

"I was riding for fun, not to set records or win fame and fortune," Larry says. "I could forget about school and put my mind at ease while I rode. I was always curious about what was ahead."

In some cases, the news wasn't good. Ozark National Park in Missouri was so mountainous that "I'd ride a half hour to get to the top of a hill, be at the bottom in two minutes, and have another big hill facing me." Wyoming won hands down for the biggest hail—"the size of golf balls!"—and Colorado was "definitely the most beautiful state."

And the most exasperating state? "Kansas, without a doubt," Larry says. "It was the most boring to ride through, although the people were the friendliest of any place I visited. But when I rode through, the temperature was 100 degrees and I had eight flat tires in 15 miles." Larry rolls his eyes. "It took me four hours just to go that distance, because I had to keep stopping to patch my tires." Experienced cyclists later told him that his flat tires were the result of "bad thorns" from tumbleweeds blowing onto the hot, dry asphalt.

Such calamities were made more tolerable for Larry by the long-distance support he received from his family. They sent letters, food, maps, and equipment to local post offices along his route. All Larry had to do was drop a postcard in the mail, telling his family where he'd be in a week or so, and he could count on a "care" package.

Larry completed his 10-state trek in 12 weeks. His sister and two friends drove from Washington state to Virginia to meet him, and then it was on to NTID, where Larry finished an associate degree program in electromechanical technology this spring. He plans to enroll in an engineering technology program at RIT in the fall.

Of his experience, Larry says, "I had a good time, and I learned something about our country. The real America is not what you read about in the papers. There's a lot more to it than that. It's a great place to live."

As for the 25 pounds he lost? He's gained most of it back. As evidence, he points to his fatigues. "My sister brought these for me when she met me at the end of the trip," he says. "When I put them on, they almost fell off." So what did resourceful Larry do?

"I used a string from my bike pack," he laughs. "A perfect fit."

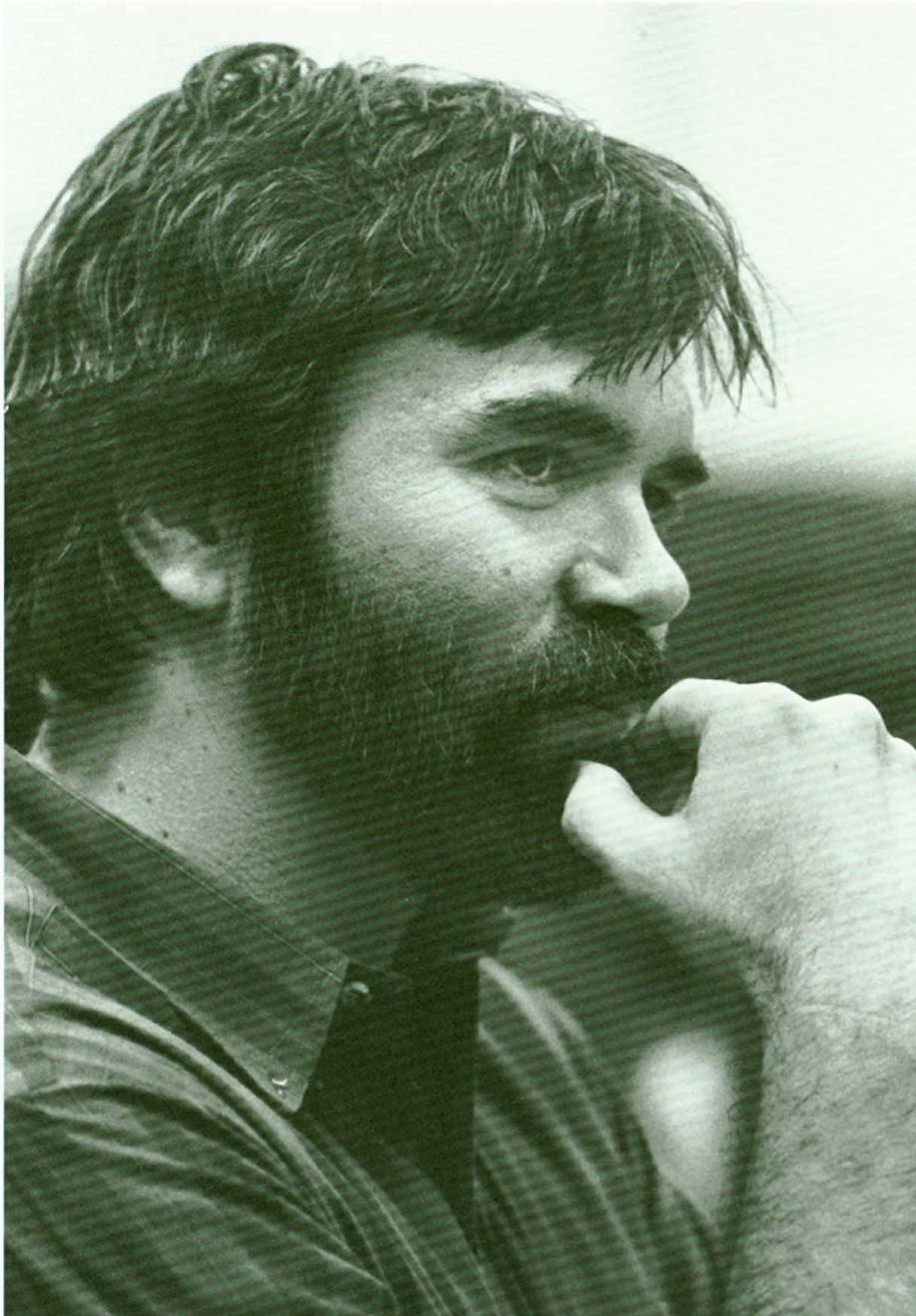
—Kathleen Sullivan



Top, a tobacco farmer hangs his crop to dry in eastern Kentucky. He explained to Larry that different parts of the plant are used for three tobaccos—pipe, cigar, and cigarette. Below, Larry stops at the Virginia border with two cyclists from opposite coasts—one from the University of Buffalo and the other from the University of San Francisco.

Chuck Baird

Creating Art on Stage and Canvas



Charles (Chuck) Baird

Charles "Chuck" Baird sort of gets to have his cake and eat it, too. Since 1975, he has been a company member of the acclaimed National Theatre of the Deaf (NTD), based in Chester, Connecticut. He painted scenery for NTD for four years and has acted with them since 1980.

As a performing artist, he has the luxury of seeing an immediate reaction to his work, experiencing the special chemistry of a live audience. But theater is ephemeral; unless a performance is filmed, it is lost to posterity.

Fortunately for Baird, he also is a fine artist, and has produced a sizable portfolio of paintings. Many are on permanent display, for the world to admire forever.

Baird is a 1974 graduate of RIT's College of Fine and Applied Arts, where he received a bachelor of fine arts degree in studio painting. After graduation, he worked as an art teacher for the New York State School for the Deaf in Rome. He later served as an artist-in-residence at the Margaret Sterck School for the Hearing Impaired in Newark, Delaware.

Since 1978, he has been coordinator of the visual arts program and served as a member of the board of directors for Spectrum, a national, non-profit organization which, according to Baird, "serves all deaf artists in the country by promoting their abilities, not their disabilities."

For Spectrum, he collected photographs and reproductions of works by more than 300 deaf artists. Baird has included in the collection one of his own works. Titled "The Mechanical Ear," the picture is Baird's satire of how, as a child, he was the subject of tests for hearing loss in which he was festooned with mechanical gadgets and meters.

What he envisions for Spectrum is the development of a national archive where biographies of deaf artists and photographs of their works can be accumulated. Someday he wants to take an exhibit of the works of deaf artists on tour around the country.

At the moment, however, Spectrum is temporarily inactive due to lack of funds. Baird is hoping that its lifetime charter will eventually be reactivated so, he says, "its goals can continue unhampered."

Not all of Baird's canvases are confined to a frame. He also has designed and painted sets for a television show and for numerous ballet and theater productions.

Originally from Kansas City, Baird is the self-described "baby of the family." He has three deaf sisters, one of whom is a guidance counselor at Gallaudet College's Model Secondary School for the Deaf in Washington, D.C. Another works as a media specialist in San Francisco, and the third is a homemaker in Olathe, Kansas, where she spends a good deal of time sewing craft items and costumes. His brother, who is hearing, is an abstract photographer.

Not all of Baird's canvases are confined to a frame. He also has designed and painted sets for a television show and for numerous ballet and theater productions.

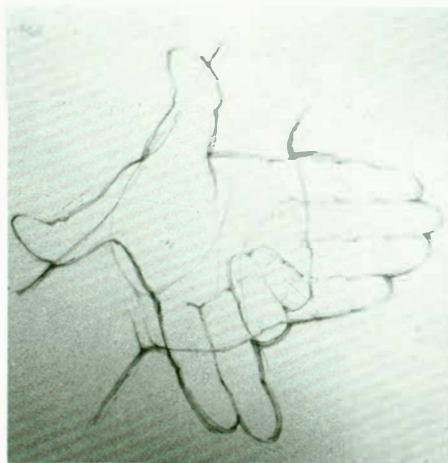
And he has appeared on television as well as before live audiences, both with NTD and with The Little Theatre of the Deaf, with whom he appeared on NBC's "Today" show in 1981. He has played a variety of roles with NTD, in addition to appearing with the National Theater Institute and Spectrum Deaf Theatre, where he played the Father in Chekov's well-known one-act, "The Marriage Proposal." His most notable role is probably that of Agamemnon in a 1980-81 NTD tour of "The Iliad, Play by Play."

His art has been exhibited both in one-man and group shows, all over the United States and in Canada. His work is part of NTID's permanent collection, and he will have a show at the NTID Art Gallery in October. In addition, several groups have commissioned his work, and he has produced such diverse art as an original poster for NTID, a mural for a patron in Philadelphia, and several illustrations of sign language.

Many of his recent works are filled with scenes from the more than 20 European and Asian countries NTD visited during a recent eight-month tour. Wherever he went—Holland, Germany, Switzerland, Lichtenstein, or Japan—Baird found something to catch his eye. But it was India which made the deepest impression on him.



A. Sue Wenter



"The poverty I saw there was appalling," he recalls. "It was a real culture shock. It's hard to find beauty in India, but it depends on how you see it. What you're looking at may seem filthy and seedy, yet even dying people on the street have value for your soul."

Baird works mainly in acrylics, and art, he says, would be his full-time occupation if he could make a living at it.

"But let's face it," he says with a short laugh, "anyone who is an actor and an artist isn't in business to make money."

Top, Baird imitates an alligator during a workshop for NTID theatre students. Below left, a line drawing of the sign for "Texas" which Baird did as a gift for the Texas School for the Deaf in Austin. Below right, a painting of water lilies done in Kyoto, Japan.

—Emily Leamon

A CRUSADER for Student Rights



Thomas Holcomb

Tom Holcomb is trying to light a fire. No, he's not a pyromaniac. He is, rather, an engaging 23-year-old with a ready smile and deep dimples which flash when he's caught in the art of persuasion. His mission is to encourage students to take a hand in the shaping of their own destinies. In simpler language, he is a crusader, hoping to be the catalyst for a variety of student groups on campus.

Holcomb's job title is developmental education specialist, and he is the newest member of NTID's Department of Student Life. His position was created to provide a variety of programming options for that department; he mainly works with students on both personal/social and leadership skill development.

Department Chairperson Ellie Rosenfield says that she was excited about the potential of Holcomb's position and that, "Quite frankly, I aggressively pursued the hiring of a deaf person."

While Holcomb's deafness has gained him access to the student psyche no hearing person could ever hope to achieve, in Rosenfield's estimation, he has proven his value to the department in countless other ways.

"I'm amazed at Tom's ability as a natural educator," she says. "For being so

"He has a real commitment to the educational process and to helping people grow."

young, his skills are most impressive."

Holcomb's youthful appearance has fooled many an observer. Rosenfield relates that in his early days at NTID, Holcomb constantly was mistaken for a student. He was, therefore, not taken by surprise one day when a student asked him if he were student or staff.

"Staff," he answered, "why?" expecting the usual response. The student's answer still brings a chuckle to Holcomb as he relates it. "Because your desk is so messy!" he said.

Rosenfield describes Holcomb as "very self-motivated. For all the pressures of working full time and going to school, he has accomplished a lot and works well with others. He doesn't miss much; he has his finger on the pulse of what students are doing. Perhaps one reason this is so is that rather than going by what his colleagues told him about NTID students, he interviewed a number of them when he first arrived, to form his own impressions and gather information about their needs to assist him in

programming. His sense of what works with students is almost innate.

"He has a real commitment to the educational process and to helping people grow," Rosenfield says. "He's extremely creative, which makes him fun to brainstorm with, and his knowledge of the deaf community has brought us speakers such as Jeff Bravin from the television movie 'And Your Name is Jonah' that we might not otherwise have had."

Two of his recent undertakings have been Deaf Awareness Week, an RIT event which featured performing artists, a tour of NTID facilities, sign language courses, a workshop on deafness, and several speakers and exhibitions; and a series of events centered around advocacy and government relations. The series included three workshops: "Politics and the Deaf," "Advocacy and Lobbying," and "Organizations of and for the Deaf," in addition to a day-long trip to Albany, New York's state capital. The latter trip involved lobbying for a proposed bill to establish a state commission on deafness and hearing impairment.

Holcomb's reasoning in planning these events is that today's NTID students are tomorrow's leaders in their respective deaf communities. "I'm just here to get the ball rolling," he says.

He comes by his political activism naturally, having been educated in a politically conscious town. A psychology major at Gallaudet College in Washington, D.C., where he also had his first job, he now is studying for his master's degree in Career and Human Resource Development at RIT's College of Applied Science and Technology.

He came to NTID for a change, and he's found one. For one thing, he finds NTID students far more "career oriented" than those he left behind and more confident that they will find jobs. Another difference is all the discussion about mainstreaming which he hears at RIT. He is caught in the thick of things—he is in class as a mainstreamed student and initially found it more difficult to work through an interpreter rather than having the teacher sign directly to him.

"However," he says, "things are going much better this quarter. The other students in my classes are more sensitive to my needs as a deaf person and I'm surer of myself. I received an 'A' for my first quarter grade, so I realized that I must be doing all right, even if it didn't always seem so to me."

Holcomb also is involved in the training of resident advisors (RAs), many of whom come to RIT with no background in deafness and are suddenly thrust into the position of being responsible for deaf students on their floor. For that, Holcomb brings in speakers who cover various aspects of deafness, including



Holcomb poses in a hat he acquired in the Soviet Union. He spoke to students in April about his experiences there.

students whom he hopes will serve as role models for the RAs.

While he came to NTID because he thought a change was in order, Holcomb had personal reasons for moving to Rochester as well. His brother, Sam, and sister-in-law, Barbara, are both sign communication specialists at NTID.

Holcomb is, in fact, from an entirely deaf family. His father, Roy, is a noted teacher and lecturer. Not only is he Tom's father, but he also is known as the "Father of Total Communication," which has been defined by the Conference of Executives of American Schools for the Deaf as "a philosophy requiring the incorporation of appropriate aural, manual, and oral modes of communication in order to insure effective communication with and among hearing-impaired persons." Tom himself is profoundly, prelingually deaf and seldom wears hearing aids, so that he depends heavily on sign language.

He finds the staff of the Department of Student Life eager to accommodate his needs. They all sign to him and to each other in his presence.

"NTID is a very different kind of place," Holcomb says, "which I think will afford me a lot of professional growth."

Word of Holcomb's presence on campus has spread through his work with the NTID Student Congress (NSC). Former NSC president and alumnus Philip Gallant tells of a retreat Holcomb organized for NSC members.

"He was interested in establishing lines of communication with the students right away," he recalls. "He has had a great deal of influence on me personally. When I went to him for help in making a decision, rather than making it for me, he taught me ways in which I could determine for myself if the decision I was making was a wise one."

"I think the students are comfortable with me because I'm deaf," Holcomb explains. "I'm hoping they'll be able to take advantage of my experience. My biggest goal is to see more student leaders here; right now I see a lot of untapped potential and a lot of legitimate complaints that the students have, but don't know how to act on. Someone has to build their confidence in themselves."

While Holcomb works on building their confidence, he is acclimating himself to life in Rochester. He has found it a surprisingly nice place to live. Surprising, in that he was not expecting to enjoy life in what he calls "a small town," having grown up in suburbs of Los Angeles and Indianapolis. The unexpected bonus he has found living in Rochester is that there is a wide variety of cultural activities for the deaf and a number of what he calls "consumer services" for deaf persons. And, he adds drily, "I'm learning to like winter sports."

In addition to his duties at NTID, Holcomb serves as an advocate on several RIT committees, to make sure that NTID students' needs are met. He also is responsible for teaching one course each quarter. Currently, he is teaching "Leadership Development"; last quarter, the title of his course was "Drug and Alcohol Use."

"The more aware you are," he explains, "the more willing you are to work. I'm trying to get students to form their own groups, and know they will become involved if they take the time to become acquainted with the issues."

If he's too successful in achieving his aims, Holcomb could be out of a job, for, he concludes, "Most of the things I'm doing now, I hope students will do later. I'd like to see them become more responsible for their own development—to start helping themselves."

—Emily Leamon

Learning the Ropes

Cooperation: a dynamic social process in ecological aggregations (as communities or colonies) in which mutual benefits outweigh the disadvantages ...of crowding.

This story is about cooperation. Its setting is dynamic (a renovated barn), its elements social (10 enthusiastic students), and its outcome decidedly beneficial.

"The Red Barn" is an imposing structure located on the western edge of the RIT campus. It owes its freshly painted look to members of the RIT community who spent one weekend last year cleaning, painting, and preparing it for use by the Institute's Outdoor Experiential Education (OEE) program.

Co-sponsored by NTID's Department of Student Life and RIT's Complementary Education Program, OEE has been in existence since 1975. What began as a simple field trip to a maple sugar site has since developed into an experiential learning concept complete with curricula, agendas, and perhaps most important, a genuine concern for transferring practical learning to the classroom, work setting, and life-long pursuits. Several of the 35 instructors now involved with OEE are veterans of the nationally known Outward Bound and National Outdoor Leadership programs.

"One of the goals of Outdoor Experiential Education is to get students to commit themselves to a project," says Associate Professor Kent Winchester, who helped put the program in place and wrote curricula for several of the courses.

Winchester says that OEE has attracted an even 50-50 ratio of deaf and hearing students, but is proud that the idea originated within NTID. "It's really drawn the hearing students to us," he says.

"We're not looking to take advantage of people's differing abilities," he continues. "We're more interested in having students try new things and then share what they have learned with others."



Top, Pam Stutzman walks across "The Two-Line Bridge" in the Red Barn. Below, Kent and his students meet for an informal class in his office.



Red Reilly

Instructor Robert Feinberg, right, helps Jeffrey Smith "tie in" for rappel and belay activities.

Some of the activities offered through OEE include canoeing, rock climbing, cross-country skiing, back packing, and the ropes course in the Red Barn. Winchester stresses that none of these activities are simply for "fun and games."

"If a student comes out thinking that, then we haven't explained our approach clearly," he says. "Motivation is an important factor. You should have fun, but you also must come with a supportive attitude toward others. You must give of yourself, too."

In the Red Barn, that attitude is critical. In one afternoon session, students are given the opportunity to try at least a half dozen low and high element activities, all incorporating the use of ropes.

The names of the activities run the gamut from humorous to challenging: Trust Fall, Wild Woosley, Fidget Ladder, Trapeze, Cargo Net, Two-Line Bridge,

Dangle Doo, and Rappel and Belay.

Before the class, Winchester explains the activities and then allows students to choose which they would like to try.

A jump from a wooden beam to a trapeze-style bar appeals to some, while climbing a steep vertical wall with simulated rocks interests others. Freedom of choice is second only to the cooperative spirit that Winchester cultivates among his students. Although they may be nervous, they know that their classmates are behind them 100 percent.

"I want to hear lots of encouragement in here today," Winchester says. "If someone chooses not to try an element, I don't want to hear any teasing or laughing... let's support each other."

Pam Stutzman, a 22-year-old accounting student from Buffalo, New York,

admits that working on high elements scares her a bit. But she likes to try different experiences and challenges.

"I'm trying to overcome a fear of heights," she says. "If I ever were in a situation where I had to jump from a high building or something, I will remember this experience and I think it will help me."

Pam enjoys the class so much because it forces the students to "think about others and not just themselves. Sharing responsibilities is important, too."

Part of Winchester's teaching strategy is to allow students to assume leadership roles after they have successfully completed an element. Using the climbing wall, for example, one student is "the climber" (attempting the climb) while a second (initially the teacher) is "the belayer" (providing general safety and controlling the climber's rate of descent). After completing the maneuver, the student may assume the belaying role. In this way, classmates are forced to trust and depend on each other, sometimes in potentially high-risk situations.

Hal Suddreth, a first-year student from Greensboro, North Carolina, is anxious to try every element. Attempting the jump to the trapeze bar is scary, he admits, but "I just tell myself, 'It's not too far... I can make it.'"

Hal says that he likes to push himself to try different things. To him, the hardest part of the ropes course is not learning to trust others, but learning to take responsibility for *their* safety. "That's hard," he admits.

Aside from the challenging Red Barn, Winchester hopes to eventually add to the curriculum kayaking, rafting, bicycling, and sailing activities.

He also is trying to involve more minority groups in outdoor experiential education, particularly disabled people who "don't usually feel comfortable trying such activities."

He also hopes to encourage more female participants. Currently, one-third of the students enrolled in OEE activities are women, and those numbers are growing.

"The class in the Red Barn helped me a lot," Pam concurs. "Kent is a good motivator. Even though I was scared during some of the activities, it actually relaxed me for the rest of the day."

—Kathleen Sullivan

Students Form Media Network

SCC is not a place...

It is an idea.



Members of the Student Communication Center staff include (clockwise from Matthew Moore, seated in front) Henry Sawicki, Dan Trainer, Charles Bancroft, Gerald Ash, Warren Miller, Michele Steele, and Susan Smith.

The Student Communication Center (SCC) is not a place—it is an idea. It was conceived and implemented by Matthew Moore, a deaf social work student from Indianapolis, Indiana.

Moore is a slender young man with curly brown hair and the energy of a coiled spring. After several years at NTID, Moore felt that a communication problem existed within the deaf community at the Institute. He asked himself and others, "How can we improve communication between students, faculty, and staff in order to make them aware of what's happening on campus?"

His answer was to initiate discussions with Larry Mackey, then president of the NTID Student Congress (NSC), about establishing a student communication center that would include television programming and a student newspaper.

Dr. Jeffrey Porter, director of the Division of Human Development, was the one who furnished him with "moral support and some advice on how to plan the organization."

Moore explains, "I worked with Jeff Porter and members of the NSC to develop the idea and constitution." As a

result, NSC donated \$1,200 and the organization was begun, with Moore as its first director.

The first component of SCC was a newspaper. This was a logical progression for Moore, who had served as editor of his high school paper. The paper, also called *The Student Communication Center*, deals with subjects of interest to deaf students about the RIT community and the world outside. It is printed by students in the Newspaper Production I course at RIT.

Initially, it was difficult for Moore and his staff to rally support for their idea from the Institute and the community, but they didn't give up. Their persistence has paid off—in its first two years, SCC published more than 10 issues of the paper.

The newspaper is a mixture of campus news and features dealing with items of special interest to deaf students. A movies column rates films for hearing-impaired audiences, NTID Theatre productions involving both deaf and hearing performers are reviewed, and an "NSC Report" column keeps students informed about Congress activities. The paper also includes extensive sports coverage and articles of interest to hearing as well as deaf students.

There are 18 staff members on the paper, all of whom are deaf. On any given day, visitors to the SCC office, located in the basement of the Hettie L. Shumway Dining Commons, can find several staff members gathered to pick up assignments, check with Moore, or talk over the current or next issue.

One relatively new member of the staff is Californian Nancy McCormick. She recently earned an A.A.S. in Graphic Arts, and next fall plans to change her major to Fine Arts in order to concentrate on painting. McCormick uses a pen name, Jessica Elaine Walkers, when she writes for the paper because she says, "I prefer to keep my writing identity separate from my artist identity." McCor-

mick is looking forward to the next issue because it includes her first article—one she “wrote, and rewrote, and rewrote.”

“I was nervous about it,” she admits. “I didn’t know if it was any good. Then my friends read it and said they liked it.” Her face is a mixture of pleasure and surprise. McCormick also worked on her high school newspaper and adds that she has “improved a lot since then.”

Another staff member who wrote for his high school paper is Dan Trainer of Stevens Point, Wisconsin. He has been a reporter for more than a year, is interested in sports coverage, and writes the column rating movies for deaf people. “Deaf people like action,” he explains. “I go to movies and watch for things that help deaf people enjoy a movie. Is there too much dialogue? Does the camera stay on the face during the dialogue or is it behind the actor so that the audience can’t see the face?” Trainer shrugs. “I wish I had time to see more movies, but I am too busy with my studies.”

Staff Photographer Jennifer Baker is a photojournalism major who cross registered into RIT’s School of Photography. She graduated in May with a B.F.A. degree and hopes to work on a newspaper. “I know that I can’t expect to get a job right away at the *New York Times* or the *Washington Post*,” she says. “I’m just hoping I can start at some small paper, gain some experience, and then move up. I know that it takes a long time to make it in the field.”

Baker spent a lot of time photographing important events at NTID, most notably those having to do with visitors to the Institute. “I photographed Mikhail Baryshnikov, Richard Simmons, and many of the theatre presentations,” she says.

Moore believes it is important for students to have experience working in television as well as being entertained by it, but during SCC’s first year, there were no television shows conceived, produced, and directed by and for deaf students.

“Last summer, I proposed having a Student Communication Network [SCN] that would be part of ITV [Instructional Television Department],” Moore explains. “It began with a pilot program to share ideas.”

In SCC’s February 15 issue, reporter Dave Strom, from Arlington Heights, Illinois, wrote about plans for the new television network, which included the use of the television studio at NTID: “The studio can be used for SCN productions of important programs such as

Stated Purposes of SCC

- To provide opportunities for students to participate, develop, and practice their leadership and social skills.
- To provide a means of communication which informs and entertains both the hearing and the hearing-impaired individuals of the RIT community.
- To provide reports through newspapers and television of any and all events which affect the RIT community, with a special emphasis on those events which affect the hearing-impaired population.

- To promote civic education, and moral and social measure among hearing-impaired people through the newspaper and television network.
- To provide an opportunity for all students to participate in the discussion of practical problems and solutions relative to their welfare and prosperity.
- To encourage and promote the educational, economical, and social welfare of all RIT students; to defend the rights and advance the interests of NTID students in matters of social justice through newspaper and television.



Michele Steele and Matthew Moore confer about SCC paperwork.

signed news by hearing-impaired newscasters using simultaneous communication. News productions will be related to news of cultural events for hearing-impaired people in the United States and the world. Sports announcements will be about accomplishments in the world of the hearing impaired....

“We plan to have another type of production,” Strom continued, “an interview program called ‘Sharing.’ We will interview special people related to organizations that deal with sensitive issues.”

It took Moore nine months to work out an arrangement with ITV, but he says it was worth the effort. “We are here to learn, and doing is the best way to learn,” he says. More than 20 stu-

dents signed up to work in the fledgling SCN, and before the year ended, they had already begun writing, producing, and directing productions for the deaf community. “We now have a newspaper and television,” Moore adds with obvious relish. “I wish there were more opportunities, more time, more money, and more support in order to have organizational success.”

Although he is a social work major, Moore also has an abiding interest in the theatre, and has performed in NTID productions of “Romeo and Juliet,” “Fantastiks,” “One Flew Over the Cuckoo’s Nest,” “School for Wives,” “Odd Couple,” and “A Christmas Carol.”

Despite the obvious difficulties of choosing theatre as a career, Moore is considering it. However, he admits that he enjoyed his first taste of social work. “Last year I had a co-op job during the spring and summer with the Rochester Vocational Rehabilitation office. I worked with deaf clients. If that office had a job opening when I graduate, I might take it.”

When he graduated in May, Moore left the responsibilities of the SCC to director Susan Smith and editor-in-chief Dan Trainer.

“I hate to leave,” Moore says, “but I will go knowing that I leave something behind to NTID... something worthwhile.”

—Lynne Williams

NTID NEWS

Local Television Show Features RIT Students

WOKR-TV, Rochester's ABC affiliate, devoted its hour-long "Morning Break" show in January to Rochester Institute of Technology. Among the students from the various colleges of RIT who joined President M. Richard Rose on the show was Dan Trainer, a deaf student from Stevens Point, Wisconsin.

Trainer, with the help of interpreter Lorelei Reed, fielded phone-in questions from the audience, including one about the availability of support services for deaf students.

"There are many services," Trainer noted, "including interpreters, tutors, and notetakers. They're available anytime a deaf student takes an RIT class with hearing students."



Dan Trainer, center, responds to a question during the January filming of "Morning Break."

IYDP Videotape Wins Award

"We Know It Can Be Done," a 28-minute videotape produced by NTID, was cited for special distinction at the third annual Professional Video Competition sponsored by JVC Company of America in New York City last December.

The videotape, which was produced for the International Year of Disabled Persons, profiles the lives and careers of two deaf persons, Philip Bravin and Bonnie Tucker, and offers them as role models to hearing-impaired adults. Kathleen Martin, manager of NTID's National Center on Employment of the Deaf, and Patricia Steele-Perkins, a senior TV producer in Instructional Television, accepted the award for NTID.



Kathleen Martin and Patricia Steele-Perkins

Broadway's "Evita" Interpreted

NTID interpreter Linda Lamitola interpreted a performance of the hit musical, "Evita," at New York City's Broadway Theatre in March. Lamitola also interpreted two performances of the play in early spring.

"Theatres usually set aside approximately 150 seats for an interpreted show," Lamitola explains. "They raised that number to 200 for those two performances and sold out both times."

Lamitola's services were sponsored by the Theatre Development Fund, a not-for-profit organization which sponsors signed-interpreted performances on Broadway. Other shows featuring interpreters for some performances include "Crimes of the Heart" and "Joseph and the Amazing Technicolor Dreamcoat."

Persons interested in more information about signed theatre performances in New York City may contact the Theatre Development Fund at (212) 221-1103 (Voice) or (212) 719-4537 (TDD).

Wiesenthal Vows "Not to Forget"

Simon Wiesenthal, a survivor of the World War II Nazi concentration camps and a nominee for the 1983 Nobel Peace Prize, spoke of his experiences in bringing Nazi war criminals to justice in an April 13 talk at RIT. Wiesenthal's visit was arranged through NTID's Special Speaker Series, coordinated by Associate Professor Julie Cammeron.

As founder and head of the Jewish Documentation Center in Vienna, the 75-year-old native of the Ukraine has spent much of his life ferreting out nearly 1,100 war criminals, including Adolf Eichmann, Franz Murer, and Erich Rajakowitsch. Wiesenthal lost 89 family members to the Holocaust.

Wiesenthal explains his motive in searching for these criminals: "When we come to the other world and meet the millions of Jews who died in the camps and they ask us, 'What have you done?' there will be many answers. I will say, 'I didn't forget you.'"



Simon Wiesenthal

A. Sue Weisler

New Building Nears Completion

Plans to accommodate increased student enrollment as a result of the rubella epidemic of the 1960s continue at RIT, with construction of a \$2.8 million academic building scheduled for completion by mid-July.

"The rubella effect is no longer a hypothesis—it is a stark reality," says Dr. William Castle, director of NTID.

"Information from admissions personnel shows that the number of applicants at the end of February for the coming academic year is 750, whereas last year at this time that number was 450. Our most reasoned judgment is that we will receive 875 applications by the end of the recruiting year, 350 more than we received all of last year. The yield of Summer Vestibule registrants should be more than 500. Thus, with transfer students, we should approach 600 new students for the fall."

Recent research conducted at NTID by Drs. Ross Stuckless and Gerard Walter indicates that, although rubella students have "a higher incidence of congenital vision and cardiovascular

disorders than their non-rubella deaf and hearing peers at RIT, there is no indication that these pose chronic health or education-related problems to them as young adults."

Other research by Stuckless and Walter indicates that the rubella students have "no significant differences in cognitive measures. The rubella students were significantly superior on one of the eight communication measures—auditory discrimination—and approached statistically significant superiority on three other communication measures: reading, speech intelligibility, and simultaneous recognition."

Iannazzi Wins Photography Honors

"Iris in White," a photograph by Robert Iannazzi, a media specialist at NTID, was recently awarded a Blue Ribbon and a Master's Court of Honor Award at the Professional Photographers Society of New York print competition. "Iris in

White" was also accepted for exhibit at the Professional Photographers of America convention held in Dallas, Texas, in July.

"Iris in White" is one of 72 pieces of art selected from close to 3,000 entries submitted for "The American Annual Works on Paper Exhibition" to be held June 18-August 27 at the Zaner Gallery in Rochester. Iannazzi was the only Rochester artist selected to be included in this prestigious exhibition. Entries were judged by Jane Livingston, associate director of the Corcoran Gallery of Art in Washington, D.C.

Also, a portrait by Iannazzi has been selected by Eastman Kodak for exhibit at the Professional Photographers Showcase at the Kodak Pavilion at Epcot Center in Florida. The portrait of a family in Rochester's Mendon Ponds Park depicts the glory of an Upstate New York fall scene. Submissions for this exhibit are limited to those requested by Kodak.



Lang Receives Teaching Award

Dr. Harry Lang, associate professor of physics at NTID, received in May an Eisenhart Award for Outstanding Teaching. The award is the highest teaching honor given by RIT. Lang, who has worked at NTID for 13 years, has been instrumental in developing the Institute's physics program. He has a bachelor's degree in physics from Bethany College in West Virginia and a master's degree in electrical engineering from RIT. He was the first deaf RIT faculty member to complete his doctorate at the University of Rochester, where he is a visiting associate professor in science education for the deaf.

Clarq Named to Committee

Dr. Jack R. Clarq, associate vice president of NTID, has been appointed a member of the President's Committee on Employment of the Handicapped.

Based in Washington, the President's Committee on Employment of the Handicapped serves an advocacy and public awareness role in fostering job opportunities for handicapped individuals. Dr. Clarq has been appointed to the PCEH's worksite modification committee.

Castle Named Honorary President

Dr. William Castle is serving as the first honorary president of the Council for Better Hearing and Speech Month, a consortium of 27 major national organizations concerned with communicative disorders.

As 1983 honorary president, Dr. Castle represented the organization at various functions and will preside at the Council's annual meeting in September.



Presenting...the Graduates

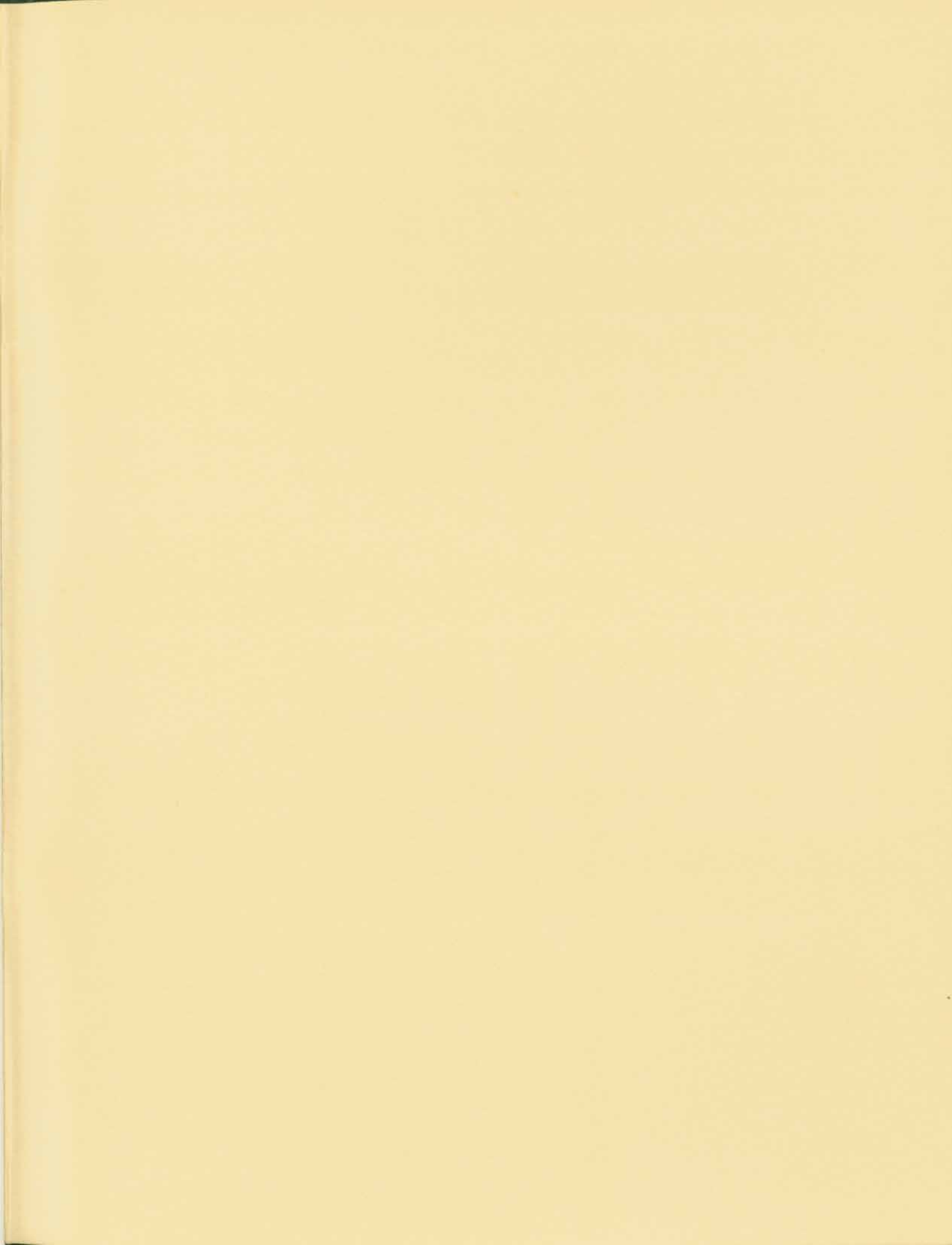
RIT's first class to graduate from NTID's associate degree program in interpreting for the hearing impaired received their degrees in May. The program prepares graduates to provide interpreting and other educational support services to hearing-impaired persons, primarily in educational settings. Members of the class are: (kneeling) Sue Mahan, Cynthia Graney, Laura Freeman, and Cynthia Cumming; (standing) Kim Maibaum, Leslie Helsher, Donna Bollinger, and Carol Convertino.



Ceremony Honors Faculty, Staff

Pictured with Frank Blount, left, chairman of NTID's National Advisory Group (NAG) are this year's recipients of NAG's Outstanding Service Awards. From left, Ellie Rosenfield, chairperson of the Department of Student Life; Peter Haggerty, English specialist in Communication Instruction Department III, and Mary Bailey, secretary in the Division of Visual Communication Careers.

A. Sue Weisler





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A Final Word...

Behind every successful student are parents who have sacrificed. This issue of *Focus* will introduce you to parents who have made those sacrifices with grace and generosity.

Dr. M. Richard Rose
President
Rochester Institute of Technology