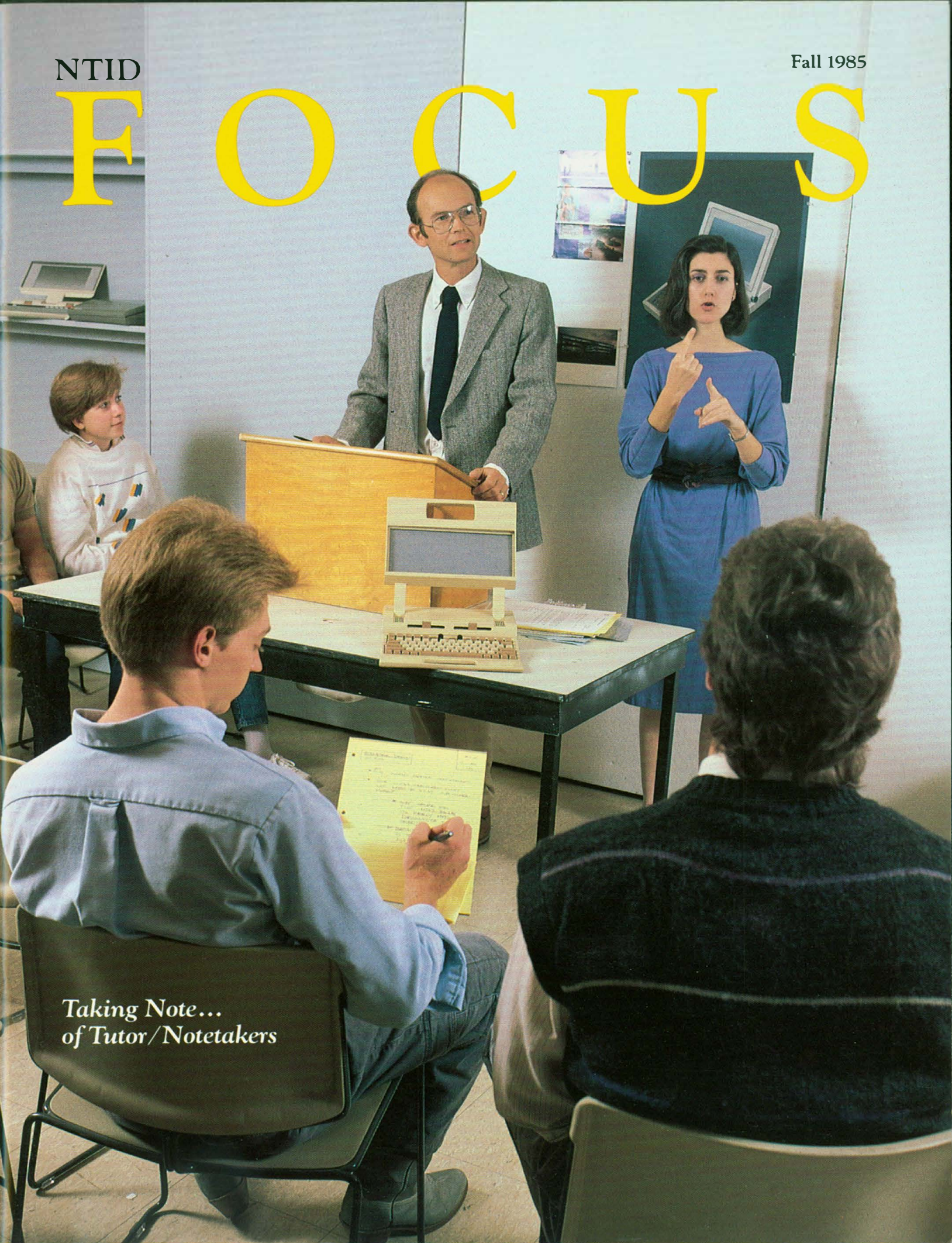


NTID

Fall 1985

# FOCUS



*Taking Note...  
of Tutor/Notetakers*



# NTID FOCUS

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

Fall 1985

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College of Graphic Arts and Photography students Glenn Koch (left foreground) and Charles Tyler (right foreground) absorb themselves in Associate Professor James Sias's industrial design class in different ways. Koch takes notes for himself and for Tyler, who is deaf, so that the latter won't miss any of Sias's lecture, which is interpreted by Carol Convertino. (Photograph by Christopher Quillen)

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

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◀ Which way to the dining commons? Even helpful siblings need to take a break during "move-in" day. Checking a campus map for the nearest ice cream cone makes perfect sense on a hot day. (Photograph by A. Sue Weisler)

# Connections, Large and Small

*From the Director's Desk*

This issue of *NTID Focus* is about connections—connections made by people at Rochester Institute of Technology (RIT) within and outside the Institute.

One interesting connection is being made by NTID with deaf students at other colleges. Read about the various reasons that these students transferred to RIT on p. 3.

In a similar vein, NTID faculty members share their expertise with graduate students, professionals, and other selected personnel through NTID's internship program, which has served more than 550 people since it began in 1969. The program affords NTID the opportunity to make connections with others interested in deafness, often with far-reaching implications. It is described on p. 17.

Occasionally, by virtue of its uniqueness, NTID is fortunate enough to attract well-known personalities who are willing to make a connection with deaf students. Such was the case with the April visit of actress Louise Fletcher, who became known to millions for her Academy Award-winning portrayal of the malevolent Nurse Ratched in the 1975 movie "One Flew Over the Cuckoo's Nest." Fletcher is equally well known to deaf persons for delivering her acceptance speech in sign language on national television. This talented actress describes on p. 8 how her parents—both of whom are deaf—influenced her upbringing and career aspirations.

NTID graduates inevitably connect with, and have an impact on, the outside world. Such is the case with alumnus Joseph Viscardi, a 1978 graduate of the College of Fine and Applied Arts at RIT. Viscardi is an art director at Medicus Intercon International, a New York City-based advertising agency. He reaches the nation's consumers every day with his special brand of art. On p. 10, this ambitious 30-year-old explains how he became one of NTID's many graduate success stories.



In that same category are a special group of NTID alumni who have volunteered to work with NTID's Department of Career Outreach and Admissions. These successful graduates voluntarily speak to groups of high school students, counselors, and parents, sharing their experiences and helping prospective college students make good educational decisions. A preview of the Alumni Admissions Team Program is offered on p. 15.

One of the more enduring and unusual connections made within RIT is that between mentors—RIT secretaries who volunteer their time and energies—and students who are enrolled in an NTID seminar on office practice and procedures. The program is described in a story on p. 12.

A similar connection is made by those hearing students at RIT who each year voluntarily lend their ears and their hands to the arduous task of notetaking for deaf students on campus. Their story begins on p. 25.

Deaf students also connect with each other, as in the case of "student development assistants" who are showing their peers the way to assume leadership roles on campus and elsewhere, as well as bringing information about deafness to community groups. On p. 28, they explain their role.

Our remaining two stories deal with some of the most delicate and yet powerful connections—those made between teachers and students.

NTID's "Life After College" course allows teachers to broaden the scope of their young charges to include the world beyond their studies; students, in turn, receive the tools that they need to begin connecting with the "real world." The story on p. 22 explains this interesting and important course.

Finally, one teacher who has converted the science of connecting with his students into an art is Robert W. W. Taylor. We hope that his story, beginning on p. 30, illustrates why the smallest connection forged by one person is no less important than those made by large programs, and that, at the start of another school year, it may provide some inspiration.

*William E. Castle*

Dr. William E. Castle

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# THE SECOND TIME AROUND

## Transfer Students Choose NTID

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*By Emily Andreano*

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Not all NTID students receive a high school diploma in June and pack their bags to head to RIT in September. Some postpone the decision to begin a college education for a while, either to work or to take a break from studies.

Many transfer from other colleges—during the 1984-85 school year, NTID's enrollment of 1,319 included 188 transfer students. These students apply to NTID, or to one of the other colleges of RIT, for a variety of reasons.

Janice White came with the hopes of improving her social life. She was one of the wave of "rubella bulge" students—born deaf because her mother contracted rubella during the 1963-65 epidemic.

A 1985 graduate who received a B.F.A. in graphic design, White had always been the only deaf student in all of her classes, and, like others in her situation, found it difficult to make friends.

So isolated was she, in fact, that when her mother read a newspaper article about another deaf child living in the same small town of Stevens Point, Wisconsin, she arranged for the children to meet. The two kept in touch over the years, and when Janice was a student at

Edgewood College, a four-year Catholic school in Madison, she got a letter from her friend Dan Trainer, then a student at NTID.

Trainer had such glowing things to say about both the social and academic atmosphere at RIT that White decided to transfer. It is a decision she has not regretted.

"I really liked being able to find friends here," she reflects, "and being on a campus with deaf and hearing students has given me new confidence to make friends and perform on the job in the hearing world as well."

Mark Compton already had that confidence. Despite having been born profoundly deaf, the 24-year-old St. Louis, Missouri, native was successfully mainstreamed in a public high school after completing his elementary education at a residential school for deaf students, the Central Institute for the Deaf in St. Louis.

He started college at Utah State University, mainly because it has support services for deaf students, but then decided that he wanted to study marine biology. Compton transferred to Texas A&M University, where he spent his

first year on the main campus at College Station. The marine biology program, however, is located in Galveston, and it was here that Compton spent his second year and eventually began wondering "what graduates do when they get out of here."

What Compton discovered, much to his chagrin, is that the market for marine biologists is not especially ripe in the current economic climate. Despite maintaining a "B" average with no support services, Compton's practical nature prompted him to transfer to RIT's College of Engineering. He will receive his bachelor's degree in mechanical engineering next May and is confident of finding employment in his hometown at either of two large corporations: McDonnell-Douglas Aircraft or Emerson Electric.

Compton is most grateful for RIT's support services, which he says are more necessary to him in mechanical engineering than they were in marine biology. He also likes the opportunity provided by RIT to socialize with other deaf people.

"I often got bored at my other colleges trying to decipher the conversations of hearing people," he admits. "It's fun to

be at a school where so many people are skilled at communicating with hearing-impaired persons."

Kara Bakay, on the other hand, had to learn sign language after arriving at NTID, in order to communicate with many of her hearing-impaired classmates. Though born profoundly deaf (the result of her mother's having been ill while pregnant), the 22-year-old Binghamton, New York, native was educated entirely in mainstreamed situations, and entered a local two-year school, Broome County Community College, following high school. After a year there, a thirst for independence drove her to seek out NTID and enroll in its medical laboratory technology (MLT) program.

Bakay is indeed independent, for she is reluctant to jettison her true career aspirations, one of which is to become a police officer. While she could perform the many administrative tasks required of certain police officers, her ambition is to be "a cop on the beat," for which normal hearing is required.

Bakay's second choice is medicine, but there she is hampered by her own physical condition. Besides being deaf, she has multiple sclerosis, which her doctor says will prevent her from pursuing the high-risk, high-stress profession.

She says that NTID Career Development Counselor Kathleen Chiavaroli helped her realize that, in choosing MLT, she is coming as close as she can to achieving her personal goals.

"What I like," she says, "is helping people. As long as I'm able to do that, I'll be happy."

Bakay's pursuit of happiness has been strewed with stumbling blocks. At one particularly low point, when personal problems were causing her to consider whether or not to leave NTID, the encouragement of a teacher—Dr. Henry Maher—prompted her to stick with her studies.

"He told me that I did good work," she recalls. "His words came at a crucial time for me."

Associate Professor Jere Rentzel was alumnus Mark Baucom's inspiration.

"He thinks he's always right," says the bemused Charlotte, North Carolina, native of Rentzel, "and he is."

Baucom, who was deafened at the age of 6 months after a bout with a high fever, received an A.A.S. in printing production technology from NTID last spring. He previously had been a student at Gardner-Webb College in Bowling



#### RIT hits the "Marks"

Transfer students Mark Baucom, left, and Mark Compton both found RIT more to their liking than their previous colleges. Baucom is an NTID graduate and Compton is a student in the College of Engineering.

Spring, North Carolina, a private four-year liberal arts college with a special program for deaf students.

But he decided that there was "no future" for him in liberal arts, perhaps swayed by the fact that his family owns a printing business. He transferred to NTID "because RIT has the best school of printing in the country."

Baucom is another independent character: while at NTID, he concentrated on screen printing rather than on the offset printing that is his family's bread and butter. He works in the former field for the Barlo Sign Company in Nashua, New Hampshire, and hopes someday to establish his own business.

"It may take a while," he draws, "but I'll do it."

Baucom liked everything about his experience in Rochester except the weather, an affront to his Southern sensibilities. His background was challenged in other ways: he says that RIT taught him not only about successful relationships between deaf and hearing people, but also about racial tolerance.

One of his best memories of the Institute involves Zeta Pi Mu, a recently established campus fraternity composed mainly of deaf "brothers."

"It gave me an opportunity for leadership," he explains, "for which I will always be grateful."

Kathy Koberowski is another Southerner who found the climate at RIT more conducive to her personal career aspirations. The 21-year-old Richmond, Virginia, native became deaf as the result of a severe case of measles, and, after attending a pre-school for deaf children, she completed her elementary and secondary education at public schools.

She chose to attend Gallaudet College in Washington, D.C., mainly because it was closer to home. Koberowski transferred to NTID primarily "because I wanted to get started preparing for my career" and secondarily, because she felt that her academic placement at the other school had not challenged her enough intellectually.

She has found in RIT what she considers a rigorous, task-oriented program in her chosen field of applied art. After she receives her associate degree in May, she is considering enrolling in RIT's College of Fine and Applied Arts, to get more experience in the "creative" side of art. She remains, however, steadfast in her commitment to mechanical art as a career, admitting that she is "not crazy about creating ideas all the time."

Koberowski characterizes the atmosphere at RIT as "people working hard trying to achieve the highest professional goals they can."

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**I** feel like a total person here. I've studied hard, done well, and I feel that the career area I've chosen is a part of me."

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Julie Greenfield is another applied art student who transferred from Gallaudet. But Greenfield has encountered an entirely different set of challenges, relating mainly to the fact that she is married and the mother of a 4-year-old.

Her husband, Bruce, is a 1976 alumnus of RIT's College of Graphic Arts and Photography, and Greenfield admits that were he not willing to share the load at home, she would be unable to pursue her studies. Her daughter, Jennifer, has also been affected by having a mother who is a student.

"We got her a little table and chair," says Greenfield with a smile, "and when I do my art work, she sits at her table and does her art projects."

Greenfield, a 26-year-old native of Holly, Michigan, is another student who became deaf because her mother contracted rubella while pregnant. Her early education was in public schools, first in a regular classroom and then in a mainstreamed program for deaf students. She chose Gallaudet because of her initial interest in liberal arts.

"I thought I wanted social work," she explains, "but I was not satisfied with my schooling. In general, I felt that I wasn't ready for a social work major at the time, so I decided to take a break and work for two years. I enjoyed my time at Gallaudet—it was a deaf culture and a deaf world and it naturally was a comfortable environment for me. But I was also shutting out some reality. Being at RIT forces me to use every possible means of communication, and has made me proud of my communication skills."

It was while working as a secretary at Gallaudet's Model Secondary School for the Deaf that Greenfield met her future husband, then the school's official photographer. They married, and following Jennifer's birth, Greenfield stayed home for two years.

But her interest in school resurfaced, and after some discussion with various teachers and counselors, she decided to pursue her longtime interest in art. Although her husband is hearing, he is familiar with NTID's applied art program, because he studied at RIT, and

urged her to explore it. Greenfield speaks gratefully of his encouragement, and of the fact that he was willing to follow her to Rochester in order that she might also attend RIT.

"I feel like a total person here," she reflects. "I've studied hard, done well, and I feel that the career area I've chosen is a part of me."

Managing her complicated life has imposed its share of stress on Greenfield. Again, it was an NTID faculty member who encouraged her not to abandon ship, in this case Professor Jack Slutzky.

"I was not developing at the rate I felt I should," recalls Greenfield. "It was a 'make it or break it' time for me. He took the time to sit and talk with me. Because he thought I could do it, I did."

Greenfield will receive her associate degree next May, at which time she will seek employment as a production artist.

Charles Avena transferred to NTID in order to put some distance between himself and his parents. While providing him with benefits such as extensive speech therapy, they were also a somewhat sheltering influence, in his opinion. His story is remarkably similar to White's in that, after a 10-year hiatus, he heard from a friend—NTID alumna Debra Miller—whom he had met while at a school for deaf students.

Miller wrote to Avena, who is from Whitestone, New York, while he was attending Queens College. She encouraged him to transfer to NTID because she felt that the Institute had much to offer him. So Avena left home, to seek both independence and more extensive support services than were available to him at Queens.

He enrolled in RIT's College of Business and graduated last May with a bachelor's degree in business administration, with a concentration in human resources and personnel management. He is now seeking employment as a computer operator. One of his cooperative work experiences had been as a personnel records clerk at the International Business Machines Corporation's North Tarrytown location, and another in word processing at their facility in White



*Comparing notes*

Janice White, left, and Kathleen Sentz trade stories about their arrival at RIT.

Plains. He hopes to combine his experience in computer operations with his personnel work into an eventual career in the new field of personnel information systems.

Avena, who is congenitally deaf from rubella, says he "grew up in the hearing world." Thus he reports that NTID was a bit of a culture shock.

"I didn't know sign language," he explains, "and here were all these hands flying all around me. Not only that, but [Business/Computer Science Support Chairperson] Dick Orlando was very hard on me at first. He made me realize how important it is to be specific about what you want; because of him I pushed myself to become a better student, and a better person. I'm happy to say that I now count among my close friends several deaf people who communicate mainly through the use of sign language. I also picked up a knowledge of deaf culture."

Avena first heard of NTID through a high school guidance counselor, but he says that at the time his "narrow mindedness" prompted him to turn his nose up at the suggestion. He is pleased that he recanted.

"I'm glad I went to RIT, because of both the mainstreaming and the high quality technological education offered, which I feel will be in ever greater demand."

He has so embraced his newly acquired language that he hopes to teach it to his colleagues at IBM and to "develop in them a sensitivity to deafness and an understanding of the variety of ways that deaf people choose to communicate."

Like Avena, Kathleen Sentz found that the support services at Erie Community College in Amherst, New York, did not meet her needs. But before she could make the switch, her parents needed to be convinced that the extra money required to send their daughter to NTID would be worth their efforts.

One would suspect that Sentz has vindicated herself, for, during the last academic quarter, she attained a 4.0 grade point average in her chosen field of architectural technology.

Another "rubella bulge" student, the Alden, New York, native started at RIT in chemical technology, because it involves working with mathematical formulas, of which she is enamored. She found, however, that the major "conflicted with my personal philosophy—I could not reconcile with the idea of



#### **Moving on out**

(Above) Julie Greenfield, left, and Kathy Koberowski are both applied art students who transferred to NTID from Gallaudet College. (Below) Vernon Kurt chats with Donna Stanton, a student in NTID's A.A.S. degree program in educational interpreting, at NTID's academic award ceremonies.

dumping all those chemical pollutants into the sink on a daily basis."

After that false start, she selected the traditionally male-dominated career area of architectural technology because it melds her interests in mathematics and the manual skills she has always enjoyed as a hobby: oil painting, sketching, pottery, and charcoal drawing.

Like some of her fellow transfer students, Sentz learned sign language after

arriving at NTID, since her previous education had been in public schools. The would-be architect admits that she is "more comfortable" at RIT than she was at her first college, mainly because, thanks to the aid of a notetaker, she can now attempt to speechread her teachers instead of having to take notes, which often caused her to miss much of what went on in the classroom.

"Coming here was in a way like a reunion for me," she notes. "You can get acquainted with people so quickly, because you have so much in common with them."

As it had been for Avena, arrival at NTID was a bit of a culture shock for Vernon Kurt. But Kurt, unlike the city-bred Avena, had briefly attended a residential school for deaf students and was not nonplussed by the use of sign language. It was the relatively Eastern setting that was a new experience for him.

The 29-year-old College of Applied Science and Technology student grew up on a dairy farm in Cascade, Iowa, and had never been east of Chicago before venturing to RIT. He came to see what life would be like as a residential student, having heretofore studied the hard way—attending night school in the general machinist program at the Northeast Iowa Technical Institute in Peosta while helping at the farm during the day.



He earned straight A's in this one-year diploma program, and returned for an associate degree program in mechanical engineering, also at night. He arose at 5:30 each day and drove 33 miles to work as a machine operator, then another 10 miles to attend classes until 10 p.m., and arrived home at 11:15 p.m.

This back-breaking schedule and the lack of any support services for deaf students ("I didn't even know they existed.") proved to be too much for him, and he left the program. But the overwhelming desire for some "college life" prompted Kurt, who was born deaf as the result of an Rh incompatibility, to leave his close-knit family to study electromechanical technology at NTID. Now a cross-registered student, he has begun studying for the bachelor of engineering technology degree.

He is easygoing, even impish, in conversation, but there is pride in his voice as he tells of having been the only deaf student ever to graduate from his small public high school. There is an equal amount of concern that his scholastic motivation remain steadfast in order that he might somehow repay his parents for having spent their own money to provide him with speech therapy and special schooling as a youngster.

It is unlikely that Kurt will disappoint; the road to achievement has been too long and much too hard.

"I'm older than most college students," he says, setting his jaw. "I know what a good education can get me."

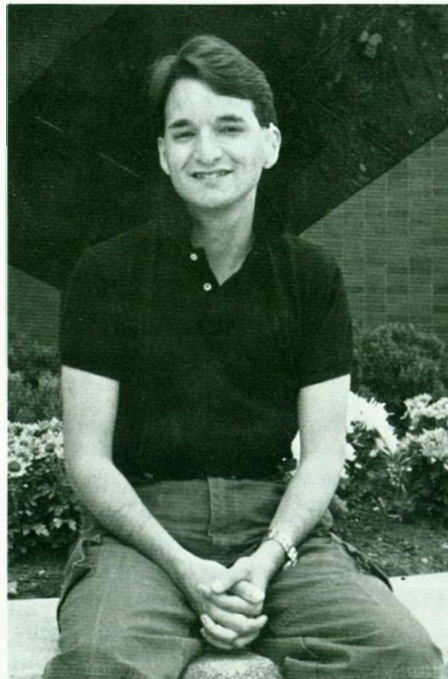


Kara Bakay

At 31, Susan Smith is also older than most college students. But the Clio, Michigan, native is convinced that she is deriving more from her social work studies at RIT than she possibly could have earlier. She is not guessing, for she did, in fact, start college in 1973 at Galaudet, only to withdraw and return home.

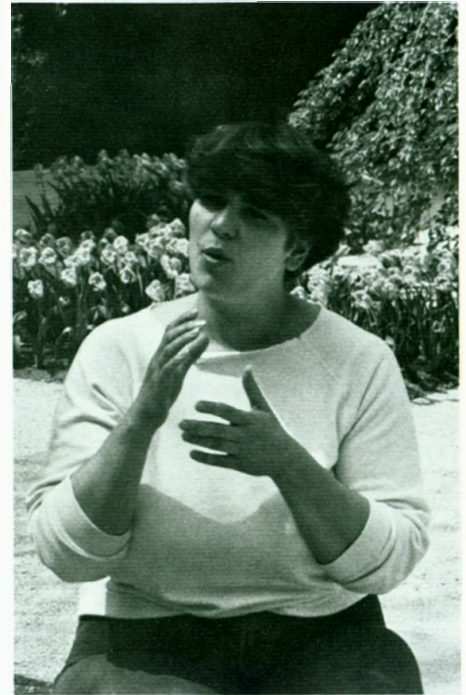
"I was neither academically nor emotionally ready for college," explains the gregarious woman, who became deaf at the age of 4 after a bout with spinal meningitis.

She went back to school at Charles S. Mott Community College in Flint, Michigan, and also tutored students in remedial reading and instructed residents of a community mental health center in independent living skills. At the center, she worked with deaf, mentally retarded, emotionally disturbed, and multiply handicapped adults.



Charles Avena

She left the community college to become a rehabilitation aide for Goodwill Industries in Flint, working for three years with deaf adults, many of whom had recently been released from mental institutions. When the funds for her position ran out, Smith took it as a sign that it was "time to go" and enrolled in RIT's social work program, from which she will receive a bachelor's degree in May.



Susan Smith

Now that she feels she has the maturity to gain from it, studying at RIT has been an enriching experience for Smith.

"My academic advisor, Betty Toney, has helped me realize that if I take care of myself first, the rest will take care of itself. She has a wonderful way of holding up a mirror to reflect back on you, and quickly helps me to find solutions to problems I have mulled over for hours.

"Being a resident advisor is one way I'm learning about myself, and I've found that I really enjoy helping people help themselves," she says.

She completed an internship at Rochester's Monroe Developmental Center this past summer, doing administrative work, and hopes to combine her previous work with that. Her dream is to establish a facility for mentally retarded deaf people, but first she will pursue a master's degree in social work "somewhere in New England."

She attempts to put her attraction to working with mentally-retarded people into words: "I find it challenging and very stimulating. These people have a lot to tell us; they, like us, are human beings."

Like her fellow transfer students, Smith has found a comfortable, nurturing environment at RIT: "I don't identify only with deaf or hearing people. Here we have the best of both worlds."

# Louise Fletcher

Shares Her Magic

By Vincent Dollard



Actress Louise Fletcher cuts an impressive figure as she steps up to the podium in the NTID Theatre. She is tall and crisply attired in a black dress; she removes her glasses and smiles as applause fills the air.

"My first job is to convince you that I'm not a monster," she says, referring to her Academy Award-winning portrayal of the domineering Nurse Ratched in the 1975 movie, "One Flew Over the Cuckoo's Nest."

A ripple of laughter filters through the Theatre. Fletcher pauses and begins hesitantly.

"Talking about what I do best is not what I do best." She admits that when Julie Cammeron, coordinator of the NTID Special Speakers Series, contacted her about speaking at NTID, Fletcher wondered if she'd have anything of value to impart to students. Based on the students' reaction to her during her stay, nothing could have been further from the truth.

Fletcher stirred the hearts and minds of America in 1975 when she dedicated her Academy Award to her parents—both of whom are deaf—and presented her acceptance speech in sign language. Her two-day visit last April touched many within the NTID family.

Fletcher's presentation revolves around her childhood memories of growing up as one of four hearing children in a nearly silent household.

"My parents, both profoundly deaf, met at Gallaudet College in 1920," she says. "They courted for eight years and insist that they never kissed during that time."

Her father, who Fletcher maintains is still her "best press agent," was struck by lightning when he was a young boy. He awoke from a three-day coma, profoundly deaf and blind in one eye. He is a retired Episcopal minister who traveled throughout 14 states for 45 years, preaching to thousands of people, deaf and hearing alike.

"My father is a very good communicator," she says, "and an excellent speechreader."

Fletcher's mother was born deaf and, as a child, scrubbed floors along with other students to "earn her keep" at the Texas Asylum for the Deaf and Dumb. She later became a teacher at that institution.

"My parents had to overcome so much," Fletcher says, "yet both were able to realize their dreams in the face of incredible odds."

"I learned from them that my own goals didn't seem so impossible," she says. "Against the background of their daily example, I was able to seek my own potential."

Fletcher admits that she grew up fast and learned about responsibility at an early age.

She often served as an interpreter for her parents, filling them in on what people were saying or what was happening during a movie.

However, she realizes now that she instinctively built a wall around them to shield them from bad news.

"I kept a lot to myself," she says, leaning forward on the podium as if talking with a few good friends. "I didn't give them enough credit—didn't think they could handle bad news."

It was not until some 40 years later that she realized how much strength had been passed on to her.

Her parents taught her many lessons, not the least of which was how to handle rejection.

"'Rejection is Wheaties to me,' has become my motto," she says. "I've used that many times to fortify myself."

Fletcher points out that in her chosen profession, rejection is commonplace and "backbone" is essential to survival.

"We all need to get our strength and inspiration from someplace," she says.

A note of intimacy is evident as she takes off her glasses, sets them on the podium, and looks out to her audience, composed mainly of students.

"Remember who you are and what you represent. Think about those who came before you. They have blazed the trail for you, cleared the wilderness. It is up to you to build upon what they have done."

When she asks if there are any questions, hands shoot up like exclamation marks throughout the Theatre.

“Remember who you are and what you represent. Think about those who came before you... It is up to you to build upon what they have done.”

Questions range from, “When you were a child, were you ever ashamed of your parents?” to “What advice do you have for a young person who is considering an acting career?”

To the latter, her response is quick and honest. “Buy a suit of armor.”

To the former, she replies candidly that, at times, she was embarrassed because of her parents’ deafness. She can only compare her youthful feelings to those of a child of immigrant parents.

“Part of the child,” she says, “is so proud and loves his or her parents. However, another part is a bit embarrassed at times because, to the child, being like everyone else is so important.”

After the presentation, Fletcher is mobbed by students seeking autographs and a few words with her. She hesitates to use sign language because she says that she is more comfortable with her family’s own “homespun” brand.

Her days are filled with presentations, tours, lunches, dinners, interviews with the press, and visits with students. She presents herself graciously and unselfishly to the unending functions on her itinerary.

Her visit comes to a close with a final interview, held in a comfortable office near the NTID Visitors Center. She lights a cigarette and runs her fingers through her hair.

“My perception of success has changed,” she says. “When we don’t have it, it looks like one thing—when we do attain success, it brings with it a lot of extra luggage.”

“Success changed the people around me more than it changed me,” she notes. “Somehow, because you’re successful, people think you know something that you didn’t know before.”

One of the most striking aspects of Fletcher’s road to success is her 11-year break from acting after she married director Jerry Bick in 1959. Two sons, John and Andrew, were the main reasons for her hiatus.



*Pleased to meet you!*

*Louise Fletcher meets students from NTID’s Department of Performing Arts before having lunch and discussing her acting career with them.*

She does not regret that decision. She says that if she could retrace her steps, in this decade of two-income families, she would choose the same path, if it were possible to support a family on one income.

“I wouldn’t change those 11 years for anything,” she notes. “In terms of what I gave my children, and what they gave me, they were irreplaceable. I couldn’t have done it any other way at that time.”

She says, almost as a footnote, “The career I gave up in the early ‘60s was not such a fantastic career that I was really giving up a lot.”

“Even after the kids were 11 and 12 and I went back to work, I felt guilty. But that’s me—I’m a worrier.”

Fletcher admits that her visit to NTID has been an emotional experience.

“I keep thinking how far education for deaf people has come,” says Fletcher, who is on the board of the Deafness Research Foundation. “It’s wonderful to see a place like this.”



# DRAWING

## ON SUCCESS

By Ann Kanter

When Joseph Viscardi, Jr. was studying communication design at RIT in the late 1970s, his co-op project was to design a "total graphics identity" program for the Rochester suburb of Henrietta.

When the time came for him to present his program to the Town Board, "He was quaking in his boots," says Jack Slutzky, professor in the School of Visual Communication Careers. "I had to push him to make the presentation." The board unanimously accepted Viscardi's program, and it is still in use.

In 1978, Viscardi received his B.F.A. from the College of Fine and Applied Arts. Today, at 30, he is an art director with Medicus Intercon International, Inc., a New York City-based advertising agency that specializes in communication to the health care professional. It is the largest agency of its kind in the world. Medicus is a partner company of Benton & Bowles, one of the world's leading consumer advertising agencies.

"I never dared to dream that he would go this far," says Viscardi's mother, Rita.

"When he was 3 months old, we suspected that he had a hearing loss, and by the time he was 2 he had his first hearing aid.

"When he started kindergarten," she continues, "he attended a regular public school with hearing children. I asked the teacher to advise me when she was going to introduce new words, so that I could teach them to Joseph. That way, he kept up with the class. He was a happy boy, and by the end of that year, he knew his alphabet and numbers."

She explains proudly, "That may not sound impressive—kids do things so much younger these days. But back then it was an accomplishment even for a hearing child.

"In first grade," she adds, "the situation changed dramatically. He would come home from school upset and throw his books into the corner. That wasn't like him. There were no special classes at that school, and the teacher wasn't trained to work with deaf children. She didn't know what to do with Joseph."

Viscardi's parents then sent him to St. Francis de Sales School for the Deaf in Brooklyn, New York, where the teacher was glad to have him.

Viscardi remembers how happy he felt in his new school, where communication was no problem. "I was learning so many things there," he says.

As a child, Viscardi loved to paint by number, and the need to express himself graphically continued as he matured. When he was 13, he attended Saturday classes at the New York Society for the Deaf.

Nonetheless, the thought of making a career of art did not occur to him. He came to NTID on the advice of his high school counselor at the Lexington School for the Deaf in Jackson Heights, Queens. When Viscardi participated in the art sampling experience during NTID's Summer Orientation Program, the quality of his work impressed his instructors.

"I could tell he had what it took to succeed," says Slutzky. "But I had to work to convince him to study art."

Once in the program, however, Viscardi's enthusiasm was boundless.

"He was one of those students who constantly runs into your office to talk

about all the things he's working on," says Joe Watson, graphic design instructor.

"Joe was a wonderful kid," he says. "I liked him. But sometimes I'd have to say, 'Slow down, Joe—relax a bit.' He seemed frantic all the time."

"Full of nervous energy, constantly in motion," is the way Slutzky describes him, adding, "He had to learn how to convert all that energy into something positive. And he did."

Even today, "Joe is very exuberant—he has the energy of several people," says Stephen King, Medicus Intercon's executive vice president and creative director. "When Joe's involved in an exciting project, he sometimes works at three desks at once."

Viscardi started at Medicus in October 1978. He was hired as a studio designer, doing lettering, illustrations, new layouts from thumbnail sketches, and preparation of new product presentations.

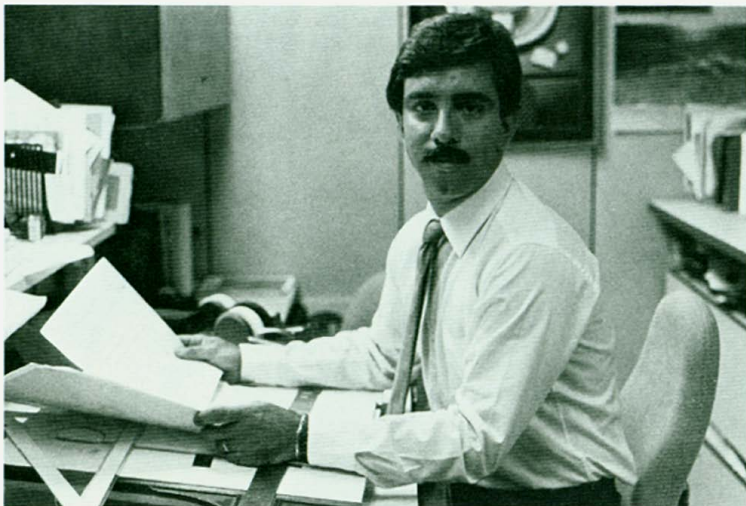
By 1981, he had advanced to assistant art director, and within six months he was promoted to his current position. His responsibilities today include conceptualizing advertising and promotional ideas, designing layouts and selecting type, interviewing and hiring illustrators and photographers, and supervising general production of camera-ready art and mechanicals. He numbers among his accounts such well-known names as Pepto-Bismol, Crest, Pampers, Heinz Instant Baby Food, Miles Pharmaceuticals, and the Merrell Dow Corporation.

Viscardi's greatest strength, according to King, is his skill at specialty design, including dimensional mail and sales support pieces.

"He's very good at constructing dimensionalized things with die cuts and pop-up pieces," says King.

Viscardi's typical day usually begins with a meeting with various supervisors, where they review the job schedule, discuss the objectives of the project that Viscardi will be working on, and strategies to achieve those objectives. They review copy and toss around the ideas for a layout or design. With this information in mind, Viscardi conceptualizes and makes rough sketches of his ideas.

"When I think I have something," he says, "I go over it again with the appropriate supervisor. We usually agree on one or two designs. After that, the studio renders the ad to my specifications. I choose the type style and direct the type



*Artist at work*  
Joe Viscardi at his desk

of drawing to depict either photography or stylized illustration. When I am happy with the work, I turn it over to the traffic department to route through the agency."

Although Viscardi is profoundly deaf, he has little trouble communicating with King and the co-workers with whom he is in daily contact.

"I've known him for a long time," says King, "and that helps. It's like talking to someone who has a slight accent. Once you get used to it, it's no problem."

"At large meetings, if many people are talking and Joe can't focus on their lips, it can be difficult," says King, "and when he has meetings with people with whom he does not have daily contact, they may become impatient. Nonetheless, Joe is a hard worker, and he's done very well."

Viscardi has always done well in his work, although Slutzky remembers some occasions when Viscardi had doubts about his abilities.

"He was very serious—and unsure of himself," recalls Slutzky. "In the beginning, he had difficulty dealing with pressure. One time when I could see that it was getting to him, I told him to take the afternoon off and go to a local shopping mall. I wanted to teach him how to cope with pressure—and to realize that sometimes you have to clear your head. It worked, because he came back refreshed."

"He seemed to ignore his hearing impairment," says Watson. "He just went ahead and did his work. That graphic identity program for the Town of Henrietta was a difficult and extensive project for a student to tackle," he adds. "It involved designing a logo for application to such different media as statio-

nery, promotional materials, building signs, and automotive vehicles. The logo had to be associated with a specific typeface, which had to be made consistent with, though not identical to, the body copy in any printed piece.

"A job like that demands talent in design," says Watson, "but it also requires political savvy and persuasive skills."

Persistence in pursuing his goals and a refusal to let his hearing impairment impede him are two of Viscardi's outstanding qualities.

"He made up his mind that he wanted to be a designer in New York City," says fellow graduate and friend Kathy McWaters Branagan.

"Sometimes Joe wasn't clear about the homework assignments," says Branagan, whose hearing loss is less profound than Viscardi's. "But he always asked questions. He never gave up until he got what he was after. He didn't let deafness stand in his way—he didn't let anything keep him from his goal."

There is another side to this picture of the committed, hard-driving producer. In October 1984, he married Jean Gullo and rented a house in Baldwin, Long Island. In his leisure time, he enjoys bicycling, photography, collecting antiques, gardening, and cooking.

"He's a warm person," says Branagan. "He's also a prankster and a tease." She recalls one evening when she was watching a horror movie in the residence halls. Part of the chilling effect involved the insinuation of a knife into the space under a closed door. As she sat engrossed in the film, a similar knife appeared beneath her own door.



*You can almost taste it*  
A three-dimensional "pop-up" advertising piece—a Viscardi specialty

"It was Joe playing a practical joke," she says, "but at the time it scared the heck out of me."

"Joe has a tremendous sense of humor," agrees Graphic Design Instructor Robert Kerr. "I remember him as a funny person who loved to laugh a lot. He even had the ability to laugh when he must have wanted to cry from frustration because he was not getting what he needed from a hearing situation."

"Humor is a high form of intelligence," says Kerr, "and Joe has that gift."

"When Joe graduated from RIT," says Slutzky, "he started out as a permanent freelance artist at the corporate office of Equitable Life Assurance Society of the United States in New York City. He was getting an excellent salary, but he didn't like being a freelancer."

It was then that he set his sights on getting a staff position at Benton & Bowles.

"That's his strength," says Slutzky. "He focuses on what he wants, and then he goes after it. Joe is very talented. He's the kind of person who justifies the total investment of NTID."

"He never gave up on me as a teacher," says Kerr. "He made me realize how important it was to work with deaf students on a one-to-one basis. When I was critiquing one student's project, for example, the other hearing students might not pay attention, but they'd hear without really listening and they'd relate what I said to their own work. Joe was cut off from all that, and he'd miss those nuances."

"For Joe to make it in a field that is predicated on communication is the greatest example of what deaf people can do if they set their minds to it," says Slutzky. "He's a perfect example of what we preach here—'You just happen to be deaf, but you can be whatever you want if you'll just go for it.'"



# GETTING DOWN TO BUSINESS

## RIT secretaries "mentor" students

By Emily Andreano

In the babble of business buzzwords encroaching upon our existence in this age of Yuppies and Reaganomics, one that crops up consistently is "mentoring."

Like many of its companions in the lexicography that is creeping into daily lives, the word has diminished in significance, so often is it used in the context of the "old boy network"—a fat cat plucking a hapless laborer from relative obscurity and bestowing on him the means to take his place alongside the ranks of other fat cats.

This is a far cry from the roots of the word, which are in Homer's *Odyssey*, where Mentor was a character who served the wandering Odysseus as friend and advisor. At RIT, the word has retained its original meaning.

Serving NTID students enrolled in a Business Occupations Department course titled "Office Practice and Procedures (OPP) Seminar" are secretaries throughout RIT, who volunteer their time, with the encouragement of their managers, so that students might have a first-hand peek at their futures.

Mentoring has been a feature of OPP seminar, as it is commonly known, for the past four years. The program was initiated by a former NTID secretary who took an interest in deaf students pursuing her field, and who also felt somewhat removed from direct contact with them.

Although she left NTID, many other secretaries at the Institute share her generosity of spirit and intellectual curiosity. Thus mentoring, which began as a



*The making of a city slicker*  
Mentor Kathleen Barry took advantage of her location at RIT's City Center to familiarize student Barbara Eger with the city.

project with a life of its own, was incorporated into the OPP seminar because, in the words of Math Learning Center Secretary and Mentoring Coordinator Jeannette Tydings, "The purpose of mentoring is consistent with the focus of the course—primarily, the enhancement of students' career and personal/social development."

This past year, the program was expanded to include secretaries at the other colleges of RIT, many of whom have an even more intense interest in and curiosity about deaf students than their counterparts within NTID, borne of their less frequent opportunities for interaction with them. They were included at the suggestion of Linda Klafehn, associate professor in NTID's School of Business Careers and Lee Twyman-Arthur, chairperson of counseling for the School, and were recruited by business teacher Marie Chapman and teaching assistant Virginia Gosson.

There are currently two sections of the course; each is taught by an instructor and a counselor from the Business Occupations Department, in keeping with the dual nature of the course. It is conducted in the spring quarter, just before students embark either on cooperative work experiences or full-time jobs.

Students see their mentors two hours per week, in addition to the time they spend in the classroom, some of which is allotted to discussion of mentoring experiences. They are matched according to the mentors' desires—some want to learn sign language, while others who are not proficient signers prefer more "oral" students—and in consideration of personality types: a shy student may be paired with an assertive mentor.

Jointly, they set goals relating to both career and personal achievement, although career-related goals were dominant among the group of 20 who completed the course last spring.



#### Horsing around

Mentors often involve students in their personal lives. Sandra Colwell, right, took Vicki Olson horseback riding.

To accomplish the function of mentoring, students and mentors spend time together in a variety of settings selected by the latter and participate in two activities planned for all—a tour of a large local industry and a thank-you brunch at the end of the quarter.

At the beginning of the quarter, mentors attend a training workshop that includes an address introducing the mentoring experience. This year's address was given by Dr. James DeCaro, NTID's dean. In past years, this function was performed by Dr. Bonnie Meath-Lang, chairperson of one of the Institute's communication instruction departments, who has coordinated another mentoring program for students whose English skills need improvement.

At mid-quarter, the mentor shares a confidential appraisal form with the student, as a vehicle for discussion of progress made by the partners. Areas appraised include initiative, reliability, cooperation, personal relations, and attendance.

In class, students use as a text *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*, from which some of them derive exercises that they do with their mentors. Upon completion of the course, mentors describe how goals were accomplished on a planning and evaluation form.

For the first time, this year's mentors included among their ranks a former "mentee," NTID alumna Sandra Colwell, a technician in NTID's Word Processing Center.

Colwell, who served as mentor to alumna Vicki Olson of Orlando, Florida, says that she accepted the invitation to serve as a mentor to "give another student the same opportunity as was given me."

She took her charge seriously, exhorting Olson, who received an A.A.S. in office practice and procedures, to "continually push herself on the job, never being satisfied to complete a job only one way, always searching for a better method."

Colwell also went out of her way to give Olson a glimpse of her private life, inviting the student to join her for a session of horseback riding, and discussing with Olson how her recent marriage has affected her career plans. She says that her biggest challenge in serving as a mentor was "not to get too caught up in what I did with my own mentor [now her manager, Irene Kulesa]. I had to adjust to what Vicki's goals were for herself."

For her part, Olson says that the experience of having a mentor "gave me more confidence in myself. It also made me realize that finding someone to look up to can really help."

Hope Carson claims that student Maggie Dolan reminded her of her own three daughters, one of whom is around Dolan's age, although Carson looks more like Dolan's sister than her mother.

Carson is secretary to the director of RIT's School of Photographic Arts and Sciences. Dolan is a former RIT student

from Rutherford, New Jersey, who is employed by Prudential Insurance Company of America in Newark.

Dolan's goals were to acquire more expertise on the office equipment she would be using, and to learn how Carson managed the delicate balancing act of career and family life. She learned, she says with a laugh, that "it's not easy!" On a more serious note, she adds that her discussions with Carson "helped me put my values in place."

Carson voiced a commonly heard lament of both mentors and students: the two simply did not have enough time together. Nonetheless, she took an active interest in Dolan's on-campus life, attending her class, and taking her up on her offer of a tour of the classroom where NTID students receive training on word processors.

"Without Maggie," exclaims Carson, "I never would have known it was there!"

Like all mentors, Carson engulfed herself in her role, borrowing both *The Joy of Signing and Choices*, and lending Dolan *Powerplay*, Mary Cunningham's true-life saga of boardroom intrigue, so that Dolan might have a glimpse of corporate life on a high-stakes plane.

She is thoughtful when asked what prompted her to add more responsibility to a life that already seems crammed with activity.

"I decided to become a mentor," she replies, "because it sounded like a nice way to get more exposure to NTID. I'm especially glad after having met Maggie; she's a lovely, special person."

Linda Dominice felt the same way about Audrey Newswanger, so much so that her voice choked with emotion when she attempted to describe what she had derived from the experience of being a mentor.

Dominice is alumni secretary in RIT's Office of Cooperative Education and Placement Services (Co-op and Placement); Newswanger is an alumna from Schoenck, Pennsylvania, with a diploma in office practice and procedures.

In addition to honing her skills on the word processing equipment that she'll be using on the job, Dominice arranged for Newswanger to interview two other RIT secretaries. At Dominice's suggestion, Newswanger asked them to tell her three good, three bad, and three important things about their jobs.

What Newswanger gleaned from those interviews was that, if married, she had better have a husband who helps around

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“I wish that there had been a program like this for me when I was training to become a secretary...”

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the house if she plans to work full time. “It’s something I hadn’t thought about before,” she admits.

Dominice says she learned as much as Newswanger. She chose to become a mentor primarily to improve her signing skills; when her daughter was in fourth grade they had taken a sign language course together.

At RIT, she also took a basic sign language course to prepare her for her former job as a receptionist in Co-op and Placement, but she does not use it in her current position. She is exposed to some sign language, however—her brother is Dr. Thomas Raco, assistant

dean and director of NTID’s School of Visual Communication Careers. Newswanger learned of this connection when she was invited to spend Easter with Dominice and her family.

“I wish that there had been a program like this for me when I was training to become a secretary,” says Dominice, echoing a desire that was voiced by Carson as well.

Also like Carson, she found that the experience of mentoring evoked her maternal instincts.

“After all,” admits this equally youthful-looking woman, “my son is only four years younger than Audrey.”

Mentor Kathleen Barry felt that she should take advantage of her location at RIT’s City Center and give her “mentee,” Barbara Eger, a short course in getting around the city. The second-year student from Hudson, New York, had never before ridden a bus, but Barry changed that.

Barry, a secretary for Substance and Alcohol Intervention Services for the Deaf, which is part of RIT’s College of Liberal Arts, also advised Eger on how to pursue a master’s degree farther down the road without financial support from home.

Since Eger is interested in a job involving travel, Barry introduced Eger to her sister, a Citibank employee whose job entails considerable amounts of travel.

Barry chose to become a mentor to improve her already proficient signing skills, but found that the experience presented an added bonus in that it served to boost her self-confidence.

“I’m not used to thinking that I have an expertise that can be passed along,” she confides. “But there are all sorts of practical everyday knowledge I can provide her, such as explaining the ‘management by objective’ evaluation procedure and that secretarial jobs receive varying pay rates according to the level they are assigned by a personnel department.”

Barry also discussed management styles with Eger, sharing with her the “one-minute manager” concept popularized by the bestseller and discussing her own boss’s practices—such as allowing Barry the leeway to mentor without interference—as examples of what she considers to be effective, supportive leadership.

Like the other mentors, Barry describes the time she spent shepherding Eger as “a beautiful experience,” adding, “but then again, I got Barbara, so I was lucky.”

Feeling that way about NTID students is, apparently, going around.



*In loco parentis*

Hope Carson and Linda Dominice both admit freely that mentoring brought out their maternal instincts. Above, Carson has her last meeting with Maggie Dolan. Right, Dominice chats with Audrey Newswanger at the breakfast that is given for mentors at the close of each academic year.





# Recipe: Alumni Admissions Team Project

Take 10 carefully selected alumni, brimming with enthusiasm, pride, and experience.

Place in a meeting room around a table.

Add two or more career opportunities advisors.

Mix well.

Serves high school students, parents, and counselors nationwide.

By Jean Ingham



Original 10

Howard Mann, right, and Thomas Connolly (partially obscured by Mann) work with the first alumni group trained for the Alumni Admissions Team Program.

Training alumni to work with prospective students is relatively new at NTID. The Alumni Admissions Team Program, conceived in 1981, is designed to help identify and maintain contact with deaf high school students, their parents, and school personnel through the joint efforts of NTID recruitment personnel and specially trained graduate volunteers.

The program is coordinated by Career Opportunities Advisor and NTID alumnus Howard Mann, who has a bachelor's degree in social work and a masters in human services management from RIT.

"These alumni are not simply volunteers," says Mann. "They have been 'hand picked' because they are enthusiastic and see NTID as a positive force in their lives. Pride in being NTID graduates is what the project is all about."

Dr. Judy Egelston-Dodd, Career Outreach and Admissions manager, explains that the program is an effort to extend the alumni network and allow alumni to be of service to their alma mater.

Career Opportunities Advisors at NTID each have certain states assigned to them as recruiting territory. Since they cannot visit all cities during their yearly recruiting efforts, Mann contacts high school programs with hearing-impaired students and assigns trained alumni who are living in the same area.

Persons interested in learning about NTID contact an alumni admissions team member and set up appointments. Mann then sends follow-up recruitment materials and other pertinent information about the Institute.

"The program has been very well received," Egelston-Dodd says. "The students ask graduates questions that they will not ask a career opportunities advisor, such as, 'Can I have a car on campus? Can I live in an apartment or must I live in the dorms? Will I have a hearing roommate?' Teachers have written to us saying how well their students relate to alumni."

Alumni presentors use a training manual produced under Mann's guidance. It includes admissions packets, college course catalogs, and other marketing materials designed to help high school students make good educational decisions.

The manual also describes the skills necessary for successful presentations: how to use a good tone of voice and clear sign language; how to stand and move while speaking; and how to communicate effectively with audiences of both deaf and hearing people.

The presentors often speak to students about their own experiences as students, including residence hall life, social opportunities, and support departments; they may give an overview of admission requirements, costs, and technical career areas; or they may show the captioned videotape, "The RIT Experience at NTID," which describes the opportunities available at RIT to hearing-impaired students.

All presentations are flexible and are tailored to specific audiences. The presentors do not attempt to "bias" students into choosing NTID as their college; rather, they try to motivate participants to gain new knowledge and a positive attitude toward their own continuing education.

After each presentation, the alumnus fills out a sheet describing the length of the presentation, a description of the audience (parents, high school students, counselors), and any comments on the success of the endeavor.



#### *Updating*

*Mann and Dr. Judy Egelston-Dodd discuss revisions needed for the Alumni Admissions Program Guide.*

Mann uses this information to keep track of potential students, providing further information to them if they are interested in considering NTID for their college education. The information also becomes part of an annual report to the Career Outreach and Admissions Department.

Since the program got under way in 1981, training sessions have been held in five cities—San Francisco; Los Angeles; Washington, D.C.; Chicago; and Boston.

Thomas Connolly, an NTID career opportunities advisor, attended a regional training session in San Francisco last year. Also in attendance was Gerald Isobe, a 1976 alumnus from Hawaii. The pair then traveled to Hawaii, where Isobe assisted Connolly in a presentation.

"Gerry's speech about his experiences at NTID and how he feels that career education helped him achieve success added strength to my presentation," says Connolly.

Letters of appreciation have been sent to NTID by schools where presentations have been made.

"The students were really impressed with NTID and its offerings," said one. "Your videotape and explanation of the programs at NTID were an excellent means of describing it," another noted.

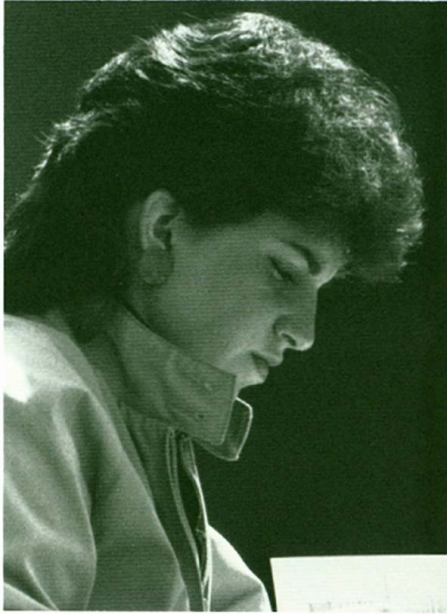
The 10 who attended the first alumni training session now have added 35 colleagues to their ranks. All of those involved with the program feel that their work is important.

"This project will definitely help hearing-impaired students realize there are many different careers they can choose—quite a few students have applied to NTID as a result of the presentations," says California resident and 1974 graduate Daniel Langholtz.

"I feel honored to help my alma mater."



Meeting  
A Public Trust



In an era of increased scrutiny by the government concerning federal expenditure of funds, it has been imperative for those of us in higher education to keep the public trust with the prudent management of federal grants and contracts.

Too often education has looked upon the federal government as a "cash cow" that could help solve its economic concerns. Programs often failed to deliver cost effective, results-oriented products.

Accountability is rapidly becoming the watchword among college and university administrators. In addition, educators have been challenged to train a work force and qualified teachers for a society in transition from traditional industry to high technology.

The National Commission on Excellence in Education recently called for an extensive renovation and redirection of the American educational system to provide a revitalized cooperative effort and shared commitment by education and the private sector.

As president of Rochester Institute of Technology (RIT), I'm proud to be associated with a federally sponsored program that has been lauded as cost effective. RIT is the home of the National Technical Institute for the Deaf (NTID), a public post-secondary coeducational college for deaf students. NTID is an integral part of a private institution with a 156-year history of strong ties with the business community.

As one of the world's two largest colleges for the deaf, NTID provides technological and professional education and training that prepare hearing-disabled young people for the world of work. It represents the world's first effort to educate large numbers (more than 1,200) of deaf students on a college campus of nearly 15,000 full- and part-time hearing students. These deaf students, representing 50 states, the District of Columbia, Puerto Rico, and Guam, reside and study on the RIT campus. Support services such as the tutor/notetaker program and interpreting religious services and personal and social activities give our deaf students the maximum opportunity to succeed.

NTID was established at RIT in 1966 as the result of a special Act of Congress. Deaf Americans had a long history of unemployment and underemployment. Vocational opportunities were limited. In fact, typical deaf adults were lucky to have learned trades in baking, shoe repair, woodworking, drafting, and printing. Even those pursuing college studies often were fortunate to find employment in the fields of teaching or printing, for which they were ill prepared.

Today, on the other hand, most deaf RIT graduates join the mainstream of the nation's employed. NTID has attained a placement rate of 94 percent for those graduates who enter the labor force. This is one of the most positive placement rates of any college or university. About 80 percent of NTID's graduates are placed in business and industry, while 13 percent work in government, and seven percent in education.

Deaf students are being prepared for careers ranging from engineering and business to science, photography, and the graphic arts. Through close ties with the private sector, deaf graduates are joining such firms as AT&T, Metropolitan Insurance Company, Eastman Kodak, IBM, General Motors, US Steel, and Hewlett-Packard, among others.



Dr. M. Richard Rose



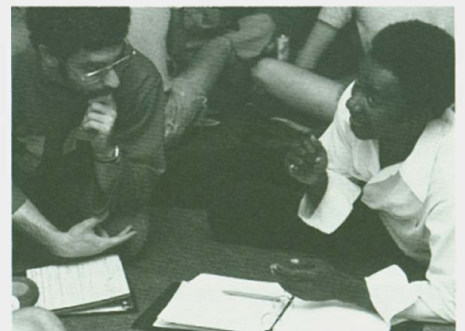


The public also benefits from the success of RIT's "Public College," a government trust that serves as a mainstreaming college—NTID. A recent cost/benefit analysis examined the payback to the federal government on its investment in NTID through the Department of Education. The lifetime earnings gain per graduate is more than \$800,000, producing tax revenues of more than \$160,000. The cost of a degree to the federal government is slightly more than \$36,000 for a return on investment of more than 440 percent.

In addition, NTID is preparing professionals to provide special services required by the nation's deaf population, and also conducting applied research into social, educational, and economic effects on deafness.

With our deaf students graduating with the professional, personal, and communications skills to be of value to business and industry, you can understand why Rochester Institute of Technology is proud of its position as a national model of meeting a public trust.

M. Richard Rose, President  
Rochester Institute of Technology





**Rochester Institute of Technology**

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Rochester, NY 14623

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# Sharing T • H • E Wealth

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By Ann Kanter

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In his grey and black tweed jacket, he might be an English schoolmaster, but Egon Schuler is a teacher and *Fachleiter* (department head) at the Rheinische Schule fuer Gehoerlose, a school for deaf youngsters in Cologne, Germany.

During the 1985 spring quarter, Schuler worked, studied, and observed at NTID—thus becoming one of more than 45 persons from throughout the United States and abroad who each year participate in NTID's internship program.

Schuler has taught deaf children for more than 25 years and says, "It is the most exciting job in the world."

One of his prime motives in coming to NTID was his interest in its Dynamic Audio/Video Interactive Device (DAVID), a computer-assisted, interactive-video system that allows deaf students to learn speechreading and receive auditory training at their own pace.

When he returns home, Schuler plans to translate the DAVID program into German—a project that will be subsidized by the German government.

Since 1969, NTID's internship program has offered graduate, professional, and special internships to more than 600 persons.

Graduate interns are students enrolled in master's or doctoral degree programs; professional interns are those, like Schuler, who are working (some in the field of deafness, others not); and special interns are qualified persons who do not fit into either of these categories.

Each intern is assigned to a mentor, a faculty or staff member who supervises the intern. In the case of veteran professionals such as Schuler, the mentor's function may be more that of a peer than of a supervisor.

Mentors familiarize interns with the departments where they will work and learn, observe and work closely with them, and assist with their skill development. Mentors also provide feedback as well as opportunities to observe, mingle with colleagues, and obtain hands-on experience.

Word of the internship program has spread, and many applications result from the recommendations of friends and NTID faculty members. Certain institutions of higher learning automati-

cally send NTID several interns each year. They include Akron University in Ohio; Gallaudet College in Washington, D.C.; Nazareth College in Rochester; and Western Oregon State College.

NTID also actively recruits interns, sending representatives on several trips each year, seeking especially graduate students specializing in areas where NTID has services or programs, such as audiology, counseling, curriculum development, deaf education, interpreting research, library services, speech pathology, television captioning, and theater.

Graduate and Professional Internship Program Coordinator Jane Bolduc is also the program's chief recruiter. She typically makes two or three fast-paced trips each year, covering several states each time. Last year she visited Indiana, Kentucky, and New Jersey; this fall she plans to include Idaho, Montana, and Utah. She once made eight presentations in 48 hours.

Despite this frenetic pace, Bolduc, by herself, cannot cover all the necessary ground, and she receives assistance in her recruitment efforts from other department members, who have recruited in a total of 13 states.

Schuler's recruitment, however, arose in a more serendipitous manner. In 1980, his interest in NTID was aroused by a chance meeting with Dr. William Castle, director of NTID, at the International Congress on Education of the Deaf in Hamburg.

Then, in 1982, Assistant Professor Elaine Sutherland, an English specialist, presented a paper on total communication at the Rheinische Schule.

*"NTID has a reputation for being a 'brain bank.' I wanted a stimulating professional experience—an opportunity to share what I've been doing..."*



*Tips from the top*  
Jane Bolduc, right, briefs a new intern.

"At that time, sign language was not a recognized form of communication in Germany," says Schuler. He was seeking a method to help develop language skills, and wanted to learn more about the use of personal computers for this purpose.

Because of their mutual interest in computers, Schuler was paired with Associate Professor of English Andrew Malcolm. Malcolm, a former electronics designer and technical writer, has developed a system he calls "glossynography," which simultaneously presents print with spoken text—a system he uses regularly in his English classes for NTID students.

For Malcolm's course on the Industrial Revolution, Schuler prepared a glossynograph presentation on the German inventor, Rudolph Diesel.

"Not only did Egon have access to European research facilities," says Malcolm, commenting on the value of Schuler's contribution, "but he enhanced the material with the perspective of a German national."

The responsibility for finding professionals willing to serve as mentors belongs to Bolduc, who also locates office space and sets up interns' living arrangements. More than a dozen local families open their homes to NTID interns, and the Institute provides rooms for others in two campus apartments.

Although interns may work at NTID for periods ranging from two weeks to one year, graduate interns typically serve for 10 or 15 weeks, based on whether the college they attend runs on a quarter or semester basis. At the end of the internship period, mentors evaluate their interns; in the case of graduate interns, their colleges usually grant them six to nine credits for their internship.

In instances where an intern works in more than one department, Bolduc herself acts as mentor. Such a case was intern Carl Lynch, from Port of Spain, Trinidad. Lynch teaches at the Cascade School for the Deaf, a residential school for 200 students ages 5-18.

Like all other Trinidadian schools for youngsters with handicapping conditions, Cascade's administration was taken over in January 1984 by the Special Education Unit, an agency set up by the Ministry of Education to upgrade the quality of teacher training in these schools.

Toward this end, the OAS offered to sponsor three Trinidadian teachers in internship programs in the United States. NTID offered its services in this effort and Lynch was one of two instructors who qualified because of his interest in upgrading his teaching skills and in implementing new programs upon his return home.

Lynch's internship focused on career and vocational training for deaf students, job placement strategies, and programs in cooperative work experience and employer development. To this end, he worked with Carol Johnson, career opportunities advisor in the National Center on Employment of the Deaf, observed two of her classes in "The Job Search Process," attended employment seminars, and became involved in the job search process.

Lynch interviewed the supervisor of vocational programs at the Rochester School for the Deaf and observed vocational testing at the Singer Vocational Rehabilitation Center near NTID.

He also observed administration and support services at St. Mary's School for the Deaf in Buffalo and a mainstreamed program at a Rochester public school.

"I will bring back strategies for preparing deaf students for the world of work," says Lynch. "This will be especially important for our 16-year-olds, who are seniors," he says. "Their time is short."



Lynch attended more than a half dozen professional development workshops [a series of inservice training opportunities related to deaf awareness], which helped him "tremendously."

"When I return to Trinidad, I will share what I've learned not only with my colleagues at the Cascade School, but also with teachers of career education programs in other schools for youngsters with disabilities."

Another professional intern who speaks with enthusiasm of her NTID experience is Sheila Erlbaum, a speech pathologist at the Pennsylvania School for the Deaf in Philadelphia. After six years in the same environment, Erlbaum thought she needed a new perspective on herself as a professional.

"NTID has a reputation for being a 'brain bank,'" she says. "I wanted a stimulating professional experience—an opportunity to share what I've been doing and to learn what others in the field have been doing."

Erlbaum describes her internship at NTID as "six of the most significant weeks in my professional life. The people were some of the most exciting I've ever met. It was a wonderful opportunity to be respected and alive—to be challenged by other people's minds."

"My mentor, Sid Barefoot, [assistant professor of speech pathology] was superb," she says. "He helped me examine different perspectives of current trends in speech pathology and deafness, and how most effectively to meet the needs of deaf adults."

"She learned from us," says Barefoot, "but we also learned from her, especially in discussing the relationships between our work with young adults and her work with children."

Another of Barefoot's professional interns was Bruce Godsavage, coordinator of training for teachers of the hearing impaired at the master's level in the Department of Special Education at the State University of New York College at Geneseo.

"Bruce came to NTID as a veteran professional," says Barefoot. "He took full advantage of our resources, including observing classrooms, meeting with teaching and research faculty, enrolling in sign communication courses, familiarizing himself with speech spectrographic equipment, reading in the Staff Resource Center, and team-teaching an English idioms course. We have main-

tained contact with him, and he has twice returned to NTID on an adjunct basis to teach the course he 'team-taught' as an intern."

Godsavage says, "My internship was a fantastic experience. NTID's professional development workshops were a wonderful opportunity and I made many mutually beneficial contacts."

Margaret Parker took all the professional development workshops that she could jam into her busy intern's sched-

She polished her signing skills and says she now acts as occasional interpreter at Rachel's "mainstreamed" nursery school in Perry, New York, and signer of stories at the BOCES hearing-impaired program she attends in Fairport, a Rochester suburb.

"I can't say enough about NTID's internship program," she says.

Two weeks after completing her internship, Parker was hired as director of the Perry Public Library.



Martha Fischer

ule. A librarian by profession, she had no previous experience with computers, which are used increasingly in library systems. For this reason, she requested an internship in NTID's Staff Resource Center, where her mentor was Center Specialist Audrey Ritter.

On a personal level, Parker wanted to perfect her sign language skills and have an opportunity to meet and talk with as many deaf people as possible. (Her 4-year-old daughter, Rachel, is profoundly deaf, as a result of meningitis at the age of 18 months.)

As part of her learning experience in the computer field, Parker, under Ritter's tutelage, computerized the Resource Center's archive collection and updated a bibliography on intern orientation to deafness. In the process, she learned how the Resource Center was set up and run.

"My internship prepared me to re-enter the job market," she says. "I hadn't had a salaried position for eight years, although I had spent those years doing volunteer work."

Interns are not the only ones to appreciate the value of the internship program.

"It's one of our more important programs," says Dr. James Carroll, director of the Division of Instructional Design and Technical Services, under whose aegis the internship program operates.

"Nevertheless, it's sometimes difficult to get people to be mentors. It's not because they're not willing—they are—but it demands an enormous time commitment."

Josara Wallber, however, is not only willing to be a mentor, but has acted in this capacity several times. Wallber, a rehabilitation audiologist in NTID's De-

## *“Part of NTID’s mission is to train professionals to work with the deaf population nationwide. The internship program contributes to that effort.”*

partment of Communication Instruction III, was hired shortly after completing her own graduate internship at the Institute.

“My internship was an important part of my professional training. It was a transition between being a student and a professional. It gave me the opportunity to develop an individual style and to refine my problem-solving skills. I had the chance to interact with professionals and to function in a professional capacity.

“I believe that as interns leave our program, the training and experience they’ve had will help them to have a more positive impact on the deaf people they meet,” she says.

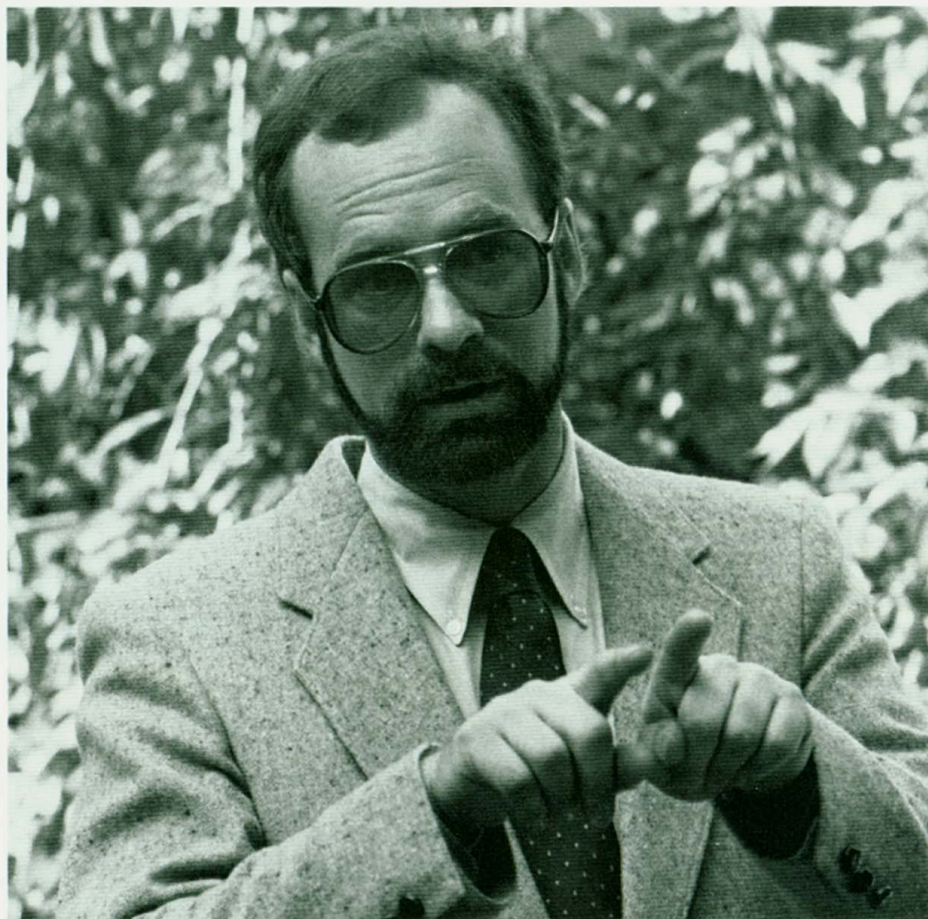
Commenting on the time commitment involved, Wallber admits, “You invest heavily in the first five weeks. Then the intern takes on more responsibility and you begin to get your payback. In the case of graduate interns,” she says, “since they are fresh out of school, they know things I’m not up on and they know about new equipment I’ve not yet had the time to study.

“Because the program was so important to me, I’m happy to be a mentor to today’s interns,” she says.

Martha Fischer is another product of NTID’s graduate internship program whose current job parallels what she did as an intern. Like Wallber, she was hired by NTID after completing her internship.

“Approximately 10 percent of our interns are offered full-time employment at NTID upon completion of their program,” says Bolduc. “That’s a statistic we can be proud of.

“It’s part of the return we get on the investment we make in our interns,” she adds. “Part of NTID’s mission is to train professionals to work with the deaf population nationwide. The internship program contributes to that effort.



David Curry

At the same time, it’s gratifying when the interns like what they see here and want to stay.”

Fischer, a counselor in NTID’s School of Business Careers, came to NTID in March 1985 as a graduate student from Western Oregon State College, where she was studying rehabilitation counseling and deafness.

“I wanted to improve my signing skills and gain more counseling experience,” she says. “My mentor, Bill Moore [a visiting instructor in the De-

partment of Visual Communication Careers/Counseling], gave me full rein.

“My experiences during the internship ranged from classroom teaching and individual counseling to instructing canoeing and rock climbing classes for the Outdoor Experiential Education Program. I thrived on the amount of variety that my internship held.”

John McNamara, a graduate intern in audiology, came to NTID “to gain a better understanding of deaf culture, increase my skills in dealing with deaf people, and to see what NTID was doing in research on deafness.”

During his internship he performed audiological tests and evaluations, taught or assisted in classes, and worked in the hearing aid lab making molds and impressions. He also took a sign language class to improve his skills in that area.

"An unexpected dividend of the program," he says, "was the opportunity to meet and share experiences with interns working in other departments and disciplines.

"I got everything I wanted from my internship—and more," says McNamara. "I learned how to modify tests for deaf people. By strengthening my academic knowledge with practical experience, I gained the confidence I needed," he says.

After leaving NTID, McNamara secured a nine-month position as a Clinical Fellowship Year audiologist at Gallaudet College's Model Secondary School for the Deaf.

"My work here is directly related to what I did at NTID," he says, adding, "I'm convinced that my NTID internship helped me get the job."

David Curry, who teaches high school social studies at the Rochester School for the Deaf, served an internship at NTID for two quarters in the fall of 1984. Curry needed the internship to fulfill requirements toward a doctoral degree in educational administration at the University of Rochester. He wanted some college experience in educational administration and external public relations.

"I chose NTID because it has such a fine reputation for working with the community," he says.

Curry, who is deaf, feels there is often confusion among various organizations and agencies of and for deaf people. One of his goals is to facilitate communication among these organizations.

During his internship, Curry focused on problem solving through delegation of responsibilities, improving curriculum through committee work, and information dissemination at a college.

"Life for deaf Rochesterians has improved over the years," says Curry. "There's a better understanding of deaf people. Fifteen years ago, hearing people hardly knew about sign language or fingerspelling—now no one is surprised to see signing and fingerspelling in public."



Laurie Gerhardt

Curry feels that NTID's large deaf population has had much to do with the dramatic improvement in services offered to deaf Rochesterians.

"There are so many services for deaf people now that sometimes we take them for granted," says Curry. "We tend to forget how it was before. I want to study the relation between NTID and the Rochester community so that I can apply that knowledge to colleges and communities in other areas."

Special interns Melissa Dusanberry and Laurie Gerhardt came to NTID to improve their skills in interpreting and to learn more about deaf culture. Each acquired her interest through personal contact with a deaf person; Dusanberry with her younger brother and Gerhardt with an employer. Each subsequently participated in an interpreter training program; Dusanberry at the University of Akron, and Gerhardt at Merrimack Valley College.

"When you're trying to improve your interpreting skills," says Dusanberry, "it helps to be on a campus with so many deaf students."

Openings arose for NTID staff interpreters that resulted in the hiring of both Dusanberry and Gerhardt.

"NTID is a great place to get started," says Dusanberry, whose eventual goal is to return to her hometown of Canton, Ohio, and apply her knowledge and skills to that city's programs for deaf citizens. To do that she will need a bachelor's degree in the education of deaf persons and in business management. She plans to begin her studies at RIT's College of Continuing Education this fall.

Gerhardt, who has a degree in social work, did her interpreting while in training in the College of Science and Engineering. "I knew nothing about the field," she says. "However, I learned a lot on the job."

When her opportunity arose, it was in the School of Computer Science. "I didn't hesitate for a minute," she says. "You have no idea how exciting it is for an interpreter to be hired by NTID. For many of us, NTID is the beginning and the end."



Putting it  
all together  
for...

# Life After College

By Ann Kanter

Stop and think a moment. What do you know about how to budget, plan a family, find a place to live, and get along at work? Where did you acquire that information? Perhaps it was from participating in conversations around the family dinner table, serendipitous conversations with friends, or listening to the car radio.

Few of these opportunities are available for deaf people growing up in hearing families. Because of the extra effort it takes to communicate with their deaf children, parents often stop at getting across the essential messages of daily life; other important information may go by the boards.

To compensate for this lack of knowledge and to prepare students for independent living after graduation, NTID offers the course "Life After College." Part of the General Education Program, "Life After College" has been included in the curriculum since 1980, and since 1982, like "Dimensions of College Life" and "The Job Search Process," it has been a required course.

The course originally was proposed by Dr. Charles Layne, director of RIT's College of Continuing Education Training Division and former curriculum/instructional developer in NTID's Division of General Education Programs.

During the past two academic years, it was coordinated by Assistant Professor and Project Manager Kandy McQuay, who also developed a unit on family planning and contributed to a unit on housing.

Units on budgeting and the working world were developed by Developmental Education Specialist Dr. Gerald Argetsinger and former Career Opportunities Manager Deborah Veatch, respectively.

To enable students to put their newly acquired knowledge to immediate use, "Life After College" is suggested for those in their last year at NTID.

"Most deaf students are supported either by their parents or by social security payments while in college," explains Argetsinger, whose specialty is personal finance. "Therefore, few of them have money problems during their college years.

"Then they graduate—and most of our students land well-paying jobs," he explains. "Perhaps for the first time in their lives, they have money of their own. They feel like millionaires.

"Before this course was available," continues Argetsinger, "some students would rent a luxury apartment house, buy an expensive car, and then be flabbergasted when they received their first paycheck and saw how much was taken out in taxes."

Argetsinger conducts the budgeting section of "Life After College" seminar-style, holding discussions on assigned readings such as Sylvia Porter's *Money Book for the '80s* as well as on appropriate



*Raising a question*  
Maria Luisa Udarbe clarifies a point during "Life After College."

videotapes and captioned films. Students learn to calculate their net income as well as fixed and variable expenses, to establish goals, prioritize needs and wants, and to plan a budget based on that information. They learn how to recognize a healthy financial situation and how to get back on track from an unhealthy one.

Although "Life After College" is suggested for students in their last year at NTID, Patricia Barry of Ossining, New York, had a special reason for taking the course sooner.

A data processing major who worked a co-op at IBM last summer, Barry planned to live in an apartment this fall. In addition, her sister was planning an October wedding, and Barry had to save for a dress.

"I needed to know how to budget my money," she says. "I learned how to deposit some of my paycheck in the bank for savings. I've figured my expenses for the apartment, dress, and other things, and divided it by months, so that when I cash my paycheck, I just set the money aside. When the time comes, I'll have what I need. I'm really glad I took the course."

Maria Luisa Udarbe agrees. Udarbe, from Burr Ridge, Illinois, received her A.A.S. in office practice and procedures in August 1985.

"I learned how to budget for food and rent and the utilities bill," she says. "I also learned how to understand a lease."

Understanding leases and contracts is covered in the housing unit of "Life After College," which also teaches students about the rights and responsibilities of landlords and tenants. It deals with a tenant's right not to be discriminated against and the right to have a hearing dog, even in an apartment that does not allow pets.

"Many of our students have never paid attention to the classified ads," explains McQuay, "and they're not familiar with the abbreviations used in those ads. In addition, they're often unaware of other methods of locating an apartment or house."

The course teaches them what to consider when looking for a place to live, such as distance from home to work, availability of homes in the area, and affordability.

Students who will be leaving the Rochester area, where the large numbers of deaf individuals have made them more visible and readily accepted by the hearing population, learn how to com-



**"Here's the lowdown"**

Students Francia Franch, Lucrecia Rodriguez, and Jeff Dallos listen to Farley Warshaw explain how to look for an apartment.

municate with prospective landlords and how to provide character references.

"Some landlords still retain the old stereotype of the deaf person being 'deaf and dumb,'" explains Dr. James Meyer, staff psychologist, who at one time held a license from the Real Estate Board of Rochester, and who takes his turn teaching "Life After College."

"They worry that a tenant who can't hear a boiling tea kettle may burn the kettle and ruin the stove.

"We teach students how to know when they are ready to buy a house," he explains. "Students also learn the importance of finding a real estate agent they can trust, and one who is amenable to working with hearing-impaired clients."

Before he took the course, John Flynn of Philadelphia, Pennsylvania, didn't realize that real estate agents could help him find an apartment.

Flynn, who lived on his own before he came to NTID to study accounting, thought that classified ads were the only way to househunt.

He was glad to learn about tenants' rights. "I was turned down for an apartment before," he says, "because I was unemployed. The landlord wasn't interested in the fact that I was receiving social security payments and could pay the rent."

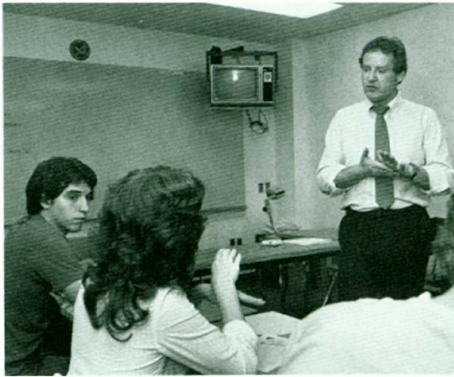
The course also counsels students interested in buying a home to hire a lawyer to protect their interests, such as verifying that there is no lien on the property. Students also are warned that any contract should stipulate that it is subject to their lawyer's approval and contingent to obtaining any desired variances.

Students are taught to be careful in the type of mortgage they select and are prepared for the closing costs that are involved in the purchase of a house.

"I tell them not to be in a hurry to buy a house," says Meyer. "It can take six months to find a place to live. I advise them to go to lots of open houses, and not to buy the most expensive home on the street. It's better to buy the cheapest house in an expensive neighborhood, because that will increase your investment."

McQuay says that family planning is the least popular unit of the "Life After College" course because many students say, "I'm not sexually active, so I don't need that."

"It's best, however, to be prepared," says McQuay, who encourages students to question their own motives in wanting a family and to calculate how much it will cost and whether they can afford it. The responsibilities of parenting and different methods of birth control also are studied.



*It all adds up*  
Developmental Education Specialist Dr. Gerald Argetsinger explains how to set up a personal budget.

Videotapes demonstrating pelvic and breast examinations for women and testicular examinations for men are available.

Since it is difficult to show these tapes in a classroom situation, they are made available to students on an individual basis through the Self-Instruction Laboratory.

"The World of Work" was a separate course that Veatch had developed for the Department of Human Development, but when it was offered in fall 1984, it had too few registrants to be taught. Nonetheless, the material was considered so essential to students' successful job performance that some of it has been incorporated into the "Life After College" course.

"We coach the students on how to conduct themselves at job interviews," says Richard Elliott, senior career opportunities advisor with the National Center on Employment of the Deaf, "but they also must be prepared for some situations that may come up once they are on the job."

The job-related information was helpful to Flynn, who says, "I learned that if a problem comes up with coworkers, it's best to try to handle it with the individuals involved. If that doesn't work out, then you bring the matter to your boss."

Despite the variety of subjects covered in "Life After College," many aspects of post-college life are not included. To prepare students for some of these other areas, a series of workshops and programs have been developed.

These are led by Developmental Education Specialist Farley Warshaw, a faculty member whose primary responsibility is "to educate students about consumer rights."

"We coach the students on how to conduct themselves... But they also must be prepared for some situations that may come up once they are on the job."

Topics cover such diverse areas as leasing contracts, automobile and life insurance, and how to select the best fast food restaurant.

Education on consumer rights is important, says Warshaw, because students who don't have it may leave college unprepared to live on their own, with limited information about themselves and their rights and responsibilities as consumers.

"For example," he says, "some students think life insurance is a way to make money." This misunderstanding results from insurance salesmen who emphasize the benefits of being able to collect money at a later date. Warshaw explains that buying insurance policies during college years does not make sense unless students are married or own homes.

Precisely because deaf students often are so uninformed about consumerism, few of them sign up for the available offerings. To attract them, Warshaw tries to create appealing programs with catchy titles. One recent success was called "Which is the World's Best Fast Food Restaurant?"

More than 100 students showed up to help decide the relative merits of Burger King, McDonald's, and Wendy's. In addition to the program's obvious purpose, it was intended to help students learn what to consider in making this kind of decision.

Students voted for their favorite restaurant after enumerating the pros and cons of each. Points considered included reliability, variety of foods offered, quantity of food in relation to price, speed of service, flexibility of seating arrangements, accommodations for children, and degree of calorie and salt content.



*"You're on your way"*  
Senior Career Opportunities Advisor Richard Elliott finalizes arrangements for summer co-op job placement with student Diuna Patrick.

Three debate teams of three students then argued the relative merits of the three restaurants and came up with a winner. Proof of the program's effectiveness in stimulating the students' thinking was that the result differed from a before-the-debate vote.

Warshaw plans to use the popular debate format as a permanent part of the program in the fall, featuring controversial discussions on other widely used consumables.

Future programs may deal with house-hunting, how to decide what make of automobile to buy, and how to select clothing based on weighing the relative values of materials, cost, and manufacturers' reputation.

Warshaw also has developed an experimental Round Table, a coffee house structure intended to encourage students to discuss current events with faculty members.

One topic this year was "Do You Agree with Goetz?" Held in the dining commons during breakfast, the discussion involved several students and faculty members. (Bernard Goetz was the New York City resident who was indicted by the grand jury on charges of attempted murder and assault after shooting four teenagers who attacked him in the subway.) Although Frania Franch of Atlanta, Georgia, had discussed the Goetz case with her friends, she enjoyed gaining more information from faculty members and well-informed students.

"We had a discussion about whether Goetz was guilty," she says. "It really made me stop and think."



# Helping Hands

## RIT's Tutor/Notetakers

By Emily Andreano

At first, it is just a job. But for some it becomes a consuming passion, a chance to do a little good in a college career that is mostly about just doing.

The job is tutor/notetaker (t/n), and some of the people who do it are hearing RIT students who relieve their deaf colleagues of the wearisome, if not impossible, task of trying to take notes in class while watching an interpreter.

It is a popular campus job; according to Tutor/Notetaker Training Coordinator Jimmie Wilson, more than 270 students tried their hand at it last spring.

One reason for that is the pay—tutor/notetakers command approximately \$1 per hour more than most other student workers, and some even receive merit raises, a practice generally unheard of where student employment is concerned.

But there is more to it than that, for, if the pay is better, then the work is also harder than the average student job: tutor/notetakers are expected to attend an intensive 30-hour training session and, once on the job, are required constantly to make decisions about what bears being recorded in a student notebook, and how it is best said. They are not always asked to do the more difficult job of tutoring, and not all students need tutoring; although the job title is tutor/notetaker, in many colleges only NTID professionals serve in both capacities.

The program was based on research done in the early 1970s and begun in 1975. Last year, 33,000 hours of notes were taken and 11,000 hours of tutoring were provided.

Thomas McGlaughlin is a transfer student from Pennsylvania State University who is studying for a bachelor of engineering technology degree from RIT's College of Applied Science and Technology (CAST). A friend of his from Penn State transferred to RIT before he did, and McGlaughlin knew that his friend was working as a t/n, and enjoying it.

"So I decided to check it out," says the engaging 23-year-old from Erie, Pennsylvania.

What McGlaughlin found was that the work was so much to his liking that he takes notes for students in both CAST and the College of Engineering. He looks upon his work as a sort of multidimensional growth experience: it allows him to become better acquainted with his deaf classmates, he is getting needed review by notetaking in courses he has already taken, and he is receiving the added dividend of being exposed to courses he might not have the time or money to take.

Of course, taking extra courses does have its disadvantages. Last spring, he was parked at a desk on Thursdays for stretches of 10 to 11 hours at a time.

"Let's just say I was glad when Friday rolled around," he says with a laugh.

Although he often helps students with their homework problems and test preparation ("an excellent review for me"), notetakers not enrolled in a course them-

selves naturally are not required to do the homework or take tests. He also has found, in the course of being a notetaker, that his initial shyness around deaf students has dissolved.

"They're people just like everyone else, with a variety of communication styles; a lot of students I've known have a great sense of humor—they're really funny," he comments.

McGlaughlin has found that taking notes for other students has improved his own work.

"Even in classes where I'm not taking notes for a deaf student," he says, "my notes are neater and more concise."

He is passing along his good study habits to others. T/ns are required to have a "B" average; McGlaughlin's is a "B+".

"When students tell me that they need help with their homework, I insist that they make at least some attempt to work on a [math] problem before bringing it to me," he says. "I never just do a problem for somebody."

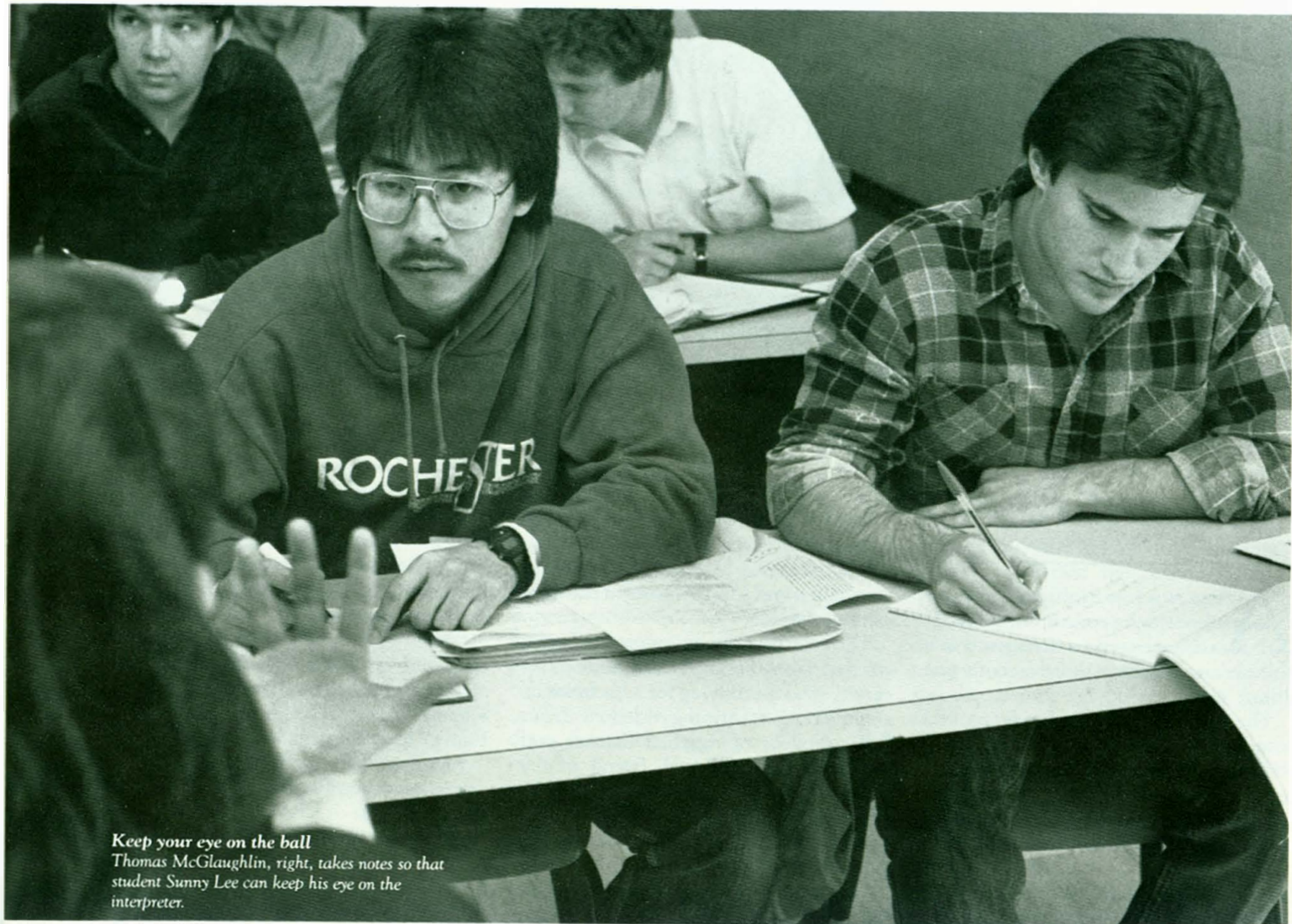
One observation that McGlaughlin makes about the relationship between deaf and hearing students on campus is that they are likely to be closer when they share the common bond of taking a course together.

"We're all pressured by the same stress," he says with a grin. "It's the tie that binds."

His efforts on behalf of deaf students have not gone unappreciated.

"After all," he explains, "when they can't attend a class, the interpreter leaves. We stay."

That is not the case in the Colleges of Business and Liberal Arts, where it is



*Keep your eye on the ball*  
Thomas McGlaughlin, right, takes notes so that student Sunny Lee can keep his eye on the interpreter.

thought that some deaf students felt no need to attend class since they knew someone would be there taking notes for them. T/ns in the College of Business leave, as do interpreters, 15 minutes after the start of a class if the deaf student has not yet shown up, according to Paul Bush, an RIT student who served the NTID Department of Business/Computer Science Support as assistant to the tutor/notetaker managers.

They are also required to adhere to a fairly stringent set of rules, set down on a tutoring agreement to which both t/n and student lend their signatures. The agreement states that, even at busy times, tutor/notetakers must make room in their schedules for tutoring students who request it, or find a substitute who can.

Further, both t/ns and students must read and prepare materials before tutoring sessions. Sessions for the quarter are carefully structured in advance, including type (individual or group), frequency,

kinds (lecture or textbook clarification, review before tests, help with labs and assignments), and special strategies (practice tests or exercises).

A job description of College of Business tutor/notetakers indicates that they should have successfully completed courses for which they tutor, that they must meet with tutor/notetaker managers (RIT faculty members) and classroom instructors, as appropriate, to "discuss notes, assignments, tutoring responsibilities, and other aspects of the mainstream system," and that they must have a knowledge of manual communication or a willingness to learn quickly. They must be at least sophomores, and they can work for more than one RIT college, as many t/ns do, as long as their total hours per week do not exceed 20.

While a notebook for t/ns that provides a carbon copy of notes to the student is available, in many cases a t/n may be taking notes for more than one student, so that in the College of Business

the copying and distribution of notes is done by the support department secretarial staff.

Only students who were in class that day receive copies of the notes and notice of any announcements. T/ns are sometimes asked to provide copies of their notes to the classroom teachers as well, who use them for personal review and to determine exactly what information deaf students are receiving. Some faculty members place notes on reserve in the library for all students' use.

In the College of Business, all students who pre-register for courses are assigned notetakers automatically. The decision to request a tutor is left to the student.

Paul Kraeger, a computer science major from Oriskany, New York, began notetaking in the colleges of Business and Continuing Education (CCE) to "pick up extra background."

Like McGlaughlin, he feels that being a t/n has made him a better notetaker in general, forcing him to eliminate redun-



dancy and to write down examples that teachers give to illustrate a point.

Kim Hughes, a hotel and tourism management major from Pittsford, New York, who tutors in the same two colleges, admits that the students for whom she takes notes sometimes do better in courses than she.

But her efforts are clearly worth the trouble, for, she says, "a student recently told me that all the areas I had highlighted in my notes were on the test. That made up for some of the times when I had been taking notes in a course for eight weeks, only to discover that the student decided to drop it."

Mary Clohessy, an alumna from Buffalo, New York, tutored in the College of Business, CCE, and CAST. Her work as a t/n had an impact on other areas of her college career, because she also worked as a resident advisor. In that capacity, she saw to it that the students on her floor were aware that there is a "deaf culture."

Clohessy sees the services of the t/n as indispensable.

"After all," she points out, "what about the deaf students who are unable to follow an interpreter; without a t/n, what would they do?"

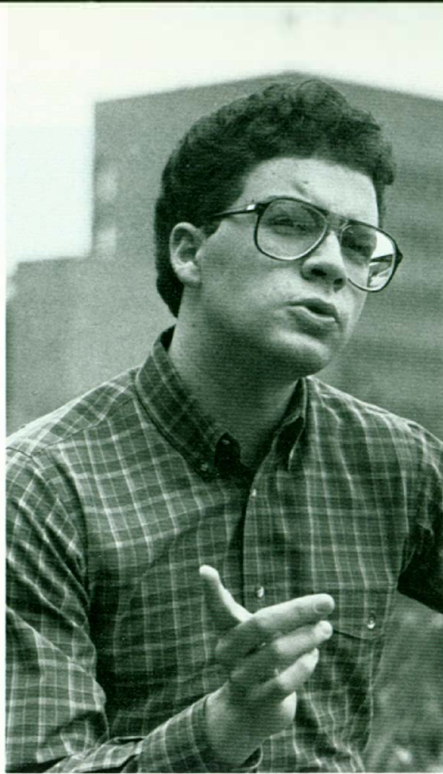
Donna Cobb, an alumna from Canton, New York, relates how the importance of her work was conveyed to her: "A teacher would make a joke, and some of the students wouldn't be laughing. It was a forceful way of demonstrating to me how much they miss; I saw my job as ensuring that they didn't miss anything at all."

Bush says that members of the Business/Computer Science Support Team are constantly "crusading" to make teachers more sensitive to the needs of deaf students.

"One teacher had, for example, what a friend of mine refers to as his 'triple play.' He'd turn and face the board and then slap up an overhead, so he'd be talking with his back turned, writing on the board, and referring to the overhead," says Bush with a grimace. "Now how's anybody supposed to follow all that? T/ns do a super job."

Tutor/notetakers have certainly been important to Francis Franco, a 1985 College of Business alumnus with a B.S. in accounting. Franco, who is from East Granby, Connecticut, had an off-again, on-again career at RIT, first arriving in 1972.

"When I first came here," he relates, "I had to look around for a volunteer in class who would take notes for me, and



Paul Bush

then hope that the person was reasonably bright and had a good understanding of the course material. Tutor/notetakers not only have taken the course before, but also are often familiar with the teachers and know what they expect from students. Because of that, when I would occasionally get down on myself and my abilities, they would reassure me that I was doing as well as anybody else in the course.

"Another good thing about t/ns is that they are trained to recognize how much help a student needs with a course and respond accordingly. When they saw that I needed more help in some courses than in others, they told me so straightforwardly and gave of their time willingly and automatically."

Franco feels that without their help he would have been lost in the classroom because, "I simply can't take notes and watch an interpreter at the same time. You can't be in two places at once."

Deaf students and the classroom teacher are asked to evaluate their t/ns; the evaluations are used to make improvements in the program. They are also one of the factors weighed in determining each year's outstanding tutor/notetaker, who is awarded a small sum in memory of the NTID staff member who coordinated the t/n training program.

The 1984-85 award went to Maureen Carroll from Springdale, Pennsylvania, a graduate of the College of Fine and Applied Arts with a bachelor of fine arts degree in industrial design.

When asked what might have made her notetaking style worthy of special recognition, Carroll is at a loss to explain, although she does venture that "I try to put myself in the place of the deaf students, taking care to put special emphasis on those things the teacher keeps repeating."

She has little patience for hearing students who will not make the effort to communicate with deaf students. Although it is difficult to imagine, the soft-spoken bicycling enthusiast says that while on campus she was known for "telling people off."

As Bush will document, much of the life of a t/n is grueling. ("You spend maybe 15 hours a week sitting in classes that aren't your own and thinking about what to write down as well as about your own courses, and then you get home and if you're tutoring, too, all you can wonder is, 'When am I going to find time to help all these kids?'" )

But through it all, there are rewards.

Clohessy listens thoughtfully to Bush's description of the life of a t/n, gleaned from his own days on the job.

"Yeah," she retorts, "but every now and then somebody comes along and tells you how helpful or important you've been, and that just makes your day."

Tutor/notetakers have played a crucial role for College of Business student Michael Schiro. Schiro has the added perspective of being a transfer student from the University of Wisconsin at Whitewater.

"There," he says, "I was forced to rely on volunteer notetakers and, let me tell you, there is a mighty big difference between volunteers and students who have taken the course and know what to write down."

In a gentle way, Schiro disdains the assumption that working as a tutor/notetaker is "broadening" for hearing students only.

"Deaf students also learn from the experience," he asserts. "It's arrogant to think we can't gain from learning to communicate our needs to a hearing person. It helps prepare us for what lies ahead. They are challenged, and so are we; it's a two-way street."

Student development assistants give their peers...

# A Nudge in the Right Direction

By Emily Andreano

NTID structures many of its programs around RIT President M. Richard Rose's exhortation that the Institute prepare students for "earning a living and living a life."

The newest wrinkle in that effort is the Student Development Assistants (SDAs), a group of five students whose task it is, according to Developmental Education Specialist and SDA Coordinator Tom Holcomb, to "help NTID students become involved in experiences that enhance their awareness about themselves, others, and the world around them."

This is accomplished through programs related to getting along with others, such as outdoor experiential education, community service, leadership training, and health, that are designed or implemented by the SDAs, whose appointments are for the duration of their studies at RIT. The position, in the Department of Human Development's Student Life Team, is a paid one and is limited to NTID students who have a certain grade point average, good recommendations from teachers, experience in student organizations, and a commitment to the Team's philosophy of student development, which stresses self actualization.

Last year's crop of SDAs included Dale Fine, Michael Hanson, Mitchell Levy, Kristine Smith, and Lois Waldinger.



#### Rapt attention

Students attend a "rap session" led by SDA Lois Waldinger at which the featured speaker is alumnus George Kononenko. The session is designed to present a positive model of a successful professional.

Waldinger, who is from Long Island and since has graduated with an A.A.S. degree in data processing, was one of the original three students chosen for the pilot project last spring.

One of her first efforts was to initiate a panel discussion on love relationships between deaf and hearing people, a program that proved so popular that it was repeated this spring, with Levy in command.

The second time around, the panel was part of a series titled "April Showers Bring May Flowers and Love Begins to Bloom" and also included discussions titled "Men and Women: Can We Understand Each Other?," which was conducted by Mental Health Specialist Donna Rubin; and "Breaking Up Is a Hard Thing to Do."

These panels were presented in a residence hall lounge in the evening, as are most of the programs instituted by the SDAs, in order to encourage attendance and to create the atmosphere of easy informality that marks many of their events.

Waldinger's task for the 1984-85 school year—in addition to being president of the NTID Student Congress (NSC), the NTID representative on the College Activities Board, and a member of Alpha Chi Delta sorority—was to work with Developmental Educational Specialist Judith Coryell on programming revolving around "wellness," the philosophy that assumes that people are largely responsible for their own health and well being.

"We conducted a health fair," explains Waldinger, "and a wellness weekend at a local yoga center. Both were extremely well attended; many NTID students had never been exposed to vegetarian food, nor did they realize how physically harmful stress and eating junk food can be."

Hanson's special skills were put to use in designing a project that he implemented for students.

An RIT graduate from Gloversville, New York, with a B.F.A. in graphic design, he created a videotape for students with the help of NTID's Instructional Television Department.

The videotape, designed to illustrate the effects of driving while intoxicated, depicts a coffin out of which smoke (created with dry ice) rises. The scene then flashes back to a party scene followed by a quick cut to a car crash. The coffin scene then is repeated while the screen displays the legend "Another drunk driver—another coffin."

"It has been surprisingly effective," says Hanson, with a wry smile.

With Coryell, he worked on a second videotape script, this one dealing with nutrition. He also was involved in the NSC, Sigma Kappa Tau fraternity, and SCC, the student newspaper. He continues to work part time for the Department of Human Development as a scriptwriter, and also has a part-time job as a graphic designer and illustrator with the Bastian Company in Rochester.

Another participant in SCC is Fine, who expects to receive a bachelor of mechanical technology degree in May.

Fine, Smith, and Levy all specialize in presenting workshops on deafness. Fine's particular emphasis is on explaining to hearing audiences the range of



#### *Telling it like it is*

*SDAs Kristine Smith, left, and Mitchell Levy share their life experiences as deaf persons with a group of current and former employees from the Rochester Telephone Corporation.*

manual communication used by deaf people, from exact signed English to American Sign Language.

He has taken his message to various residence halls on campus, as well as to several schools in the Rochester area. Smith and Levy have presented to a number of civic and community groups. Their ultimate goal is to give their presentation to potential employers.

"So many hearing people are simply afraid of deaf people. Participants at these workshops are sometimes so nervous; I always tell them I'm carrying no weapons," says Fine, flashing a grin.

The workshops also deal with the varying educational backgrounds of deaf persons; deaf culture; communication skills; use of telecommunication devices; and enhancing the environment for deaf persons.

Some sign language and fingerspelling also are demonstrated, and a brief history of the development and purpose of NTID is delivered.

The unique feature of the workshops is what the SDAs bring as people: they discuss their personal histories, educational background, characteristics of their hearing impairment, feelings associated with deafness, communication skill training, and career plans.

Smith was the only deaf person growing up in her hometown of Williamston, Michigan, and is used to teaching others about deafness. Also a graphic design student in the College of Fine and Ap-

plied Arts, she helped design a poster and brochure which will be used to recruit future SDAs.

Together with Levy, a biomedical computing major in the College of Science who is from Chicago, they concentrate on addressing what Levy terms the "confused conceptions" that some people have about deafness.

In so doing, they are developing their leadership skills, a focus of the SDA program and a particular interest of Holcomb's.

Another task performed by the SDAs is needs assessment—surveying students and using the results to design better and more meaningful programs. New students also are surveyed during the Summer Vestibule Program to determine what they expect of NTID, whence programming ideas are derived and put into place at monthly program advisory board meetings coordinated by the SDAs.

The SDAs have been a success, in Holcomb's judgment, because "students are building confidence and becoming more responsible for activities on the RIT campus."

With their advent, an idea which Holcomb originated, he may become less directly involved with students' extra-curricular activities, but that's okay with him, because, he says frankly, "They just seem to learn better from their peers."





## FOCUS on... Robert W.W. Taylor

By Kathleen Sullivan

For someone whose life revolves around numbers, Robert ("R.W.W.") Taylor knows how to throw an interviewer off the scent—he doesn't bother to remember his office number.

Once that obstacle is overcome, however, Taylor, an associate professor in the Physics and Technical Mathematics Department, can be found tucked away in a

rather plain office, sitting amidst a stack of computer printouts and test papers.

He is wearing, as on most days, corduroy pants, a short-sleeved shirt, and a colorful paisley tie. The tie is Taylor's trademark, something he devised years ago to "get students' attention in class."

He is equally colorful in conversation. Asked how Rochester compares to his native California, he drily recalls a picnic his first September in Rochester during which the "freezing" temperatures kept even the ants under wraps.

His cross-country trek east began 24 years ago, after he received a bachelor's degree in mathematics from the University of Southern California. It was interrupted by a sojourn at Yale University, where he received a masters in the same subject, and several years of study at Pennsylvania's Lehigh University, from which he withdrew when his doctoral research became too narrowly focused for his taste. He also admits that his social life was "beginning to blossom" during those years.

When his future wife enrolled in a doctoral program at the University of Rochester in 1968, Taylor followed her north.

With the help of a friend from Lehigh, he found a room to rent from a former secretary at RIT. Taylor thus became privy to all sorts of news about the new Institute, and when he saw some fliers with job ads—"NTID was taking an original approach to recruiting then"—he applied for a job and was offered a consulting position in the Computer-Assisted Instruction (CAI) Department.

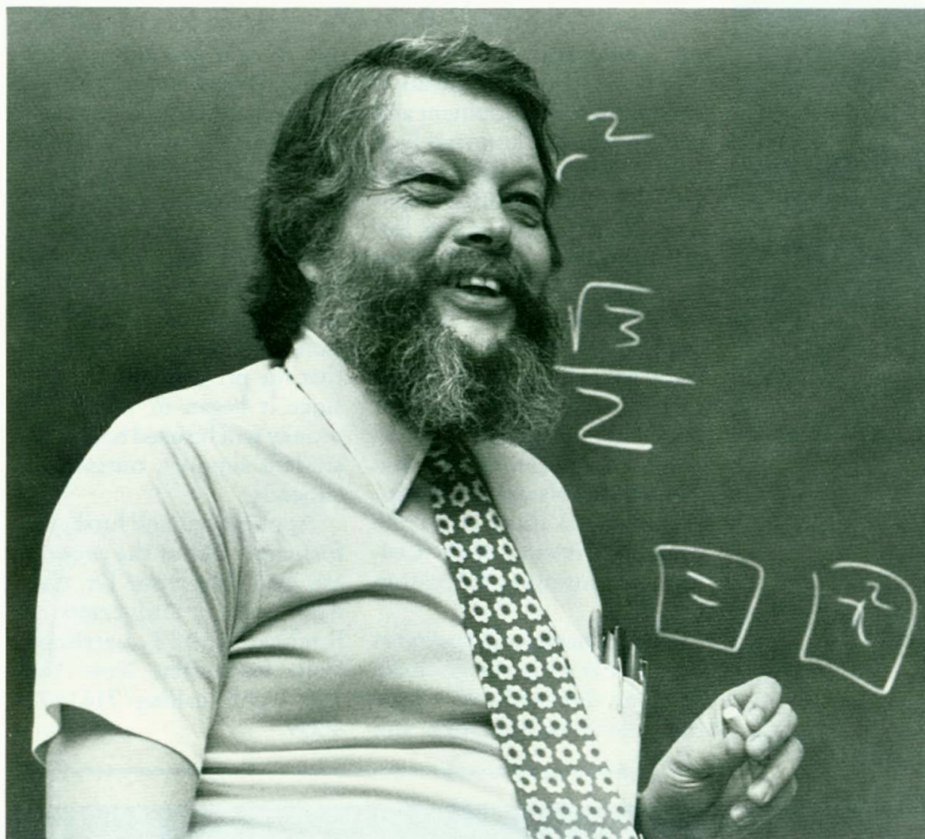
He began work at NTID in the spring of 1969. "I literally came in through the back door," he jokes. His job was to design computer programs that would teach NTID students math, English, and microbiology skills.

After "two or three years of struggling with the arcane art of computer-assisted instruction," he transferred to the NTID Mathematics Department, which afforded him, among other things, the opportunity for more direct interaction with students.

The place where that interaction takes place today is just down the hall from Taylor's office—the Math Learning Center (MLC). A large, spacious room filled with tables, individual carrels, and ample blackboard space, the MLC at the end of spring quarter is bustling with activity. Students toting knapsacks are comfortably scattered throughout the room, doing homework assignments, taking tests, and seeking help on a variety of math problems. Every few minutes, a hand goes up and one of the several instructors "on duty" in the MLC moves in to answer a question—a real challenge, according to Taylor.

"You never know what sort of question you're going to get," he says. "It could be about computers, or business math, or anything. That's what makes teaching in the MLC unique."

# "You've got to know it and you've got to show it..."



The reason for the variety of questions is that students enrolled in math courses at the Center progress through them at their own pace. They must pass a required number of tests in order to complete each course, and an advisor keeps tabs on their progress. This quarter, Taylor is responsible for overseeing approximately 60 students.

He spends 15 or more hours a week in the MLC, frequently pulling the 8 a.m. shift. Is he an early riser? Not really—just a father with a 10-year-old son and a 13-year-old daughter who “have to be out the door by 7 a.m.”

It is clear that Taylor enjoys his work in the MLC. He is both brusque and thoughtful as he explains a point to a student, and he sticks with it until the student scribbles the correct answer on paper. Communication is important to Taylor.

“You've got to know it and you've got to show it,” he frequently tells students. “I don't much care how a student arrives at an answer, but I *do* want to see the method presented clearly.”

It is clear that Taylor relishes not only this interaction with students, but also his behind-the-scenes work.

“Face-to-face teaching is just the tip of the iceberg,” he contends. “In order to make the MLC work, math faculty members must also spend considerable amounts of time correcting tests, developing instructional materials, and, above all, keeping track of students' progress.”

Taylor accomplishes much of his background work with the help of various computers available to him, both in the MLC and his home.

One such computer, used for both education and fun, replaces a television set in the Taylor household. Taylor has never owned a TV, which is especially ironic when one considers that his office literally is surrounded by NTID's Instructional Television Department.

Instead, he gets his information from other sources, primarily newspapers—and the library. He believes that “there is something interesting to read in every corner of a library, if you just look.” Look he must, for he reads 200 books a year, 30 or so on mathematical topics.

Dr. Marvin Sachs, chairperson of the Department of Physics and Technical Mathematics and perpetuator of the rumor that Taylor rents a TV every four years “to monitor the election returns,” has known Taylor for more than 15 years.

“You can't categorize Bob,” Sachs says good-naturedly. “He's definitely his own person.”

Those who attended the Institute's annual spring party also saw another side of Taylor, a talented musician who plays traditional American music on an autoharp. A past president of the Golden Link Folk Singing Society in Rochester, he often performs at local events. Math, however, is his first love.

On a recent afternoon in the MLC, Taylor stood in front of a blackboard, helping a student solve a problem. He says that he prefers to use the blackboard for teaching, as it reminds him of the “traditional image of the ideal teaching situation—the teacher at one end of a log and the student at the other.”

R. W. W. Taylor seems to be doing a good job of keeping that log balanced.



### "A Golden Day..."

Rep. Silvio Conte of Massachusetts was the featured speaker at the seventh annual Academic Awards Ceremony at NTID in May. His visit marked a special occasion—the 17th anniversary of NTID and the 100th anniversary of Mechanics Institute, which,

along with the Rochester Athenaeum, merged to become Rochester Institute of Technology.

Congressman Conte received the Presidential Medallion from RIT President M. Richard Rose, as well as a commemorative plaque given in appreciation of his efforts on behalf of NTID.

### Omission

In the Summer 1985 issue of *NTID Focus*, a story describing the recent Second International Symposium on Design for Disabled Persons did not mention the organizers of the American delegation who attended the conference. *Focus* would like to give appropriate credit to the American Association for the Advancement of Science (AAAS), which organized the American delegation of 14 scientists and designers who participated in the 17-day symposium in Israel.

### Castle Wins Lehman Award

Dr. William E. Castle, director of NTID and vice president for Government Relations at RIT, has been awarded the 1985 Herbert H. Lehman Award in Administration from the New York League for the Hard of Hearing. The award is given in recognition of contributions to administration "that have benefited thousands of hearing-impaired persons and furthered the League's goal of helping the hearing-impaired individual to be part of the mainstream."

### Program Honors Pair

The Educational Specialist Program conducted jointly by the University of Rochester Graduate School of Education and Human Development and NTID, recently honored Drs. Joanne Subtelny and Charles Layne for their significant contributions. Longstanding faculty members at NTID, they have served on the faculty for the program since 1980. Dr. Subtelny is a senior research associate in the Department of Communication Research at NTID and an adjunct professor at the Eastman Dental Center and Nazareth College. Dr. Layne is director of the Training Division of the College of Continuing Education at RIT.

The Educational Specialist Program is a unique graduate program designed to improve the quality of education and

services for deaf people. Graduates receive master's degrees and are qualified to work as professionals with deaf people at the secondary level, teaching deaf and hearing secondary students in such areas as English, mathematics, science, and social studies.

The program recently received a financial award of \$293,312 from the Personnel Preparation Program of the U. S. Department of Education. The award is the sixth that the program has received since it began in 1980. This money will be used to provide student support, tuition, and stipends.

Applications and further information about the program are available from Dr. Kenneth Nash, University of Rochester, 422 Lattimore Hall, Rochester, New York 14627 or by calling (716) 275-4009.



### Panara receives honorary degree

Robert Panara, a professor of English and drama at NTID and a pioneer in the development of the National Theatre of the Deaf, has been awarded the honorary Doctor of Public Service degree by MacMurray College in Illinois. Panara received the degree during commencement exercises in May.

Panara, the first faculty member hired by NTID and also the first deaf faculty member asked to teach in the RIT College of Liberal Arts, has dedicated a lifetime of service to hearing-impaired young people. Officials at MacMurray lauded Panara for his role in heightening the awareness of the arts for both deaf and hearing audiences around the world.

He holds a B.A. in English from Gallaudet College, an M.A. in English from New York University, and has completed all but the dissertation toward his Ph.D. at Catholic University of America.

### **A Final Word...**

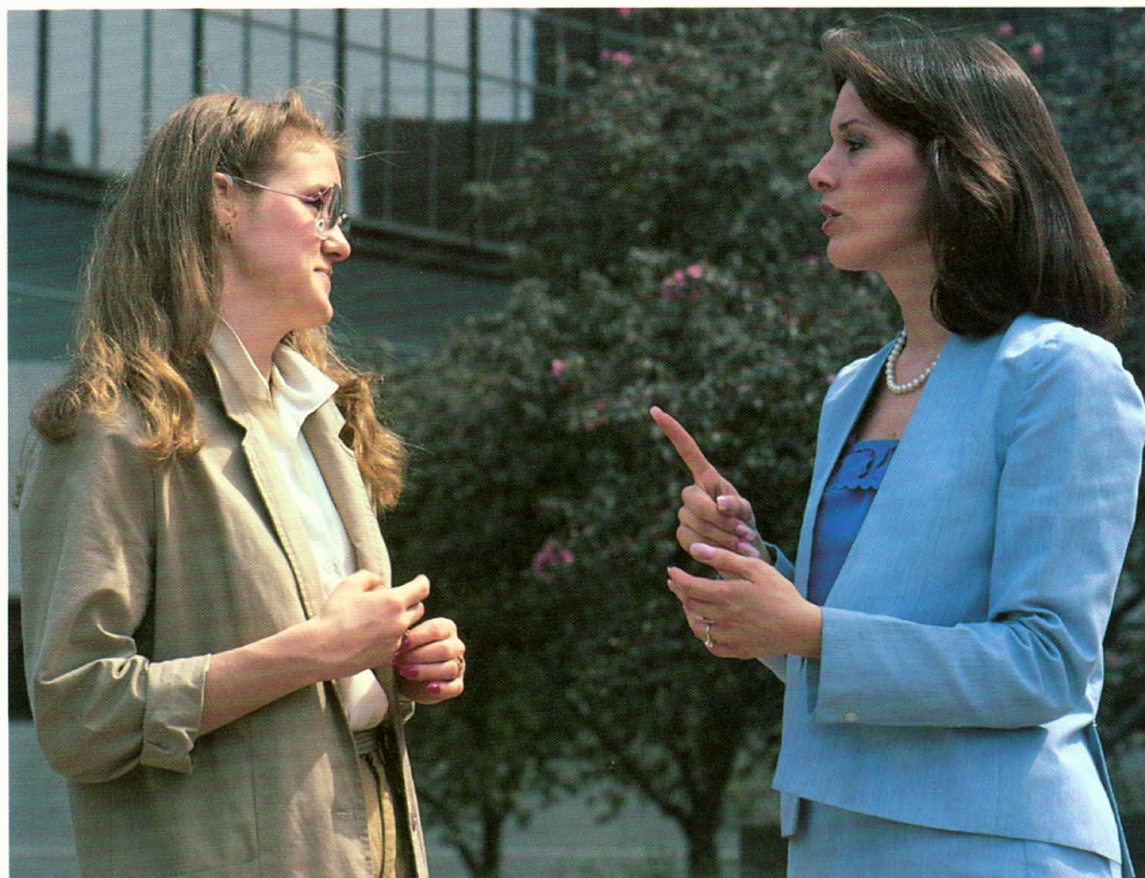
Reaching out is a process that characterizes RIT. Whether it be hearing students to deaf, or deaf students to hearing, this striving to connect is a life force of our Institute.

Dr. M. Richard Rose  
President  
Rochester Institute of Technology



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